

## GLOSSARY

### What do all the terms mean?

The Progression Framework uses a number of terms and phrases that are not immediately self-evident. These are explained below.

Key term	Definition
<b>Biome</b>	A large community of plants and animals found in areas of the world with similar soils and climates, such as the tropical rainforest.
<b>Climate zone</b>	This is a large area with a similar climate. The day-to-day weather patterns are averaged over a long period of time (many years) to arrive at the climate. There are three major climate zones: the <b>tropical</b> climate is hot; the <b>polar</b> climate is cold; and the <b>temperate</b> climate is neither very hot nor very cold.
<b>Fieldwork</b>	All work beyond the immediate classroom environment, from the school corridor, school grounds and immediate surroundings to further afield.
<b>Geographical Information System (GIS)</b>	A way of representing digital data that enables layers of information to be added to a simple base map.
<b>Geographical skills</b>	Map work, using atlases and globes, visual communication using images and a focus on enquiry questions, are some of the skills that are central to good primary practice.
<b>Human geography</b>	The study of the different features of the Earth's surface created by people. Such features include buildings, cities, transport routes, trade and countries.
<b>Latitude and longitude</b>	These are imaginary lines used to show position on the Earth's surface. <b>Lines of latitude</b> are parallel to the Equator – they never meet. They are numbered from 0° at the Equator going north or south to 90° at the Poles. The key lines of latitude are the <b>Equator</b> , which divides the world into two hemispheres – north and south; the <b>Tropic of Cancer</b> at 23.5° north of the Equator; the <b>Tropic of Capricorn</b> at 23.5° south of the Equator; the <b>Arctic Circle</b> 66.5° north; the <b>Antarctic Circle</b> 66.5° south. <b>Lines of longitude</b> are of equal length and go from Pole to Pole. They are numbered from 0° at the <b>Prime Meridian</b> (which goes through Greenwich, in London) east or west until they meet at 180° on the <b>International Date Line</b> , which runs through the Pacific Ocean.
<b>Local area</b>	A small area that often loosely corresponds with the school catchment area.
<b>Locational awareness</b>	The ability to recognise and locate different places around the world, such as countries, cities, rivers and mountains.
<b>Physical geography</b>	The study of the physical and natural components on or at the Earth's surface including rocks, soils, natural resources, oceans, mountains, rivers, climate, vegetation and animals apart from human beings.
<b>Plan perspectives</b>	Plans are usually drawn from above and represent smaller areas than maps.
<b>Processes</b>	<b>Physical processes</b> occur in the natural environment such as erosion or the wearing away of a riverbank by a river. <b>Human processes</b> occur in the human environment as a result of people's actions, e.g. migration – the movement of people from one place to another; trade – the movement of goods from one place to another.
<b>Quantitative skills</b>	Ways of representing and interpreting data in tables, charts, diagrams and other interpretative methods.
<b>Region</b>	Regions vary in size but are viewed in curriculum terms as larger than the local area, but smaller than a country (e.g. the Alps).
<b>Settlement</b>	A place where people live. These vary in size – from hamlet to village, town, city – and function, e.g. a seaside town, an industrial town.
<b>Spatial variations</b>	Differences between places such as landscape, climate, housing and settlement patterns.