

## Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Topic:</b> Celebrations <b>Geographical focus:</b> The weather and seasons B1, B2, B3</p> <p><u>Environment</u> – climate change – change in weather in the UK over time. How often weather can be ‘unusual’ for this time of year i.e. increase in precipitation across the year due to climate change.</p>	<p><b>Topic:</b> Celebrations <b>Geographical focus:</b> Fieldwork A1, A2, A4</p> <p><u>Environment</u> – Identify an area of the school grounds through the fieldwork that needs protecting – how can this area be protected?</p> <p><u>Aspirations</u> – How can we improve our school environment?</p>	<p><b>Topic:</b> Space</p>	<p><b>Topic:</b> Space <b>Geographical focus:</b> The UK C1, A3</p>	<p><b>Topic:</b> Paws, Claws &amp; Whiskers <b>Geographical focus:</b> Map skills A4</p>	<p><b>Topic:</b> Paws, Claws &amp; Whiskers <b>Geographical focus:</b> Comparison D1</p> <p><u>Diversity</u> – The difference between the human features of Sneinton and one other location. Why do the human features differ? Population, house layouts, transport, religious buildings</p>
Year 2	<p><b>Topic:</b> Pirates</p>	<p><b>Topic:</b> Superheroes <b>Geographical focus:</b> Locating oceans and continents A4, B5, C2, C3</p> <p><u>Environment</u> – What is our role in protecting the oceans? The Marine conservation society (UK) and UK Blue belt government initiative (overseas)</p> <p><u>Diversity:</u> Marie Tharp – Mapped the ocean floor and advanced the theory of continental drift</p>	<p><b>Topic:</b> Creepy Crawlies <b>Geographical focus:</b> Similarities and differences B4, C4, D1</p>	<p><b>Topic:</b> Creepy Crawlies</p>	<p><b>Topic:</b> Towers, Tunnels and Turrets <b>Geographical focus:</b> Map skills and identifying locations A2, A3, A4, C1, D1</p>	<p><b>Topic:</b> Rio <b>Geographical focus:</b> Comparison – human and physical geography <i>Which human and physical features can we identify in our local environment?</i> A1, B1, B2, B3, B4, B6</p> <p><u>Environment</u> – The impact of human actions on the environment both positive/negative – e.g. littering, building houses, green spaces (Future parks Nottingham).</p> <p><u>Healthy Lifestyles</u> – Health benefits of urban green spaces</p>
Year 3	<p><b>Topic:</b> Urban Pioneers <b>Geographical focus:</b></p>	<p><b>Topic:</b> Tribal Tales</p>	<p><b>Topic:</b> Tremors <b>Geographical focus:</b></p>	<p><b>Topic:</b> Food for Thought</p>	<p><b>Topic:</b> Predators <b>Geographical focus:</b></p>	<p><b>Topic:</b> Gods and Mortals</p>

