

KS3 Geography Curriculum Mapping 2026-2027

Year 7 3 hours per fortnight						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Topic: Finding My Place in the World	Topic: Earth's Natural Systems	Topic: Rivers	Topic: Economy and Work	Topic: Changing Places	Topic: The Middle East
Knowledge and skills (Content)	Lessons and Key Questions: 1. What is Geography? 2. What are the World's Continents and Oceans? 3. What are the physical features of the British Isles? 4. What are the human features of the British Isles? 5. How do we find local features on a map? 6. How do we show local features on a map? 7. How do maps show relief and scale? 8. What is GIS? 9. Assessment See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.	Lessons and Key Questions: 1. What are the Earth's Systems? 2. What is Geology? 3. What is the Rock Cycle? 4. How do Fossil Fuels Form? 5. How does the Carbon Cycle Work? 6. What is the Nutrient Cycle? 7. Where is Water Stored and How Does it Move? 8. How do Humans Interact with Earth's Systems? 9. Assessment See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.	Lessons and Key Questions: 1. What are the features of a drainage basin? 2. What are erosion, transportation and deposition? 3. What are the features of a river's upper course? 4. What are the features of a river's middle and lower courses? 5. How are rivers important to people? 6. What causes rivers to flood? 7. What are the effects of flooding? 8. How can flooding be managed? (including hydrographs) 9. Assessment See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.	Lessons and Key Questions: 1. What is an economy? 2. What are the different employment sectors? 3. What are the UK's patterns of trade? 4. What is globalisation? 5. What are the consequences of globalisation? 6. What are green industries? 7. How has agriculture changed in Congleton? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.	Lessons and Key Questions: 1. What is our sense of place? 2. What is the physical and human context of our local area? 3. How do people perceive our local area? (Fieldwork) 4. How has employment changed in our local area? 5. What are the changing perspectives of our local area? 6. How has a local place been regenerated? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.	Lessons and Key Questions: 1. Where is the Middle East? 2. How does the climate of the Middle East cause challenges for people? 3. Why is the Middle East a major economic region? 4. How has the United Arab Emirates developed? 5. Why is Yemen the least developed country in the Middle East? 6. Why is there conflict in the Middle East? 7. What have been the global consequences of the war in Syria? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.
Summative Assessment	End-of-unit assessment covering the key content and skills (especially OS map skills)	End-of-unit assessment covering the key content and skills.	End-of-unit assessment covering the key content and skills.	Content and skills are assessed in the summer SAS examination.	Content and skills are assessed in the summer SAS examination.	No formal assessment (due to proximity to SAS exam).
Cross Curricular Links	This unit complements the first Y7 History unit e.g. by looking at key human geographical features.	This unit introduces several key concepts which are later developed in Y8 Science (e.g. features of the carbon cycle).	Supports knowledge covered in Science, eg. on the water cycle.	Maths – interpretation of data including interpreting graphs.	Maths – data collection and presentation.	This is delivered shortly after the unit on the Crusades in history – links to themes of ongoing conflict. Also in RE students have studied the Abrahamic religions, giving some context to religious tensions.

SMSC, British Values, Cultural Capital	Develops student understanding of their own country and their own local area, and its place in a wider setting.	Students develop their understanding of humanity's impact on the planet, especially in Lesson 8.	Develops understanding of the local area, eg. features on the River Dane.	Increased understanding of our local area. Increased understanding of environmental issues and responses to these.	Increased understanding of our local area and the challenges it faces.	Develops awareness of different cultures. Addresses topical issues such as Cross-Channel migration and the causes of this.
CEIAG	Displays around the Humanities area on the benefits/uses of studying Geography.	Displays around the Humanities area on the benefits/uses of studying Geography.	Displays around the Humanities area on the benefits/uses of studying Geography.	Displays around the Humanities area on the benefits/uses of studying Geography.	Displays around the Humanities area on the benefits/uses of studying Geography.	Displays around the Humanities area on the benefits/uses of studying Geography.
Learning outside the classroom	Core Homework: Revision for assessment No other homework is set for this unit as Y7 only complete English and Maths homework in their first month at CHS. Students will also complete a Key Skills Task on map skills and describing what a map extract shows.	Core Homeworks: - Literacy – learn key spellings followed by a test. - Online knowledge quiz - Revision for assessment	Core Homeworks: - Literacy – learn key spellings followed by a test. - Online knowledge quiz - Revision for assessment Students will also complete a Key Skills Task (CAT) on the causes of the Boscastle floods.	Core Homeworks: - Literacy – learn key spellings followed by a test. - Online knowledge quiz - Revision for assessment	Core Homework: Revision activities to prepare for the summer SAS examination.	Core Homeworks: - Literacy – learn key spellings followed by a test. - Online knowledge quiz

