

KS3 Geography Curriculum Mapping 2025-2026

Year 7 3 hours per fortnight						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Topic: How to be a Geographer	Topic: Nepal	Topic: Rivers	Topic: The Middle East	Topic: Coasts	Topic: Resources
Knowledge and skills (Content)	Lessons and Key Questions: <ol style="list-style-type: none"> What is Geography? How do we use an atlas to find out about our world? What are the main features of Europe? What are the physical features of the British Isles? What are the human features of the British Isles? How do we find local features on a map? How do we show local features on a map? What is GIS? Fieldwork – map skills on the school site Assessment <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p>	Lessons and Key Questions: <ol style="list-style-type: none"> Where is Nepal? How does the climate of Nepal affect people's lives? What challenges do Nepal's forests face? How do people make money in Nepal? How does tourism affect Nepal? Why do people choose to live in Kathmandu? Why are there earthquakes in Nepal? What was the impact of the Gorka earthquake? Assessment <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p>	Lessons and Key Questions: <ol style="list-style-type: none"> What is the Water Cycle? What work do rivers do? What are the features of a drainage basin? What are the features of a river's upper course? What are the features of a river's middle and lower courses? How are rivers important to people? What causes rivers to flood? What are the effects of flooding? How can flooding be managed? Assessment <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p>	Lessons and Key Questions: <ol style="list-style-type: none"> Where is the Middle East? How does the climate of the Middle East cause challenges for people? Why is the Middle East a major economic region? How has the United Arab Emirates developed? Why is Yemen the least developed country in the Middle East? Why is there conflict in the Middle East? What have been the global consequences of the war in Syria? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p>	Lessons and Key Questions: <ol style="list-style-type: none"> What are waves? What types of weathering and erosion take place on the coast? What landforms are created by coastal erosion? How does sediment move along the coastline? How does deposition change the coastline? How are people affected by coastal erosion? How can people respond to coastal erosion? What is a tsunami? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p>	Lessons and Key Questions: <ol style="list-style-type: none"> How are rocks and minerals used as a natural resource? How do forests provide natural resources? Is there enough water for human needs? How does the River Dane generate electricity? Should a BESS be built on Carrs Farm?
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 History unit on the Making of the UK (eg. by looking at key human geographical features).	This unit introduces several key concepts (plate tectonics, industry, biomes etc.) which will be developed in later stages of KS3 Geography.	Supports knowledge covered in Science, eg. on the water cycle.	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.	Develops knowledge (eg. of erosion, transportation and deposition) covered in the rivers unit.	Provides a groundwork for some topics covered later in KS3 (eg. renewable energy is covered in depth in Year 9).
SMSC, British Values, Cultural Capital	Develops student understanding of their own country and their own local area, and its place in a	Students develop their understanding of different cultures around the world.	Develops understanding of the local area, eg. features on the River Dane.	Develops awareness of different cultures. Addresses topical issues such as Cross-Channel	Develops understanding of features of the British coastline.	Develops understanding of topical environmental issues, which are currently featuring the

	wider setting.			migration and the causes of this.		news (eg. BESS sites). Also develops awareness of the local area.
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	<p>Core Homework:</p> <ul style="list-style-type: none"> Revision for How to be a Geographer assessment <p>No other homework is set for this unit as Y7 only complete English and Maths homework in their first month at CHS.</p> <p>Students undertake fieldwork, applying their map skills to the school site.</p> <p>Students will also complete a Core Assessed Task (CAT) on map skills and describing what a map extract shows.</p>	<p>Core Homeworks:</p> <ol style="list-style-type: none"> Literacy – learn key spellings followed by a test. Online knowledge quiz Revision for assessment <p>Students will also complete a Core Assessed Task (CAT) on the impact of tourism on Nepal.</p>	<p>Core Homeworks:</p> <ol style="list-style-type: none"> Literacy – learn key spellings followed by a test. Online knowledge quiz Revision for assessment <p>Students will also complete a Core Assessed Task (CAT) on the causes of the Boscastle floods.</p>	<p>Core Homeworks:</p> <ol style="list-style-type: none"> Literacy – learn key spellings followed by a test. Online knowledge quiz Revision for assessment <p>Students will also complete a Core Assessed Task (CAT) on the impact of tourism on the reasons for Yemen being the least developed country in the Middle East.</p>	<p>Core Homework:</p> <ol style="list-style-type: none"> Revision activities to prepare for the summer SAS examination. 	

