

## Geography at Angel Oak Academy

At Angel Oak Academy, we aim to ensure our pupils develop a deep understanding of both the human and physical world around them. Pupils learn geography in a systematic way, starting from their own personal geography and local area in EYFS and Key Stage 1, before zooming out to focus on countries and continents in Lower Key Stage 2, and the wider world in Upper Key Stage 2. This allows children to expand on previous knowledge in each progressive year, and provides children with knowledge of a range of places around the world. In addition, pupils will learn a range of geographical skills through case studies, classroom activities and fieldwork studies. These skills, combined with succinct, progressive geographical knowledge, equip pupils with knowledge of diverse places, people, resources and processes that make up our Earth.

Our curriculum's success is assessed through regular quizzing interspersed throughout lessons, written outcomes, end of unit quizzes, and fieldwork activities. Effectively structured Medium Term Plans and Key Learning Indicators ensure prior knowledge is built on and extended effectively.

Furthermore, pupils learn a range of geographical skills which are consolidated in each unit and year group through fieldwork studies. This fieldwork ensures that pupils understand the importance and relevance of geography; become conscious of their responsibility for the planet; and aware of the impact they have in their community and the wider world.

## Geography Key Learning Indicators

Geographical Units	
EYFS	<p><b>Understanding the World</b></p> <p>Identify and talk about simple features of the natural world including plants and animals.</p> <p>Talk about different ways of travelling.</p> <p>Talk about places they have visited and identify family links to other countries and cultures.</p> <p>Talk about simple similarities and differences with regard to places and experiences.</p> <p>Talk about features of their immediate environment and how environments might differ from one another.</p>

Year 1	<b>Locational Knowledge</b> Local Area Study	<b>Physical Geography</b> Bodies of Water	<b>Climate</b> Weather	<b>Human Geography</b> Settlements
<b>Knowledge</b>	<p>Use basic geographical vocabulary to refer to key human &amp; physical features of Peckham.</p> <p>To give follow and record directions as a simple route.</p> <p>Understand the different roles that make up our community.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Peckham, and a rural school in the UK.</p>	<p>Understand that the Earth is made up of land and water</p> <p>Identify and name the main bodies of water and their features</p> <p>Identify and name a range of wildlife found in different bodies of water</p> <p>Understand how humans depend on bodies of water</p> <p>Case study: Burgess Park Lake</p>	<p>Identify the weather symbols used in forecasts</p> <p>Explain how the weather impacts our daily lives</p> <p>Record daily weather in Peckham over a period of time</p> <p>Understand how daily weather varies between different locations</p>	<p>Identify and name the features of hamlets, villages, towns and cities</p> <p>Categorise areas as urban or rural based on their features</p> <p>Understand how housing varies and which housing types are associated with different settlements</p> <p>Observe, record and discuss the different types of housing in Peckham</p>
<b>Geographical Skills</b>	<p>Use a simple map of a classroom / school grounds including a simple key.</p>	<p>Use aerial photographs and plan perspectives to recognise bodies of water.</p> <p>Observe and record the geography of Burgess Park lake and the key human and physical features of its surrounding environment using field sketches and photographs.</p>	<p>Photograph and measure the weather in the school grounds and compare with other parts of the UK using digital sources.</p>	<p>Observe and record the geography Peckham's housing using field sketches, photographs and tables.</p> <p>Use aerial photographs and plan perspectives to recognise building density in Peckham and rural areas.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>



<p>Year 3</p> <p>Knowledge</p>	<p><b>Locational and Place Knowledge</b> UK</p> <p>Name and locate of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate the UK within Europe; and know that the UK is made up of islands.</p> <p>Identify the characteristics of the different countries including languages, culture, weather, landforms and bodies of water.</p>	<p><b>Physical Geography</b> Mountains</p> <p>Identify and name the features of mountains and mountain ranges.</p> <p>Locate mountains in the UK and mountains and mountain ranges across the world.</p> <p>Understand how the altitude, climate and terrain impacts on the plant, animal and human inhabitants.</p> <p>Know how mountains are important for humans economically: mining, quarrying, timber and tourism.</p> <p>Case study: Mount Everest</p>	<p><b>Human Geography</b> Pollution</p> <p>Recognise the major types of pollution including land, water, air, light and sound pollution; and understand most common causes of each.</p> <p>Understand the negative impacts of pollution on the environment.</p> <p>Explain what humans can do to reduce pollution levels and its negative environmental impact, including the benefits of biodegradable materials and recycling.</p> <p>Fieldwork: land pollution in Peckham</p>
<p>Geographical Skills</p>	<p>Use political maps, digital maps, atlases and globes to locate the UK, the surrounding seas, the 4 countries, their capital cities, landforms and bodies of water.</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom.</p>	<p>Use topographic maps and OS maps to locate mountains and mountain ranges.</p> <p>Use contour lines to determine relief and spot heights to determine height above sea level.</p>	<p>Use fieldwork to observe, measure, record and present the levels of land pollution in Peckham using tables and graphs.</p>

