#### Geography curriculum and Forest schools link for 2023/2024

<u>Year 1</u>

	Autumn (14 wks)	Spring (12 wks)	Summer (13 wks)
Yr 1 Theme	Marvellous Me!	Place	Grow
Theme	Continents - All about me (where does my	Identify where Thetford is in England.	Recognise and celebrate our families and where
Geography	name come from?)	Use maps to navigate round school.	we have connections.
Focus	Study of local area. Map work.	Learn about Thetford and wider community	Compare Thetford to a Non-European city
	Look at the school and Thetford	(Norwich).	(Cape Town). Compare similarities and differences.
		Identify countries in UK and the captial cities.	Identify physical features Thetford has.
		The countries seasonal daily weather patterns.	Know about other physical features in the world.
FS	Name and locate the world's seven continents and	Identify seasonal and daily weather patterns in the	Key physical features, including: beach, cliff, coast,
activities	five oceans. A laminated world map is placed up in	United Kingdom and the location of hot and cold	forest, hill, mountain, sea, ocean, river, soil, valley,
and	the cabin for the children to look at and use during	areas of the world in relation to the Equator and the	vegetation, season and weather. Children talk about
learning	their play if they wish to.	North and South Poles. Children observe the seasonal	these features within their play - they make rivers
	Use simple fieldwork and observational skills to	changes as out in Forest schools all year round. We	running down the mud hill, they imagine that the
	study the geography of their school and its grounds	talk about what changes are happening in each of	mud hill is a cliff overlooking the sea, a mountain
	and the key human and physical features of its	the seasons and what happens next (predicting).	that they are helping each other to climb up etc.
	surrounding environment. Children access the forest		Children observe the weather and seasons and we
	schools site on a regular basis and observe the key	Children learn about Migration in Forest Schools	talk about the key features of each season and
	features of the area. They enjoy drawing treasure	with regards to birds that migrate.	weather changes.
	maps and are encouraged to draw a map of the		Use simple fieldwork and observational skills to devise
	forest schools site showing its features - trees, hill,		a simple map: and use and construct basic symbols
	fire site, the cabin.		in a key.
			They enjoy drawing treasure
	Map of Thetford is in the cabin for the children		maps and are encouraged to draw a map of the
	to look at and try to identify where they live etc.		forest schools site showing its features - trees, hill,
			fire site, the cabin.
			Children learn about habitats of wildlife.

Skills	* Picture maps and globes.	* Learn names of places within/around the UK	* Follow directions (Up, down, left/right, forwards/
	Maps are up in the cabin for the children to look	e.g. Home town, cities, countries e.g. Wales,	backwards).
	at and become familiar with. Any questions the	France.	Directions are continuously being used in Forest
	children may ask about it will be answer to	Maps are up in the cabin for the children to look	Schools in the children's play as well as games etc.
	improve their knowledge and understanding.	at and become familiar with. Any questions the	Use of the see-saw is good for this language too.
	* Use a simple picture map to move around the	children may ask about it will be answer to	* Picture maps and globes.
	school.	their knowledge and understanding.	Maps are up in the cabin for the children to look
	We use maps of our Forest Schools site in our	* Picture maps and globes.	at and become familiar with. Any questions the
	play.	Maps are up in the cabin for the children to look	children may ask about it will be answer to
	* Recognise that it is about a place.	at and become familiar with. Any questions the	their knowledge and understanding.
	Children talking about different places and areas	children may ask about it will be answer to	* Draw around objects to make a plan.
	etc. in their play - in Egypt excavating, Vikings	their knowledge and understanding.	Children draw around different objects in Forest
	from Scandinavia etc.		Schools to draw and make maps/plans etc.
	-	-	
Resources	Maps, Globe, compass, binoculars, bug pots, magnif	ying glasses,	
for children			

Rucksacks - .

to be an explorer if they want to be
 to be a scientist if they want to be.
 to be an Archaeologist if they want to be.