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)	Russia	Map Skills – Ordnance Survey maps	Population, Economy and Development		Weather and Climate	Coasts
Knowledge and skills (Content)	Major physical landscape features. Climate zones and the factors affecting them Biomes- boreal forest, tundra) including adaptations and plants and animals and threats from humans, population (pyramids) and migration in Russia, the processes that affect these patterns, linked to urbanisation, Economy of Russia- sectors and major industries, links to politics and corruption. Energy resources (gas) and the impacts on levels of development, basic geopolitics and energy- the reliance of Europe on Russian energy. Introduction to GIS theory. Skills Use of latitude and longitude, analysing climate graphs- line and bar, reading and comprehension, extracting information from videos, cooperative learning, atlas and thematic mapping.	Knowledge of the local area. Symbols- recognise a range of point line and area symbols, Direction- use the 8 point compass, Distance measure distance in straight lines and wiggly routes, Height understand contour patterns- steep, gentle, valleys, 4 and 6 figure grid references. Describing routes using a combination of OS map techniques. Basics of GIS- ArcGIS- searching, using measurement and drawing tools, layers, creating a story map	Key physical and human features of Middle East and Africa. Principles of population- distribution-world, Africa, Middle East regions, History and Geopolitics in the Middle East- Syria and Israel Palestine conflict. UK, Birth rate and death rate and factors that affect these. Population pyramids, migration- push and pull factors. Economic Sectors, how the economy is measured, trade links, principles of globalisation. Features of the UK economy. Causes of inequality in the world- colonialism, slave trade, distribution of resources, environmental determinism. Migration as a consequence of inequality. Syria case study. Economic structure in Nigeria- comparison with UK, links between economy and other nations e.g. Nepal- cement trade, building transport infrastructure- China. Basics of urban growth- how birth rate and death rate differ. Migration to cities, site and situation theory with Lagos as a case study. Reducing the development gap types of aid Case study of Riders for Health. Malaria- Kenya, causes and management. Skills Interpreting population pyramids. Analysing models- demographic transition model. Thematic maps of Africa and Middle East.		Knowledge How are people affected by weather? Measuring the weather- key instruments. Weather fundamentals- water cycle-formation and types of rainfall. Air masses, depressions- How UK location and characteristics create our climate. Microclimates-fieldwork, World climates- factors that affect the climate zones and seasons. Skills Drawing and reading climate graphs. Extracting information from videos, fieldwork skills- collect data, present results, analyse and draw conclusions.	Knowledge Links to water cycle and rock cycle. Coastal processes and landforms- include rock types. Link then to rock types- sedimentary. Coastal erosion and its impacts. Coastal Landforms of erosion and deposition. Management of coasts Coastal hazards Typhoon Haiyan. Japanese tsunami. Skills OS map reading, photo analysis, cooperative learning,
Assessment	Russia examination	OS map examination	Development examination		SAS examination	
Cross Curricular Links	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.	Maths coordinates- Y8 Autumn 2. Y9 Autumn 2. Direction – Maths year 8 and Year 10 spring term. Scale- maths- Year 8 Autumn 1 ratio maps, Autumn 1 Y10. ICT use of GIS software.	History, Politics, Maths- population pyramids- GCSE Stats Y10,		Science- climate change across KS3 and 4, Y9 ecology fieldwork skills, Maths- line graphs, histograms Y8 spring 1. Year 8 Summer 2 data handling.	Science- Y8 rocks, erosion and weathering.
SMSC, British Values, Cultural Capital	Moral and ethical elements of energy and resource exploitation. Spiritual-learning about surroundings.	Spiritual Learning about the surrounding world	Spiritual Learning about the surrounding world	Spiritual Learning about the surrounding world. Ethical views on aid, causes of uneven development.	Spiritual Learning about the surrounding world	Spiritual Learning about the surrounding world, moral ethical views on allowing or preventing coastal erosion.
CEIAG	Meteorologist, green jobs, politics/government, international trade, conservation,	Cartographer, GIS operator, Government civil service, flood manager, forestry.	International aid worker, politics/government, international trade, healthcare,	Debate, social awareness	Risk management, meteorologist, scientific research, climate change	Risk management, engineering, landscape management, tourism, conservation.
Learning outside	Research a plant or animal from	Orienteering. Applied map	Comprehension on Nigerian company, understanding lives of		Microclimate fieldwork. Imagine	Revision techniques for SAS

the classroom	tundra or Taiga ecosystem. Comprehension on life in Yakutsk. Knowledge quiz.	skills tasks.	others by creating a social media profile of a migrant.		and plan the journey of a drop of water. Comprehension article on depressions. Make a weather instrument.	exams. Photo analysis tasks.
Additional Subject Specific Information						

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 graphs and maps. Numeracy, calculating Fieldwork- how sustainable is my neighbourhood.		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. 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.	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.	
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						