



Bathampton Primary School
Together on a learning adventure

Key Stage One Geography			
	Pupils should be taught to...	Year One	Year Two
Locational knowledge	name and locate the world's seven continents (North America, South America, Africa, Europe, Asia, Australasia and Oceania, Antarctica) and five oceans (Pacific, Indian, Atlantic, Arctic, Southern).	<u>Going Places T1</u> Identify the places visited by the class over the summer holidays on a world map and globe. Begin to name and locate all continents and oceans <u>Frozen Lands T2</u> Study Antarctica in more detail	<u>Exploring Oceans & Seas T5</u> Regular activities to name and locate the world's continents and oceans e.g. work sheets, games, discussions. <u>Our School T6</u> Study India (Asia) in more detail
	name, locate and identify characteristics of the four countries (England, Wales, Northern Ireland and Scotland) and capital cities of the United Kingdom (London, Cardiff, Belfast, Edinburgh) and its surrounding seas (North Sea, Irish Sea, English Channel)	<u>No Place Like Home T3</u> Identify the country in which we live. Identify the boundaries of UK countries on a UK map. Label countries on UK map.	<u>Exploring Oceans & Seas T5</u> Identify and name the surrounding seas of the UK <u>Our School T6</u> Name and locate capital cities of the four countries of the UK
Place knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<u>Frozen Lands T2</u> Describe the local area. Compare to Antarctica.	<u>Our School T6</u> Study Bathampton and surrounding area, including school, homes, shops, canal and local community projects (Dry Arch). Study area of India compare small village (Thivunamalai) to Bathampton
Human and	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<u>Frozen Lands T2</u> Keep a daily weather chart. Record temperatures on different days.	<u>Our School T6</u> Compare and recognise factors affecting weather and temperatures in Bathampton and India.



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		<p>Identify the equator on a world map and globe. Colour hot places red and cold places blue on a world map.</p>	
	<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p><u>Going Places T1</u> Identify features in photographs and films of holiday destinations. <u>No Place Like Home T3</u> Name features close to home <u>Dinosaurs T6</u> Describe landscapes in dinosaur pictures and films</p>	<p><u>Our School T6</u> <u>Exploring Oceans and Seas T5</u> Ensure children know meaning of geographical terms listed Extend children’s geographical vocabulary to include: canal, towpath, current, border, continent, equator, country,</p>
	<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Going Places T1 / No Place Like Home T3</u> Name features seen on holiday and at home. Draw a map of journey to school, drawing features on map.</p>	<p><u>Our School T6</u> Consolidate and extend children’s geographical vocabulary</p>
Geographical skills and fieldwork	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><u>Going Places T1 / No Place Like Home T3 / Dinosaurs T6</u> Identify the boundaries of UK countries on a UK map. Label countries on UK map. Identify UK on world map/globe. Locate continents and oceans on maps and globes <u>Frozen Lands T2</u> Identify the equator on a world map</p>	<p><u>Dangerous Dragons T3</u> Study Medieval maps (Mappa Mundi) and compare to current World maps. <u>Exploring Oceans & Seas T5</u> Become familiar with using simple globes, maps and atlases. Identify and name the surrounding seas of the UK <u>Our School T6</u> Name and locate capital cities of the</p>



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	and globe. Colour hot places red and cold places blue on a world map.	four countries of the UK on maps, atlases and globes
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<u>Frozen Lands T2</u> Recognise North and South Pole and relate to compass points. Direct a partner through a route using directional language.	<u>Exploring Oceans and Seas T5</u> Become familiar with compass directions <u>Our School T6</u> Use simple compasses in orienteering activities and recognise compass directions Use directional language accurately <u>Capturing Castles T4</u> Follow a plan/map of a local castle site. Create a map of own castle ideas
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<u>Going Places T1</u> Identify the places visited by the class over the summer holidays on a world map and globe. <u>No Place Like Home T3</u> Look at aerial photographs of the school and village to recognise features. Use Google Earth to identify features of the local area. Draw a map of journey to school, drawing features on map	<u>Our School T6</u> Look at aerial photographs and maps of Bathampton. Use Google Earth to identify key features of the local area. Follow a map around the school with a basic key. Create own map of journey to local landmark. <u>Dangerous Dragons T3</u> Make own old fashioned map of story book journey, including a key.
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	<u>No Place Like Home T3 / Visit Dry Arch T5 / PlayWood</u> Look at aerial photographs of the	<u>Our school T6 Visit Dry Arch</u> Look at aerial photographs and maps of Bathampton. Follow a map around the