Maps for all, compasses for all, torch, something sharp, binoculars etc. Test tubes, Petri dishes, bottles, trays etc. Archaeology tools - paintbrushes, trowels, sieve,

# <u>Year 2</u>

	Autumn (14 wks)	Spring (12 wks)	Summer (13 wks)
Yr 2	Explore	People	Connections
Theme	Whats by the sea? How can you explore the sea?	identify human and physical features of	Explore the school and grounds.
Geography	Oceans/continents/Coasts/The British Isles/Trad	Thetford. What can we find in our town?	Identify seasonal and daily weather patterns
Focus	Maps	Has it always been like this	What is it like in Australia
FS	Name and locate the world's seven continents and	Name, locate and identify characteristics of the	Use simple fieldwork and observational skills to
activities	five oceans.	four countries and capital cities of the United	study the geography of their school and its
and	Use world maps to identify the United Kingdom and	Kingdom and its surrounding seas.	grounds and the key human and physical
learning	its countries, as well as the countries, continents	A laminated world map is placed up in	features of its surrounding environment.
	and oceans studied at this key stage.	the cabin for the children to look at and use	Children access the forest schools site on a
	A laminated world map is placed up in	during their play if they wish to.	regular basis and observe the key features of the
	the cabin for the children to look at and use during	Identify seasonal and daily weather patterns in	area. They enjoy drawing treasure maps and are
	their play if they wish to.	United Kingdom and the location of hot and cold	encouraged to draw a map of the forest schools
	Use simple fieldwork and observational skills to	areas of the world in relation to the Equator and the	site showing features - trees, fire site, the cabin.
	study the geography of their school and its grounds	North and South Poles. Children observe season	Use simple compass directions (North, South,
	and the key human and physical features of its	changes as in Forest schools all year round. We	East and West) and locational and directional
	surrounding environment. Children access the	talk about what changes are happening	language (near and far; left and right) to describe
	Forest schools site on a regular basis and observe	and what happens next (predicting).	the location of features and routes on a map.
	the key features of the area. They enjoy drawing	Key physical features, including: beach, cliff,	Use simple fieldwork and observational skills to
	treasure maps and are encouraged to draw a map of	coast, forest, hill, mountain, sea, ocean, river,	devise a simple map: and use and construct basic
	forest schools site showing its features - trees, hill,	soil, valley, vegetation, season and weather.	symbols in a key.
	fire site, the cabin.	children talk about features within their play -	They enjoy drawing treasure
		they make rivers running down the mud hill,	maps and are encouraged to draw a map of the
		imagine that the mud hill is a cliff overlooking	forest schools site showing its features - trees,
		the sea ,a mountain that they are helping	hill, fire site, the cabin.
		each other to climb up etc. Children observe the	
		weather and seasons and we talk about the key	
		features of each season and weather changes.	

Skills	* Follow a route on a map.	* Locate and name on UK map major features	* Find land/sea on globe.
		e.g. London, River Thames, home location,	A globe is in Forest Schools for children to use
		seas.	and locate land and sea etc. if they choose to.
	* Find land/sea on globe.	World map is placed up in the cabin for children	* Use teacher drawn base maps.
	A globe is in Forest Schools for children to use	to look at and use if they wish to.	
	and locate land and sea etc. if they choose to.	* Find land/sea on globe.	* Use large scale OS maps.
	*Use teacher drawn base maps.	A globe is in Forest Schools for children to use	OS map of Thetford is up in the cabin for
		and locate land and sea etc. if they choose to.	children to look at and use if they wish.
	* Use large scale OS maps.	* Use teacher drawn base maps.	* Use an infant atlas.
	OS map of Thetford is up in the cabin for		Infant atlas is available for children to access and
	children to look at and use if they wish.	* Use large scale OS maps.	use if they wish to.
	* Use an infant atlas.	OS map of Thetford is up in the cabin for	* Draw a map of a real or imaginary place (e.g.
	Infant atlas is available for children to access and	children to look at and use if they wish.	add detail to a sketch map from aerial photo).
	use if they wish to.	* Use an infant atlas.	Children draw treasure maps and maps of
	* Use a plan view.	Infant atlas is available for children to access and	Forest Schools etc. in their play.
		use if they wish to.	* Use directions (up, down, left, right, forwards/
			backwards) inc NSEW)
			Directional language is used a lot at Forest
			Schools. Compasses are also available for the
			children to use if they wish to.

Resources for children	Resources Maps, Globe, compass, binoculars, bug pots, magnifying glasses, or children			
	Rucksacks	Maps for all, compasses for all,		
	1 to be an explorer if they want to be	torch, something sharp, binoculars etc.		
	1 to be a scientist if they want to be.	Test tubes, Petri dishes, bottles, trays etc.		
	1 to be an Archaeologist if they want to be.	Archaeology tools - paintbrushes, trowels, sieve,		

