



Monkston Primary School

Geography Vocabulary Spine



Children with a rich, varied vocabulary succeed in their education and beyond; therefore, developing learners with excellent language skills is the cornerstone to our curriculum. We recognise that children's vocabulary requires context, so our vocabulary spine is closely aligned with our curriculum and is composed mainly of tier 2 and tier 3 vocabulary as outlined by their definitions below. Tier 1 vocabulary is developed through everyday talk and conversation, as well as in the pupils' home life. The table explains in which year group the word or terminology is introduced, but in most cases, the vocabulary will be revisited regularly as pupils move through the school. The list is by no means exhaustive; pupils will encounter many more tier 2 and tier 3 vocabulary in their lessons, but these are the words that we expect children to know by the time they leave Monkston.

- **Tier 1 Vocabulary** consists of high frequency words, most commonly used in spoken language, which do not typically have multiple meanings. These can be basic nouns such as 'house', 'dog', and 'phone', which learners come across in normal everyday conversation. In most cases, learners will have already acquired this basic level of language prior to starting school and they can continue to develop their tier 1 vocabulary on a day-to-day basis when communicating with their peers and teachers, in tandem with their formal learning.
- **Tier 2 vocabulary** is also high in frequency but is predominantly used in written language. Examples include words such as, 'analyse', 'context' and 'sufficient'. More complex, nuanced and academic in nature, Tier 2 vocabulary is not subject specific; it can have multiple meanings and requires a much higher degree of literacy for learners to comprehend.
- **Tier 3 vocabulary** is low frequency, subject-specific language that is used only in reference to particular concepts, topics and processes. Tier 3 language requires learners to possess a certain level of subject knowledge in order to understand the specific terminology in question: for example, 'hypotenuse', 'tectonic' or 'photosynthesis'. It is the language used by subject specialists when discussing their field, such as historians, artists, scientists, and engineers, and it is the specific vocabulary used in the classroom to teach these subjects.

Key Stage 1

Year 1	Autumn	Spring	Summer
	<p style="text-align: center;">Spatial Sense</p> <p style="text-align: center;">aerial view map location compass key symbol navigate</p>	<p style="text-align: center;">The UK</p> <p style="text-align: center;">union kingdom mountain coast valley Gaelic seasons</p>	<p style="text-align: center;">Seven Continents</p> <p style="text-align: center;">Earth continent ocean globe North Pole South Pole equator</p>
Year 2	Autumn	Spring	Summer
	<p style="text-align: center;">Spatial Sense</p> <p style="text-align: center;">map globe navigate location direction ordnance survey symbols scale equator</p>	<p style="text-align: center;">The British Isles</p> <p style="text-align: center;">The United Kingdom The British Isles island loch Munro valley coast inhabited uninhabited</p>	<p style="text-align: center;">Northern Europe</p> <p style="text-align: center;">Scandinavia Nordic weather climate migration compass adapt explorer human features physical features Sami People</p>

Lower Key Stage 2

Year 3	Autumn		Spring		Summer	
	Spatial Sense eight-point compass grid reference symbols key human features physical features	Settlements settlement urban rural suburban population dense sparse conurbation	Rivers river source stream tributaries estuary mouth river/drainage basin watershed waterway	UK: The South West coastline Gulf Stream county arable pastoral Area of Outstanding Natural Beauty (AONB) moor tourism	Western Europe climate temperate climate trade import export agriculture the Alps	Asia: China & India Taj Mahal Indus River Indus Valley Civilisation River Ganges Great Wall of China Qin Shi Huangdi
Year 4	Autumn		Spring		Summer	
	Spatial Sense lines of latitude lines of longitude equator prime meridian tropic of Cancer tropic of Capricorn scale	Mediterranean Europe Mediterranean Europe equator latitude ecosystem Gulf Stream the Colosseum peninsula inhabit	Eastern Europe Balkan countries Baltic countries Cyrillic human geography physical geography steppe	UK: Northern Ireland Belfast Londonderry republic partition Loch Neagh Giant's Causeway Unionists Nationalists	UK: London and the SE London coastline cliffs skyline transportation pier tourist Dover	Asia: Japan Tokyo Kyoto climate weather tsunami monsoon samurai kimono origami

Upper Key Stage 2

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spatial Sense prime meridian line lines of longitude lines of latitude co-ordinates Eastern Hemisphere Western Hemisphere relief maps	Mountains peak range erosion topography plate boundary Machu Picchu Mount Kilimanjaro	UK: East Anglia, Midlands, Yorkshire & Humberside industry arable farming mining national park viaduct valley relief map population topography	Australia industry Aboriginal People colony settler mining The Commonwealth biome Uluru	New Zealand and the South Pacific Māori earthquake tectonic plates tsunami biome industry commonwealth	Local Study sketch map graph analyse data fieldwork local councillor resident
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spatial Sense longitude latitude axis the poles tropic of Cancer tropic of Capricorn prime meridian time zone map projection	British Geographical Issues air pollution climate change waster litter synthetic particles DEFRA WHO	North America North America United States of America state Mississippi River biome urbanisation	South America Pangea rainforest subduction zone plateau altitude deforestation biodiversity	Africa Homo sapiens commodity agriculture desert desertification biodiversity food insecurity colonialism	Globalisation globalisation interaction integration social economic political culture investment exploit trade