	<p>Fieldwork <i>What human features show the changing needs of the community?</i> A1, A2, A3, D1 <u>Diversity</u>: Social and cultural diversity of Sneinton</p> <p><u>Healthy Lifestyles/Environment/Aspirations</u>: <u>Nottingham</u> City council carbon footprint reduction action plan by 2028. Energiesprong in Sneinton. Benefits of a lower carbon footprint on health. Reduces household bills and improves housing.</p>		<p>Volcanoes and earthquakes B1, B2, C1</p> <p><u>Environment</u>: Is a volcano a suitable home? Geothermal energy – case study – Hellisheidi geothermal power plant – Hengill Volcano (Iceland).</p>	<p><b>Geographical focus:</b> Map skills and European countries A1, A3, A4, C2, C3</p>	<p>Map skills A1, A2</p>	<p><b>Geographical focus:</b> Rivers A5, B3, C4</p> <p><u>Environment</u>: Climate change and the impact on the river Trent. Increase in precipitation (due to climate change) causes an increase in the volume of water in a river which leads to an increase in transportation and erosion of a river causing an increase in flooding.</p>
<p>Year 4</p>	<p><b>Topic:</b> Traders and Raiders <b>Geographical focus:</b> The UK and geographical changes over time A3, C1, C4, D2</p> <p><u>Aspirations</u> – Industrialisation and its impact on physical and human geography and the aspirations of society.</p>	<p><b>Topic:</b> Potions</p>	<p><b>Topic:</b> 1066 <b>Geographical focus:</b> The UK A4, C1, C2, C3</p>	<p><b>Topic:</b> Cracking Contraptions</p>	<p><b>Topic:</b> Burps, Bottoms and Bile <b>Geographical focus:</b> Comparison – cities and villages A1, A2, B2, B3, D1</p> <p><u>Environment</u> – Sustainable cities – Case study – Curitiba (Brazil) – Architect Jamie Lerner</p> <p><u>Diversity</u> – Difference between the population size and diversity of the population in a village and a city.</p> <p><u>Healthy lifestyles:</u> Nottingham city and the Government Active Travel Fund – encourages people to walk/cycle to work</p>	<p><b>Topic:</b> Blue Abyss <b>Geographical focus:</b> Plastic pollution. The environment – fieldwork <i>What impact do the geographical features of Sneinton have on the environment?</i></p> <p><u>Environment</u> – Human impact on the environment – Nottingham city council pledge to be single use plastic free by 2023 A5, B1, B4, D2</p>

<p>Year 5</p>	<p><b>Topic:</b> Pharaohs <b>Geographical focus:</b> Geographical location and features of Egypt B1, C2, C3, C5</p> <p><u>Environment:</u> Positive climate change? Is the Sahara desert greening?</p>	<p><b>Topic:</b> Peasants, Princes and Pestilence <b>Geographical focus:</b> Human and physical influences on people B2</p> <p><u>Healthy lifestyles:</u> To understand how the human and physical characteristics of a location can impact cause and change. The spread of the plague and how urbanisation and trade caused this to spread.</p>	<p><b>Topic:</b> Alchemy Island <b>Geographical focus:</b> Map skills A1, A2, A3, A5, C1</p>	<p><b>Topic:</b> Allotment <b>Geographical focus:</b> Climate and land use B1, C4, C5, D1</p>	<p><b>Topic:</b> Off With Her Head <b>Geographical focus:</b> Geographical changes over time B1, B2, C3</p>	<p><b>Topic:</b> Stargazers <b>Geographical focus:</b> Map skills – fieldwork <i>How has land use in Sneinton changed over time?</i> C3, A4</p> <p><u>Aspirations:</u> Renovation of Sneinton market. Change of use showing the developing needs of the community.</p>
<p>Year 6</p>	<p><b>Topic:</b> Blood Heart</p>	<p><b>Topic:</b> A Child’s War <b>Geographical focus:</b> Map skills A1, A2, A3, A4 <i>How did the Blitz change the locality of Nottingham?</i> <i>Comparing then to now.</i></p>	<p><b>Topic:</b> Revolution <b>Geographical focus:</b> Global geographical features C2, C3, C4</p> <p><u>Environment:</u> The Antarctica treaty</p>	<p><b>Topic:</b> Revolution <b>Geographical focus:</b> Geographical changes over time A1, A3</p>	<p><b>Topic:</b> Darwin’s Delights <b>Geographical focus:</b> Geographical features of the Galapagos Islands A3, B1, B2</p> <p><u>Environment:</u> Human impact on the Galapagos islands. Anthropogenic changes.</p>	<p><b>Topic:</b> Hola, Mexico! <b>Geographical focus:</b> Locational study – North and South America A3, B1, B3, C1, C4, C5, D1</p> <p><u>Environment:</u> The effects of tourism on the natural environment in Mexico. Natural resources such as the beaches and the sea attract tourists and in turn these natural resources such as the sand and the sea are subject to damage and depletion e.g. the coral reefs.</p> <p><u>Aspirations:</u> Tourism and the economy in Mexico</p> <p><u>Diversity:</u> Liliana Gutierrez – She helped found an organization that invests in fishery restoration in</p>

						Mexico and now works with female leaders to protect the ocean and uplift their coastal towns.
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