

# Geography curriculum and Forest schools link for 2023/2024

## Year 1

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

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

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

## Geography curriculum and Forest schools link

## Year 2

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

<b>Skills</b>	<ul style="list-style-type: none"> <li>* Follow a route on a map.</li> <li>* Find land/sea on globe. A globe is in Forest Schools for children to use and locate land and sea etc. if they choose to.</li> <li>* Use teacher drawn base maps.</li> <li>* Use large scale OS maps. OS map of Thetford is up in the cabin for children to look at and use if they wish.</li> <li>* Use an infant atlas. Infant atlas is available for children to access and use if they wish to.</li> <li>* Use a plan view.</li> </ul>	<ul style="list-style-type: none"> <li>* Locate and name on UK map major features e.g. London, River Thames, home location, seas. World map is placed up in the cabin for children to look at and use if they wish to.</li> <li>* Find land/sea on globe. A globe is in Forest Schools for children to use and locate land and sea etc. if they choose to.</li> <li>* Use teacher drawn base maps.</li> <li>* Use large scale OS maps. OS map of Thetford is up in the cabin for children to look at and use if they wish.</li> <li>* Use an infant atlas. Infant atlas is available for children to access and use if they wish to.</li> </ul>	<ul style="list-style-type: none"> <li>* Find land/sea on globe. A globe is in Forest Schools for children to use and locate land and sea etc. if they choose to.</li> <li>* Use teacher drawn base maps.</li> <li>* Use large scale OS maps. OS map of Thetford is up in the cabin for children to look at and use if they wish.</li> <li>* Use an infant atlas. Infant atlas is available for children to access and use if they wish to.</li> <li>* Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photo). Children draw treasure maps and maps of Forest Schools etc. in their play.</li> <li>* 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.</li> </ul>
---------------	--	---	---

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

## Geography curriculum and Forest schools link

## Year 3

<b>Year 3 Theme Geography Focus</b>	<b>Autumn (14 wks) Origins</b> East Anglia/Toponymy (place names)/maps History: stone Circles.	<b>Spring (12 wks) Movement</b> Imported food, fair trade. Rivers, maps, water cycle.	<b>Summer (13 wks) Conflict</b> Locate European countries. Maps, fieldwork, human geography - settlement)
<b>FS activities and learning</b>	<p>Use world maps to identify the United Kingdom, its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p> <p>physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>	<p>physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>	<p>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. Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p>

<b>Skills</b>	<ul style="list-style-type: none"> <li>* Use large scale OS maps. OS map of Thetford is up in the cabin for children to look at and use if they wish.</li> <li>* Begin to use map sites on the internet.</li> <li>* Begin to use junior atlases. Junior atlas is available for children to access and use if they wish to.</li> <li>* Begin to identify features on aerial/oblique photographs. Oblique photo of Thetford Priory and Castle Park up in cabin for children to look at and identify.</li> <li>* Follow a route on a map with some accuracy (e.g. whilst orienteering).</li> </ul>	<ul style="list-style-type: none"> <li>* Locate places on larger scale maps e.g. Map of Europe. Map of World up in cabin for children to look at and find countries etc of interest.</li> <li>* Use letter/number co-ordinates to locate features on a map. maps with coordinates in infant and junior atlases</li> <li>* Try to make a map of a short route experienced, with features in correct order. Children can draw a map of a route to walk around Sir Frederick's Wood.</li> <li>* Try to make a simple scale drawing. Children can draw a map of forest schools - using a scale of 10 steps to 1 cm etc.</li> <li>* Know why a key is needed.</li> <li>* Use standard symbols. Children can draw a map of a route to walk around Sir Frederick's Wood and use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to identify points on maps A, B and C. Infant an Junior atlas available for children to look at. Map of world and Thetford up in cabin for the children to look at.</li> </ul>
---------------	---	---	---

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

## Geography curriculum and Forest schools link

## Year 4

<b>Year 4</b> <b>Theme</b> <b>Geography</b> <b>Focus</b>	<b>Autumn (14 wks)</b> <b>Folk</b> Understand geographical similarities and differences of the Anglo-Saxons and Vikings Locating places Human settlements	<b>Spring (12 wks)</b> <b>Compare</b> Comparison study with Mountainous regions (Himalaya/Asia) What journeys did people make to settle? Who is your family/village/town/folk?	<b>Summer (13 wks)</b> <b>Us</b> Coasts - habitats, etc.
<b>FS activities and learning</b>	<p>Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p> <p>physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>	<p>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.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p> <p>Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p> <p>physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>	<p>Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</p> <p>physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>

