



## EYFS- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography			Locational knowledge
	Human		Physical	
Geographical	<b>Exploring maps</b>			
<ul style="list-style-type: none"> <li>direction</li> <li>feature</li> <li>find</li> <li>journey</li> </ul>	<ul style="list-style-type: none"> <li>building</li> <li>car park</li> <li>field</li> <li>house</li> </ul>	<ul style="list-style-type: none"> <li>park</li> <li>path</li> <li>road</li> </ul>	<ul style="list-style-type: none"> <li>lake</li> <li>river</li> </ul>	<ul style="list-style-type: none"> <li>town</li> <li>village</li> </ul>
	<b>Outdoor adventures</b>			
Mapping			<ul style="list-style-type: none"> <li>acorn</li> <li>autumn</li> <li>bark</li> <li>dark</li> <li>dry</li> <li>feather</li> <li>flower</li> <li>freezing</li> <li>frosty</li> <li>hot</li> <li>leaf</li> </ul>	<ul style="list-style-type: none"> <li>rain</li> <li>seed</li> <li>snow</li> <li>spring</li> <li>summer</li> <li>sun</li> <li>sunny</li> <li>twig</li> <li>wet</li> <li>winter</li> </ul>
Fieldwork	<b>Around the world</b>			
<ul style="list-style-type: none"> <li>identify</li> <li>look</li> <li>photograph</li> <li>route</li> <li>search</li> <li>feel</li> <li>look</li> <li>notice</li> <li>observe</li> <li>see</li> <li>smell</li> <li>sound</li> <li>touch</li> </ul>	<ul style="list-style-type: none"> <li>bus stop</li> <li>church</li> <li>cottage</li> <li>explorer</li> <li>flats</li> <li>lamp post</li> <li>playground</li> </ul>	<ul style="list-style-type: none"> <li>post box</li> <li>postcard</li> <li>roundabout</li> <li>scientists</li> <li>tractor</li> <li>travel</li> </ul>	<ul style="list-style-type: none"> <li>beach</li> <li>blizzard</li> <li>cactus</li> <li>camel</li> <li>countryside</li> <li>desert</li> <li>farm</li> <li>field</li> <li>forest</li> <li>hill</li> <li>ice</li> </ul>	<ul style="list-style-type: none"> <li>land</li> <li>mountain</li> <li>palm tree</li> <li>polar</li> <li>pond</li> <li>rainforest</li> <li>sand dune</li> <li>storm</li> <li>waterfall</li> <li>weather</li> </ul>
				<ul style="list-style-type: none"> <li>UK</li> <li>England</li> <li>Scotland</li> <li>Northern Ireland</li> <li>Wales</li> <li>city</li> </ul>



Year 1- Vocabulary progression			
Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>aerial view</li> <li>aerial photograph</li> <li>distance</li> <li>location</li> <li>locate</li> <li>near</li> <li>far</li> <li>left</li> <li>right</li> <li>north</li> <li>east</li> <li>south</li> <li>west</li> <li>features</li> <li>direction</li> <li>physical feature</li> <li>human feature</li> <li>similar</li> <li>different</li> </ul>	<b>What is it like here?</b>		
	<ul style="list-style-type: none"> <li>village</li> <li>town</li> <li>city</li> </ul>	<ul style="list-style-type: none"> <li>land</li> <li>lake</li> <li>river</li> <li>ocean</li> <li>sea</li> </ul>	<ul style="list-style-type: none"> <li>place</li> <li>continent</li> <li>country</li> </ul>
