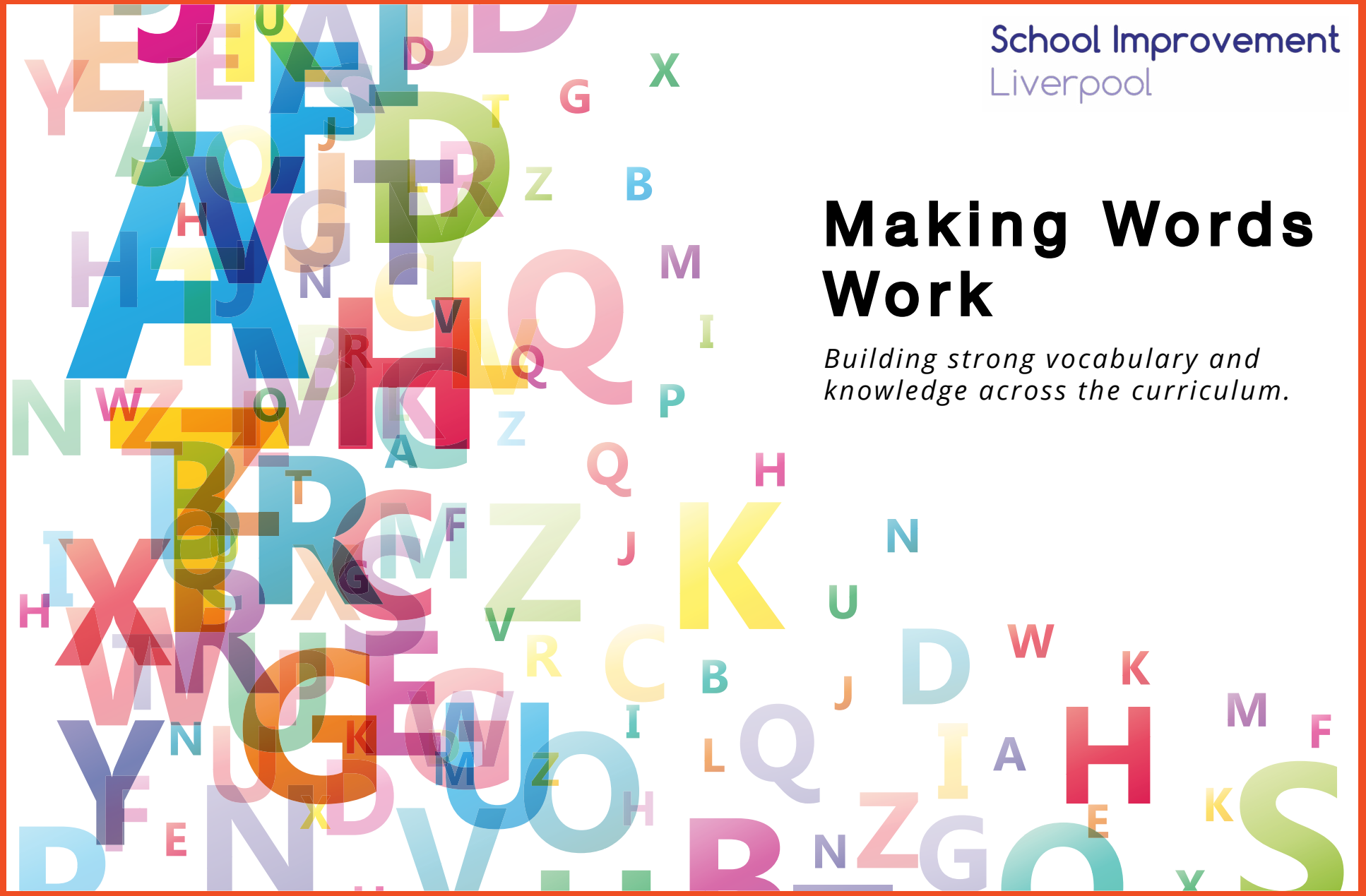
School Improvement
Liverpool

Making Words Work

Building strong vocabulary and knowledge across the curriculum.



Contents

Introduction

A focus on vocabulary

Ensuring children have a broad vocabulary is a priority in all schools.

Language empowers and enables: opening doors to imagination, knowledge and deeper learning.

Research indicates that the 'word gap' that exists for many children is likely to have life-long consequences both academically and in terms of their mental wellbeing.

> 'Children with a poor vocabulary at five years of age are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues. Language as a child wellbeing indicator.' Early Intervention Foundation/Newcastle University

The focus on the wider curriculum

Vocabulary exists beyond English lessons!

The range of words children will encounter during their journey in primary school is vast.

Subjects across the wider curriculum not only provide the opportunity to develop children's use of and confidence with words encountered in English lessons, they also have a vocabulary of their own.

> 'Unlocking the language of our subject domains is essential to understanding' Alex Quigley

An approach to developing vocabulary across the curriculum

Across the curriculum children will benefit from meeting the key vocabulary of each subject in speaking and listening activities, in reading and in a 'word-rich' classroom.

> 'The importance of providing children with a language-rich environment – the "caught" as well as the "taught". Whether this is a topic-related role play area in key stage 2, drama in a secondary setting, or simply plenty of opportunities for purposeful talk in everyday lessons, it's vital for every school.' Jean Gross

When we also ensure a carefully **planned approach to intentionally teaching** subject-specific words, what they mean and how they are used, we:

- Develop and deepen children's understanding of the key subject concepts and knowledge.
- Build children's capacity to speak, read and write like the scientists, geographers, artists and designers they may one day become.
- Increase children's knowledge of words, their meanings and connections and how they are used.
- Enable children to read and comprehend more challenging texts across the curriculum.

Which vocabulary do we teach?

This resource identifies the more complex words used across the curriculum often with a subject specific meaning like 'meander' or 'inheritance' and subject-specific words for science, foreign languages, history, geography, art and design and design and technology like 'chronology' in history. These can be usefully thought of as Tier 2 Words and Tier 3 Words:

Tier 1 words: basic words used often in everyday conversation, e.g. go, play.

Tier 2 words: complex words that are more likely to occur in academic settings, e.g. compare, neutral.

Tier 3 words: highly specialised, subject-specific words, e.g. isosceles.

Beck, I.L., & McKeown, M. G. (1985). 'Teaching vocabulary: Making the instruction fit the goal'. Educational Perspectives, 23(1), 11-15.

The vocabulary is set out in the following ways:

- Art and design – vocabulary is separated into aspects of the subject.
- Foreign languages, history, geography and design and technology – vocabulary is assigned to key stages or phases where they are most likely to be introduced for the first time.
- Words are in bold font if they are repeated in a later year/key stage.
- Science - essential vocabulary for each year group along with new vocabulary.

Using this Booklet

How do we organise the vocabulary?

Schools are free to organise the content of their curriculum to suit their children and context. This means that different schools will deliver content areas at different times and sometimes in different years.

For this reason, it is not always possible to specify in which year or key stage any particular word will first be introduced. That will be for schools to consider.

Schools might decide:

- Which of the words listed are essential within their curriculum and which are not.
- In which year and unit of work words will first be introduced. For example, 'parliament' might first be introduced in KS1 during a history unit of work.
- In which year(s) and subject(s)/unit(s) of work words may be revisited. For example, 'parliament' might then be revisited during a history unit on Crime and Punishment over time or Romans.
- If there any further words that should be added.

What strategies can we use?

At the back of this resource is a range of strategies teachers might employ.

Further Support (at the back of the booklet)

- Definitions (within the context of the subject) are provided for some words (*).
- Strategies, games and resources to support teaching of vocabulary.
- Planning templates.

Acknowledgements and Further reading:

- 'Why Closing the Word Gap Matters: Oxford Language Report. oxford.ly/wordgap
- Beck, I.L., & McKeown, M. G. (1985). 'Teaching vocabulary: Making the instruction fit the goal'. Educational Perspectives, 23(1), 11-15
- 'Closing the Vocabulary Gap' Alex Quigley (2018)
- 'The National Curriculm in England' Department for Education:
  Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Art & Design

National Curriculum:

... evaluate and analyse creative works using the **language** of art, craft and design.

... know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Materials	Composition	Line	Colour	Tone	Texture	Shape	Mood, Emotions and Atmosphere	Forms
Canvas	2D, 3D, 4D	Flowing	Alive	Dramatic	Airy	Geometric	Similar	Diagram
Clay	Abstract	Continuous	Blend	Gentle	Bristly	Rectilinear*	Arrangement	Drawing
Ink	Arrangement*	Blurred	Bold	Harsh	Brushstroke	Asymmetrical*	Atmospheric*	Illustration*
Media/medium	Background	Bold	Bright	Shadowy	Bumpy	Circular	Cheerful	Landscape
Metal	Balanced	Contour	Calm	Shady	Feathery	Curved	Communicate	Painting
Oil paint	Balanced	Cross-hatch	Clashing	Subtle	Fine	Diagonal	Compare	Portrait
Paper	Chaotic	Curved	Cold	Warm/cold	Fluffy	Empty	Confused	Printing
Pastel	Chaotic	Delicate	Complementary*		Fuzzy	Heavy	Contrast	Sculpting
Pencil	Close-up	Diagonal	Contrasting		Gritty	Hollow	Curious	Sculpture
Print	Closeup	Edge	Cool		Leathery	Horizontal	Different	Still life
Stone	Cone of vision*	Flowing	Dark		Metallic	Irregular	Dramatic	Technique
Watercolour	Distance	Heavy/light	Deep		Powdery	Oblique*	Dreamy/dreamlike	Textiles
Wood	Fixed point of view	Horizontal	Delicate		Prickly	Pointed	Exciting	
	Focus	Looping	Dull		Rough	Rectangular	Express	
	Foreground	Scratchy	Earthy		Rubbery	Regular	Expressive	

Materials	Composition	Line	Colour	Tone	Texture	Shape	Mood, Emotions and Atmosphere	Forms
	Images	Shading	Glowing		Sandy	Rigid	Friendly	
	Infinity	Sharp	Harmonious		Silky	Round	Frightening	
	Middle ground	Simple	Hue		Smooth	Shallow	Happy	
	Natural/unnatural	Smudged	Intense		Tactile	Symmetrical*	Intriguing	
	Naturalism*	Soft / hard	Light		Uneven	Vast	Joyful	
	Observation	Straight	Monochrome*		Wooden	Vertical	Lonely	
	Organised	Thick	Natural			Wide	Observation	
	Organised	Thin	Pale				Opinion	
	Perspective*	Vertical	Pale				Peaceful	
	Realistic/Unrealistic	Wavy	Pastel				Pleasant	
	Reflection		Pigment				Relaxed	
	Scene		Primary				Sad	
	Scene		Secondary				Shocking	
	Space		Shade					
	Vanishing point*		Soft					
	Visual		Subtle					
			Tint					
			Tranquil					
			Vibrant					
			Warm					

