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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **Year 7 2021/2022** | Introduction to Geography - Here we learn key geographical skills such as compass directions, how to read an Ordnance Survey map and the difference between human and physical geography. | Nottinghamshire's Physical Geography - Here we learn why Nottinghamshire looks the way it does now, how the River Trent works and how we can prevent and reduce the threat of rivers flooding. | Nottinghamshire's Human Geography - Here we learn about Nottinghamshire's cultural mix, we study Nottingham's famous businesses and how Nottingham is becoming a more sustainable city. | South America Part 1 - We study why some countries and cities are poor and how we can change this/ develop these areas to make them more equal. In addition, we study the rainforests and the Andes mountains. | South America Part 2 - We study development indicators to compare the development in South America. In addition, we learn how Transnational Corporations can reduce the development gap and decide whether or not these TNCs are good or bad for host countries. | Learning and applying key geographical skills from an investigation conducted at Highfields University Park. |
| **Year 8**  **2021/2022** | Africa **- H**ere we learn about the opportunities and challenges found in some parts of Africa including topics such as Sudan, Blood Diamonds and Somalian piracy. | Risky World Part 1 - We study the threats of tectonic hazards such as earthquakes and volcanoes on people and learn how our planet changes with tectonic plate movements and convectioncurrents. | Risky World Part 2 - Here we study atmospheric hazards such as tropical storms, the causes and impacts of wildfires, extreme weather in the UK and tornadoes. | Antarctica - We learn about the special and unique environment of Antarctica. We will be able to evaluate the uses, threats and management of this cold environment. | South America Part 3 - Here we study South America's physical geography and the tectonic processes that have formed the continent over thousands of years. In addition, we study the unique environment of the Atacama desert, copper mines in Chile and colonial and slavery history. | Asia - We learn about Asian population pressures including the impact of China's One Child Policy. The importance and environmental health of the river Ganges, sea level rises in Bangladesh, the worlds biggest city Tokyo, the threat of Tsunamis and Japanese car culture. |
| **Year 9 2021/**  **2022** | Sense of Place - We learn how "space" and "place" are created and how exogenous and endogenous factors influence this. Furthermore we compare and contrast our local community of Sherwood with the globally important city of Mecca. | Urbanisation - Here we study why the worlds cities are getting larger everyday and the reasons for this. Furthermore we learn about Megacities and how they can become more sustainable in the future. | Coasts - Here we study the unique and special processes that form our ever changing coastlines including: our beaches, sandunes and other landforms such as wave-cut platforms and spits. | Resource Security Part 1 - We learn about natural resources, where they are found and how they can cause problems in our world. Here we study the process of fracking and also micro-hydro schemes. | Resource Security Part 2 - Here we study energy efficiency on different scales, how nuclear power works and the truth about the environmental impact of solar panels and wind turbines. Furthermore we study the issues of water including a case study of Mexico city which faces problems with its water supplies. | Economic Futures of the UK - We learn about how the UK's economy is changing, how we can make industry more sustainable, the north-south divide and debate whether or not Heathrow should get a new runway. |
| **Year 10**  **2021/2022** | Studying how Rivers are formed and how the rivers processes affect the landscapes they flow through. | Studying London as a place of Urban Change with its challenges and opportunities. | Studying the Hazards Unit. We shall be able to describe the processes associated with tectonic hazards, weather hazards and climate change. | Studying a Newly Emerging Economy example of rapid urban growth. Here we shall focus on Rio De Janeiro and its challenges and opportunities. | Studying the Economic World Unit. Focusing on the Development Gap, Jamaica & Nigeria.  We shall be able to define development and explain why countries are poor. Furthermore, be able to  assess the ways we can reduce the development gap. | Studying the Ecosystems Unit. This shall focus on ecosystems, rainforests and cold environments.  . |
| **Year 11**  **2021/22** | Preparing and practicing our fieldwork and geographical skills. Here we shall also practice the analysis of a pre-release for the Paper 3 examination. In addition, there will be a Paper 3 mock. | Here we shall be focusing our learning and revision on Paper 1 content. This is physical geography and includes: ecosystems, hazards, coasts and rivers. In addition, there will be a Paper 1 mock. | Here we shall be focusing our learning and revision on Paper 2 content. This is human geography and includes: urban issues and challenges, the changing economic world and the challenges of resource management. In addition, there will be a Paper 2 mock. | Continuation of Paper 2 preparation. In addition, preparation of the 2022 Paper 3 pre-release.  General revision and intervention based on identified gaps for Papers 1, 2 and 3. | General revision and intervention based on identified gaps for Papers 1, 2 and 3. | General revision and intervention based on identified gaps for Papers 1, 2 and 3. |
| **Year 12** | Human Geography -  Resource security - Resource development.  Natural resource issues. Water security  Physical Geography  Coasts - Coasts as natural systems  Systems and processes. Coastal landscape development. | Human Geography -  Resource security - Energy security  Mineral security  Resource futures  Case studies.  Physical Geography -  Coasts -  Coastal landscape development  Coastal management  Case studies | Human Geography -  Resource security - Energy security  Mineral security  Resource futures  Case studies.  Physical Geography -  Coasts -  Coastal landscape development  Coastal management  Case studies | Human Geography – Changing Places Unit. In this unit of work, we shall understand the concept of places and how they change over time. We will also understand the different factors that shape places.  Physical Geography -  Water carbon cycle –  Water and carbon cycles as natural systems.  The water cycle. | Human Geography – Changing Places Unit. In this unit of work, we shall understand the concept of places and how they change over time. We will also understand the different factors that shape places.  Physical Geography -  Water carbon cycle –  Water carbon, climate and life on Earth.  Case studies. | Human Geography  NEA/Physical Geography  NEA.   * Planning the enquiry * Collecting data * Presenting and analysing the data   Evaluating the NEA  Finishing up the content and supporting students with their NEA. |
| **Year 13** | Human Geography  NEA/Physical Geography  NEA.   * Planning the enquiry * Collecting data * Presenting and analysing the data * Evaluating the NEA * Specific Geography Skills including Statistical Skills | Finishing up and supporting the students with the NEA.  Human Geography -  Global Governance –  Globalisation.  Global systems.  International trade and access to markets.  Physical Geography – Hazards Unit. A study of place tectonics and the interactions between the lithosphere and atmosphere. | Human Geography -  Global Governance -  Global governance.  The ‘global commons’  Antarctica as a global common. Globalisation critique.  Physical Geography – Hazards Unit. Study of general natural hazards, their causes and their impacts. | Finishing up and supporting the students with the NEA.  General revision and intervention based on identified gaps. | General revision and intervention based on identified gaps. | General revision and intervention based on identified gaps. |