	<b>What is the weather like in the UK?</b>		
		<ul style="list-style-type: none"> <li>weather</li> <li>season</li> <li>climate</li> </ul>	<ul style="list-style-type: none"> <li>Europe</li> <li>England</li> <li>Scotland</li> <li>Wales</li> <li>Northern Ireland</li> <li>United Kingdom (UK)</li> </ul>
<b>Mapping</b>	<b>What is it like to live in Shanghai?</b>		
<ul style="list-style-type: none"> <li>map</li> <li>globe</li> <li>atlas</li> <li>symbol</li> <li>key</li> </ul>	<ul style="list-style-type: none"> <li>port</li> <li>harbour</li> <li>skyscraper</li> <li>metro</li> <li>transport</li> </ul>	<ul style="list-style-type: none"> <li>desert</li> </ul>	<ul style="list-style-type: none"> <li>Asia</li> <li>China</li> <li>Shanghai</li> </ul>
<b>Fieldwork</b>			
<ul style="list-style-type: none"> <li>survey</li> <li>questionnaire</li> <li>compass</li> <li>rain gauge</li> <li>thermometer</li> <li>temperature</li> <li>weather vane</li> </ul>			



## Year 2- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>landmark</li> </ul>	<b>Would you prefer to live in a hot or cold place?</b>		
	<ul style="list-style-type: none"> <li>urban</li> <li>rural</li> </ul>	<ul style="list-style-type: none"> <li>pack ice</li> <li>ice sheet</li> <li>arid</li> <li>savannah</li> <li>vegetation</li> <li>grasslands</li> <li>rainforest</li> <li>polar</li> <li>mild</li> <li>temperate</li> </ul>	<ul style="list-style-type: none"> <li>Africa</li> <li>North America</li> <li>South America</li> <li>Antarctica</li> <li>Oceania</li> <li>Equator</li> <li>North Pole</li> <li>South Pole</li> <li>Kenya</li> </ul>
Mapping	<b>Why is our world wonderful?</b>		
<ul style="list-style-type: none"> <li>sketch map</li> <li>scale</li> <li>OS map</li> </ul>		<ul style="list-style-type: none"> <li>habitat</li> </ul>	<ul style="list-style-type: none"> <li>Atlantic Ocean</li> <li>Indian Ocean</li> <li>Southern Ocean</li> <li>Pacific Ocean</li> <li>Arctic Ocean</li> <li>London</li> <li>Edinburgh</li> <li>Cardiff</li> <li>Belfast</li> <li>Ben Nevis</li> <li>Lake Windermere</li> <li>Mount Snowdon</li> <li>capital city</li> </ul>
Fieldwork	<b>What is it like to live by the coast?</b>		
<ul style="list-style-type: none"> <li>sample</li> <li>tally chart</li> <li>pictogram</li> <li>bar chart</li> <li>data collection</li> </ul>	<ul style="list-style-type: none"> <li>aquarium</li> <li>tourist</li> </ul>	<ul style="list-style-type: none"> <li>arch</li> <li>bay</li> <li>coast</li> <li>mudflat</li> <li>pier</li> <li>cliff</li> <li>coastline</li> <li>island</li> <li>sand dunes</li> <li>stack</li> </ul>	<ul style="list-style-type: none"> <li>Weymouth</li> <li>Jurassic Coast</li> <li>Pembrokeshire</li> <li>Orkney Islands</li> <li>Giant's Causeway</li> <li>Flamborough Head</li> <li>North Sea</li> <li>English Channel</li> <li>The Irish Sea</li> </ul>



## Year 3 - Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
	Human	Physical		
Geographical	Why do people live near volcanoes?			
