



Key Stage	Foundation Stage Curriculum National Curriculum	Enquiry Questions	Know	Grow	Show
			Basic familiar words	High-frequency & academic words <ul style="list-style-type: none"> Red indicates disciplinary thinking skills Green indicates vocabulary taught in other subjects 	Low-frequency & content specific words
EYFS	<p>Communication and Language</p> <ul style="list-style-type: none"> Back-and-forth interactions Conversation Language-rich environment Key texts Storytelling & roleplay <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	Why do leaves change colour?	tree, woodland, forest, leaf, autumn	change, season, autumn, winter, spring, summer, Equator, country, United Kingdom, globe, natural, process recognise, identify, describe, organise	deciduous, coniferous, decay, dormant, decomposition
		What did they find on a bear hunt?	school, home, garden, town, street, road, park	map, North, East, South, West, place, location, Devizes, Trinity School, human features, physical features recognise, identify, describe, organise, compare	land use
		How can we stay safe at the beach?	town, farm, beach	map, England, the United Kingdom, country, village, seaside, cliff, environment recognise, identify, describe, organise, compare, recall, begin to explain	coastline, aerial photograph, GIS (geographical information system), globe
KS1	<p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective 	What is the geography of where I live like?	road, street, field, building, house, shops, pavement, park, church, farm, map, town	urban, rural, physical, human, environment, landscape, data, city, village, (further locational vocabulary to be considered based on your location) settlement, fieldwork, country, location, place, map, aerial photograph, GIS (geographical information system), globe recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	deciduous, coniferous, population, satellite, land use, direction (North, South, East, West)
		How does the weather affect our lives?	season, cold, wet, dry, hot, rain, wind, snow, fog, sunshine, ice, map, globe, Earth	North Pole, South Pole, weather, season, physical, human, process, environment, country, location, sleet, frost, storm, hurricane, tornado damp, mild (common synonyms and shades of meaning for temperature words) natural, ocean, sea, continent, desert, polar region, tropical, the Equator, climate recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	temperate, Tropic of Cancer, Tropic of Capricorn, atmosphere, precipitation, temperature, humidity



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	<p>communication</p> <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 	<p>Why do we love being beside the seaside so much?</p>	beach, land, sea, cliff, ocean, weather, map, globe	urban, rural, physical, human, environment , coast, natural, foreign, international, coastline, habitat , Equator, rock-pool , county, country, continent, aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	leisure, tourism, resort, pollution, tide, adaptation
		<p>Why does it matter where our food comes from?</p>	plants, animals, rain, sun, grow, farm, map, globe, Earth	urban, rural, physical, human, process , weather, countryside, farming, mixed crops, conditions, transport, aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	agriculture , free-range, organic, arable, livestock, trade , import, export, pastoral, herd, produce, consumer
		<p>Why don't penguins need to fly?</p>	penguin, bird, animal, snow, ice, map, globe, Earth	physical, human, gale, storm, environment , adaptation, expedition , extreme, predator , habitat , direction (North, South, East, West), aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	glacier, ice sheet, iceberg, Northern Hemisphere, Southern Hemisphere
		<p>How does the geography of Kampong Ayer compare with where I live?</p>	tree, school, forest, wood, river, hill, mountain, map, globe, Earth	physical, human, natural, environment , location, country, continent, settlement , landscape, weather, habitat , climate, homes, work, village, tide, the Equator, polar regions, aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, compare & contrast, explore, explain	rainforest, canopy, layer, biome, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, precipitation, temperature, humidity
LKS2	<p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding 	<p>How and why is my local area changing?</p>	city, village, town, country, homes, houses, flats, apartments, bungalows, shops, work place, work, direction (North, South, East, West), map, globe	urban, rural, population, human features & processes, physical features & processes, land use, trade, construction, transport, tourism, leisure, change, business, climate, pattern, impact, advantage, disadvantage, cost and benefit, perspective , settlement , aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions	factor, immigration, economy, residential, retail, services, infrastructure, derelict, redevelopment, civilisation