<b>Skills</b>	<ul style="list-style-type: none"> <li>* Make a map of a short route experienced, with features in correct order.</li> <li>Maps can be drawn of Sir Fredericks Wood or our School Forest Schools site. Treasure maps can be drawn to showing features etc.</li> <li>* Make a simple scale drawing.</li> <li>Drawing of forest School site using a scale for example 10 steps to 1 cm when drawing it.</li> <li>* Use 4 compass points well.</li> <li>Compasses can be used and experimented with during Forest Schools sessions.</li> <li>* Begin to use 8 compass points.</li> <li>Compasses can be used and experimented with during Forest Schools sessions.</li> <li>* Draw a sketch map from a high viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to identify significant places and environments.</li> <li>* Locate places on large scale maps, e.g. find UK or India on globe).</li> <li>A laminated world map is placed up in the cabin for the children to look at and use during their play if they wish to.</li> <li>* Use letters/no. Coordinates to locate features on a map confidently.</li> <li>* Begin 4 figure grid.</li> </ul>	
---------------	--	---	--

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



## Geography curriculum and Forest schools link

## Year 5

<b>Year 5</b> <b>Theme</b> <b>Geography</b> <b>Focus</b>	<b>Autumn (14 wks)</b> <b>Life and Death</b> Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world. Egypt/Africa/Desert/Flooding/Irrigation/Farming/allotment/Settlements Farming/allotment/Settlements Map Interactive map Farming in Egypt	<b>Spring (12 wks)</b> <b>Beyond</b> Use a range of aerial images of the Earth to identify geographical features. Navigation/Latitude/Longitude/Climate/tropics/Zones  (Pictures from Space)	<b>Summer (13 wks)</b> <b>Legacy</b> Living things and their habitats/Animals including humans. Greece/ The Mediterranean/ Eurasia/ Europe regions/ Maps/ Compass points / grids
<b>FS activities and learning</b>	<p>* 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.</p> <p>* Physical geography, including; climate zones, biomes 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. They make rivers and waterfalls using the puddles left in forest school due to rain.</p>	<p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Maps, atlases and globe is in forest school for the children to use if they wish.</b></p> <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>* Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Water Cycle is up in the cabin for the children to see and look at if they wish.</b></p> <p><b>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.</b></p> <p>* 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.</p>

Forest School Skills			
Skills	<ul style="list-style-type: none"> <li>* Use 8 compass points.</li> </ul> <p>Compasses can be used and experimented with during Forest Schools sessions.</p>	<ul style="list-style-type: none"> <li>* Compare maps with aerial photographs.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to draw a variety of thematic maps based on their own data.</li> </ul>
	<ul style="list-style-type: none"> <li>* Begin to use 4 figure coordinates to locate features on a map.</li> <li>* Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Select a map for a specific purpose. e.g. pick atlas to find Taiwan, OS map to find local village.</li> <li>* Begin to use atlases to find out about other features of places (e.g. find wettest part of the world).</li> </ul> <p>Infant and Junior Atlases are in Forest School for the children to look at and use.</p>	<ul style="list-style-type: none"> <li>* Use 8 compass points.</li> </ul> <p>Compasses can be used and experimented with during Forest Schools sessions.</p> <ul style="list-style-type: none"> <li>* Begin to use 4 figure coordinates to locate features on a map.</li> </ul>

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

## Geography curriculum and Forest schools link

## Year 6

<b>Year 6</b> <b>Theme</b> <b>Geography</b> <b>Focus</b>	<b>Autumn (14 wks)</b> <b>Sanctuary</b> Empire and Migration Look at patterns of migration A child at war-evacuation locations Targets of the Blitz in the UK	<b>Spring (12 wks)</b> <b>Adversity</b> Geography - all the characteristics and features of the polar regions Polar regions/Navigation/south America Delving deeper into the poles	<b>Summer (13 wks)</b> <b>Evolution</b> Geography - look at Mexico and its geographical place in the world Rainforest/North America Maya Civilisation This is Mexico
<b>FS activities and learning</b>	<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>* 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.</p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Maps, atlases and globes are in forest school for the children to use if they wish.</p>	<p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Maps, atlases and globe is in forest school for the children to use if they wish.</p> <p>* human geography: 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>* Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p> <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>* 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>* 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.</p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Maps, atlases and globes are in forest school for the children to use if they wish.</p> <p>* human geography: 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>* Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

			<p>Water Cycle is up in the cabin for the children to see and look at if they wish.</p> <p>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.</p>
--	--	--	---

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

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