## <u>Year 3</u>

	Autumn (14 wks)	Spring (12 wks)	Summer (13 wks)
Year 3	Origins	Movement	Conflict
Theme	East Anglia/Toponymy _place names)/maps	Imported food, fair trade.	Locate European countries.
Geography Focus	History: stone Circles.	Rivers, maps, water cycle.	Maps, fieldwork, human geography - settlement)
<b>FS</b> activities	Use world maps to identify the United	physical geography, including; climate zones,	Locate the world's countries, using maps to focus
and learning	kingdom, its countries, as well as the countries,	biomes and vegetation belts, rivers, mountains,	on Europe (including the location of Russia)
	continents and oceans studied at this key stage.	volcanoes, earthquakes, and the water cycle.	and North and South America, concentrating
	A laminated world map is placed up in the	Water Cycle is up in the cabin for the children	on their environmental regions, key physical
	cabin for the children to look at and use	to see and look at if they wish.	and human characteristics, countries and
	during their play if they wish to.	Children role play pretending the hill is an	major cities. Use world maps to identify the
	physical geography, including; climate zones,	erupting volcano. They play the floor is lava.	United Kingdom and its countries, as well
	biomes and vegetation belts, rivers, mountains,	They make rivers and waterfalls using the	as the countries, continents
	volcanoes, earthquakes, and the water cycle.	puddles left in Forest School due to rain.	and oceans studied at this key stage.
	Water Cycle is up in the cabin for the children		A laminated world map is placed up in
	to see and look at if they wish.		the cabin for the children to look at and use
	Children role play pretending the hill is an		during their play if they wish to.
	erupting volcano. They play the floor is lava.		
	They make rivers and waterfalls using the		
	puddles left in Forest School due to rain.		

Skills	* Use large scale OS maps.	* Locate places on larger scale maps e.g. Map	* Begin to identify points on maps A, B and C.
	OS map of Thetford is up in the cabin for	of Europe.	Infant an Junior atlas available for children to look at.
	children to look at and use if they wish.	Map of World up in cabin for children to look at and	Map of world and Thetford up in cabin for the children
	* Begin to use map sites on the internet.	find countries etc of interest.	to look at.
		* Use letter/number co-ordinates to locate	
	* Begin to use junior atlases.	features on a map.	
	Junior atlas is available for children to access and	maps with coordinates in infant and junior atlases	
	use if they wish to.		
	* Begin to identify features on aerial/oblique	* Try to make a map of a short route	
	photographs.	experienced, with features in correct order.	
	Oblique photo of Thetford Priory and Castle Park up	Children can draw a map of a route to walk around	
	in cabin for children to look at and identify.	Sir Frederick's Wood.	
	* Follow a route on a map with some accuracy	* Try to make a simple scale drawing.	
	(e.g. whilst orienteering).	Children can draw a map of forest schools - using a	
		scale of 10 steps to 1 cm etc.	
		* Know why a key is needed.	
		* Use standard symbols.	
		Children can draw a map of a route to walk around	
		Sir Frederick's Wood and use standard symbols.	

Resources	Maps, Globe, compass, binoculars, bug pots, magnifying glasses,
for children	

Rucksacks - .

to be an explorer if they want to be
 to be a scientist if they want to be.
 to be an Archaeologist if they want to be.

Maps for all, compasses for all, torch, something sharp, binoculars etc Test tubes, petra dishes, bottles, trays etc Archaeology tools - paintbrushes, trowels, sieve,

## <u>Year 4</u>

	Autumn (14 wks)	Spring (12 wks)	Summer (13 wks)
Year 4	Folk	Compare	Us
Theme	Understand geographical similarities and	Comparison study with Mountainous regions	Coasts - habitats, etc.
Geography	differences of the Anglo-Saxons and Vikings	(Himalaya/Asia)	
Focus	Locating places	What journeys did people make to settle?	
	Human settlements	Who is your family/village/tomwn/folk?	
FS activities	Use world maps to identify the United Kingdom and	Locate the world's countries, using maps to focus	Use world maps to identify the United Kingdom and
and	its countries, as well as the countries, continents	on Europe (including the location of Russia) and North	its countries, as well as the countries, continents
learning	and oceans studied at this key stage.	and South America, concentrating on their	and oceans studied at this key stage.
	A laminated world map is placed up in	environmental regions, key physical and human	A laminated world map is placed up in
	the cabin for the children to look at and use during	characteristics, countries and major cities.	the cabin for the children to look at and use during
	their play if they wish to.	A laminated world map is placed up in	their play if they wish to.
	physical geography, including; climate zones, biomes	the cabin for the children to look at and use during	physical geography, including; climate zones, biomes
	and vegetation belts, rivers, mountains, volcanoes	their play if they wish to.	and vegetation belts, rivers, mountains, volcanoes
	and earthquakes, and the water cycle.	Use world maps to identify the United Kingdom and	and earthquakes, and the water cycle.
	Water Cycle is up in the cabin for the children to see	its countries, as well as the countries, continents	Water Cycle is up in the cabin for the children to see
	and look at if they wish.	and oceans studied at this key stage.	and look at if they wish.
	Children role play pretending the hill is an erupting	A laminated world map is placed up in	Children role play pretending the hill is an erupting
	volcano. They play the floor is lava. The make rivers	the cabin for the children to look at and use during	volcano. They play the floor is lava. The make rivers
	and waterfalls using the puddles left in forest school	their play if they wish to.	and waterfalls using the puddles left in forest school
	due to rain.	physical geography, including; climate zones, biomes	due to rain.
		and vegetation belts, rivers, mountains, volcanoes	
		and earthquakes, and the water cycle.	
		Water Cycle is up in the cabin for the children to see	
		and look at if they wish.	
		Children role play pretending the hill is an erupting	
		volcano. They play the floor is lava. The make rivers	
		and waterfalls using the puddles left in forest school	
		due to rain.	