Application	Pattern	Clay
Carve	Intricate	Bone dry
Construct	Irregular	Ceramics *
Manipulate	Simple	Coil/coiling
Model	Complicated	Firing*
Sculpt	Continuous	Form
	Decorative	Glaze
	Overlapping	Hollowing
	Plain	Kiln
	Random	Kneading
	Repeated	Modelling
	Spiral	Pinching
	Striped	Plasticity
	Swirling	Pottery
	Tessellation*	Scoring
	Zig-zag	Slab
		Slip

GREY	GREEN	YELLOW	BROWN	BLUE	ORANGE	PURPLE	WHITE
Graphite, Pewter, Slate, Charcoal	Chartreuse, Sage, Lime, Fern, Olive, Emerald, Moss, Pine, Mint	Canary, Gold, Daffodil, Flaxen, Butter, Lemon, Mustard, Dandelion, Banana, Honey, Blonde, Sunrise, Pineapple	Coffee, Mocha, Peanut, Wood, Walnut, Caramel, Chocolate, Tawny, Brunette	Cyan, Sky, Navy, Indigo, Cobalt, Teal, Ocean, Peacock, Azure, Denim, Stone, Berry, Denim, Sapphire, Arctic	Tangerine, Marigold, Rust, Ginger, Tiger, Fire, Bronze, Apricot, Honey, Carrot, Amber, Sandstone, Ochre	Mauve, Violet, Lavender, Plum, Burgundy, Lilac, Grape, Periwinkle, Blackcurrant, Iris, Heather, Amethyst, Wine	Pearl, Alabaster, Snow, Ivory, Cream, Eggshell, Cotton, Bone, Powder, Porcelain
RED	**PINK**	**BLACK**	**TAN**				
Cherry, Rose, Jam, Merlot, Garnet, Crimson, Ruby, Scarlet, Wine, Brick, Mahogany, Blood, Berry, Blush	Rose, Fuchsia, Punch, Blush, Watermelon, Flamingo, Rouge, Salmon, Coral, Peach, Strawberry, Blossom, Magenta, Hot	Ebony, Crow, Charcoal, Midnight, Ink, Raven, Oil, Grease, Onyx, Pitch, Soot, Jet, Coal, Ob-sidian	Beige, Camel, Oat, Taupe, Magnolia, Sand, Latte				

Design & Technology

Design & Technology Key Stage One

Design	Make	Evaluate	Sliders and Levers	Mechanical Systems
Appeal	Assembling	Evaluate	Bridge/guide	Axles
Characteristics	Components	More stable	Curve	Chassis body cab
Design criteria	Construction	Stiffer	Curve forwards backwards	Fixed free moving
Develop	Cutting	Strong	Cutting	Mechanism*
Features	Equipment	Stronger	Input	Names of tools equipment and materials used
Function/functional	Finishing	Suitable	Joining/join	Stable (stability)
Generate	Ingredients	Test	Joint	Stiffen
Mock-ups	Joining	Weak	Lever	Strengthen
Model	Materials		Linear*	Vehicle axle holder
Product	Mechanism		Masking tape	Wheels
Products	Mock up		Output	
Prototypes	Shaping		Paper fastener/split pin	
Purpose	Textiles		Pivot*	
Templates	Tool		Pull push up down straight	
Users			Shaping	
			Simple flap	
			Simple slider	
			Slider	
			Slot	
			Straight line	

Free Standing Structures	Textiles: Templates and Joining Techniques
Base	Decorate
Circle	Join
Corner	Joining and finishing techniques
Cube	Mark out
Cuboid	Pattern pieces
Curved	Template
Cylinder	Fabrics and components
Edge	Names of existing products
Fix	
Fold	
Framework	
Join	
Metal	
Plastic	
Point	
Rectangle	
Side	
Square	
Straight	
Structure	
Surface	
Thicker	
Thinner	
Top	
Tower	

Free Standing Structures	Textiles: Templates and Joining Techniques
Triangle	
Underneath	
Wall	
Wood	

Cooking and Nutrition
Ingredients
Arranging
Choosing
Core
Cutting
Diet
Flesh
Healthy
Investigating
Peeling
Pip
Popular
Seed
Skin
Slicing
Squeezing
Tasting
Fruit And Vegetable Names, Names Of Equipment And Utensils
Sensory Vocabulary E.g. Soft, Juicy, Crunchy, Sweet, Sticky, Smooth, Sharp, Crisp, Sour, Hard

Design & Technology Key Stage Two

Design	Make	Evaluate	Sliders and Levers	Mechanical Systems
Annotated sketches	Components	Aesthetic qualities	Control	Cams
Appealing	Control	Authentic	Fixed pivot	Cogs
Characteristics	Decision	Evaluate	Input	Effort
Computer-aided design (CAD)	Materials	Reinforce	Lever	Fixed
Criteria	Mechanism		Linear*	Force
Cross-sectional*	Monitor		Linkage	Gears
Design brief	Program		Loose pivot	Inclined plane (slope)
Design criteria	Reinforce		Mechanism	Input-process-output
Design specification			Oscillating*	Lever
Exploded diagrams			Output	Load
Finishing techniques			Process	Movable
Fit for purpose			Reciprocating*	Pulleys
Functional (Functionality)			Rotary*	Reinforce
Innovative (innovation)			Slider	Screw
Label				Wedge
Pattern pieces				Wheel and axle
Prototype*				
Purpose				
Relevant context				
Research				
Template				
User				

Mechanical Systems: Pulleys or Gears	Structures: Frame Structures	Structures: Shell Structures	Electrical Systems: Simple Circuits and Switches
Axle	Frame structure	Accuracy	Battery
Circuit	Join	Adhesives	Battery holder
Circuit diagram	Permanent	Assemble	Bulb
Drive belt	Reinforce	Corrugating*	Bulb holder
Driver*	Shape	Joining	Conductor
Electrical system	Stability	Lamination	Connection
Follower*	Stiffen	Marking out	Control
Gear	Strengthen	Material	Crocodile clip
Input	Temporary	Recycle	Fault
Mechanical system	Triangulation*	Reduce	Flowchart
Motor		Reuse	Input device
Output		Ribbing*	Insulator
Process		Scoring, shaping	Monitor
Pulley		Shell structure	Names of switches and components
Ratio		Stiff	Output device
Rotation		Strong	Parallel circuit
Spindle		Tabs	Program
Switch		Three-dimensional (3-d) shape, net, cube, cuboid, prism,	Push-to-break switch
Transmit*		Vertex, edge, face, length, width, breadth, capacity,	Push-to-make switch
			Series circuit
			Series circuit
			System
			Toggle switch
			Wire

Textiles: 2D Shape to 3D Product/ Combining Different Fabric Shapes	Healthy and Varied Diet LKS2; Celebrating Culture and Seasonality UKS2	Cooking and Nutrition
Compartment	Appearance	Allergy
Fabric, names of fabrics e.g. cotton, muslin	Aroma	Beat
Fastenings, names of fastenings e.g. zips, buttons	Consistency	Carbohydrate
Hem	Cook	Combine
Names of equipment used e.g. pins, needles, thread, pinking shears, iron transfer paper	Flavour	Crumble
Reinforce	Greasy	Dairy
Right side	Hot	Fat
Seam allowance*	Moist	Fold
Seam	Preference	Gluten
Stiffening	Taste	Ingredients
Stitch	Texture	Intolerance
Strength	Caught	Knead
Structure	Edible	Mix
Wadding		Nutrients
Weakness		Nutrition
Wrong side		Pour

Textiles: 2D Shape to 3D Product/ Combining Different Fabric Shapes	Healthy and Varied Diet LKS2; Celebrating Culture and Seasonality UKS2	Cooking and Nutrition
		Protein
		Roll out
		Rubbing in
		Shape
		Source
		Sprinkle
		Stir
		Utensils
		Vitamins
		Whisk
		Name of products, names of equipment, utensils, techniques and ingredients

Foreign Languages

FRENCH: Useful Phrases

Français	Anglais
KS1 Numbers	
Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	1-10
Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	11-20

Français	Anglais
KS1 greetings and questions	
Bonjour, salut	Hello, hi
Au revoir	Goodbye
à bientôt	See you soon
Tu t'appelles comment? Je m'appelle...	What is your name? My name is...
[Comment] ça va? Ça va bien/ mal/ comme çi comme ça	How are you? I am well/ not good/ OK
Quel âge as-tu? J'ai ... ans	How old are you? I am ... years old
Où habites-tu? J' habite à	Where do you live? I live in...
C'est de quelle couleur?	What colour is it?

Français	Anglais
KS1 Register	
Present[e]	Present/ here
Absent[e]	Absent
Sandwichs	Packed lunch
Déjeuner	Hot dinner

Français	Anglais
KS1 Colours	
Rouge	Red
Bleu	Blue
Jaune	Yellow
Vert	Green
Orange	Orange
Violet	Purple
Rose	Pink
Blanc	White
Noir	Black
Gris	Grey
Marron	Brown

Français	Anglais
KS1 Classroom Language	
Oui, non	Yes, no
S'il vous plaît	Please
Merci [beaucoup]	Thank you [very much]
De rien	You are welcome
Dansez	Dance
Marchez	Walk
Sautez	Jump
Frappez	Clap
Tournez	Turn
Répétez	Repeat
Tapez	Tap/ hit
Ecoutez	Listen
Regardez	Look
Levez-vous	Stand up
Asseyez-vous	Sit down
Entrez	Come in
Sortez	Go out
Silence	Silence/ be quiet
Levez la main	Hands up
Baissez la main	Hands down
Montrez-moi	Show me
Mettez-vous en ligne	Make a line
Mettez-vous en cercle	Make a circle
Venez ici	Come here

Français	Anglais
KS1 Praise	
Bravo	Well done
Excellent	Excellent
Superstar	Superstar
Très bien	Very good
Fantastique	Fantastic

Français	Anglais
KS2 Numbers	
Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un	21-31
Dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, mille	10, 20, 30, 40, 50, 60, 70, 80, 90, 100 1000
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [always written in lower case]	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre [always written in lower case]	January, February, March, April, May, June, July, August, September, October, November, December

