

Local geography

Ages 4-7



Activity 1

UK countries, cities and seas

Children should use an atlas to label the four countries and their capital cities on a blank map of the UK. Can they tell you where Norfolk is? Colour Norfolk and label Norwich. Which sea can you see if you stand on a beach in Norfolk? *Answer: The North Sea.* Can they find the names of any other seas around the UK? *Answers: English Channel, Irish Sea, North Atlantic Ocean.* Add these labels to the map.

Play a game to reinforce the learning. On a large blank map that the whole class can see, place [Gus the Gull](#) somewhere on the map. Which country/sea/city is he in? The children can refer to their own maps to help them work it out.

Look at a world map and/or globe. Can they find the United Kingdom? Look at the Atlantic Ocean and North Sea. What do they think is the difference between 'sea' and 'ocean'? Explain that seas are parts of the ocean and are usually partly surrounded by land. They are all joined together so a boat or a fish could travel through them all. This opportunity could be used to identify continents and oceans.

Show the children the [map of the Cromer Shoal Chalk Beds MCZ](#). Explain that it is a special part of the sea that is protected. The boundary line marks the space but there isn't a fence or anything there - the fish and other sea life can swim in and out of the space.

Activity 2

Gus the Gull – compass and directional work

Using the [MCZ map](#) and [Gus the Gull](#) children can practise using compass directions and locational and directional language. First explore the map looking at the compass marker and reading the place names together. Example questions:

- Gus is flying above Cromer. If he flies north what will he see? Use this opportunity to reinforce the name of this sea: *North Sea.*
- Gus is in Weybourne. If he flies east, what is the first town he will come to? *Answer: Sheringham.*
- Which town is nearest to Happisburgh? *Answer: North Walsham.* If Gus was in Happisburgh, which direction would he have to fly to get to that town?
- If Gus was at the west end of the Marine Conservation Zone, which village would he be near? *Answer: Weybourne.*
- If Gus was at the east end of the Marine Conservation Zone, which village would he be near? *Answer: Happisburgh.*
- If Gus flew from Sheringham to Cromer, which direction would he be travelling? *Answer: East.*

Extension: The children could work together to come up with other questions to challenge the class.

Activity 3

Geographical features

In photos

Choose a photo from the selection below and display it for the class. What things can they see? Ask the children to add labels for:

Cromer: beach, cliff, coast, sea, vegetation, woodland, town, church, house, shop, pier, groyne, lifeboat station, theatre, car park.

Sheringham: beach, cliff, coast, woodland, sea, vegetation, town, house, shop, groyne, lifeboat station, golf course

In maps

Look at and compare the images with aerial photographs that show a bird's eye view ([bing.com/maps](#) and select aerial view). Can the children identify the features they labelled on the images in the aerial ones?

Change the view to Ordnance Survey and compare aerial images with OS maps. What are the similarities and differences? Is there more or less information? What do the main features look like on the map? Explain that maps also give a view from above (bird's eye view) but use colours and symbols to represent things. The key on a map says what the different symbols mean.

Using a small part of an aerial image, can the children draw a simple map? They can decide what symbols to use for key features and create a key. This activity could be carried out on a larger scale - at the beach on the sand, on the playground with chalk or in a natural space using sticks.

Curriculum links – Geography objectives:

Ages 4-7

UK countries, cities and seas

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Compass directions and directional language

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.