<ul style="list-style-type: none"> <li>negative/positive effects</li> <li>climate change</li> <li>adaptation</li> <li>tourism</li> <li>explorer</li> <li>cross-section</li> <li>similarity/difference</li> <li>land use</li> </ul>	<ul style="list-style-type: none"> <li>geothermal energy</li> <li>man-made rock</li> </ul>	<ul style="list-style-type: none"> <li>inner core</li> <li>outer core</li> <li>mantle</li> <li>crust</li> <li>tectonic plate</li> <li>plate boundary</li> <li>volcano                             <ul style="list-style-type: none"> <li>shield</li> <li>composite</li> <li>active</li> <li>dormant</li> <li>extinct</li> </ul> </li> <li>mountain                             <ul style="list-style-type: none"> <li>fault block</li> <li>fold</li> <li>volcanic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>magma</li> <li>magma chamber</li> <li>vent</li> <li>pyroclastic flow</li> <li>fertile soil</li> <li>volcanic springs</li> <li>earthquake</li> <li>tsunami</li> <li>fault line</li> <li>epicentre</li> <li>seismic wave</li> <li>focus</li> <li>rock                             <ul style="list-style-type: none"> <li>natural</li> <li>igneous</li> <li>sedimentary</li> <li>metamorphic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Italy                             <ul style="list-style-type: none"> <li>climate zones                                     <ul style="list-style-type: none"> <li>polar</li> <li>temperate</li> <li>arid</li> <li>tropical</li> <li>mediterranean</li> <li>mountains</li> </ul> </li> </ul> </li> <li>Earth                             <ul style="list-style-type: none"> <li>Mount Kilimanjaro</li> <li>The Andes</li> <li>The Himalayas</li> <li>The Rockies</li> <li>The Alps</li> <li>Mount Etna</li> <li>Lines of latitude/longitude</li> </ul> </li> </ul>
Mapping	Who lives in Antarctica?			
<ul style="list-style-type: none"> <li>index</li> <li>hemisphere</li> <li>scale bar</li> <li>mapping</li> <li>tilt</li> <li>four-figure grid reference</li> <li>plot</li> <li>eight points of the compass</li> <li>route</li> </ul>	<ul style="list-style-type: none"> <li>treaty</li> </ul>	<ul style="list-style-type: none"> <li>ice shelf</li> <li>drifting ice</li> <li>iceberg</li> <li>wilderness</li> </ul>	<ul style="list-style-type: none"> <li>Tropic of Capricorn</li> <li>Tropic of Cancer</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> <li>Arctic Circle</li> <li>Antarctic Circle</li> <li>South Georgia</li> <li>Mount Erebus</li> </ul>	
Fieldwork	Are all settlements the same?			
<ul style="list-style-type: none"> <li>expedition</li> <li>magnetic/magnetic field</li> <li>research</li> <li>intention</li> <li>destination</li> <li>evaluate</li> <li>compare</li> <li>improvement</li> </ul>	<ul style="list-style-type: none"> <li>linear</li> <li>nucleated</li> <li>dispersed</li> <li>recreational land</li> <li>agricultural land</li> <li>residential land</li> <li>commercial land</li> <li>place of worship</li> <li>monument</li> <li>memorial</li> <li>facilities</li> </ul>		<ul style="list-style-type: none"> <li>New Delhi</li> <li>settlement</li> <li>county</li> <li>region</li> <li>local</li> <li>country border</li> </ul>	



Year 4 - Vocabulary progression				
Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
Geographical	Human	Physical		
<ul style="list-style-type: none"> <li>benefit/advantage</li> <li>drawback/disadvantage</li> <li>process</li> <li>approximate</li> <li>greenhouse gas</li> <li>sustainability</li> <li>carbon footprint</li> <li>global warming</li> <li>renewable energy</li> </ul>	<b>Why are rainforests important to us?</b>			
