



# Geography Curriculum Vocabulary

*This booklet contains all our mapped out Tier 2 and Tier 3 vocabulary across our Geography Curriculum from EYFS through to Year 6.*

## What are Tier 2 and Tier 3 words?

<b>Tier 2</b>	Tier 2 words are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter rich, transferable language. These are priority words for your child to see, say, learn and use.
<b>Tier 3</b>	Tier 3 words are low-frequency, subject-specific vocabulary used within a particular discipline or field of study. These words are often technical or specialized and are not commonly used in everyday conversation.

## How we learn vocabulary

<b>Talk in school</b>	<p>Each half term, children will be introduced to new vocabulary. We will use 4 strategies to help children learn the new words. During the school day, children will be exposed to and learn Tier 2 words by:</p> <p><b>See it</b> – Children are exposed to the new word (one at a time), see the word in written form, link it to pictures and actions, teachers provide a child friendly definition of the word, teachers explain how the word is used in sentences and different situations.</p> <p><b>Say it</b> – Children will practise saying the word for the correct pronunciation, both in isolation and in sentences.</p> <p><b>Learn it</b> – Children will connect to prior knowledge: helping them to link new words to words they already know. They will explore word parts: prefixes, suffixes, and roots to help pupils decode and understand new words. Children will compare and contrast words, analyse their meanings, and explore their nuances. Finally, we will help children see how new words relate to their own lives and experiences.</p> <p><b>Apply it</b> – Children will apply the new vocabulary into verbal and written contexts and sentences, across all areas of the curriculum.</p>
<b>Talk at home</b>	<p>This booklet contains all the Tier 2 and Tier 3 vocabulary your child will be exposed to in school, it is broken into half termly learning. As research promotes the use of repetition to learn new vocabulary and embed into children’s knowledge, we ask parents to support the learning of the vocabulary at home too. The more children are exposed to and repeat each Tier 2 or Tier 3 word, the more successfully they will retain and be able to use the vocabulary. Therefore, you can support at home by pre-teaching your child the vocabulary for that half term. Ideas for how to do this could be: magnetic letters on the fridge, word splat with flashcards, talking about the words as a family and putting into a sentence, checking your child’s understanding of the word and writing in sand! A useful blog with more ideas can be found here: <a href="https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/">https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/</a></p>





Year R			
Strand	Block 1: Seasons: How do we know it is Autumn?	Block 2: Polar regions Would you like to live in the poles?	Block 3: Journeys: Where in the world?
Tier 2	month, year, Autumn, Spring, Winter, Summer, season	shelter, land	pollution, reduce, reusable, ocean, environment, journey, transport, recycling, located
Tier 3	village, country	polar regions, globe, map, North pole, South pole, woodland, Inuit people	habitat, Borneo, Amazon

Year 1			
Strand	Block 1 Place and location What Thurgoland so special?	Block 2 Place, location and climate Why don't penguins need to fly?	Block 3 Place, location, climate Why do we love being at the seaside so much?
Tier 2	local, features, symbols	desert, survive, globe, adaptation, camouflage, dense, habitat	coast, creatures, rockpool, impact, protected, coral, similarities, differences
Tier 3	human, physical, birds eye view, United Kingdom, countries, Northern Ireland, Scotland, Wales, England, town, city, vegetation, aerial, key, port, harbour, valley	climate, continents, countryside, woodland, moorland, equator, region, ice sheet, North America, South America, Europe, Asia, Oceania, Australasia, Africa, Antarctica, Arctic circle	pier, tourists, shoreline, dune, limpets, sea anemone, pollution, coastal, Wembury, Cairns, South Yorkshire, Devon, Australia, Great Barrier Reef, tropical



## Year 2

Strand	Block 1 Place and location: Where is our capital city?	Block 2 Climate, environment and place: What is the weather like today?	Block 3 Climate, place and location: How is the Kenyan countryside different to our local countryside?
<b>Tier 2</b>	island, horizontal, vertical, axis	temperature, thermometer, mild, sunlight	landscape, farming, farmland, life stock, housing estate, recreational, route
<b>Tier 3</b>	Southern Ocean, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, English Channel, North Sea, Irish Sea, London, Edinburgh, Belfast, Cardiff, Union Jack, capital city, weather pattern, grid reference, North, South, East, West, landmarks, compass, Greater London	atmosphere, hail, fog, rain gauge, oktas, rainfall, Sahara, Antarctic circle	Kenya, arid, Nairobi, Mombasa, Rift Valley, Grasslands, Reef, land use, mountainous, mountain