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	physical features of its surrounding environment.	school and village to recognise features. Use Google Earth to identify features of the local area.	school with a basic key. Create own map of journey to local landmark. Orienteering activities
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Lower Key Stage Two Geography			
	Pupils should be taught to...	Year Three	Year Four
Locational Knowledge	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<u>Ancient Egyptians (T1)</u> Locate the continents of the world Locate European countries	
	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<u>Bathampton, Hills and Valleys (T5)</u> Atlas work finding major cities, rivers (Avon, Thames), local hills (Little Solsbury, Bathampton Down) How has Bathampton village changed over time? (land use and buildings) Study of Walter Sickert <i>Forest school trip to Bathampton Woods</i>	<u>A Tale of Two Cities (T6)</u> Land use in Bath The physical geography of Bath and the surrounding hills Changing land use in Bath <i>Visit Bath Abbey and Bath</i>



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	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		<u>Climate (T1 /2 2014)</u> Locate the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle on a globe and map. Describe the significance of the these lines of latitude and longitude
Place Knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<u>French (T2)</u> Locate Bath, Lyon and other major cities in France and UK Linked to our pen pal visit	<u>Covered in Upper KS2</u>
Human and Physical Geography	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<u>We're going on a Journey/ Wonderful Weather (T3/4)</u> Mapping climatic regions in the world The British climate and weather patterns The water cycle The River Thames and River Avon, River Mells (source, mouth and other technical language)	<u>Climate/Weather (T1 /2 2014)</u> Name and describe the 7 climate zones Name a country from each climate zone Biomes and Vegetation belts Why does flooding occur? <u>Volcanoes and earthquakes (T3 2016)</u>



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		<p>Mapping the River Thames and Avon Environmental issues for The Thames <i>Field work (River Mells)</i></p>	<p>Locate volcanoes on a map Key facts about a well known volcano and earthquake Defences and repercussions (immediate and long term)</p>
	<p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><u>Bathampton, Hills and Valleys (T6)</u> Land use, settlements, the canal, <i>Warleigh Lodge Farm/ Dry Arch</i></p>	<p><u>Bath and the surrounding cities (T6)</u> Economic activity including trade links Distribution of natural resources Where does our food and energy come from?</p>
<p>Geographical Skills and Fieldwork</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>We're going on a Journey (T3/4)</u> <u>Wonderful Weather</u> Locate Bathampton, cities and rivers using an atlas.</p>	<p><u>Bath and the surrounding cities (T6)</u> Locate Bathampton, Bath and UK on Google Maps Discuss notable features on different digital maps... E.g. mountainous regions, water, equator</p>



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	<p>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Bathampton, Hills and Valleys (T6)</u> Field work using the 4 and 8 points of the compass</p>	<p><u>Bath and the surrounding cities (T6)</u> Geocaching in local area - free app Locate an object in the local area <i>Walk around Bathampton</i></p>
	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Bathampton, Hills and Valleys (T6)</u> <i>Bathampton village walk</i> <i>Mells River (Whatley quarry)</i></p>	<p><u>Bath and the surrounding cities (T6)</u> Children to observe and record human and physical features in Bath and the surrounding area. Use methods, such as digital technology (photographs) and sketch maps <i>Bath City Sightseeing Skyline Tour</i> <i>Stop off at Prior park</i></p>



