

MABE



GEOGRAPHY CURRICULUM

We are the best geographers we can **be!**



During their time in nursery and reception year, children are exposed to technological items through play, such as phones, laptops and cameras. They use items to recreate their lived experience of technology.

During investigations, teachers model how to use the internet to search for information such as videos and photos of the children's interest, to provoke conversation and to demonstrate that technology can be used to find out new information.

Children are introduced to simple instruction based activities and games as well as problem solving which build the foundations for programming and algorithms.

Children have the opportunity to use ipad based phonics and maths games to practice their wider curriculum development.



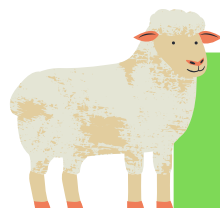
All about me

- I know that every family is unique and special.
- I know that other families and homes might not be the same as mine.
- I know that I go to Mabe School.
- I know that I was a baby once, and that over time babies grow into children and then adults.
- I understand the range of things that babies/children/ adults can do as they grow.
- I know that apples grow on our trees outside. Links this to Harvest time in Cornwall.
- I understand that many leaves change colour and fall from trees in Autumn.



Planting & Growing

- I know that seeds and plants need sun, water and a substance to grow in.
- I know that farms in Cornwall grow a range of crops, and can identify some of their uses.
- I understand that different plants/crops grow in different environments, and can name some fruits that are usually grown in different countries.
- I know that foods grown in different countries sometimes travel long distances to reach us.
- I know that fruit and vegetables are an essential part of a healthy diet, and help us to feel well.
- I know some basic food hygiene/safety rules.



Down on the farm



- I can name a range of farm animals and their young.
- I know the names of various types of farm machinery.
- I know which types of food/produce comes from farms.
- I know that Mabe is in the countryside and there are many farms near here.



Where we live



- I know that our school is in Mabe, and that everyone in our school lives in Mabe or near Mabe.
- I know whether I travel to school by car or whether I can walk to school.
- I know the names of a range of buildings or places that they often go to (eg Asda, the park, the beach etc).
- I know the job roles of a range of familiar people that help us (eg policeman, lifeguard, nurse etc), and know the correct terms for these roles.
- I know that I live in Cornwall, and that in Cornwall there are lots of farms and coast.
- I know the names of some traditional Cornish foods.



Transport

- I know that each way of travelling requires something to make it move (push/pull/energy)
- I know that some objects float, and some sink.
- I am aware that different modes of transport are appropriate for different lengths/type of journey (eg could you walk there? Could you go on your bike? Etc).
- I know that some countries have different forms of transport, or different types of some familiar forms.
- I know that cars, planes and trains in the past were not the same as those today, and that this is because scientists and engineers have found ways to make them faster, safer and cleaner.
- I know some basic road safety skills.

Once upon a time



- I can talk about the different settings in traditional stories (eg. forest, mountains, castles)
- I can draw a simple map of Goldilock's journey.
- I know that the three little pigs used different materials to build a house.



Holidays



- I know that Mabe is near to the beach and people like to visit the beach on holiday.
- I know that there are many different ways to travel on holiday.
- I know that there are different types of holidays in hot and cold countries.
- I know some basic beach safety rules to keep me safe.
- I can understand simple maps identifying key physical features such as land, sea, beach, river, mountains.

What geography might look like in our classroom.

Sharing books about the world, the environment or weather.

Role playing places we have visited (Asda, the Donkey Sanctuary)

Drawing simple pirate treasure maps.

Observing the changes of the seasons in our garden.

Reading stories from different cultures and communities around the world.

Using construction materials to build towns and cities.

Small world play with train tracks, cars and farmyards.

Sharing news about places we have visited



National Curriculum

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

- 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.

- 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
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage
- 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
- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Locational knowledge

Place knowledge

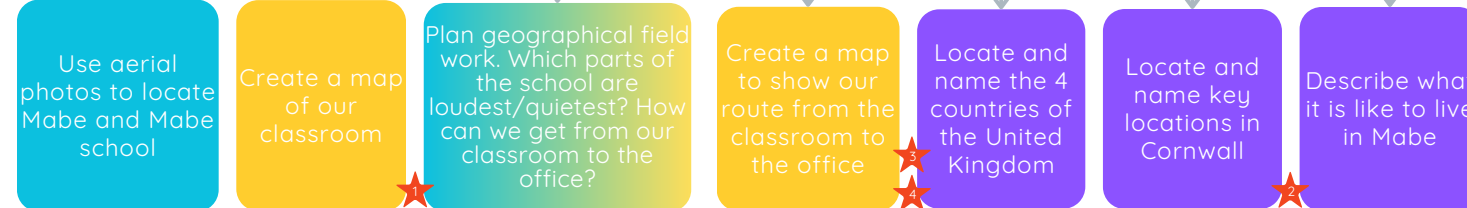
Human & Physical Geography

Geographical skills and fieldwork

Me Myself & Mabe

Where do I live?