Français	Anglais
KS2 Questions	
Il/ elle s'appelle comment? Il/elle s'appelle…	What is his/ her name? He/ she is called…
Quelle est la date de ton anniversaire? Mon anniversaire c'est le…	When is your birthday? My birthday is the…
As-tu des frères ou des soeurs? J'ai…	Do you have any brothers or sisters? I have…
As-tu un animal? J'ai…	Do you have a pet/ animal? I have…
Quelle heure est-il?	What time is it?
Quel temps fait-il?	What is the weather like?
Que portes-tu? Je porte…	What are you wearing? I am wearing…
Aimes-tu…? J'aime, j'adore, je n'aime pas, je déteste…	Do you like…? I like, I love, I dislike, I hate…

Français	Anglais
KS2 Speaking Test Questions	
Il y a combien de…? Il y a …	How many … are there? There are …
Qu'est-ce qu'il y a sur la photo? Il y a …	What is on the photo? There is/ are…
C'est de quelle couleur/ de quelle couleur est-ce? C'est…	What colour is it? It is…

Français	Anglais
KS2 Classroom Language	
Ecrivez	Write
Ouvrez vos livres/ les yeux	Open your books/eyes
Fermez vos livres/ les yeux	Close your books/ eyes
Rangez vos tables	Tidy your desks
Rangez vos affaires	Tidy your things [away]
Marchez lentement	Walk slowly
Faites attention	Pay attention
Touchez la tête/ le nez	Touch your head/ nose
Parlez plus fort	Speak louder
Parlez moins fort/ doucement	Talk quietly
Un[e] volontaire, s'il vous plaît	A volunteer, please
Dépêchez-vous	Hurry up
Répétez	Repeat
Calmez-vous/ Soyez tranquilles	Calm down
Travaillez à deux/ trois	Work in pairs/ threes
Tournez à la page …	Turn to page …
Posez vos stylos	Put down your pens
Désolé	Sorry
Excusez-moi	Excuse me
Pardon	Pardon
D'accord	OK
J'ai un problème	I have a problem
J'ai une question	I have a question
J'ai fini	I have finished

Pouvez-vous m'aider?	Can you help me?
Comment dit-on en français/ anglais…?	How do you say in French/ English…?
Je peux aller aux toilettes?	Can [may] I go to the toilet?
Je ne comprends pas	I don't understand
Je ne sais pas	I don't know
Répétez, s'il vous plaît	Repeat please
Je voudrais… s'il vous plaît	I would like… please
Qu'est-ce que cela veut dire en anglais?	What does that mean in English?

Français	**Anglais**
KS2 Worksheet Instructions Language	
Lisez	Read
Pour chaque image	For each image
Complétez les phrases	Complete the phrase
Reliez le mot à…	Join the word to…
Encerclez le mot…	Circle the word
En utilisant	Using…
Dans le bon ordre	In the right order

Français	Anglais
KS2 Written Feedback for Written Work	
Bon travail	Good work
Bon effort	Good effort
Beaucoup mieux	Much better

Strategies for Language Learning

- Use flashcards to introduce new vocabulary.
- Be active: Use actions and songs to aid memorisation.
- Use colourful, memorable resources.
- Frequent exposure to the target language rather than one longer session.

SPANISH: Useful Phrases

Español	Anglais
KS1 Numbers	
Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez	1-10
Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte	11-20

Español	Anglais
KS1 greetings and questions	
Hola	Hello, hi
Adios	Goodbye
Hasta luego	See you soon
¿Cómo te llamas? Me llamo...	What is your name? My name is...
¿Qué tal? Muy bien/ mal/ así, así	How are you? I am well/ not good/ OK
¿Cuántos años tienes? Tengo ... años	How old are you? I am ... years old
¿Dónde vives? Vivo en	Where do you live? I live in...
¿De qué color es?	What colour is it?

Español	Anglais
KS1 Register	
Presente	Present/ here
Ausente	Absent
Bocadillo	Packed lunch
Almuerzo caliente	Hot dinner

Español	Anglais
KS1 Colours	
Rojo	Red
Azul	Blue
Amarillo	Yellow
Verde	Green
Naranja	Orange
Violeta	Purple
Rosa	Pink
Blanco/a	White
Negro/a	Black
Gris	Grey
Marrón	Brown

Español	Anglais
KS1 Classroom Language	
Si, no	Yes, no
Por favor	Please
Gracias	Thank you [very much]
De nada	You are welcome
Bailad	Dance
Andad	Walk
Saltad	Jump
Aplaudid	Clap
Da la vuelta	Turn
Repetid	Repeat
Tocad	Tap/ hit
Escuchad	Listen
Mirad	Look
Levantaos	Stand up
Sentaos	Sit down
Entrad	Come in
Salid	Go out
Silencio	Silence/ be quiet
Levantad la mano	Hands up
Bajad la mano	Hands down
Enseñame	Show me
Una fila por favor	Make a line
Haced un circulo	Make a circle
Venid aquí	Come here

Español	Anglais
KS1 Praise	
Bravo	Well done
Excelente	Excellent
Super estrella	Superstar
Muy bien	Very good
Fantástico	Fantastic

Español	Anglais
KS2 Numbers	
Veintiuno, veintidos, veintitres, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, trenta y uno	21-31
Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, mil	10, 20, 30, 40, 50, 60, 70, 80, 90, 100 1000
Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo [always written in lower case unless they start a sentence]	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre [always written in lower case unless they start a sentence]	January, February, March, April, May, June, July, August, September, October, November, December

Español	Anglais
KS2 Questions	
¿Cómo se llama? Se llama…	What is his/ her name? He/ she is called…
¿Cuándo es tu cumpleaños? Mi cumpleaños es el…	When is your birthday? My birthday is the…
¿Tienes hermanas o hermanos? Tengo…	Do you have any brothers or sisters? I have…
¿Tienes un animal? Tengo…	Do you have a pet/ animal? I have…
¿Qué hora es?	What time is it?
¿Qué tiempo hace?	What is the weather like?
¿Qué llevas? Llevo…	What are you wearing? I am wearing…
¿Te gusta…? Me gusta/n, Me encanta/n, No me gusta/n, odio…	Do you like…? I like, I love, I dislike, I hate…

Español	Anglais
KS2 Speaking Test Questions	
¿Cuántos hay? Hay …	How many … are there? There are …
¿Qué hay en la foto? Hay …	What is on the photo? There is/ are…
¿De qué color es? Es…	What colour is it? It is…

Español	Anglais
KS2 Classroom Language	
Escribid	Write
Abrid los libros/ los ojos	Open your books/eyes
Cerrad los libros/ los ojos	Close your books/ eyes
Ordenad los escritorios	Tidy your desks
Ordenad	Tidy your things [away]
Andad lentamente	Walk slowly
Prestad atención	Pay attention
Tocad la cabeza/ la nariz	Touch your head/nose
Hablad más fuerte	Speak louder
Hablad más bajo	Talk quietly
Un voluntario, por favor	A volunteer, please
Rápido	Hurry up
Repetid	Repeat
Tranquilo	Calm down
Trabajad de a dos/de a trés	Work in pairs/threes
Pasad la página …	Turn to page …
Bajad los bolígrafos /	Put down your pens
Lo siento	Sorry
Perdona	Excuse me
De acuerdo	OK
Tengo un problema	I have a problem
Tengo una pregunta	I have a question
He terminado	I have finished
¿Ayúdame por favor?	Can you help me?

¿Cómo se dice....en inglés/en español...?	How do you say in French/ English...?
Puedo ir al baño?	Can [may] I go to the toilet?
No entiendo	I don't understand
No sé	I don't know
Repetid por favor	Repeat please
Quiero....por favor	I would like... please
¿Qué significa en inglés?	What does that mean in English?

Español	**Anglais**
KS2 Worksheet Instructions Language	
Leed	Read
Para cada imagen	For each image
Completad la frase	Complete the phrase
Conectad la palabra...	Join the word to...
Dibujad un círculo alrededor de la palabra...	Circle the word
Utilisando	Using...
En el orden correcto	In the right order

Español	Anglais
KS2 Written Feedback for Written Work	
Buen trabajo	Good work
Buen intento	Good effort
Mucho mejor	Much better

Strategies for Language Learning

- Use flashcards to introduce new vocabulary.
- Be active: Use actions and songs to aid memorisation.
- Use colourful, memorable resources.
- Frequent exposure to the target language rather than one longer session.

Geography

Key Stage One

Geographical Vocabulary

Pupils should name…

- **the 7 Continents:** Africa, Antarctica, Asia, Australia, Europe, North America and South America.
- **the 5 Oceans:** Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean (Southern Ocean) and Arctic Ocean.
- **four countries and capitals of the United Kingdom:** England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast.
- **and its surrounding seas:** The English Channel, North Sea, Irish Sea, Celtic Sea.

Weather	Physical Features	Key Human Features	Geographical Skills and Fieldwork
(General vocabulary connected to weather)	Beach	City	Aerial view
Autumn	Cliff	Factory	Atlas
Climate	Coast	Farm	Bird's eye view
Drought	Environment	Harbour	Compass
Flood	Equator	House	Continent
Forecast	Forest	Office	Co-ordinate
Seasons/seasonal	Hill	Port	Country
Spring	Landmarks	Settlement	Globe
Summer	Mountain	Town	Grid reference
Winter	North pole	Village	Island
	Ocean		Land
	River		Landmark
	Sea		Map
	Soil		Next to, far, behind, near, under, left, right, forwards, backwards, distance

Weather	Physical Features	Key Human Features	Geographical Skills and Fieldwork
	South pole		North, south, east, west
	Valley		Route
	Vegetation		Scale
			Sea
			Symbol

Other
Capital city
Community
Conservation
County
Environment
Leisure
Pollution
Route
United Kingdom

Key Stage Two

Geographical Vocabulary

(IN ADDITION TO KS1)

- **Pupils should name and extend their knowledge and understanding beyond the local area to include:** County, Region, Europe, North and South America, Russia.
- **Pupils should use geographical vocabulary for key physical features, including:** Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle.
- **Key human features, including:** Settlement, land use, economic activity, trade links, distribution, natural resource, energy, minerals.

