



Our Geographical Adventure



Long Term Overview

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
EYFS	<p>During the children's first term in EYFS they will become familiar with their immediate school environment, including their classrooms, dinner hall, and outside areas. In term 2, this will be extended to exploring the on-site forest area, linked to our work on David Attenborough and British wildlife. We will also consider the affect that autumn has on our school environment.</p>	<p>In term 3, the children will begin to explore the wider world and will start to think about similarities and differences between our country and others, including China (through our work on Chinese New Year), and the North and South Poles (through our 'Its Cold Outside' topic). We will also introduce a globe as a representation of the world we live in. In term 4, the children will extend their knowledge of our school environment by exploring the pond and field. We will continue to explore how our school landscape changes as we move through the seasons.</p>	<p>During terms 5 and 6, we will explore the wider world through stories. Through 'The Snail and the Whale' we will begin to explore features of contrasting environments such as deserts, jungles and oceans. Through 'Whatever Next' we will begin to understand how our world is a small part of the wider universe. We will also begin to learn what a map is and create our own linked to our immediate environment or the stories we have shared. The children will further extend their knowledge of the school environment by familiarising themselves with the Year 1 classrooms and outside area.</p>
Year 1	<p>In this unit, the children will learn about their local area. Through the use of maps and a walk around the local area, children</p>	<p>In this unit of work, children will study a country or area that a famous explorer visited. The children will use globes and maps</p>	<p>During this unit, the children will learn all about the physical and human features of a seaside resort and this will be supported by a</p>

	will be able to identify local leisure facilities for children as well as local parks and shops.	to locate the place and compare its location to that of the United Kingdom. The children will develop an understanding of what the environment and climate is like.	visit on one of our local beaches. The children will have the opportunity to compare a seaside resort to their own town of Ashford.
Year 2	In this unit, the children will study an overseas location. The children will compare our local area with that of an African country. During the unit, the children will use maps to identify its location, comparative distance from the equator compared to the UK and learn about the human and physical features of the country.	This unit will focus around the capital city of London, linking into the Great Fire of London history topic. The children learn about the significant landmarks of London and locate them on a map as well as being able to visually identify them. There will be opportunities to draw comparisons between the different landmarks. The children will also look at the location of the River Thames and how it is used today as well as its use historically.	This geography unit of work will focus around the County of Kent. The children will learn about the major towns of Kent and their locations. They will use maps to learn about land use, including farming. The children will develop their understanding of one of our Kentish castles and why its location was selected for its geographical features.
Year 3		In this unit, the children will explore different types of extreme weather and develop an understanding on the impact on the environment. There will be a specific focus on Nepal and India, comparing this with local weather in the United Kingdom.	Linking to the Year 3 History unit on Romans, the children about the volcanic eruption of Mount Vesuvius. The children will develop an understanding of how volcanoes are formed and the impact of the eruption on places such as Pompeii. The children will also look at the unique way this town was preserved through volcanic ash and the neighbouring town Herculaneum preserved by mud. This will build

			on their knowledge of the extreme weather in term 3 and 4.
Year 4	<p>In this unit, the children will be learning about the Amazon Rainforest. The children will be able to locate the Amazon on a globe and know that it is in the continent of South America. They will learn that the Amazon rainforest in an equatorial rainforest and can locate the equator, the tropics and understand lines of longitude and latitude.</p> <p>The children will explore why the Amazon is so important to its local people and the entire world. The children will also learn about the impact of deforestation</p>	<p>In this unit, the children will undertake a local village study. This will include a fieldwork visit to the village following maps and trails. The children will discover the amenities available to local people and the transport connections that exist to allow people to commute into the towns and cities. Comparison will made between the local village and our town of Ashford.</p>	<p>In this unit, the children will undertake a European City study (Paris). The children will develop geographical knowledge of the city, including its proximity, landmarks and transport links to the United Kingdom and Ashford in particular.</p>
Year 5		<p>This unit of work will focus on the contrasting landscapes of America (mountainous and desert regions). The children will be able locate these different places in America on a globe and a range of maps, including those online.</p> <p>(short geography)</p>	<p>In this unit of work, the children will develop their understanding of rivers. The will learn how rivers are formed and their key features. This part of the topic will be enhanced by a fieldtrip to Horton Kirby, which will involve practical work investigating the flow and depth of the river Darent.</p>

			The children will use maps and atlases to identify the main rivers in the United Kingdom and around the world.
Year 6	Linking in with the History unit, the children will also study how Canterbury has changed over time, from Roman times, through the medieval period up to the present day, whilst considering the reasons for this. An element of map work will be included to help identify land use and how it has changed over the years. The children will study the landscape around Canterbury, its land use and undertake an amenity study during a trip to Canterbury.	In this unit of work, the children will enhance their understanding of an overseas location (Caribbean). The children will use a variety of maps and atlases to be familiar with the Caribbean Islands and the location. The children will learn about land use, fair trade, the development and impact of tourism alongside the economic benefit.	In this unit of work, the children will develop their understanding of coastal erosion and the environmental impact. The children will learn about the formation of rocks, soils and fossils.