Autumn 1



Assessment Checkpoints:

- ★ Locate features on aerial photographs
- ★ Know the name of the country, county and village they live in
- ★ Recognise features of the school grounds
- ★ Create maps of familiar places



Arctic Adventures!

What are the cold countries of the world?

Spring 1



Assessment Checkpoints:

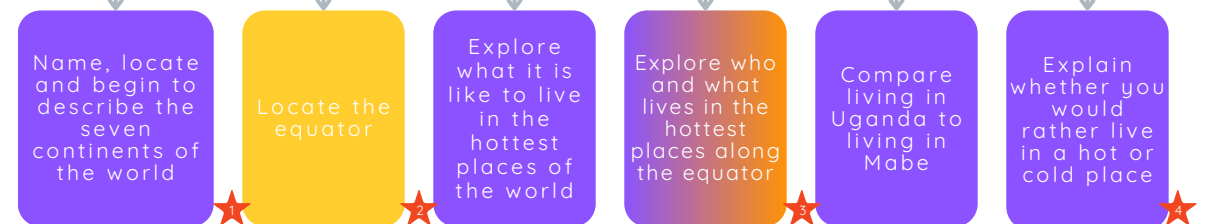
- ★ Name and locate the seven continents on a world map
- ★ Locate the North and South Poles on a world map
- ★ Describe life in the North and South Poles
- ★ Compare living in the North/South Pole to Mabe



African Adventures!

Where are the hot countries of the world?

Summer 1



Assessment Checkpoint:

- ★ Name, locate and begin to describe some features of the seven continents of the world
- ★ Locate the Equator on a world map
- ★ Describe life in the hottest countries of the world
- ★ Give a personal opinion for whether they would prefer to live in a hot or cold location in our world



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Locational knowledge

Place knowledge

Human & Physical Geography

Geographical skills and fieldwork

Mabe Matters

Why does Mabe Matter?

Autumn 2



Locate Mabe Burnthouse on a national, county and local map.

Plan geographical fieldwork. What human and physical features can we see in our village? Which parts of the village are loud/quiet?

Collect data. (field drawings, photographs, sound map)

Create a map to show a route around our village.

Recognise jobs around the village.

Compare maps and aerial photos of Mabe in 1900 to 2023.

Identify the impact of quarrying on Mabe today.

Assessment Checkpoints:

- ★ Locate a specific location on a range of map scales
- ★ Identify and describe human and physical features
- ★ Compare maps to see how a location has changed overtime

Plant Hunters

How can exotic plants survive on the south Cornish coast?

Spring 2

Identify the source of exotic plants.

Locate plant origins on a world map.

Use geographical vocabulary to describe the journey from New Zealand to Cornwall.

Describe the location and climate of Piha.

Describe the location and climate of Trebah (fieldwork).

Compare and contrast Trebah with Piha, explaining why some things are the same and some are different.

Assessment Checkpoint:

- ★ Locate the origins on plants on a world map and name the continents
- ★ Describe the location and climate of contrasting locations
- ★ Explain the reasons for geographical similarities and differences between places

Island Adventures

What makes an island special?

Summer 2

Name and locate the five oceans of the world.

Name and locate significant seas around the world.

Name and locate the islands and archipelagos.

Name and describe the five inhabited Isles of Scilly.

Describe the physical landscape of the Galapagos Islands.

Explain why there are many unique species on the Galapagos Islands.

Compare the Isles of Scilly with The Galapagos Islands.

Name and locate the four countries and capital cities of the UK and its surrounding seas

Describe features of British culture - English focus.

Describe features of British culture - Welsh, Scottish and N. Irish focus.