Biomes*/Vegetation Belts/Climate Zones	Rivers	Mountains	Water Cycle	Earthquakes and Volcanoes
Coniferous forest*	Basin	Alpine	Aquifer*	Active
Coral reef	Current	Altitude*	Condensation*	After shock
Deciduous forest*	Dam	Avalanche	Evaporation	Amplitude*
Desert	Delta	Crevasse*	Hydro power	Ash cloud
Ecosystem*	Erosion	Drainage	Ice cap	Core
Freshwater	Estuary*	Elevation*	Infiltration*	Crater
Global warming	Floodplain	Erosion	Precipitation*	Crust
Grasslands	Flow	Glacier	Reservoir	Dormant
High pressure	Meander*	Moraine*	Runoff	Epicentre*
Ice-sheet	Mouth	Pass	Transpiration*	Eruption
Marine	Rapid	Range	Water vapour	Eruptions
Mediterranean	Rapids	Ravine*		Extinct
Mountain	Reservoir			Faults

Biomes*/Vegetation Belts/Climate Zones	Rivers	Mountains	Water Cycle	Earthquakes and Volcanoes
Regions	Source			Gases
Savanna/h*	Stream			Hot spot
Tropical forest	Tributary			Landslides
Tundra*	Waterfall			Magma*
	Watershed*			Magnitude*
	Waterway			Mantle*
				Plate
				Plate tectonics*
				Richter scale
				Ring of fire

Earthquakes and Volcanoes	Economic Activity/Trade Links	Natural Resources	Fossil Fuel	Geographical Skills and Fieldwork
Seismic waves*	Banking	Distribution	Globalisation*	Co-ordinates
Seismology*	Economy*	Energy	Land use/settlements	GIS (geographical information systems)*
Tectonic activity*	Education	Minerals	Population density*	GPS
Tsunami	Farming		Population distribution*	Grid reference
Velocity	Finance		Push/pull factors	Grid references (4 and 6 figure)
Vent	Healthcare		Tourism	Key
Volcanic ash	Industry		Urbanisation*	Ordnance survey maps
	Insurance			Ordnance survey*
	Leisure			Points of a compass (8 points)
	Manufacture			Route
	Pollution			Scale

Earthquakes and Volcanoes	Economic Activity/Trade Links	Natural Resources	Fossil Fuel	Geographical Skills and Fieldwork
	Retail			Symbols
	Revolutionary*			
	Service industry			

Other
Arctic and antarctic circle
Characteristics
Equator
Latitude*
Location
Longitude*
Northern hemisphere
Prime/greenwich meantime
Region
Southern hemisphere
Time zone
Tropics of cancer and capricorn

History

Key Stage One

Historical Vocabulary

Pupils should…

- **…develop an awareness of the past, using common words and phrases relating to the passing of time.**
- **…use a wide vocabulary of everyday historical terms.**
- **…ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.**

Language Relating to Time	Historical Concepts	Historical Roles and Occupations
A long time ago	Artefact*	King
Centuries	Calendar	Monarch
Decades	Change	Queen
Now	Church	
Hours	Coronation	
Last week	Evidence	
Last year	Explorer	
Then	Global	
Timeline	Invention	
Weeks	Museum	
X years ago	Parliament	
Years	Significant	
Yesterday	Similar and different	
	Traitor*	
	Treason*	
	Voyage	

Key Stage Two

Historical Vocabulary

Pupils should…

- **…they should note connections, contrasts and trends over time and develop the appropriate use of historical terms.**
- **…they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.**
- **…they should construct informed responses that involve thoughtful selection and organisation of relevant historical information.**

Language Relating to Time	Historical Roles and Occupations	Epochs (British History)
After common era, Before common era (ACE, BCE)	Archaeologist	Ancient Egypt,
AD, BC	Aristocracy*	Ancient Greece
Centuries (the use of the 'nineteenth century' for 1845)	Emperor	Ancient sumer*
Chronological*	General	Anglo–saxons and scots
Chronology*	God/goddess	Bronze age
Decades,	Hunter-gatherer	Indus valley*
Duration	Invader	Iron age
Millennia, eras	Military	Roman empire
Period	Monk	Shang dynasty*
Pre-, post	Nobility	Stone age
Sequence	Nun	Vikings
	Parliament	
	Settler	

Historical Concepts		
Ancient	Nation	War
Cause and consequence	Non-european	
Civilisation	Peace	
Colony	Political party	
Conflict	Power	
Conquest	Primary source	
Continuity and change	Prime minister	
Democracy	Rebellion	
Diversity	Republic	
Emigration*	Resistance	
Empire	Revolt	
Enemy	Rights	
Evidence	Romanisation (of Britain)	
Execution	Ruler	
Famine	Secondary source	
Freedom	Settlement	
Immigration*	Significance*	
Interpretation*	Similarity and difference	
Invasion	Slave	
Justice	Slavery	
Law	Trade	
Legacy	Trade route	
Migration*	Traitor	
Monarchy	Treason	
Monastery	Tribal kingdom*	

Science

Year 1

Working Scientifically	Plants	Animals Including Humans	Materials	Seasonal Change
Answers	Bark	Ankle	Absorbent	Season
Beaker	Berry	Arms	Bendy/floppy	Autumn
Compare	Blossom	Back	Breaks/tears	Cloud/cloudy
Describe	Branch	Beak	Brick	Cool/cold
Different/differences	Bulb	Body	Card/cardboard	Day/night
Egg timers	Flower	Bright/dim	Clay	Fog/mist
Equipment	Fruit	Calf	Dull	Frost
Explore	Leaf/leaves	Chest	Elastic	Hail/hailing
Gather	Names of flowers grown	Claw	Fabrics	Hot/warm
Group	Names of locally found flowering plants	Ears	Foil	Ice/icy
Measure	Names of locally found garden plants	Elbows	Glass	Light/dark
Metre stick	Names of locally found trees	Eyebrows	Hard	Light/dark
Observe	Names of locally found wild plants	Eyelashes	Material	Lightning
Pipette	Names of vegetables grown	Eyes	Metal	Rain/rainy
Questions	Petal	Face	Not see through	Rainbow
Record	Root	Feathers	Object	Sleet
Results	Seed	Feet	Paper	Snow/snowing
Ruler	Stalk	Fin	Plastic	Spring
Similar/similarities	Stem	Fingers	Rock	Storm
Sort	Trunk	Fur	Rough	Summer
Syringe	Vegetable	Hair	Rubber	Sun/sunny
Syringe		Hands	See through	Thunder
Tape measure		Head	Shiny	Weather

Working Scientifically	Plants	Animals Including Humans	Materials	Seasonal Change
Test		Hear/hearing	Smooth	Wind/windy
		High/low	Soft	Winter
		Hips	Stiff	
		Knees	Stretchy	
		Legs	Water	
		Loud/quiet	Waterproof	
		Mouth	Wood	
		Nails	Wool	
		Names of common animals		
		Names of common animals (eat other animals)		
		Names of common animals (eat plants and animals)		
		Names of common animals (eat plants)		
		Neck		
		Nose		
		Pets		
		Repeating/continuous (sound)		
		Rough/smooth		
		Scales		
		See/seeing		
		Senses		
		Shoulders		
		Smell/smelling		
		Tail		
		Taste/tasting		
		Teeth		

Working Scientifically	Plants	Animals Including Humans	Materials	Seasonal Change
		Thigh		
		Toes		
		Tongue		
		Tongue		
		Touch/touching		
		Trunk		
		Waist		
		Wild animals		
		Wing		
		Wrist		

Year 2

Working Scientifically	Living Things and Their Habitat	Plants	Animals Including Humans	Materials
Block diagram	Basic needs	Bulbs	Adults	Absorbent
Describe	Damp/wet/dry	Damp/wet/dry	Air	Bend/bending
Different/differences	Dark/light	Dark/light	Babies	Brick
Explore	Dead	Die	Baby/toddler/child/teenager	Card/cardboard
Group	Depend	Dry/crispy	Basic needs	Changed
Hand lenses	E.g. a meadow	Earth	Bread, rice, potato, pasta	Clay
Link	E.g. a pond	Fully grown	Breathing	Elastic
Notice patterns	E.g. a woodland	Grow/growth	Change	Fabrics
Observe	E.g. on stony path	Healthy	Clean	Flexible
Observe changes over time	E.g. under bushes	Hot/warm/cool/cold	Drugs	Foil
Order	E.g. under log	Light	Exercise	Glass
Pictogram	Feed	Seedling	Food	Hard
Secondary sources	Food	Seeds	Food types	Material
Similar/similarities	Food chain	Shoot	Foods high in fat or sugar	Metal
Stop watch	Grow	Soil	Fruit and vegetable	Non reflective
Table	Have offspring/young/babies	Use comparatives e.g. hotter	Grow	Object
Tally chart	Hot/warm/cool/cold	Water	Healthy	Opaque
Test	Living	Wither/limp	Hygiene	Paper
Venn diagram	Move		Meat, fish, egg, beans	Pinch/pinching
	Name local habitats		Medicine	Plastic
	Name micro-habitats		Milk and dairy foods	Poke/poking
	Never been alive		Offspring	Property
	Shelter		Older/younger	Pull/pulling

Working Scientifically	Living Things and Their Habitat	Plants	Animals Including Humans	Materials
	Suited/suitable		Survival	Push/pushing
	Use comparatives e.g. hotter		Wash	Reflective
			Water	Rigid
			Young	Rock
				Roll/rolling
				Rough
				Rubber
				Shape
				Smooth
				Soft
				Squash/squashing
				Squeeze/squeezing
				Stretch/stretching
				Stretchy
				Strong/weak
				Suitable/unsuitable
				Translucent
				Transparent
				Twist/twisting
				Use/useful
				Water
				Waterproof
				Wood
				Wool

Year 3

Working Scientifically	Plants	Animals Including Humans	Rocks	Light	Force
Accurate	Air	Balanced diet	Absorb water	Block	Attract
Answer	Bark	Bones	Boulder	Dark/darkness	Bar magnet
Answers	Berry	Bread, rice, potato, pasta	Chalk	Direct/ direction	Button magnet
Bar charts	Blossom	Carbohydrates	Chalky soil	Light source	Contact force
Careful	Branch	Dietary fibre	Clay soil	Mirror	Horseshoe magnet
Changes	Bulb	Fat	Crystals	Names of light sources e.g. torch	Iron
Classify	Damp/wet/dry	Food types	Fossils	Opaque	Magnet
Comparative tests	Dark/light	Foods high in fat or sugar	Grains	Reflect	Magnetic force
Conclusions	Fertiliser	Fruit and vegetable	Granite	Reflective	Magnetic material
Data loggers	Flower	Joints	Hard/soft	Shadow	Metal
Data/evidence/results	Fruit	Meat, fish, egg, beans	Let water through	Translucent	Non-contact force
Differences	Grow/growth	Milk and dairy foods	Marble	Transparent	Non-magnetic material
Equipment	Healthy	Movement	Peat		North pole
Evidence	Hot/warm/cool/cold	Muscles	Pebble		Poles
Fair tests	Leaf/leaves	Nutrients	Rock		Pull/pulling
Gather	Life cycle	Nutrition	Sandstone		Push/pushing
Group	Light	Protection	Sandy soil		Repel
Identify	Nutrients	Protein	Slate		Ring magnet
Keys	Part	Ribs	Soil		South pole
Link	Petal	Skeleton	Stone		Steel
Magnifying glass	Pollination	Skull	Texture		Strength
Measure	Role	Sockets			
Microscope	Root	Spine/vertebra			

