Geography: Curriculum Journey
Key Stage 3

SHERWOOD CHURCH ACADEMY

Year 7	
Autumn	Map skills Weather
Spring	China India
Summer	Impossible Places Rivers

Year 8	
Autumn	Coasts Globalisation
Spring	Extreme environments Disease
Summer	Japan Resources

Year 9	
Autumn	Energy Rainforests
Spring	Population Singapore
Summer	Tectonics Tourism

Geography : Curriculum Journey
Key Stage 4 - GCSE

SHERWOOD CHURCH ACADEMY

Year 10	
Autumn	Atmospheric hazards Tectonics
Spring	Changing economic world Nigeria
Summer	Rivers Field work

Year 11	
Autumn	Coasts Climate
Spring	Cold environments Biomes and tropical rainforests
Summer	Resources

Geography : Curriculum Journey
Key Stage 5 - A Level

SHERWOOD CHURCH ACADEMY

Year 12	
Autumn	Superpowers looks at how countries are working together and those changing power relationships.
Spring	Students then follow on with globalisation as these countries are working together on the global stage through organisations like IMF/trade organisations etc
Summer	Students will follow an independent investigation as coursework, and they will choose what to study.

Year 13	
Autumn	Students are studying Tectonics and water currently with both teachers. Students will then move onto completing their independent fieldwork investigation.
Spring	At Christmas students will complete the final topic on carbon. Around February students will then complete some synoptic work to help them prepare for their Paper 3 exams.
Summer	Revision and exam

Geography : Curriculum Journey
Year 7 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Map skills Looking at grid references, scale, cardinal points and the global positioning of continents, countries and oceans **Weather** Looking at the difference between weather and climate; high and low pressure systems and the weather they bring; the UK's unique weather patterns and the consequences of extreme weather events in the UK and elsewhere	**China** Learning about China's geographical location and the characteristics of the country through physical and human factors. Students look at how the population of China has changed and the impact that this has had. Students then explore the impact of population change through projects such as the Three Gorges Dam and the role of globalisation. **India** Learning about India's geographical location and colonial past, then building towards the impact this has had on their economy and the reasons for its current economic expansion.	**Impossible Places** Students will use their knowledge of location from the map skills to think about why they are difficult places for people to live. Students explore case studies from 3 different continents linking to map skills and think about how the challenges vary across the world which shows some of the physical factors. Students then finish looking at some human challenges that make some areas impossible to live in. **Rivers** This topic starts off with the water cycle to show students how water moves around the planet and then forms the world's rivers and causes flooding. Students then look at once rivers have formed how do they change from start to finish. Students then explain why these changes take place looking at the processes (erosion etc). Students then look at the specific landforms found along rivers and how these processes have shaped these. Students then finish off looking at the challenges caused by river flooding and this can be managed.

Geography : Curriculum Journey
Year 8 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Coasts Students will continue to look at the processes that are operating on the earth and the impact that these processes are having. Students have the opportunity to look at how the Holderness coast is changing and the impacts that these changes are having. Students will look at the problems caused by coastal erosion and how this is managed by local areas. **Globalisation** Students will know what we mean by globalisation and why this has happened. Students will know how we categorise different jobs and how these jobs have changed overtime in the UK and how they vary in different countries around the world. Students will know how countries are connected with each other and the impacts of these connections. Students will look at the clothing industry and how this has changed and the impacts this has on different groups of people around the world. They will do this by looking at different examples (M&S, Nike and jeans). Students will also look at how we can improve the lives of workers around the world using an example of Fairtrade.	**Extreme environments** Students will understand what an extreme environment is and what makes an extreme environment (links to geographical position and latitude). Students will understand the challenges of living in extreme areas for both people and wildlife. We will look how people are using extreme areas such as oil in the Arctic. The SOW finishes by looking at what climate change is and how this will change these extreme areas. **Disease** Students will know what we mean by a disease and why some areas may have more diseases present than others. Students complete a comparison between the UK and the DRC using population pyramids and data. Students look at 4 case studies and look at where these diseases occur, their impact and how they are managed and treated. Students then finish by looking at ways we can try and prevent diseases from spreading in different parts of the world.	**Japan** Students will have a detailed understanding of Japan as a country which has driven the skills and content they have studied previously. Students will know about the physical characteristics of Japan such as the climate and tectonic hazards suffered in the area. Students will understand about the social and economic changes that have taken place in Japan such as changes in the population and the reasons this is happened and the impacts that this has had. **Resources** Students will know what we mean by the term “resource” and why resources are important. Students will know how the availability of food around the planet varies and the impact of this. Students will explore the impact of the food industry through pollution from food miles and the dark side of the cocoa industry. Students will look at the solutions to some of the issues surrounding food. Students will look at water- students will know how water moves around the planet and how people can impact on water sources through pollution and over-abstraction. Students will look at how people try to manage water supplies.