Assessment Checkpoint:

- ★ Name and locate the oceans and significant seas around the world
- ★ Describe the physical features of contrasting locations
- ★ Explain why different species exist in different places
- ★ Show a deeper understanding of the geography of the UK, including culture



- 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
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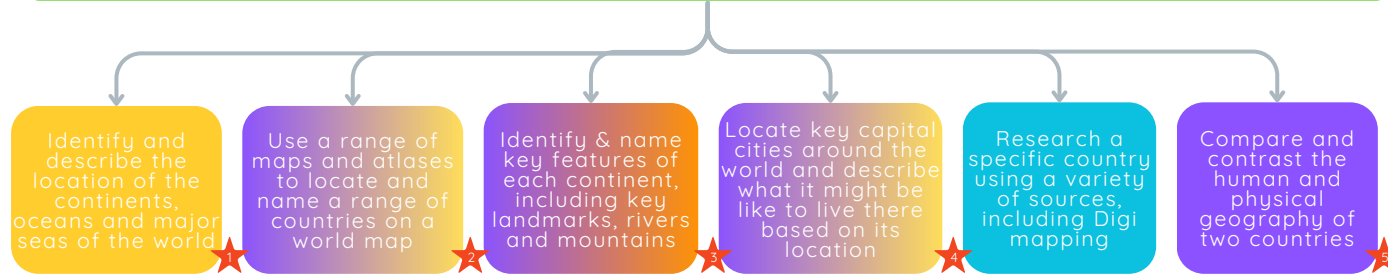
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- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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

Around the world in 80 days

Autumn 2

Are all Countries of the World the same?



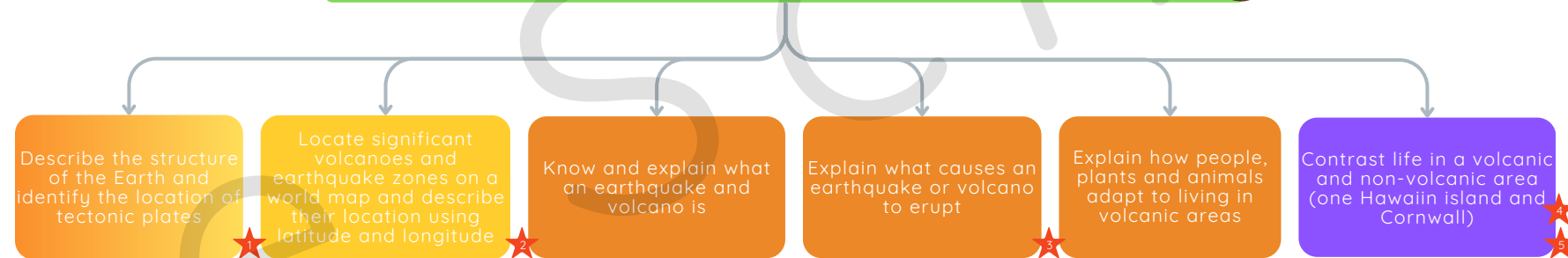
Assessment Checkpoints:

- Confidently, name and locate the continents, oceans and major seas on a world map
- Use a range of maps and atlases with growing independence
- Locate key landmarks, rivers and mountains of our world
- Locate and describe different capital cities across the world
- Compare the human and physical geography of 2 countries

Earthquakes & Volcanos

Spring 2

What happens beneath our feet?



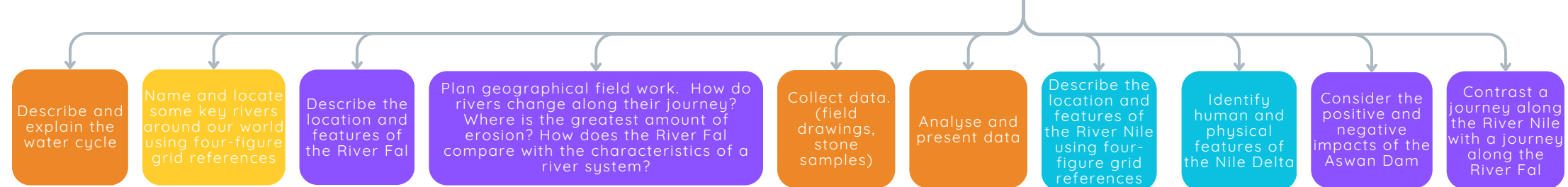
Assessment Checkpoints:

- Know the structure of the Earth
- Use latitude and longitude to locate earthquake and volcano zones
- Explain how a volcano and earthquake happens
- Explain what it is like to live in a volcanic region
- Compare and contrast two locations

Source to Sea

Summer 2

How are the Rivers Nile and the Fal similar and different?