Skills	* Make a map of a short route experienced, with	* Begin to identify significant places and
	features in correct order.	environments.
	Maps can be drawn of Sir Fredericks Wood or our	* Locate places on large scale maps, e.g. find UK or
	School Forest Schools site. Treasure maps can be	India on globe).
	drawn to showing features etc.	A laminated world map is placed up in
	* Make a simple scale drawing.	the cabin for the children to look at and use during
	Drawing of forest School site using a scale for	their play if they wish to.
	example 10 steps to 1 cm when drawing it.	* Use letters/no. Coordinates to locate features on a
	* Use 4 compass points well.	map confidently.
	Compasses can be used and experimented with	
	during Forest Schools sessions.	
	* Begin to use 8 compass points.	* Begin 4 figure grid.
	Compasses can be used and experimented with	
	during Forest Schools sessions.	
	* Draw a sketch map from a high viewpoint.	

**Resources** Maps, Globe, compass, binoculars, bug pots, magnifying glasses,

#### for children

Rucksacks - .Maps for all, a1 to be an explorer if they want to betorch, somether1 to be a scientist if they want to be.Test tubes, Period1 to be an Archaeologist if they want to be.Archaeology to be.

Maps for all, compasses for all, torch, something sharp, binoculars etc. Test tubes, Petri dishes, bottles, trays etc. Archaeology tools - paintbrushes, trowels, sieve,

<u>Year 5</u>

Theme	Autumn (14 wks) Life and Death ordnance Survey maps to build their knowledge of the united Kingdom and the wider world. Egypt/Africa/Desert/Flooding/Irrigation/ Farming/allotment)/Settlements	Spring (12 wks) Beyond Use a range of aerial images of the Earth to identify geographical features. Navigation/Latitude/Longitude/Climate/ tropics/Zones	Summer (13 wks) Legacy Living things and their habitats/Animals including humans. Greece/ The Mediterranean/ Eurasia/ Europe regions/ Maps/ Compass points / grids
	Farming/allotment)/Settlements Map interactive map Farming in Egypt	(Pictures from Space)	
FS activities and learning	* Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use or ordnance survey maps) to build their knowled of the united Kingdom and the wider world.		<ul> <li>* Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Water Cycle is up in the cabin for the children to see and look at if they wish.</li> </ul>
	* Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains,	* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	Children role play pretending the hill is an erupting volcano. They play the floor is lava. They make rivers and waterfalls using the puddles left in forest school due to rain.
	volcanoes and earthquakes, and the water cycle. Water Cycle is up in the cabin for the children to see and look at if they wish. Children role play pretending the hill is an erupting volcano. They play the floor is lava. The make rivers and waterfalls using the puddles left in forest school due to rain.	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	* Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use or ordnance survey maps) to build their knowledge of the united Kingdom and the wider world.

Skills	* Use 8 compass points.	*Compare maps with aerial photographs.	*Begin to draw a variety of thematic maps based
	Compasses can be used and experimented with durin	Select a map for a specific purpose.	on their own data.
	Forest Schools sessions.	e.g. pick atlas to find Taiwan, OS map to find	
	*Begin to use 4 figure coordinates to locate features	local village.	*Use 8 compass points.
	on a map.		Compasses can be used and experimented with during
	* Draw a plan view map with some accuracy.	*Begin to use atlases to find out about other features	Forest Schools sessions.
		of places 9e.g. find wettest part of the world).	*begin to use 4 figure coordinates to locate features
		Infant and Junior Atlases are in Forest School for the	on a map.
		children to look at and use.	