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Geography Upper Key Stage Two			
	Pupils should be taught to...	Year Five	Year Six
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<u>Ancient Greece T1 /2</u> Identify location of Greece and surrounding European countries. Identify major Greek cities (states) Coastal regions in Greece Greek islands Land-use patterns in Greece <u>Bath Blitz T5 /6</u> Identify countries and major cities in Europe (including location of Russia)	<u>The Vikings are Coming T1 /2</u> Vikings abroad – look at Viking routes, invasions and settling <u>Exploring Earth T3 /4 (2016)</u> Focus on North and South America, identifying major cities and states, environmental regions and geographical characteristics Locate countries/areas where rainforests are found in the world



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	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Crossing the Channel T3/4</u> Identify counties and cities in UK Identify hills and rivers in local area and contrast with another area in UK Look at coastal regions How has Bath changed over the years? - railways, mines, industrial areas, Bath Press, central Bath/Somerset Levels flooding (protection)</p> <p><u>Bath Blitz T5/6</u> Look at major cities bombed Evacuation - why were children sent to the countryside? Why were some major cities targeted? How has Bath changed over the years?</p>	<p><u>Lights, Camera, Action T5/6 (2016)</u> Geography in the News. Locate counties and cities in the UK that are topical or have significance.</p>
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	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><u>Crossing the Channel T3/4</u> Identify the position and significance of Northern and Southern Hemisphere and the Equator Look at latitude and longitude and time zones (including day and night)</p>	
<p>Place Knowledge</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p><u>Ancient Greece T1/2</u> Comparison of Bath area with Greece and/or <u>Crossing the Channel T3/4</u> Comparison of Bath area with European region</p>	<p><u>Exploring Earth T3/4 (2016)</u> Comparison of Bath area with area of North or South America/ Rainforests</p>
<p>Human and Physical Geography</p>	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Crossing the Channel T3/4</u> Describe key aspects of mountains and volcanoes in UK/Europe Climate in Europe - how it affects vegetation <u>Ancient Greeks T1/2</u> Look at the climate in Greece and compare with UK</p>	<p><u>Exploring Earth T3/4 (2016)</u> Review the water cycle Describe climate zones, biomes and vegetation belts Identify the Amazon river</p>



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	<p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><u>Ancient Greeks T1 /2</u> Greek trade links Settlements – Athens and Sparta</p> <p><u>Crossing the Channel T3 /4</u> Identify types of settlement and land use in UK/Europe</p>	<p><u>Vikings T1 /2</u> Where did the Vikings settle? – Look at Viking explorers Viking trade links – merchants traded in Europe and beyond (such as Baghdad – Islamic Civilisation)</p> <p><u>Exploring Earth T3 /4 (2016)</u> Look at the distribution of natural resources What does the rainforest provide? Deforestation and issues concerning the area; alternative land-use</p>
<p>Geographical Skills and Fieldwork</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Ancient Greece T1 /2</u> Use atlases, globes and digital/computer mapping to locate countries Greece and surrounding countries</p> <p><u>Crossing the Channel T3 /4</u> Use atlases, globes and digital/computer mapping to locate countries in UK/Europe and describe features</p>	<p><u>The Vikings are Coming T1 /2</u> Locate settlements of Vikings on maps, atlases, globes and digital/computer mapping</p> <p><u>Exploring Earth T3 /4 (2016)</u> North and South America, including states. Use atlases, globes and digital/computer mapping to locate countries with rain forests Use atlases to find average rainfall</p>



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			and compare with UK
	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<u>Crossing the Channel T3/4</u> Look at and use 4-figure grid references Mapping skills – identify symbols and key on a map, OS maps/atlases Compass work – orienteering	<u>Exploring Earth T3/4 (2016)</u> Look at and use 6-figure grid references Mapping skills – use OS maps to identify places and symbols Compass work – orienteering
	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Crossing the Channel T3/4</u> Create maps of the local area using symbols Annotate maps/photographs <u>Bath Blitz –T5/6</u> Bath trail – sketch maps and plans Create/annotate a map where there was bomb damage in Bath/UK	<u>Exploring Earth T3/4 (2016)</u> Create maps including contour lines Sketch maps and plans Draw graphs e.g. average rainfall