Assessment Checkpoint:

- Explain the water cycle
- Describe the three courses of a river
- Name the physical features of a river
- Name some major rivers and describe their location
- Describe different ways rivers are used
- Describe human and physical features around a river
- Complete fieldwork exploring a local river



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Italy today

Is Calabria the 'Cornwall of Italy'?

Autumn 1



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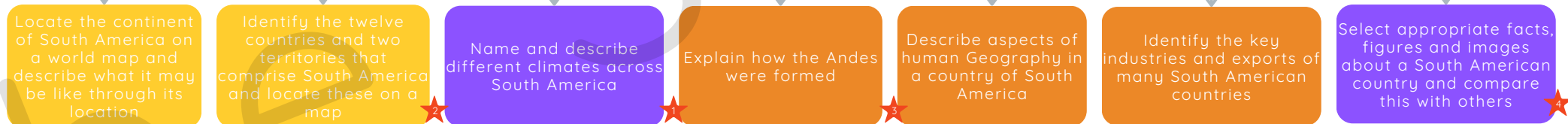
- ★ Describe the key geographical features of Cornwall and Italy
- ★ Compare living in England and Italy
- ★ Describe how different places have different cultures
- ★ Explain cultures in Cornwall and Italy
- ★ Give a personal opinion on countries



We're off to South America

Is the human and physical geography the same across South America?

Spring 1



Assessment Checkpoints:

- ★ Locate South America and describe what it may be like to live there
- ★ Identify the 12 countries of S America
- ★ Explain how the Andes were formed
- ★ Know and compare the human and physical geography of 2 countries in S America



Who are our European neighbours?

Are all European countries the same?

Summer 2



Assessment Checkpoint:

- ★ Contrast Europe with other continents
- ★ Know the countries that form Europe
- ★ Describe the location of capital cities in European countries
- ★ Compare and contrast 2 cities within Europe
- ★ Give a personal opinion on countries within Europe



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Extreme Earth

Which Earth events would you define as extreme and why?

Autumn 2

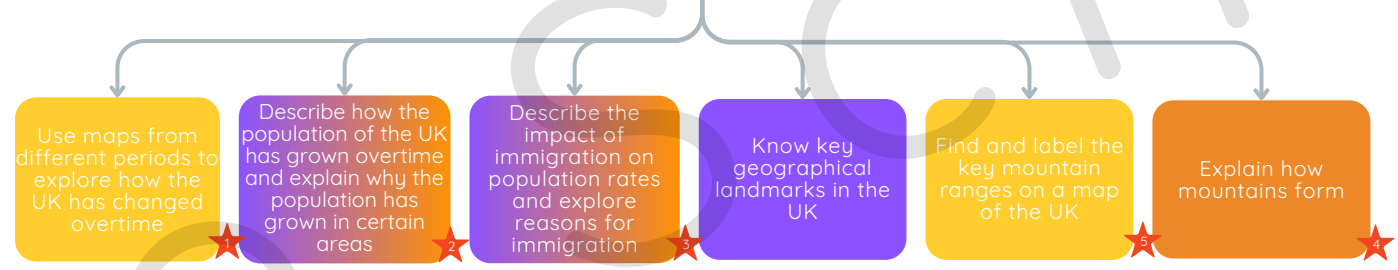



- Assessment Checkpoints:**
- ★ Describe climate and weather patterns across the world
 - ★ Give examples of extreme weather and explain why they occur
 - ★ Explain the impact of extreme weather events on the landscape, people and environment
 - ★ Consider what can be learned from extreme weather events to minimise their impact

The Geography of the UK

What shapes the UK geographically?