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	<p>to comments</p> <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 	<p>Why do some earthquakes cause more destruction than others?</p>	physical, human, process, man-made, natural, environment , location, place, direction (North, South, East, West), map, globe	<p>earthquake, the Equator, Northern Hemisphere, Southern Hemisphere, volcano, disaster, impact, cause & effect, disaster, impact, construction, development, prepare, average, response, factor, hazard, significant, direction (North, South, East, West), aerial photograph, GIS (geographical information system)</p> <p>recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions</p>	magnitude, epicentre, Richter Scale, Tectonic plates, distribution, scale, fault, infrastructure, poverty, crust, core, mantle
		<p>What is the sunshine state really like?</p>	physical, human, natural, process, man-made, features, environment, location, place, continent, country, ocean, coast, map, globe	<p>theme park, climate, economy, attraction, advantage, disadvantage, diverse, distribution, hurricane, tourism, population, data, leisure, foreign, international, aerial photograph, GIS (geographical information system)</p> <p>recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions</p>	peninsula, biome, National Park, vegetation, state, trajectory, Gulf, recreation, zone, endangered, conservation
		<p>How can we live more sustainably?</p>	city, village, town, human, physical, process, man-made, features, environment , work, construction, transport, change , map, globe	<p>unsustainable, renewable, energy, conservation, economic, resources, recycle, reuse, reduce, lifestyle, infinite, contribution, impact, waste, atmosphere, consumption, farming (wind, solar), depend, moral, settlement, urban, rural, population, pollution, land use, trade, civilisation, tourism, leisure, factor, fieldwork, landscape, climate, aerial photograph, GIS (geographical information system)</p> <p>recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions</p>	biodiversity, solar, turbine, hydroelectric, greenhouse gas, fossil fuel, global warming, interdependence, finite
		<p>Why do so many people live in megacities?</p>	city, village, town, human, process, physical, process, man-made, features, work, construction, transport, map, globe	<p>settlement, urban, rural, city, population, pollution, land use, trade, civilisation, mega, inhabit, relief, development, employment, economy, infrastructure, congestion, advantage, disadvantage, shanty, capital, residential, aerial photograph, GIS (geographical information system)</p> <p>recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions</p>	topography, distribution, density, migration, immigration



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		Why are jungles so wet and deserts so dry?	weather, season, physical, human, process, physical, process, man-made, features, environment , country, location, dry, hot, cold, damp, wet, mild, natural, continent, desert, polar region, ocean, landscape, river, habitat , jungle, mountain, map, globe	climate, zone, drought, economic, graph, inhabited, uninhabited, humidity, average, prevailing, direction, data, source, temperate, tropical, the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, aerial photograph, GIS (geographical information system) recognise, identify, describe, observe, reason, recall, explain, compare & contrast, reach basic conclusions	biome, tributaries, topography, precipitation
UKS2	Spoken language <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication Notes and guidance (non-statutory) <ul style="list-style-type: none"> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in 	What is a river?	river, landscape, hazard, habitat , pollution, trade, transport, settlement , map, globe, Earth, aerial photograph, GIS (geographical information system)	source, plain, course, profile, port, dock, financial, commercial, erosion, relief, flood recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise	water cycle, interdependence, meander, estuary, confluence, tributaries, flood plain, ecosystem, monsoon
		Why are mountains so important?	mountain, landscape, environment , location, tourism, leisure, climate, physical, human, process, natural, man-made, features, map, globe, Earth, aerial photograph, GIS (geographical information system)	Tectonic plates, crust, mantle, core, fossil, growing season, renewable energy, conservation, economic, recycle, reuse, reduce, precipitation, range, sanitation, amenities, region, valley recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise	fold mountain, strata, reservoir, hydroelectric
		How do volcanoes affect the lives of people living on Hiemaey?	physical process, landscape, volcano, mountain, coast, season, continent, ocean, environment , trade, transport, tourism, settlement, energy, resources, hazard, map, globe, Earth, aerial photograph, GIS (geographical information system)	evacuate , island, remote, constraint, factory, solidify, interaction, growing season, precipitation, adaptation, topography, crust, mantle, core, distribution, economic recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise, empathise	composite, archipelago, fjord, Tectonic plates, Mid-Atlantic Ridge
		Who are Britain's National Parks for?	climate, advantage, disadvantage, hazard, tourism, visitor, leisure, landscape, urban, rural, location, physical, human, process, land use, environment , natural resources, map, globe, Earth, aerial photograph, GIS (geographical information system)	economy, trajectory, attraction, diverse, distribution, recreation, zone, endangered, conservation, economic, deciduous, coniferous, relief, enhance, conflict, management, culture, tradition, attraction, access, right, roam, wilderness, political, feature recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise, empathise	heritage, viaduct, biodiversity, moorland, upland



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	<p>conversations and debates.</p> <ul style="list-style-type: none"> Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 	Why is Fair Trade fair?	trade, port, dock, trade, map, globe, Earth, aerial photograph, GIS (geographical information system)	<p>Fair Trade, manufacture, produce, producer, consumer, foreign, international, export, import, interdependence, fair, ethical, consumer, premium, guarantee, domestic, moral, estuary, route</p> <p>recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise, empathise</p>	cooperative
		How is climate change affecting the world?	human process, climate, tide, impact, landscape, environment, hazard, ice sheet, coast, settlement, land use, map, globe, Earth, aerial photograph, GIS (geographical information system)	<p>assumption, surge, scale, estuary, drought, heat wave, wildfire, renewable, conservation, sustainable, atmosphere, interdependence</p> <p>recognise, identify, describe, observe, reason, recall, explain, reach conclusions, make judgments, evaluate, apply, hypothesise, empathise</p>	mitigation, emission, desertification, tidal surge, carbon footprint