Working Scientifically	Plants	Animals Including Humans	Rocks	Light	Force
Notice patterns	Seed	Support			
Observations	Seed dispersal	Tendons			
Observe changes over time	Seed formation	Vitamins and mineral			
Order	Soil	Water			
Prediction	Stalk				
Present	Stem				
Questions	Transported				
Questions	Trunk				
Record	Use comparatives e.g. hotter				
Results	Water				
Results					
Secondary sources					
Similarities					
Sort					
Support/not support					
Table					
Thermometers					
Types of scientific enquiry					

Year 4

Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Materials	Sound	Electricity
Accurate	Amphibians	Anus	Air	Brass	Appliances/device
Conclusions	Birds	Molar	Freeze	Pitch	Battery
Gather	Classification keys	Prey	Molten	Tuned instrument	Bright/dim
Fair tests	Environment	Predator	Melting point	Tune	Bulb
Identify	Fish	Rectum	Powder	Volume	Buzzer
Comparative tests	Human impact	Large intestine	Evaporate/evaporation	Percussion	Cell
Careful	Invertebrates	Food chain	Cooled/cooling	Loud/quiet	Circuit diagram
Changes	Mammals	Herbivore	Crystals	Muffle	Circuit symbol
Bar charts	Name negative human impact	Digestive system	Condense/condensation	Insulation	Complete circuit
Classify	Name positive human impact	Incisor	Degrees celsius	Noise	Components
Link	Name some invertebrates	Small intestine	Solidify	Sound	Conductor
Data/evidence/results	Reptiles	Nutrients	Grain/granular	Travel	Connect/connection
Evidence	Vertebrates	Pre-molar	Melt	Instrument	Crocodile clip
Appearance		Consumer	Change state	Sound source	Electrical circuit
Keys		Saliva	Solid	Fainter	Fast(er)/slow(er)
Magnifying glass		Stomach	States of matter	Woodwind	Insulator
Decrease		Nutrition	Heated/heating	High/low	Loose connection
Answer		Canines	Boil	Solid/liquid/gas	Mains
Measure		Teeth	Temperature	Strength of vibrations	Metal/non metal
Increase		Rip, tear, chew, grind, cut	Precipitation		Motor
Answers		Carnivore	Boiling point		Plug
Data loggers		Mouth	Gas		Positive/negative
Differences		Oesophagus (gullet)	Ice/water/steam		Short circuit

Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Materials	Sound	Electricity
Group		Producer	Oxygen	Vibrate/vibration	Switch
Equipment		Omnivore	Liquid	Strings	Wire
Microscope		Tongue	Transpiration		
Notice patterns			Water cycle		
Observations			Water vapour		
Observe changes over time					
Order					
Prediction					
Present					
Questions					
Record					
Results					
Results					
Secondary sources					
Similarities					
Sort					
Support/not support					
Table					
Thermometers					
Types of scientific enquiry					

Year 5

Working Scientifically	Living Things and Their Habitat	Materials	Forces and Magnets	Earth and Space
Accuracy	Amphibian	Absorbent	Air resistance	'Dwarf' planet
Accurate	Asexual	Burning	Attract	Astronomical clocks
Answer	Bird	Change state	Earth	Celestial body
Answers	Eggs	Condensing	Fall	Earth
Bar charts	Fish	Dissolve	Force	Geocentric model
Careful	Germination	Electrical conductivity	Friction	Heliocentric model
Causal relationships	Insect	Evaporating	Gears	Jupiter
Changes	Life cycle	Filtering	Gravity	Mars
Classification keys	Live young	Flexible	Levers	Mercury
Classify	Mammal	Gas	Magnet	Moon
Comparative tests	Plantlets e.g. spider plant	Gas given off	Magnetic force	Neptune
Conclusions	Pollen	Hard	Mechanisms	Night and day
Controlled variable	Pollination	Insoluble	Moving surfaces	Orbit
Data loggers	Reproduction	Liquid	Pulleys	Planets
Data/evidence/results	Reptile	Melting	Transfers	Pluto
Decrease	Runners e.g. strawberry plant	Mix/mixture	Water resistance	Revolve
Degree of trust	Seed dispersal	New material		Rotate/rotation
Dependent variable	Seed formation	Non reflective		Saturn
Differences	Sexual	Not usually reversible		Shadow clocks
Equipment	Stamen	Opaque		Solar system
Evidence	Stigma	Particle		Sphere/spherical
Fair tests		Reflective		Spin
Forces and magnets		Residue		Sun

Working Scientifically	Living Things and Their Habitat	Materials	Forces and Magnets	Earth and Space
Gather		Reversible changes		Sundials
Group		Rigid		Uranus
Identify		Rough		Venus
Increase		Rusting		
Independent variable		Sieving		
Keys		Smooth		
Line graphs		Soft		
Link		Solid		
Magnifying glass		Solubility		
Measure		Soluble		
Microscope		Solute		
Notice patterns		Solution		
Observations		Solvent		
Observe changes over time		States of matter		
Order		Stretchy		
Precision		Strong/weak		
Prediction		Thermal conductivity		
Present		Translucent		
Questions		Transparent		
Questions		Waterproof		
Record				
Results				

Working Scientifically	Living Things and Their Habitat	Materials	Forces and Magnets	Earth and Space
Scatter graphs				
Secondary sources				
Similarities				
Sort				
Support/refute				
Table				
Thermometers				
Types of scientific enquiry				
Variables				

Year 6

Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Evolution	Light	Electricity
Accuracy	Amphibians	Blood	Adapted/adaptation	Absorb	Appliances/device
Accurate	Arachnid	Blood vessels	Characteristics	Block	Battery
Answer	Birds	Carbon dioxide	Environment	Dark/darkness	Bright/dim
Answers	Classification keys	Circulatory system	Fossils	Direct/ direction	Bulb
Bar charts	Crustacean	Diet	Inherit/inheritance	Light source	Buzzer
Careful	Environment	Drugs	Offspring	Mirror	Cell
Causal relationships	Fish	Exercise	Suited	Names of light sources e.g. torch	Circuit diagram
Changes	Fungus	Heart	Suited/suitable	Opaque	Circuit symbol
Classification keys	Insect	Lifestyle	Vary/variation	Reflect	Complete circuit
Classify	Invertebrates	Lungs		Reflective	Components
Comparative tests	Mammals	Nutrients		Shadow	Conductor
Conclusions	Micro-organisms	Oxygen		Translucent	Connect/connection
Controlled variable	Mollusc	Pumps		Transparent	Crocodile clip
Data loggers	Mushrooms	Water			Electrical circuit
Data/evidence/results	Name some invertebrates				Fast(er)/slow(er)
Decrease	Organism				Loose connection
Degree of trust	Reptiles				Motor
Dependent variable	Vertebrates				Positive/negative
Differences					Short circuit
Equipment					Switch
Evidence					Terminal
Fair tests					Volume
Gather					Wire

Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Evolution	Light	Electricity
Group					
Identify					
Increase					
Independent variable					
Keys					
Line graphs					
Link					
Magnifying glass					
Measure					
Microscope					
Notice patterns					
Observations					
Observe changes over time					
Opinion/fact					
Order					
Precision					
Prediction					
Present					
Questions					
Questions					
Record					
Results					
Results					
Scatter graphs					

Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Evolution	Light	Electricity
Secondary sources					
Similarities					
Sort					
Support/refute					
Table					
Thermometers					
Types of scientific enquiry					
Variables					

Glossary

ART & DESIGN

Word	Definition/Context
Perspective	The art of representing three-dimensional objects on a two-dimensional surface, so as to give the right impression of their height, width, depth, and position in relation to each other. *'Drawing in perspective made her drawings more realistic.'*
Arrangement	A group of objects or images set out. *'The still-life was an attractive arrangement.'*
Vanishing point	The point at which receding parallel lines viewed in perspective appear to converge. *'The drawn building converged towards the vanishing point.'*
Complimentary	Colours that, when combined, cancel each other out. This means that when combined, they produce a grayscale color like white or black. When placed next to each other, they create the strongest contrast for those particular colours.
Monochrome	A photograph or picture developed or executed in black and white or in varying tones of only one colour.
Tessellation	An arrangement of shapes closely fitted together, usually polygons in a repeated pattern without gaps or overlapping. *'I like Joe's work, he has made a tessellation with his shapes.'*
Asymmetrical	Having parts that fail to correspond to one another in shape, size and arrangement; lacking in symmetry. 'His arrangement was asymmetrical...'
Rectilinear	Constrained by, consisting of or moving in a straight line or lines. *'The pattern she drew was rectilinear...'*
Oblique	Nether parallel or nor at right angles to a specified or implied line (slanting). *'The oblique angles in the painting are pleasing to the eye.'*
Atmosphere	The tone or mood of a place, situation or creative work. *'The atmosphere of the painting was haunting...'*
Illustration	A picture illustrating a book or newspaper. *'...an illustration of a yacht..'*
Ceramics	Made of clay and permanently hardened by heat. *'...a ceramic bowl..'*
Firing	The baking or drying of pottery or bricks in a kiln. *'The colours had suffered in the firing and were dull from overheating.'*
Cone of vision	Represents what we see with our eyes as we look ahead. *'The objects drawn outside the cone of vision are distorted or blurry.'*