Spring 2

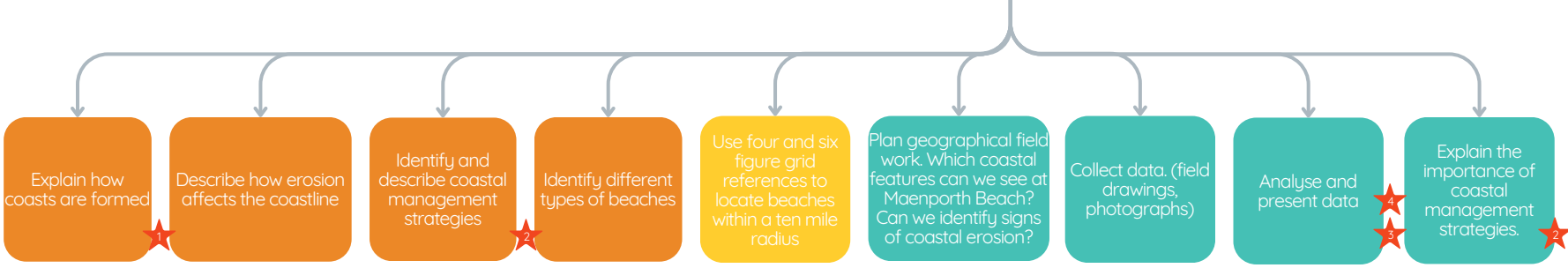



- Assessment Checkpoints:**
- ★ Use maps from different time periods to evaluate how the UK has changed
 - ★ Explain the reasons for population growth in the UK
 - ★ Know the reasons for immigration and the countries where immigrants have travelled from
 - ★ Know how mountains are formed
 - ★ Find and label mountain ranges in the UK

Cracking Coasts

Do coastlines always stay the same?

Summer 2

- Assessment Checkpoints:**
- ★ Know how coasts are formed
 - ★ Identify, describe and explain coastal management strategies
 - ★ Know that there are different types of beaches
 - ★ Describe their local coastline



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New York

Should New York be the capital of America?

Autumn 1



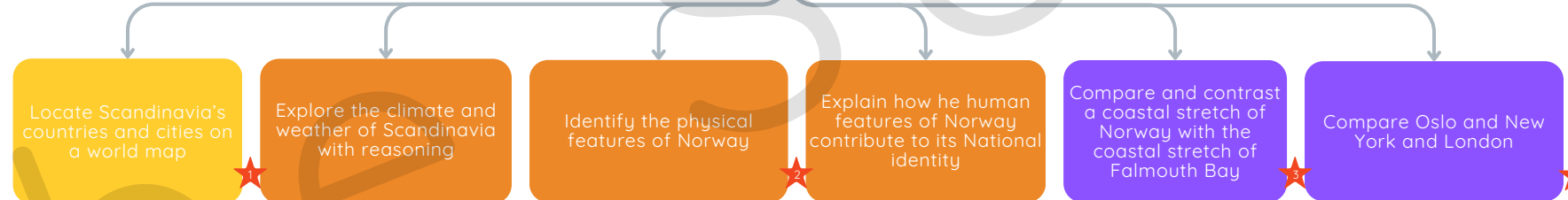
Assessment Checkpoints:

- ★ Locate the capital cities and countries of North America
- ★ Compare climate zones across places in North America
- ★ Know and describe some geographical features of North America
- ★ Give personal opinions on places in North America
- ★ Compare and contrast Cornwall to New York

Scandinavia

Does the coastline of Norway share any features with the coastline of Falmouth Bay?

Spring 1



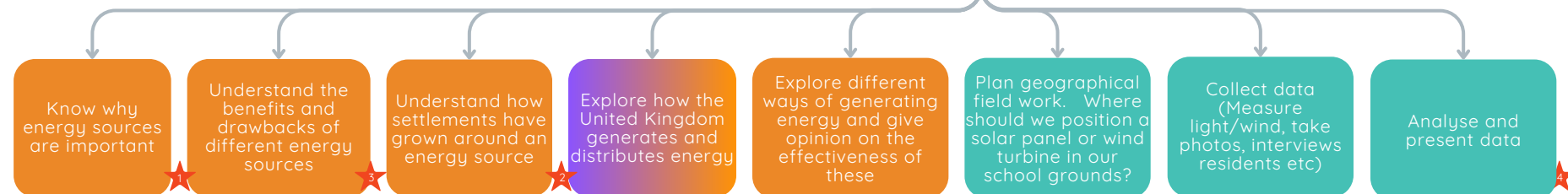
Assessment Checkpoints:

- ★ Locate the countries and capital cities of Scandinavia
- ★ Identify the physical and human features of Norway
- ★ Compare and contrast the coastline of Norway to Falmouth bay
- ★ Give opinions on locations studied through contrasting them

Natural Resources

Do coastlines always stay the same?

Summer 1



Assessment Checkpoints:

- ★ Describe the significance of energy
- ★ Give examples of sources of energy and their trading routes
- ★ Define renewable and non-renewable energy
- ★ Consider and justify the location of energy sources
- ★ Use six-figure grid references on an OS map