Resources Maps, Globe, compass, binoculars, bug pots, magnifying glasses,		
for children		
Rucksacks	Maps for all, compasses for all,	
1 to be an explorer if they want to be	torch, something sharp, binoculars etc.	
1 to be a scientist if they want to be.	Test tubes, Petri dishes, bottles, trays etc.	
1 to be an Archaeologist if they want to be.	Archaeology tools - paintbrushes, trowels, sieve,	

## <u>Year 6</u>

	Autumn (14 wks)	Spring (12 wks)	Summer (13 wks)
Year 6	Sanctuary	Adversity	Evolution
Theme	Empire and Migration	Geography - all the characteristics and	Geography - look at Mexico and its
Geography	Look at patterns of migration	features of the polar regions	geographical place in the world
Focus	A child at war-evacuation locations	Polar regions/Navigation/south America	Rainforest/North America
	Targets of the Blitz in the UK	Delving deeper into the poles	Maya Civilisation
			This is Mexico
FS activities	* Identify the position and significance of latitude,	* Use maps, atlases, globes and digital/computer	* Identify the position and significance of latitude,
and	longitude, Equator, Northern Hemisphere, Southern	mapping to locate countries and describe features	longitude, Equator, Northern Hemisphere, Southern
learning	Hemisphere, the Tropics of Cancer and Capricorn,	studied.	Hemisphere, the Tropics of Cancer and Capricorn,
	Arctic and Antarctic Circle, the Prime/Greenwich	Maps, atlases and globe is in forest school for the	Arctic and Antarctic Circle, the Prime/Greenwich
	Meridian and time zones (including day and night).	children to use if they wish.	Meridian and time zones (including day and night).
		* human geography: types of settlement and land	
		use, economic activity including trade links, and the	* Locate the world's countries, using maps to focus
		distribution of natural resources including energy,	on Europe (including the location of Russia) and
	* Locate the world's countries, using maps to focus	food, minerals and water.	North and South America, concentrating on their
	on Europe (including the location of Russia) and	* Physical geography, including; climate zones,	environmental regions, key physical and human
	North and South America, concentrating on their	biomes and vegetation belts, rivers, mountains,	characteristics, countries and major cities.
	environmental regions, key physical and human	volcanoes and earthquakes, and the water cycle.	* Use maps, atlases, globes and digital/computer
	characteristics, countries and major cities.	Water Cycle is up in the cabin for the children to see	mapping to locate countries and describe features
	* Use maps, atlases, globes and digital/computer	and look at if they wish.	studied.
	mapping to locate countries and describe features	Children role play pretending the hill is an erupting	Maps, atlases and globes are in forest school for the
	studied.	volcano. They play the floor is lava. They make rivers	children to use if they wish.
	Maps, atlases and globes are in forest school for the	and waterfalls using the puddles left in forest school	* human geography: types of settlement and land
	children to use if they wish.	due to rain.	use, economic activity including trade links, and the
		* Identify the position and significance of latitude,	distribution of natural resources including energy,
		longitude, Equator, Northern Hemisphere, Southern	food, minerals and water.
		Hemisphere, the Tropics of Cancer and Capricorn,	* Physical geography, including; climate zones, biomes
		Arctic and Antarctic Circle, the Prime/Greenwich	and vegetation belts, rivers, mountains, volcanoes
		Meridian and time zones (including day and night).	and earthquakes, and the water cycle.

	Water Cycle is up in the cabin for the children to see
	and look at if they wish.
	Children role play pretending the hill is an erupting
	volcano. They play the floor is lava. They make rivers
	and waterfalls using the puddles left in forest school
	due to rain.

Skills	* Follow a short route on an OS map.	* Locate places on a world map. Use atlases to find	* Confidently identify significant places and
	Map of Thetford up in cabin for children to look at.	out about other features of places. (e.g. mountain	environments.
		regions, weather patterns)	Map of Thetford up in cabin for children to look at.
	* Describe features shown on OS map.	Infant and Junior Atlases are in Forest School for	Map of world up in cabin for children to look at.
	Map of Thetford up in cabin for children to look at.	the children to look at and use.	* Draw a variety of thematic maps based on their
			own data.
	* Use 8 compass points confidently and accurately		
	Compasses can be used and experimented with	* Draw a plan view map accurately	
	during Forest Schools sessions.		

Resources	s Maps, Globe, compass, binoculars, bug pots, magnifying glasses,		
for children	n		
	Rucksacks 1 to be an explorer if they want to be 1 to be a scientist if they want to be. 1 to be an Archaeologist if they want to be.	Maps for all, compasses for all, torch, something sharp, binoculars etc. Test tubes, petri dishes, bottles, trays etc. Archaeology tools - paintbrushes, trowels, sieve,	