Geography : Curriculum Journey
Year 9 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Energy Students will know why energy is important and why it is used. Students will know how demand for energy around the world has changed and the impacts of this. Students will understand the difference between renewable and non-renewable and be able to give examples of each. Students will also know the advantages and disadvantages of using different energy sources. Students will understand why we need to become more sustainable and be able to give examples of how we can achieve this. **Rainforests** Students will know what we mean by ecosystems, the importance of these and how they change. Students will study the tropical rainforest specifically and look at its features. They will know the structure of the rainforest and how the animals living there have adapted to survive there and how people are using these unique biomes in both positive and negative ways. Students will look at the impacts of people using the tropical rainforest.	**Population** Students will know what we mean by population and where people are living in the world and which areas of the world have a high and low population density. Students will explore how populations change overtime and the reasons why these changes take place. Students will look at the global population and look at specific examples. Students will look at the UK and the EU and how the population has changed in these areas and the impacts that this is having. Students will look at how countries manage their populations and the reasons for this by looking at China and Singapore. Students will look at the impacts global population change is having on the planet and resources around the world and think about how it might change in the future. **Urban World** Students will know what we mean by urban and rural areas. Students will explore how these areas have changed overtime and the reasons for these changes. Students will understand how the urban populations around the world has changed overtime. Students will look at case studies to explore these changes starting with the UK and Manchester and comparing this to Rio (NEE example). Students will look at similarities and differences between these cities. Students will look at the pros and cons of living in cities and the challenges that exist there. Students will explore how cities can become sustainable and how future cities might be designed.	**Tectonics** Students will understand what the structure of the earth is like and how this structure causes the tectonic plate boundaries, Students will understand how these plate boundaries will then cause problems for certain areas around the world and how these areas are trying to manage and prepare for these challenges. **Tourism** Students will know what we mean by a tourist and what the tourism industry is and what it involves. Students will look at the role of transport and accommodation in the tourist industry. Students will look at how tourism has changed overtime and the importance of the tourist industry. Students will look at examples of Thailand and the UK. Students will look at different types of tourism in these countries such as city breaks, national parks and sustainable tourism. Students will look at the impacts of tourism and the pros and cons of this industry.

Geography : Curriculum Journey
Year 10 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Atmospheric hazards Students will know what the global atmospheric circulation model is and the impacts that this can have on climates in different parts of the world (synoptic link for other topics). Students will understand what tropical storms are and how they form. Students will study a case study to explain the problems these hazards can cause and think about what can be done to reduce the damage and impacts of these storms. Students will know what atmospheric hazards the UK faces and the challenges they can bring to the country. **Tectonics** Students will identify, categorise impacts of tectonic hazards and understand earth structure and its relevance in the location of tectonic hazards. Students will understand how to mitigate the impacts of hazards and the role that a countries development has in that. Students will look at examples of tectonic hazards in countries of different development levels.	**Changing Economic World** Students will know what development is and the factors that can impact on a countries ability to develop. Students will understand what the development gap is and the differences between countries. Students will explore what is being done to reduce the development gap in different parts of the world. Students will explore Nigeria as an emerging economy. Students will explore how Nigeria has changed historically since independence to present day and the impacts that these changes have had. Students will also look at the challenges that Nigeria is facing. Students then move on to their second case study of the UK. Students will explore how job in the UK have changed overtime, the reasons for these changes and the impact that this is having. Students will look at differences in the UK such as the north-south divide and the impacts this has. Students will finish by looking at the UK's global position in the world and the impacts of this such as the Commonwealth. **Urban World** Students will understand what we mean by urbanisation, why this is happening and changing in different parts of the world. Students will explore the importance of urban areas. Students will know about Mumbai (NEE) and London (HIC). For both examples they will know how the populations of these cities has changed and why this has been/is happening, the impacts of these changes and what is being done to manage and improve these urban areas.	**Rivers** Students will understand what rivers are like at each course and be able to explain how and why rivers change as they move downstream. Students will be able to identify different landforms that form along rivers such as waterfalls and be able to explain how these landforms are created and how they change overtime. Students will be able to explain how changes in the characteristics of rivers impacts on how people use these environments. Students will know why flooding happens and the impacts that it can have using examples. Students will finish the SOW by looking at how people manage rivers and the pros and cons of these management strategies. **Field Work** Students complete two days of Field Work - one in a physical environment (rivers) and one in a human environment (cities)