	<ul style="list-style-type: none"> <li>indigenous peoples</li> <li>deforestation</li> <li>Community</li> <li>logging</li> <li>mining</li> </ul>	<ul style="list-style-type: none"> <li>vegetation belts</li> <li>forest floor</li> <li>understorey layer</li> <li>canopy layer</li> <li>emergent layer</li> <li>drought</li> <li>buttress roots</li> <li>lianas</li> </ul>	<ul style="list-style-type: none"> <li>biomes               <ul style="list-style-type: none"> <li>Savannah</li> <li>Tropical rainforest</li> <li>Temperate deciduous forest</li> <li>Boreal forest</li> <li>Desert</li> <li>Tundra</li> </ul> </li> <li>Amazon rainforest</li> <li>Brazil</li> <li>Manaus</li> </ul>	
	<b>Where does our food come from?</b>			
<ul style="list-style-type: none"> <li>represent</li> <li>grid square</li> </ul>	<ul style="list-style-type: none"> <li>food miles</li> <li>import</li> <li>export</li> <li>distribution</li> <li>produce</li> <li>waste</li> <li>consume</li> <li>fertilisers</li> <li>pesticides</li> <li>greengrocer</li> <li>butcher</li> <li>pollution</li> </ul>	<ul style="list-style-type: none"> <li>trade</li> <li>product</li> <li>cooperative</li> <li>responsible trade</li> <li>seasonal food</li> <li>air freight</li> <li>grant</li> <li>packaging</li> <li>bakery</li> <li>food bank</li> <li>allotment</li> </ul>	<ul style="list-style-type: none"> <li>Côte d'Ivoire</li> <li>West Africa</li> </ul>	
	<b>What are rivers and how are they used?</b>			
<ul style="list-style-type: none"> <li>investigate</li> <li>interview</li> <li>method</li> <li>risk</li> <li>enquiry</li> <li>data</li> <li>analyse</li> <li>present</li> <li>quantitative/qualitative data</li> <li>summarise</li> <li>interpret</li> <li>quote</li> <li>source</li> <li>sample size</li> <li>reliability</li> <li>limitations</li> <li>open-ended/closed question</li> <li>Likert scale</li> </ul>	<ul style="list-style-type: none"> <li>irrigation</li> <li>leisure</li> <li>supply</li> </ul>	<ul style="list-style-type: none"> <li>condensation</li> <li>evaporation</li> <li>groundwater</li> <li>percolation</li> <li>precipitation</li> <li>transpiration</li> <li>water cycle</li> <li>delta</li> <li>estuary</li> <li>floodplain</li> </ul>	<ul style="list-style-type: none"> <li>meander</li> <li>oxbow lake</li> <li>river mouth</li> <li>source</li> <li>tributary</li> <li>valley</li> <li>waterfall</li> <li>flooding</li> </ul>	<ul style="list-style-type: none"> <li>River Severn</li> <li>River Thames</li> <li>River Trent</li> <li>River Great Ouse</li> <li>River Wye</li> <li>River Mississippi.</li> <li>River Amazon</li> <li>River Nile</li> <li>River Danube</li> <li>River Yangtze</li> <li>River Murray</li> </ul>



## Year 5 - Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
Geographical	Human	Physical		
<ul style="list-style-type: none"> <li>natural disaster</li> <li>threat</li> <li>species</li> <li>dependent</li> <li>geology</li> <li>ecology</li> <li>ecosystem</li> <li>atmosphere</li> <li>human footprint</li> <li>environment</li> <li>comparison</li> </ul>	<b>What is life like in the Alps?</b>			
	<ul style="list-style-type: none"> <li>population</li> </ul>	<ul style="list-style-type: none"> <li>mountain range</li> <li>temperate deciduous forest</li> <li>coniferous trees</li> <li>deciduous trees</li> </ul>	<ul style="list-style-type: none"> <li>The Alps</li> <li>France</li> <li>Monaco</li> <li>Switzerland</li> <li>Liechtenstein</li> </ul>	<ul style="list-style-type: none"> <li>Austria</li> <li>Germany</li> <li>Slovenia</li> </ul>
	<b>Why do oceans matter?</b>			
	<ul style="list-style-type: none"> <li>coral bleaching</li> <li>microplastics</li> <li>acidification</li> <li>overfishing</li> <li>Marine Protected Area</li> <li>single-use plastic</li> <li>re-purpose</li> <li>plastic pollution</li> <li>disposable</li> <li>policy</li> <li>biodegradable</li> </ul>	<ul style="list-style-type: none"> <li>ocean current</li> <li>buffer</li> <li>coral reef</li> <li>marine</li> <li>erosion</li> <li>decompose</li> </ul>	<ul style="list-style-type: none"> <li>Great Barrier Reef</li> <li>Australia</li> <li>Japan</li> <li>South Korea</li> <li>USA</li> <li>Thailand</li> <li>India</li> </ul>	