Geographical features in a photo

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

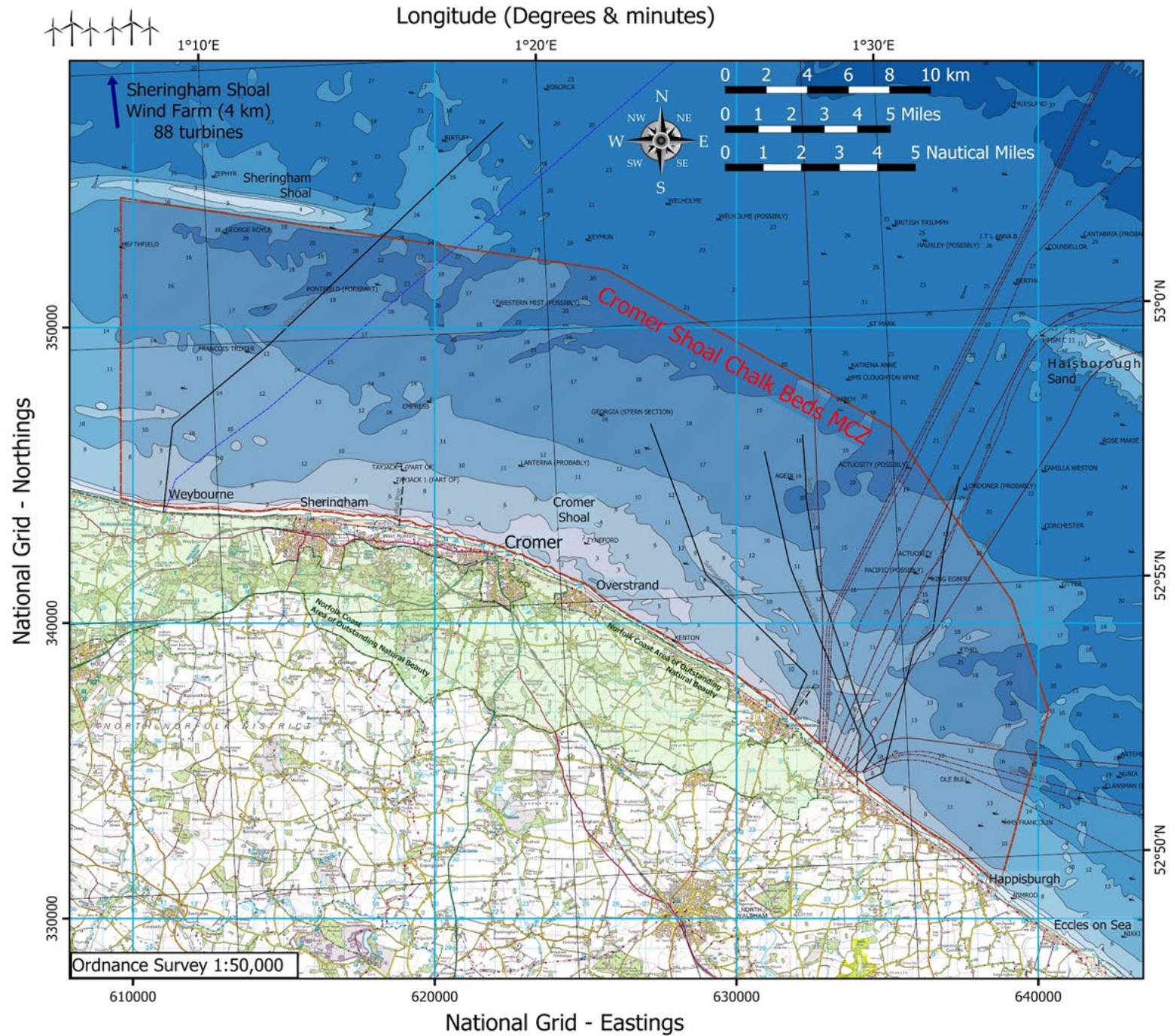
Geographical features on a map

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

Meet Gus the Gull!



Photo: Rob Coleman



Cromer and the Cromer Shoal Chalk Beds Marine Conservation Zone



Key	
Cromer Shoal MCZ	Navigation markers
North Coast AONB	N cardinal mark
Bathymetry (m)	E cardinal mark
0	W cardinal mark
2	Port lateral mark
5	Pipelines and Cables
10	Gas Pipeline
15	Outfall Pipe
20	Pipeline
30	Submarine Cable
50	Telephone Cable
Spot depths	
Obstructions	
Wreck	

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 Designated areas: © Natural England, 8 October 2019. These boundaries are licensed under the Open Government Licence 3.0. **OGL**
 Map Projection is OSGB1936 / British National Grid.

National Grid - Northings

National Grid - Eastings

Ordnance Survey 1:50,000



Cromer



Cromer



Cromer



Sheringham



Sheringham



Sheringham

Field trip ideas when visiting a Norfolk beach

1. What country are we in? What county are we in? What is this sea called?

2. Which way is north? Can you face east/west/south? What can you see to the east?

Mark the compass points in the sand. Practice following directions on the beach as a whole group to begin with, then in smaller groups or pairs with the children giving the directions. E.g. take three steps to the east. Now take one step north.

3. If you visit Cromer or Sheringham, take copies of the photographs with you. Can the children spot the things from the photographs? What are they called? Are they how they expected?

4. Take copies of aerial photos, Ordnance Survey maps and the children's own maps with you.

Can the children spot the things in the aerial photos and OS map? What things can they see that aren't on the map?

Does their own map represent what is there? What do they like about their map? What could they do to improve their map?

Using an aerial photo, can the children create their own map in the sand? They could draw with their fingers and add stones, shells etc to represent different things.