DESIGN & TECHNOLOGY

Word	Definition/Context
Pivot	The central point, pin, or shaft on which a mechanism turns. *'The central pivot must ensure an oscillating movement.'*
Prototype	A first or preliminary version of a device or invention from which other forms are developed. *'The prototype vehicles were tested, modified and the process repeated as necessary.'*
Cross-section	A surface or shape exposed by making a straight cut through something, especially at right angles to an axis. *'This drawing shows the cross-section of my design.'*
Mechanism	A system of parts working together in a machine; a piece of machinery. *'These two holes must be lined up so the mechanism will properly fit together.'*
Linear	Arranged in, extending along or moving in a straight or nearly straight line. *'The rapid movement of the piston was linear.'*
Reciprocating	A repetitive up-and-down or back-and-forth linear motion. *'My design shows a reciprocating motion when moving the lever.'*
Rotary	A circular motion around a fixed point. *'The gears moved around in a rotary motion.'*
Oscillating	Moving or swinging back and forth in a regular rhythm. *'When we took a closer look, we realised that the fan has an oscillating motion.'*
Driver	A wheel or other part in a mechanism that receives power directly and transmits motion to other parts. *'The driver received power from the output and moved the main gears.'*
Follower	The follower is a rod that rests on the edge of the turning cam. *'As the cam turned, the follower used its movement to raise the levers.'*
Triangulation	Folding a simple art straw into a triangular shape and then attempting to break it gives us some idea of the strength of triangulation... A triangular form is one of the strongest shapes known to man *'Triangulation is used in the construction of buildings and structures as it is one of the strongest shapes.'*
Corrugating	To create a pattern of wrinkles or folds in a material. *'The structure was made stronger by corrugating the card used to construct it.'*
Ribbing	A rib-like pattern in a material used to strengthen parts of the structure. *'The sweatshirt had ribbing at the neck, cuffs, and hem.'*
Seam allowance	The area between the edge and the stitching line on two (or more) pieces of material being stitched together. *'We had to provide enough seam allowance to make sure the arms were long enough on the jumper.'*

GEOGRAPHY

Word	Definition/Context
Latitude	The angular distance north or south from the equator of a point on the earth's surface, measured on the meridian of the point (latitude lines run horizontally). *'The equator is a major line of latitude.'*
Longitude	The angular distance of a place east or west of the Greenwich meridian, or west of the standard meridian of a celestial object, usually expressed in degrees and minutes (longitude lines run vertically) *'at a longitude of 2° W'*
Biome	A large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra. *'This is an area larger than most biomes.'*
Ecosystem	A biological community of interacting organisms and their physical environment. *'The marine ecosystem of the northern Gulf had suffered irreparable damage.'*
Deciduous	A tree or shrub that sheds its leaves annually. *'The trees were mainly deciduous, losing their leaves in the autumn.'*
Coniferous	A tree that bears cones and needle-like or scale-like leaves that are typically evergreen. *'When planting trees along a motorway, a coniferous variety will obviously be a better choice.'*
Savanna/Savannah	A grassy plain in tropical and subtropical regions, with few trees. *'The lowlands include savannas, swamps, tropical rainforests, and semi-deserts.'*
Tundra	A vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen. *'Snow Geese nest colonially in the Arctic tundra within five miles of the coast.'*
Watershed	An area or ridge of land that separates waters flowing to different rivers, basins, or seas. *'Besides being a watershed, a hill area impacts a much larger area in the plains below.'*
Meander	A river or road that follow a winding course. *'A river meandered gently through a meadow.'*
Estuary	The tidal mouth of a large river, where the tide meets the stream. *'Freshwater streams, estuaries, and the open ocean are all important habitats.'*
Elevation	The amount an object or geographical feature is raised above a referenced point. *'What is the elevation of the land?'*
Altitude	The height of an object or point in relation to sea level or ground level. *'Eventually they reached for the skies and achieved dizzying altitudes.'*
Crevasse	A deep open crack in the terrain, especially one in a mountain or glacier. *'As he climbed, he headed for the crevasse to ensure he would have shelter.'*
Moraine	A mass of rocks and sediment carried down and deposited by a glacier, typically as ridges at its edges or extremity. *'Boulder clay made up most of the ground moraine of the ice sheet.'*

GEOGRAPHY

Word	Definition/Context
Ravine	A deep, narrow gorge with steep sides. *'I was at the river edge at the bottom of a deep ravine.'*
Condensation	Water which collects as droplets on a cold surface when humid air is in contact with it. *'The inside of the bus steamed up with condensation.'*
Infiltration	Infiltration is the process by which water on the ground surface enters the soil. *'...It improved water infiltration into the soil because...'*
Precipitation	Rain, snow, sleet, or hail that falls to or condenses on the ground. *'The cold, but dry weekend that was forecast will now feature some precipitation'*
Transpiration	The process of water movement through a plant and its evaporation from its parts, such as leaves, stems and flowers. *'Plants lose water through transpiration.'*
Aquifer	A body of permeable rock which can contain or transmit groundwater. *'the earth could not absorb the rainwater; as a result groundwater aquifers could not recharge.'*
Seismology	The branch of science concerned with earthquakes and related phenomena. *'Despite technological advances in earthquake seismology, many mysteries remain.'*
Seismic waves	An elastic wave in the earth produced by an earthquake or other means. *'The seismic waves were measured by...'*
Tectonic activity	Relating to the structure of the earth's crust and the processes which take place within it. *'...the movements of the tectonic plates...'*
Amplitude	It helps to explain the formation of mountains and the distribution of earthquakes and volcanoes. Richter Scale = the magnitude of seismic energy released during an earthquake is measured by the Richter Scale. A quake magnitude is determined by measuring the amplitude of the largest wave recorded on the seismogram. *'waves with amplitudes greater than or equal to 20 mm'*
Magnitude	The magnitude is a number that characterizes the relative size of an earthquake. Magnitude is based on measurement of the maximum motion recorded by a seismograph. *'The magnitude of the earthquake was much greater than the last one.'*
Mantle	The region of the earth's interior between the crust and the core, believed to consist of hot, dense silicate rocks. *'the presence of hot mantle can be identified deep within the Earth'*
Magma	Hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling. *'When red-hot magma comes into contact with seawater, an explosion results.'*

GEOGRAPHY

Word	Definition/Context
Plate tectonics	The theory that Earth's outer shell is divided into several plates that glide over the mantle. The plates act like a hard and rigid shell compared to Earth's mantle. *'...there are several plate tectonics connected to Earth..'*
Epicentre	The point on the earth's surface vertically above the focus of an earthquake. *'the epicentre of the earthquake was littered with destruction'*
Economy	The state of a country or region in terms of the production and consumption of goods and services and the supply of money. *'He favours tax cuts to stimulate the economy.'*
Revolutionary	Engaged in or promoting political revolution. *'The revolutionary army were passi**on**ate in their opposition to the state.'* A person who advocates or engages in political revolution. *'They like to believe that we are all revolutionaries ... like Fidel and Che.'*
Globalisation	The process by which businesses or other organizations develop international influence or start operating on an international scale. *'There are fears about the increasing globalisation of the world economy'*
Urbanisation	The process of making an area more urban (built up areas of land) *'He saw nature being destroyed by urbanisation.'*
Population distribution	The geographical pattern of where people live. *'Population distribution is unequal across the UK'*
Population Density	A measurement of population calculated by dividing the population by the size of the area. *'population density is greater in urban areas'*
GIS	Geographic Information System (GIS) - a framework for gathering, managing, and analyzing data. *'GIS integrates many types of data using maps and 3D scenes.'*
Ordinance Survey	'A national mapping agency in the United Kingdom which covers the island of Great Britain. *'Ordinance Survey (OS) maps are updated regularly'*

HISTORY

Word	Definition/Context
Artefact	An artefact is an object that has been made by man -typically with historical interest. *'This artefact was discovered in 1929 and is thought to be 1 million years old.'*
Traitor	A person who betrays someone or something, such as a friend, cause, or principle. *'Guy Fawkes was a traitor to his country because...'*
Treason	The act of betraying your country, especially by attempting to kill or overthrow the sovereign or government. *'...they were convicted of treason.'*
Chronology	The arrangement of dates and events in the order that they occur. *'We made a note of the chronology of the events that had happened'*
Chronological	Calculated or set out in terms of the passage of time. *'The entries are in chronological order.'*
Aristocracy	A group of people in a society who hold hereditary titles and offices - typically regarded as the 'highest class' in certain societies. *'She was a member of the British aristocracy.'*
Ancient Sumer	The earliest known civilization in the historical region of southern Mesopotamia (modern-day southern Iraq).
Indus Valley	An area mainly in the northwestern regions of South Asia (extending from what today is northeast Afghanistan to Pakistan and northwest India) famous for a Bronze Age civilisation (the Harappans) that existed there 3300–1300 BC.
Shang Dynasty	The earliest dynasty of traditional Chinese history supported by archaeological evidence, the Shang ruled in the Yellow River valley in the second millennium BC and are renowned for the earliest known examples of Chinese writing.
Emigration	The act of leaving your country to settle permanently in another; moving abroad. *'Years ago, there was mass emigration from Ireland to the United States.'*
Immigration	The action of coming to live permanently in a foreign country. *'There was a barrier to control illegal immigration from Mexico.'*
Interpretation	The action of explaining the meaning of something. *'The interpretation of this data could be different.'*
Migration	The seasonal movement of animals from one region to another. *'The butterfly's annual migration across North America.'*
Significance	The quality of being worthy of attention; importance. *'The Great Fire of London was of great significance, as it changed the regulations for buildings within the country.'*
Tribal Kingdom	An aggregate of people united by ties of descent by a common ancestor, community of customs, traditions and adherence to the same leaders.

SCIENCE Y2

Word	Definition/Context
Pictogram	A pictogram is a chart that uses pictures to represent data.
Tally chart	Tally charts are used to collect data quickly and efficiently. Filling in a chart with marks representing numbers is faster than writing out words or figures and the data is collected into sub-groups immediately, making it easy to analyse.
Venn diagram	A Venn diagram is a way of grouping different items. These groups are known as sets.
Secondary sources	Information that has been produced by somebody else is known as a secondary source

SCIENCE Y3

Word	Definition/Context
Fair test	A fair test is a controlled investigation carried out to answer a scientific question

SCIENCE Y4

Word	Definition/Context
Precipitation	Chemistry The process of separating a substance from a solution as a solid.
Transpiration	How water moves up the plant (against gravity)

SCIENCE Y5

Word	Definition/Context
Variable	Something that may or does vary or change; a variable feature or factor.
Independent variable	An independent variable is a variable that stands alone and isn't changed by the other variables you are trying to measure. For example, someone's age might be an independent variable. Other factors (such as what they eat, how much they go to school, how much television they watch) aren't going to change a person's age.
Dependent variable	A dependent variable is something that depends on other factors. For example, a test score could be a dependent variable because it could change depending on several factors such as how much you studied, how much sleep you got the night before you took the test, or even how hungry you were when you took it. Usually when you are looking for a relationship between two things you are trying to find out what makes the dependent variable change the way it does.
Controlled variable	The variable which is constant and unchanged throughout the course of the investigation. The control variable strongly influences experimental results, and it is held constant during the experiment in order to test the relative relationship of the ***dependent and independent variables.***
Degree of trust	The degree to which an investigation can be repeated to give the same results
Causal relationship	A relationship between one phenomenon or event (a) and another (b) in which a precedes and causes b. The direction of influence and the nature of the effect is predictable and reproducible and may be empirically observed. Causality is difficult to prove.
Stamen	The stamen is the ***pollen***-producing ***reproductive organ*** of a ***flower***.
Stigma	On a plant, the stigma is the site where the germination of the pollen grains occurs.
Opaque	Impenetrable to light; not allowing light to pass through (e.g. Brick wall).
Translucent	Transmitting light but causing sufficient diffusion to prevent perception of distinct images (e.g. Bathroom window/ shower curtain).
Solubility	Solubility, degree to which a substance dissolves in a ***solvent*** to make a ***solution.***
Electrical conductivity	Electrical conductivity is the measure of the amount of electrical current a material can carry or its ability to carry a current.
Thermal conductivity	A measure of the ability of a material to allow the flow of heat from its warmer surface through the material to its colder surface.
Celestial body	A natural body e.g. The moon, visible in space.
Geocentric model	The geocentric model places the ***Earth*** at the centre of the ***universe***. Common in ancient greece, it was believed by both ***Aristotle*** and ptolemy. Most ***Greeks*** assumed that the ***sun, moon, stars***, and ***planets orbit*** earth. Similar ideas were held in ***ancient China.***
Heliocentric model	A model in which the sun is assumed to lie at or near a central point (e.g. Of the ***solar system***) while the ***earth*** and other bodies revolve around it.
Astronomical clock	An astronomical ***clock*** is a clock with special ***mechanisms*** and ***dials*** to display ***astronomical*** information, such as the relative positions of the ***sun, moon, zodiacal constellations***, and sometimes major ***planets***.