Geography : Curriculum Journey
Year 11 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Coasts Students will understand the geography of the coast, erosion and physical processes, depositional and erosional landforms. Students will look at a case study of the Holderness coast and different erosion prevention techniques with the pros/cons associated with them. Students will explore different coastal management techniques and the pros and cons of these different methods. **Climate** Students will know how the climate of the planet has changed over a long period of time. Students will explore the natural and human reasons for climate change. Students will be able to explain how we know that the earth's climate has and is changing and assess how accurate the evidence is. Students will know what the greenhouse effect is and how important this process is. Students will know how the enhanced greenhouse effect is different and the causes of this. Students will know the impacts that the enhanced greenhouse effect is having and assess how the impacts vary in different parts of the world. Students will look at what we mean by mitigation and adaptation and look at strategies used to combat climate change. Students will assess the effectiveness of these strategies.	**Cold environments** Students will look at Cold Environments as a separate global biome, adaptation methods, indigenous peoples and species, means of being successful in these environments. Students will look at Svalbard as a case study and look at what the climate is like and how it changes over the year. Students will look at the opportunities and challenges people face living in these difficult environments. Students will finish by looking at whether these fragile environments should be managed and how they can be managed in a sustainable way. **Biomes and Tropical Rainforests** Students will understand what the living world is made up of and how different ecosystems function through food chains, energy movement etc. Students will know where in the world we find different biomes, the reasons for this and what these different biomes are like. Students will look in detail at the tropical rainforest. Students will know what the structure of the rainforest is and how the different layers vary and the different plants and animals that we find in each layer. Student will know how these different organisms have adapted to living in the areas where they live. Students will explore how people are using the tropical rainforest and the impacts of this. Students will explore whether using the rainforest has more benefits than negatives due to the importance of this global biome. Students will know how the TR is being managed on a local, national and global scale.	**Resources** Students will know what we mean by a resource. Students will have a brief understanding of food and water. Students will explore where consumption if these resources is high and low and the reasons for this. Students will look at how these resources are managed to try and meet the demand. In detail students will study Energy. Students will look at which areas consume large quantities of energy and which areas of the world do not. Students will look at the reasons why energy consumption varies around the world. Students will understand what we mean by energy security and the factors that can affect energy security. Students will know why energy insecurity is a problem. Students will look at how we can improve energy security through strategies such as finding new resources. Students will look at bottom up strategies to provide energy to communities such as using methane from cows to provide energy. Students will look at how people can live their lives in a sustainable way to conserve energy supplies.

Geography : Curriculum Journey
Year 12 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Superpowers looks at how countries are working together and those changing power relationships. Students study water and as part of this students look at some of the large projects and challenges facing coastal areas such as dam building. Students then study the coastal environment and the changes that occur in these areas	Students then follow on with globalisation as these countries are working together on the global stage through organisations like IMF/trade organisations etc. Coastal areas are changing and are important stores of carbon, so students move onto studying the carbon cycle. At the end of this topic students explore the role technology in balancing the carbon cycle through carbon capture so students finish with tectonics which also looks at the role of innovation and technology in mitigating the impacts from tectonic disasters.	Students will follow an independent investigation as coursework, and they will choose what to study. This year the great majority of students have chosen to study coasts and they will conduct field work and then write up a report

Geography : Curriculum Journey
Year 13 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Students are studying Tectonics and water currently with both teachers. Students will then move onto completing their independent fieldwork investigation.	At Christmas students will complete the final topic on carbon. Around February students will then complete some synoptic work to help them prepare for their Paper 3 exams.	Revision and exam