<p style="text-align: center;"><b>Mapping</b></p> <ul style="list-style-type: none"> <li>land height</li> <li>sea level</li> <li>thematic map</li> <li>aerial map</li> <li>digital map</li> <li>time zone</li> </ul>	<b>Would you like to live in the desert?</b>			
<p style="text-align: center;"><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>fieldwork</li> <li>evidence</li> </ul>	<ul style="list-style-type: none"> <li>airstrip</li> <li>national park</li> <li>nature reserve</li> <li>tourist attraction</li> <li>military</li> <li>ranching</li> <li>agriculture</li> <li>desertification</li> <li>flash flood</li> </ul>	<ul style="list-style-type: none"> <li>rainfall</li> <li>barren</li> <li>sparse</li> <li>mesa</li> <li>mushroom rock</li> <li>natural arch</li> <li>salt flat</li> </ul>	<ul style="list-style-type: none"> <li>Mojave Desert</li> <li>Death Valley</li> <li>Gobi Desert</li> <li>Oleshky Sands</li> <li>Sahara Desert</li> <li>Chihuahuan Desert</li> <li>Patagonian Desert</li> </ul>	<ul style="list-style-type: none"> <li>Antarctic Polar Desert</li> <li>Great Victoria Desert</li> <li>Nevada</li> <li>Utah</li> <li>Arizona</li> <li>Atacama Desert</li> <li>Prime/Greenwich Meridian</li> </ul>



## Year 6 - Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>• impact</li> <li>• landscape</li> <li>• urban planner</li> </ul>	<b>Why does population change?</b>		
<b>Mapping</b>	<ul style="list-style-type: none"> <li>• densely populated</li> <li>• sparsely populated</li> <li>• population density</li> <li>• population distribution</li> <li>• birth rate</li> <li>• death rate</li> <li>• natural increase</li> <li>• migration</li> <li>• refugee</li> <li>• push factors</li> <li>• pull factors</li> <li>• voluntary</li> <li>• involuntary</li> <li>• air pollution</li> <li>• noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• land mass</li> </ul>	<ul style="list-style-type: none"> <li>• Singapore</li> <li>• Hong Kong</li> <li>• Bangladesh</li> <li>• Greenland</li> <li>• Iceland</li> <li>• Canada</li> <li>• Oman</li> <li>• Bulgaria</li> </ul>
<ul style="list-style-type: none"> <li>• six-figure grid references</li> <li>• contour lines</li> </ul>	<b>Where does our energy come from?</b>		
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• energy source</li> <li>• hydropower</li> <li>• wind power</li> <li>• solar power</li> <li>• nuclear power</li> <li>• biofuel</li> <li>• non-renewable</li> <li>• dam</li> <li>• replenished</li> <li>• consumption</li> <li>• producer</li> <li>• headquarters</li> <li>• offshore</li> <li>• onshore</li> </ul>	<ul style="list-style-type: none"> <li>• coal</li> <li>• natural gas</li> <li>• crude oil</li> <li>• emissions</li> <li>• ocean tide</li> <li>• regenerate</li> <li>• fossil fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Port of Blyth</li> <li>• Midland, Texas</li> <li>• Cities of the UK                             <ul style="list-style-type: none"> <li>◦ Glasgow</li> <li>◦ Liverpool</li> <li>◦ Bristol</li> <li>◦ Newcastle</li> <li>◦ Southampton</li> <li>◦ Plymouth</li> <li>◦ Leeds</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• digital technologies</li> <li>• conclusion</li> <li>• cartogram</li> <li>• Geographic Information System (GIS)</li> <li>• pie chart</li> <li>• line graph</li> <li>• live data</li> <li>• consideration</li> <li>• annotate</li> <li>• justify</li> <li>• issue</li> <li>• viewpoint</li> <li>• data collection methods</li> <li>• subjective</li> <li>• audience</li> <li>• recommendation</li> </ul>	<b>Can I carry out an independent fieldwork enquiry?</b>		
	N/A	N/A	N/A