SCIENCE Y6

Word	Definition/Context
Precision	The ability of a measurement to be consistently reproduced.
Arachnid	Arachnids (Arachnida) are a group of arthropods that include spiders, ticks, mites, scorpions and harvest-men. Scientists estimate that there are more than 100,000 species of arachnids alive today.
Mollusc	Any invertebrate of the Phylum Mollusca, having a soft unsegmented body and often a shell, secreted by a fold of skin (the mantle). The group includes the gastropods (snails, slugs, etc), bivalves (clams, mussels, etc), and cephalopods (cuttlefish, octopuses, etc)
Crustacean	The crustaceans are a group of marine life that includes crabs, lobsters, and shrimp, which are some of the most important marine life to humans.
Variation	Variation in plants and animals. Variation within a species is the way that two animals of the same species display different characteristics and/or behaviour.
Inheritance	The process of genetic transmission of characteristics from parent or ancestor to offspring.
Gene	Genes carry the information that determines your traits, which are features or characteristics that are passed on to you — or inherited from your parents.
Voltage	The push provided by a battery to cause an electric current to flow in a circuit.
Current	An electric current is a flow of ***electric charge***.
Resistance	The electrical resistance of an ***electrical conductor*** is a measure of the difficulty to pass an ***electric current*** through that conductor.

Further Support

Planning template 1

The template can be used by schools to organise key words per subject or topic to suit the school's curriculum organisation.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT
VOCABULARY						

Planning template 1

The template can be used by schools to organise key words per subject or topic to suit the school's curriculum organisation.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT
VOCABULARY						

Planning template 2

Class:		**Term:**
Science	**History**	**Geography**
Design & Technology	**Art & Design**	**MFL**

Planning template 2

Class:		**Term:**
Science	**History**	**Geography**
Design & Technology	**Art & Design**	**MFL**

Games & Strategies

Other vocabulary building strategies and games for active engagement

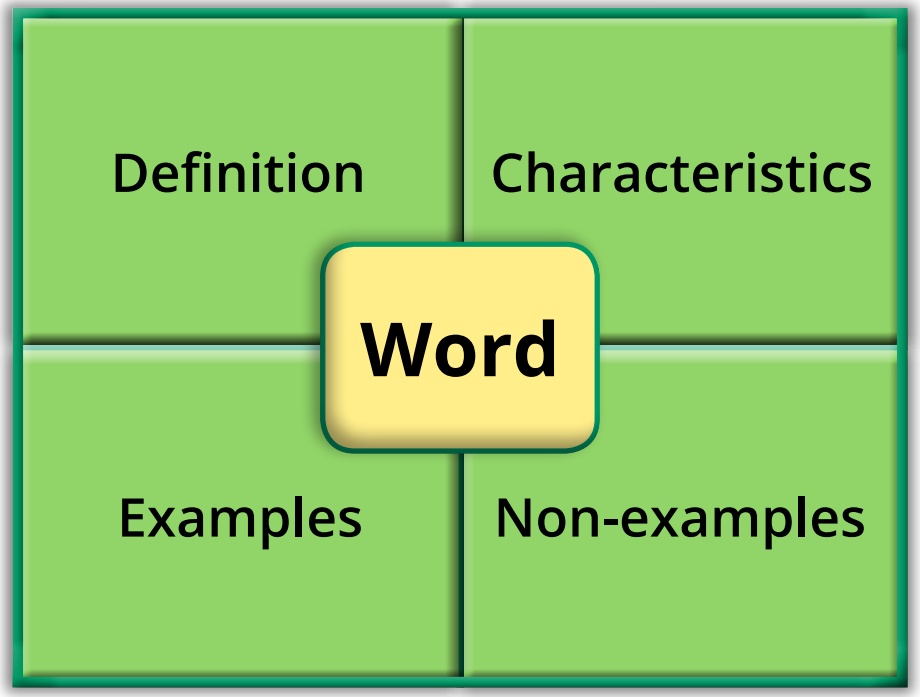
For science, history and geography topics:

- Make a list of vocabulary that pupils will need to know and send the list of words home at the start of the topic.
- Display, refer to, and revisit the list often during the course of the topic.
- Use pictures alongside the words and put into context.
- Use fiction and non-fiction that links with the topic drawing attention to subject-specific vocabulary.
- Laminate a set of key term and definition cards for matching activities. Read the definitions aloud and ask teams to provide the matching key terms.
- Delete the subject-specific terminology from a passage and ask pupils to write in the correct terms.
- Display terms and definitions for a current topic on the wall.
- Set a crossword puzzle in which the words sought are terms and the clues are definitions.
- Set a key terms word search in which definitions are given as clues and terms have to be located in the grid.
- Feed subject-specific words into a hand-held spell-checker so that they can be used for the word games.
- Ask groups of children to devise A3 posters to illustrate the terms.
- Use word mats.
- Ask children to highlight when they use key vocabulary in writing.
- Provide words on laminated strips for art and design or design and technology for children to use when discussing or evaluating their or others' work.

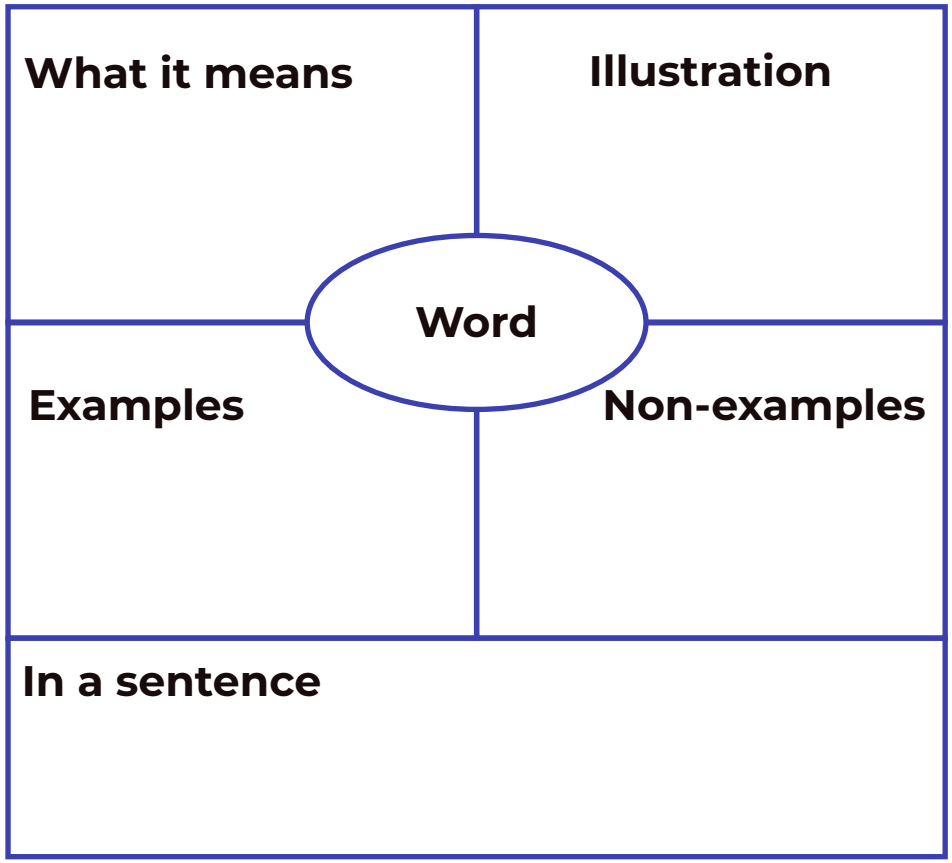
Explicit vocabulary instruction includes five steps: *(based on Beck, McKeown and Kucan 'Bringing Words to Life')*

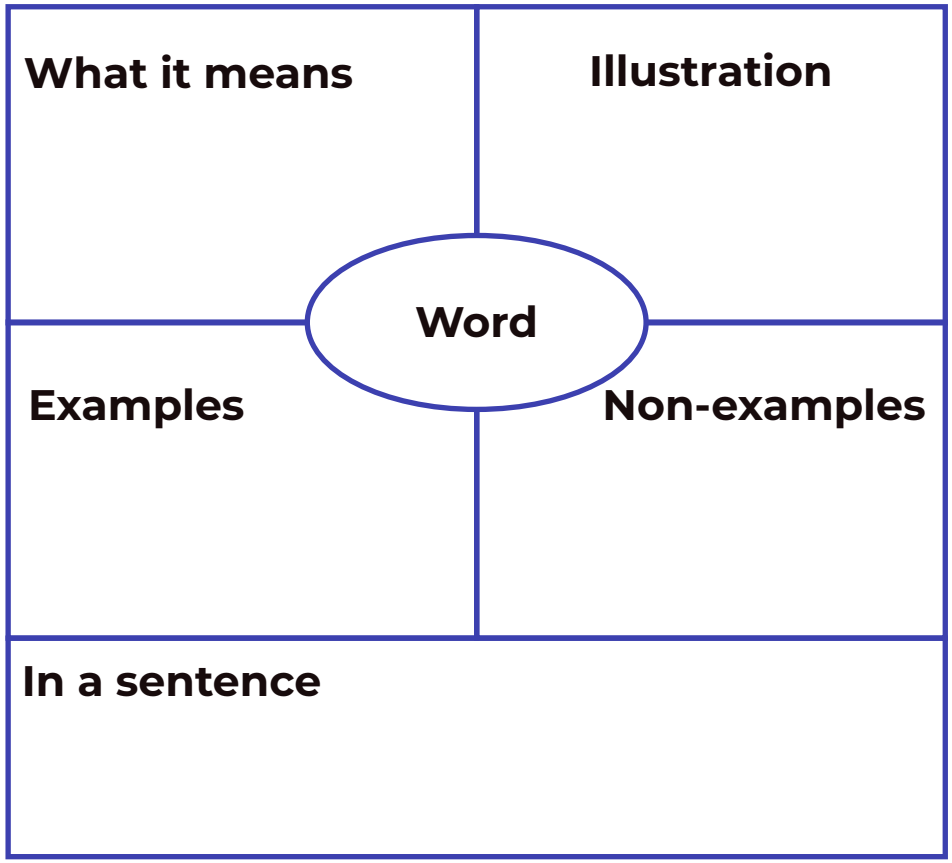
1. Careful and intentional selection of key words.
2. Give a definition that children can use and apply - explain words in everyday language.
3. Explore the different contexts in which the words can be used.
4. Active practice - spend time using the word in different ways and contexts.
5. Return to key words regularly using different contexts to maintain and reinforce learning.

