

Year R

Curriculum:

UTW:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
Explore natural world around them
Notice some important processes and changes in the natural world
Draw simple information from a simple map.

Activities:

- Using Beebots for positional language.
- Map symbol matching cards.
- Can you talk about the Features of Connaught Park- what can you see?
- Orienteering obstacle course/we're going on a bear hunt.

Curriculum:

Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).

Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).

Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.
Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.

Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.

Activities:

- Learning the points on a compass (physically) by running to North, East, South and West.
- Making a large scale map using big sheets of Fabric and items that represent the lake, trees and buildings at Connaught Park.
- Using positional language to find the next arrow or mark at the park.
- Treasure hunt - where did you find it?, how do you know- can we map it?
- What landmarks can you see from Connaught Park? (Castle, port etc
- Fixing the Connaught map together- what bit fits where?
- Map/ symbols matching
- Orienteering obstacle course

Year 3

Curriculum:

Can indicate tropical, temperate and polar climate zones on a globe or map.
Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made.
Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.
Can identify on a globe or map the position of the Prime/Greenwich Meridian.
Can describe the significance of latitude and longitude.
Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).
Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).

Activities:

- What continent and country is Connaught Park situated from? How do you know? What can we tell from the environment?
- What is latitude and longitude? <https://www.latlong.net/>
- Look at the map at Connaught Park - can you find where the hidden pictures are?
- Is Connaught Park urban or is it rural? How do you know?
- Can you find the series of dots- one object is hidden underneath one of the cones- can you find it - which direction did you find it in? N,E,S,W
- How have the Features of Connaught Park changed? What is the same and what is different, can you record the Features?
- What is the name of the sea?
- Funny Faces game

Year 2

Curriculum:

Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.
Use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).

Talk with confidence about human and physical environments, such as farmland, the local area or further afield (naming features and using some key vocabulary).
Give reasons for choice of local wonders.
Demonstrate locational awareness, name their local area, and that they live in the UK.

Activities:

- Knowing North, East, South and Westby moving to each part of the park that represents that compass point.
- How can we improve the school or car park activity.
- How would you improve the park - can you map out your new Features?
- Can you map out the local wonders and give them a key.
- Blindfold challenge- can you tell your partner where to go using positional language.
- What Features of Connaught Park can you see?
- Map symbols matching
- Funny Faces game
- Orienteering obstacle course

Year 1

Map work and Orienteering

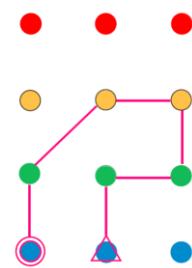
L. Morton

Year 6

Curriculum:

Can locate cities, countries and regions of South America on physical and political maps.
Can identify and locate a national or international environmental issue and explain why it is an issue
Can describe and give reasons for local land use and suggest how this might change in the future
Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.
Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.
Can make sketch maps of the local area using symbols, a key and a scale.
Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.

Activities:

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- Creating a course using 8 compass points.
 - Looking at old pictures of the park, What has changed? What is the same? Can you map out the Features of Connaught Park.
 - Using own Key - make a map.
 - Collect field work such as different types of trees and then create a pictorial representation of the Facts.
 - Port of Dover
 - Symbols

Year 5

Curriculum:

Can describe key physical and human characteristics and environmental regions of Europe.Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).Can describe and understand a range of key physical processes and the resulting landscape features.

Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.
Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).
Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).

Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.

Activities:

- Hang the 10 markers in number order with punches attached spaced out along one side of the boundary. Tie to fence, or if none is available, tie on to a rounders posts or cones. And ask children to find the clues and using the 6 compass points move to the next location.
- Set out a simple course using bearings 1-2 using a compass.
- I wonder how the lake got to be at Connaught?
- What are the human and natural characteristics of Connaught Park?

Year 4

Curriculum:

Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).
Can relate continent, country, state and city.
Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.
Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.

Can give direction instructions up to eight compass points.

Can make a map of a route with features in the correct order and in the correct places.

In a group, can carry out fieldwork in the local area selecting appropriate techniques.

Activities:

- Can you mark where the River Dour would be - make an outdoor map using rope..
- Using a series of 16 cones 4 x 4 shape and plot hidden treasures under some of the cones. Children to use N,NE,E,SE,S,SW,W,NW, to find where the treasures are.
- Ask children to find the flags around the park by using the 8 compass points.
- Map out the Features at Connaught Park using a blank map.
- Fixing a map together using language to support where it goes - team building exercise.
- Roman numerals and time - looking at direction.
- Is Dover a city or a town?
- I wonder why Dover has a port?