Year 8 3 hours per 2 week timetable						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Weather and Climate	Russia	What is an Economy?	Development in Africa	Deserts	Rocks and Soils
Knowledge and skills (Content)	- What is Weather? - What is a Heatwave? - How do we Measure the Weather? - What is a Microclimate? - How can we Present Microclimate Data (Fieldwork)? - What are the Types of Rain? - What are Air Masses? - What are the World's Climate Zones? - What are Climate Graphs? - Assessment	- Where is Russia? - What is Russia's Physical Geography Like? - What is Russia's Climate? - What is the Tundra? - What is the Taiga? - Who lives in Russia? - What is Russia's Economy Like? - Why is Russia an Energy Superpower? - Why did Russia Invade Ukraine? - Assessment	- What is an Economy? - How is Agriculture Distributed in the UK? - Why have Farms Diversified? - How has Congleton's Economy Changed? - Where do People Work? (Fieldwork) - How has the Economy of Salford Changed - Skills Lesson – How is Distance Measured on Maps? - Old Trafford – What's the Future? - Assessment	- How are Countries Classified? - What Causes an Uneven World? - What are Population Pyramids? - How Developed is Nigeria? - What are the Inequalities in Lagos? - How do you Reduce the Development Gap? - How can Disease Slow Down Development? - How has Health and Medical Care Affected Kenya's Development?	- What is a Desert? - How have Plants Adapted to Desert Conditions? - How have Animals Adapted to Desert Conditions? - How do People Survive in the Desert? - Desert Research Task	- What is Geology? - What is the Rock Cycle? - What is the Geology Around Congleton? - Why are Soils the Roots of Life? - Where Should CHS Locate an Allotment? (Fieldwork)

Assessment	Russia Assessment	Russia Assessment	Economy Assessment	Assessed on SAS Exam	Assessed on SAS Exam	
Cross Curricular Links	Science- climate change across KS3 and 4, Y9 ecology fieldwork skills, Maths- line graphs, histograms Y8 spring 1. Year 8 Summer 2 data handling.	History, politics, economics, Science- Y9 ecology, using resources Y8 2nd half. Maths- data handling Y8 summer 2. Histograms. Bar and line graphs Y8 Spring 1. Pie charts Y7 autumn 2 and summer 1.	Local economy – links to Industrial Revolution unit in Y8 which has local history focus. Distance on maps – Maths skills – scale, measurement, ratios. Data collection and presentation skills.	Links to History and British Empire unit (with focus on the legacy of empire). Links to Y8 RE unit Faith in Action (e.g.looking at the role of aid/charities).	Science- plant and animal adaptations. ICT skills (research and presentation).	Science- Y8 rocks, erosion and weathering.
SMSC, British Values, Cultural Capital	Moral and ethical elements of energy and resource exploitation. Spiritual-learning about surroundings.	Understanding of different biomes and the challenges they face. Link to geo-politics and understanding of current events (War in Ukraine).	Understanding of cultural changes (e.g. Salford Quays).	Spiritual Learning about the surrounding world. Ethical views on aid, causes of uneven development.	Spiritual Learning about the surrounding world.	Understand our local area and its features.
CEIAG	Risk management, meteorologist, scientific research, climate change	Meteorologist, green jobs, politics/government, international trade, conservation.	Economist, data analyst, urban planner.	International aid worker, politics/government, international trade, healthcare,		Links to careers such as geologist, agronomist.
Learning outside the classroom	Microclimates field work around the school site.	Research a plant or animal from tundra or Taiga ecosystem. Comprehension on life in Yakutsk. Knowledge quiz.	Field work – survey people at home. Data compilation and analysis.	Opportunities for individual research projects.	Opportunities for individual research projects e.g. research and present about a desert.	Fieldwork – assessing locations around the school site suitable for an allotment. Testing of soil infiltration, sunlight levels and litter/footfall surveys.