Use the **'Frayer model'** (Dorothy Frayer et al, University of Wisconsin). This has long been used in classrooms with success. The model helps children to organise their understanding of a new term or complex vocabulary choice.

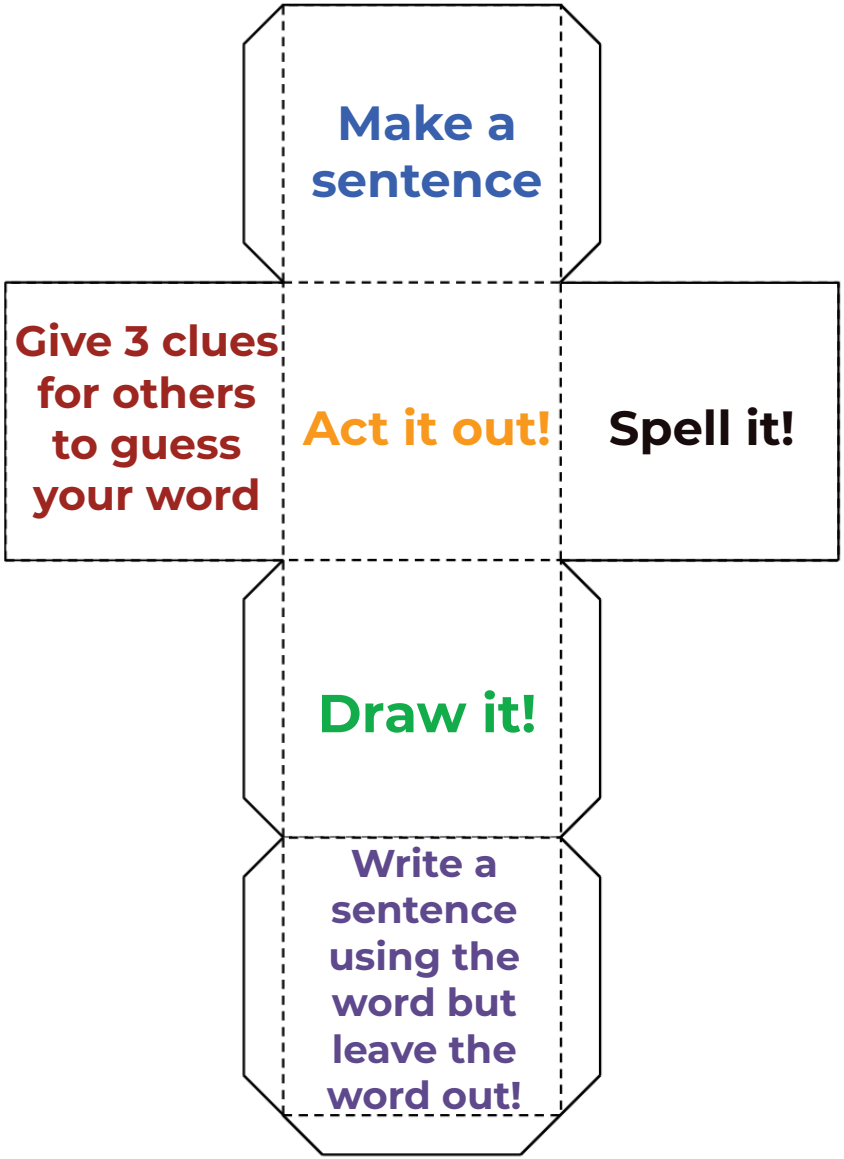


Word Nerd Grid *based on the Frayer model





Dice Game



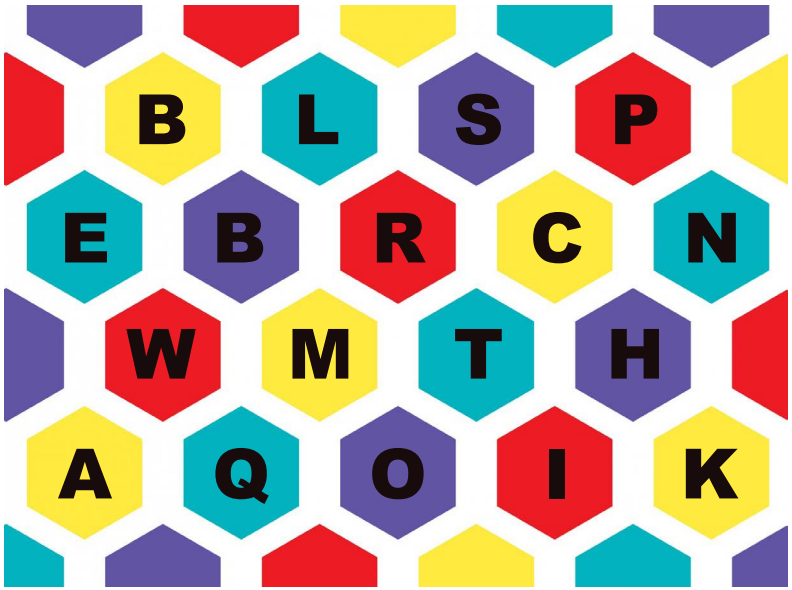
Just a minute!

Have a selection of vocabulary cards on the table.

Each player takes a turn to describe / explain the word (without using the word!)

How many words can they guess correctly in one minute?

Blockbusters!



These grids can be made online as paper copies to work in pairs/small groups:
https://www.teachitlanguages.co.uk/attachments/17467/blockbusters-template.pdf

Or interactively to use as a whole class:
https://www.tes.com/teaching.../interactive-blockbuster-game-template-ppt-3003535

Purpose

A loop card game can be used as a plenary activity to consolidate new learning and re-enforce the links with prior learning.

Instructions

- Issue the Loop Game at the end of a learning sequence.
- Time the pupils through the loop. Encourage them to complete the loop more quickly next time. You might like to tell them that there is a world record of 'N' seconds and that you will give a prize to them if it can be beaten.
- The Loop Game plenary is best used with basic information about a topic being studied. This information will remain relevant for the whole topic.

Examples

- Names and functions of digestive organs.
- Energy forms and transformations.
- Chemical elements and symbols.

Notes on creating loop games

- Have at least as many questions as there are pupils in the class.
- Make sure you use closed questions.
- Ensure that there are no answers that could relate to more than one question.
- Print and test your loop game in draft form, with questions numbers and answer numbers included. This will assist in 'debugging'.
- For convenience in the construction of loop games, create a table with 2 columns - one for questions, one for answers.

When you have constructed the loop game, move the second column down to offset the answers.

Question 1	Last Answer
Question 2	Answer 1
Question 3	Answer 2

- Cards with question and answer on the same side are easier to debug.
- Cards with question in one colour on one side and answer in another colour on the other side are easier for the less able pupil to deal with.

Water is absorbed into the body through the...

The acid in the stomach is...

Energy is released from food by this process

This mineral is needed for healthy teeth and bones

Food is churned up with acid in the...

Small food molecules are absorbed into the blood from the...

Digestion

Milk

Enzymes

Carbohydrate

Cells

The oesophagus

During respiration food is used as...

Plant cell walls provide this material that aids digestion

Large molecules in food are broken into small molecules through the process of...

This is needed to aid night vision

A good source of calcium is...

Starch is a form of...

Oxygen

Iron

Egestion

Saliva

Fat

Vitamin A

This gas is needed for respiration to take place

Digestion starts in this part of the body

Food reaches the stomach down this tube

A good source of iron is...

Waste food leaves the body by this process

This food type is needed for growth and repair

Fuel

Stomach

Large intestine

Liver

Absorption

Large intestine

This mineral is needed for healthy blood

This food type is greasy and provides us with energy

Chemicals that speed up the break down of large molecules are called...

A form of carbohydrate is...

The digestion of starch begins in the mouth by an enzyme in...

Food is pushed through the digestive system by the process of...

Calcium

Protein

Hydrochloric acid

Respiration

This part of the digestive system is about 3m long

The last part of the digestive system is called...

The small food molecules go into the blood by the process of...

Respiration takes place in...

Anus

Mouth

Peristalsis

Small Intestine

Fibre

Glucose

Purpose

- The aim is to describe the word at the top of the card without using any of the 'Taboo' words underneath.

Instructions

- Pupils are placed into groups of three.
- One pupil is guessing, one is describing a word and the other is checking that they don't use any of taboo words.
- Each group of pupils needs a prepared set of cards:

FORCE
direction
shape
push
pull
move
speed

For example:

- Pupil 1 must describe FORCE without using any of the taboo words underneath.
- Pupil 2 must guess what the word is.
- Pupil 3 is the judge.
- Pupils then swap roles within their group.

Plants for food taboo

PHOTOSYNTHESIS Leaves Green Starch Food	**CARBON DIOXIDE** Gas Limewater Breathe Food	**CHLOROPLAST** Photosynthesis Green Leaf Chlorophyll
FERTILISER Mineral Nitrate Soil Manure	**LEAF** Green Photosynthesis Chlorophyll Food	**CARBOHYDRATE** Starch Sugar Photosynthesis Diet
NITRATE Fertiliser Soil Nitrogen Grow	**VEINS** Blood Artery Tube Stem	**LIGHT** Lamp Bulb Eyes Sight

Notes

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