Year 4	<b>Locational Knowledge</b> The World	<b>Physical Geography</b> Biomes	<b>Human Geography</b> Tourism
<b>Knowledge</b>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify, locate and describe the features of the world's climate zones including: Polar, Temperate, Mediterranean, Arid, Tropical and Continental.</p> <p>Name and locate the Equator, N. &amp; S. hemispheres, Tropics Cancer &amp; Capricorn, Arctic and Antarctic Circle, and identify the impact this has on climate.</p> <p>Understand that countries on the equator share a similar climate.</p> <p>Understand the similarities and differences between England and Ecuador, including climate, weather.</p>	<p>Name the world's land and aquatic biomes (list biomes) and identify their features.</p> <p>Locate examples of biomes on a world map and make between lines of latitude, temperature, precipitation and wildlife.</p> <p>Understand the similarities and differences between Dulwich Wood and forests within Yosemite National Park, US.</p>	<p>Identify the different types of tourism including cultural, entertainment, faith, active, beach or ecotourism.</p> <p>Explain the human and physical features that make areas attractive to tourists.</p> <p>Name and locate different tourist attractions in the UK.</p> <p>Understand the advantages and disadvantages of tourism in Padstow, Cornwall and Pompeii.</p>
<b>Geographical Skills</b>	<p>Use maps, digital maps, atlases and globes to locate the world's seven continents, five oceans and six climate zones.</p> <p>Use lines of latitude and longitude as four-figure grid references to locate places across the world.</p>	<p>Use maps, atlases, globes and digital mapping to locate biomes.</p> <p>Use lines of latitude and longitude as four-figure grid references and a key to build their knowledge of biomes.</p> <p>Use fieldwork to observe, measure, record and present the evidence that the UK is a temperate biome using a range of methods, including field sketches, annotations, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital mapping to locate tourist sites.</p> <p>Use four-figure grid references, symbols and keys to locate UK's main tourist attractions on an OS map.</p>

Year 5	<b>Physical Geography</b> Rivers	<b>Physical Geography</b> Deserts	<b>Physical Geography</b> Tropical Rainforests
<b>Knowledge</b>	<p>Identify and name the main features of a river.</p> <p>Name and locate major rivers around the world.</p> <p>Understand the importance of rivers to human civilization (irrigation, drinking water, food, recreation and transportation).</p> <p>Understand how humans negatively impact on rivers (farming, industry, waste disposal and urbanisation).</p> <p>Case study: The River Thames</p>	<p>Identify and name the features of hot and cold deserts.</p> <p>Locate the world’s deserts on a map and explain the relationship between the location and the features.</p> <p>Understand the challenges faced when humans populate desert environment, and how this can lead to desertification.</p> <p>Understand the geographical similarities and differences of The Gobi Desert and The Sahara Desert.</p>	<p>Identify and name the features of a tropical rainforest.</p> <p>Locate the world’s tropical rainforests on a map and explain the relationship between their location and the features.</p> <p>Understand how humans interact with tropical rainforests, how this can put rainforests under threat, and what is being done to protect them.</p> <p>Case study: Amazon Rainforest</p>
<b>Geographical Skills</b>	<p>Use maps, atlases and digital mapping to locate rivers across the world.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of rivers.</p> <p>Use fieldwork to observe, record and present the human and physical features of the River Thames using a range of methods, including field sketches, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases and digital mapping to locate deserts.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of deserts.</p>	<p>Use maps, atlases and digital mapping to locate tropical rainforests.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of tropical rainforests.</p>

<p>Year 6</p> <p>Knowledge</p>	<p><b>Physical Geography</b> Volcanoes and Earthquakes</p> <p>Understand that the Earth is made up of layers, and the Earth's crust is broken up into tectonic plates.</p> <p>Explain how the location of volcanoes relates to the structure of the Earth's surface.</p> <p>Understand the advantages of living near volcanoes.</p> <p>Understand the threats posed to humans living near volcanoes zones, and the preventative measures put in place to reduce the risks.</p> <p>Case study: Popocatepetl, Mexico</p>	<p><b>Human Geography (Summer 1)</b> Trade</p> <p>Understand where a product's raw materials come from, and how these materials pass through the global supply chain.</p> <p>Explain the UK's trade links and the reasons for trading with these countries.</p> <p>Explain how trade has changed over time with advances in technology, transport and communications, and how the UK has become dependent on imported products.</p> <p>Explain the inequalities of trade, and how fair trade provides fairer trading conditions.</p> <p>Case study: sugar exports in El Salvador and fair trade (Oxfam)</p>	<p><b>Climate (Summer 2)</b> Climate Change</p> <p>Recognise that the Earth's climate is changing and that human activities are contributing towards this change.</p> <p>Understand the role of carbon dioxide as a greenhouse gas and explain greenhouse gases as the main contributor to climate change.</p> <p>Identify some of the current and potential impacts of climate change on people and our planet.</p> <p>Explain how people can take action against climate change.</p> <p>Case studies: bush fires and glaciers</p>
<p>Geographical Skills</p>	<p>Use maps, atlases and digital mapping to locate volcanoes and earthquake zones.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of volcanoes and earthquake zones.</p>	<p>Use maps, atlases and digital mapping to map out global trading.</p> <p>Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of trade.</p>	<p>Use maps, atlases and digital mapping to locate countries and places most affected by climate change.</p> <p>Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of areas changing as a result of climate change.</p> <p>Interpret climate graphs, and draw conclusions from the data.</p>