## Year 3

Strand	Block 1 Place, climate and environment: What is the sunshine state really like?	Block 2 Climate and environment: Why are jungles so wet and deserts so dry?	Block 3 Climate and environment: How and why is my local area changing?
<b>Tier 2</b>	protected, endangered, extinct, intense, average	distribution, evaporated, humid, inhabited	advantages, disadvantages, impact, satellites, negative
<b>Tier 3</b>	United States of America (USA), time zones, standard of living, peninsula, life expectancy, land mass, Alaska, Iberian, South India, Arabian, Korean, Cape Canaveral, French Guiana, Line of latitude, hurricane, Russian everglades, Greenwich Meridian	temperate climate, prevailing winds, Tropics of Capricorn, Tropics of Cancer, Northern hemisphere, Southern hemisphere, biomes, tropical rainforest biome, Amazon, mountain range, Arica, Atacama Desert, Andes, non-polar region	transport links, South Yorkshire, environmental quality, noise pollution, open space, global scale, global environment



## Year 4

Strand	Block 1 Human and physical processes and place: Why do so many people live in megacities?	Block 2 Physical processes: Why do some earthquakes cause more damage?	Block 3 Climate and environment: How can we live more sustainably?
<b>Tier 2</b>	growth, overcrowded, convenience, compared	damage, debris, distribution, hazard, risk assessment, erupting	personal, turbines, windfarms, solar panels
<b>Tier 3</b>	geographical features, megacities, population densities, populations, settlements, industry, migration, Buckinghamshire, local amenities, shanty towns, cultural experiences, smog, human impact, visual pollution, bay, trading, congestion	earthquakes, longitude, mudslides, landslides, magnitude, infrastructure, epicentre, Richter scale, crust, plates, faults, volcanoes, plate boundaries, constructive plate boundary, destructive plate boundary, conservative plate boundary, Pacific ring of fire, magma, lava, New Zealand	sustainable sources of energy, sustainability, renewable resources, infinite resources, non-renewable resources, finite, greenhouse gases, Nepal, gorge, terrace, agriculture, eroded soils, deforestation



## Year 5

Strand	Block 1 Climate and the environment: How is climate change affecting the world?	Block 2 Physical processes: How do volcanoes affect the lives of people?	Block 3 Climate and environment: Who are the national parks for?
Tier 2	heat wave, bush fire, reduce	structure, region, barren, remote, fertile, occupation, employment	conserve, protected, conflict, managed, privately
Tier 3	climate change, Gambia, trade winds, droughts desertification, subsistence, tidal surge flood protection, rock armour, sea wall flood gates, Greenland, global warming extreme weather events, greenhouse gases fossil fuels	Hiemaey, Eyjafjallajökull, molten rock active volcano, eruption, Iceland Italy, Azores, geysers, glacier geothermal power stations archipelago, Vestmannaeyjar Balearic Islands, Canary Islands, Greece industries, Mid-Atlantic Ridge economic activity	national parks, unspoilt beauty, urban, natural beauty, cultural heritage, attractions, areas of outstanding natural beauty, endangered habitats, contour line, freeze thaw weathering, erosion, breathing spaces, sustainable, wilderness, right to roam



# THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



Year 6			
Strand	Block 1 Physical processes, human processes: What is a river?	Block 2 Physical processes, climate: Why are mountains so important?	Block 3 Sustainability, human processes: Why is fair trade fair?
Tier 2		precaution, rugged, rounded	profit, premium, brands, certified
Tier 3	course, mouth, source, meander, delta, estuary, gorge, levee, banks, channel, confluence, ecosystem, low tide, high tide, wading birds, invertebrates, mud flats, diatom, photosynthesis, hydrological cycle, precipitation, run off, aquifers, evaporated, velocity, deposit sediments, depositions, ordnance survey, north-east, north-west, south east, south west	mass of earth, base, summit, mountain range, fold mountains, sedimentary rock, anticline, syncline, Himalayas, Andes, Rockies, Alps, Urals, Atlas, mountaineers, ridge, glacier, trace fossils, body fossils, geological, ice age, glaciers, growing season, growing conditions, Carmarthenshire	domestically, internationally, trading route, merchant, commodities, importing, exporting, locally produced, British branded, producers, shipper, retailer, packager, Fair trade, co-operative, ethical