Year 9						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Amazing Asia	Environmental Issues		Hazards	Urban Issues	Urban Issues
Knowledge and skills (Content)	Physical and human characteristics. Asian biomes and links to climate. Rainforest characteristics in India. Population distribution and policy in Asia. Reading population pyramids. Culture in China. Globalisation and its influence in China. Trans National Corporations in Asia.	Knowledge Importance of earth- the origins of the planet, systems that support life on earth. Factors affecting climate- earths tilt, ocean currents, maritime/continentality. Causes of climate change- natural. Past variations in climate- Ice Age to present Enhanced Greenhouse effect- Causes of climate change- human- fossil fuels, agriculture, land use change, cement (resource use). Global and UK effects of climate change. Energy Resources non-renewable and renewable. Sustainability and Management of Climate change- GHG reduction.- sustainable homes. Ocean Plastics- causes and effects. Waste and Pollution- e waste in Ghana. Appropriate technology- mobile phones in Kenya, microhydro in Nepal. Skills Extracting information from videos, analysing more complex		Knowledge Earths Structure and Geological Timescales Wegener and Pangaea, convection currents and plate movement Distribution of boundaries, earthquakes and volcanoes Types of crust 4 types of plate boundaries- destructive, constructive, collision and conservative. Features and processes Tectonic Hazards Volcanoes Tectonic Hazards- Earthquakes Management of tectonic hazards- earthquakes, measurement and adaptation.	Urban Issues- Global patterns of urban change. Factors affecting urbanisation Megacities Case study of an LIC city- Lagos, Nigeria- characteristics, opportunities and challenges, urban planning. Case study of a UK city- Birmingham, location and importance, impacts of migration, opportunities and challenges. An example of an urban regeneration project- Longbridge, Birmingham City Centre. Sustainable urban living- transport, buildings, green spaces, waste.	

		graphs and maps. Numeracy, calculating Fieldwork- how sustainable is my neighbourhood.		Management of volcanic hazards- prediction, adaptation Climatic Hazards – hurricanes, features and formation Distribution of hurricanes Effects of a named hurricane- social, economic, environmental. GIS hazard management Skills Use of more advanced GIS, ArcGIS. World atlas maps, analysing sounds, model making.		
Assessment	Glaciation examination	Environmental Issues examination				
Cross Curricular Links	Science- rock cycle, weathering Y8 2 nd half. Maths- numeracy, graphicacy line graphs Y8 Spring 1.	Science- climate change, Y7 Matter unit, magnetism, Earth and Beyond Y7, Y8 energy and resources –renewables. Y9 Using resources. Maths comparative bar charts Y8 spring 1. Maths- Year 8 Summer 2 data handling.		Science Rock cycle and weathering Y8.		DT sustainable materials, transport.
SMSC, British Values, Cultural Capital	Spiritual Learning about the surrounding world, social diverse viewpoints and engagement with others and acceptance of differences. Understanding the culture that makes up our society and that of others.		Spiritual Learning about the surrounding world, ethical issues, global community.	Ethical issues, spiritual, learning about surroundings, explore experiences, moral, understand consequences.	Spiritual Learning about the surrounding world	Spiritual Learning about the surrounding world, ethical issues such as inequality, global community.
CEIAG	National parks ranger, landscape manager, conservation, tourism officer, sustainability consultant.	Green industry energy, transport, housing, ,	Building design, sustainable energy, risk management	Risk management	Town and transport planning, surveyor, urban design,	Debate, social awareness, planning,
Learning outside the classroom	Photograph analysis, research, comprehension task.	Sustainable neighbourhood fieldwork. Calculate carbon footprint, climate change reading.		Design an earthquake proof building. Research effects of tectonic hazards.		
Additional Subject Specific Information						