

KS3 & 4 Geography Curriculum Overview

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Curriculum Intent

Our geography curriculum is designed to develop curious, critical and informed students who can think geographically about the world. Students build secure knowledge of places, processes and key concepts such as sustainability, inequality and interdependence, while developing the ability to enquire, analyse, evaluate and communicate effectively. Through sequenced learning, fieldwork and enquiry, students' progress from acquiring knowledge to applying and evaluating it in real-world contexts.

Year 7	Core Knowledge	Procedural Knowledge
Autumn	Fantastic Places	Students develop key geographical skills by classifying geography, using map skills (grid references, scale, contour lines), and following the enquiry process to collect, present, analyse and evaluate data. They apply core concepts such as sustainability, interdependence and climate change to real-world situations, interpret different viewpoints, and make evidence-based judgements using accurate geographical terminology.
Spring	Geography of the UK	Students use maps, graphs and data to describe and explain the UK, including creating and interpreting choropleth maps, climate graphs and population pyramids, and analysing patterns. They apply map and atlas skills to describe location and explain how physical geography influences population distribution, while interpreting data on population, migration and regional differences. Students also analyse evidence from case studies to evaluate urban change and regeneration, making evidence-based judgements about sustainability using accurate geographical terminology.
Summer	Climate Zones & Ecosystems	Climate Zones & Ecosystems Students develop geographical skills by locating places using latitude, longitude and map skills, and by interpreting global patterns of climate zones from the equator to the poles. They analyse processes such as global atmospheric circulation, rainfall and energy transfer to explain climate patterns, and use climate graphs to interpret data. Students apply their understanding to ecosystems by analysing food webs, interdependence and nutrient cycles, and explaining how plants and animals adapt to different environments. They also make links between climate and ecosystems, using evidence to explain patterns, processes and sustainability, while communicating their ideas using accurate geographical terminology. How do Oceans Shape our Planet Students develop geographical skills by locating and interpreting the distribution of the world's oceans, major ocean currents and coastal environments using a range of maps, atlases and digital

		mapping tools. They analyse physical processes such as ocean circulation, wave action and the transfer of heat around the planet to explain how oceans influence weather and climate. Students interpret a variety of geographical data, including ocean current maps, climate graphs and satellite imagery, to identify patterns and relationships. They investigate how oceans support diverse ecosystems and human activities, examining concepts such as interdependence, resources and environmental change. Students also explore the connections between oceans and people by analysing the causes and consequences of issues such as pollution and climate change, using evidence to construct geographical explanations and communicate their understanding using accurate geographical terminology.
Year 8	Core Knowledge	Procedural Knowledge
Autumn	Tectonic Hazards Dynamic Population	Tectonic Hazards Students develop geographical skills by locating places using latitude, longitude and map skills, and by interpreting global patterns of climate zones from the equator to the poles. They analyse processes such as global atmospheric circulation, rainfall and energy transfer to explain climate patterns, and use climate graphs to interpret data. Students apply their understanding to ecosystems by analysing food webs, interdependence and nutrient cycles, and explaining how plants and animals adapt to different environments. They also make links between climate and ecosystems, using evidence to explain patterns, processes and sustainability, while communicating their ideas using accurate geographical terminology. Dynamic Population Students develop geographical skills by interpreting population data using graphs such as population pyramids and models like the Demographic Transition Model to explain changes in birth rates, death rates and natural increase. They analyse global population distribution using maps and case studies (e.g. China), explaining patterns through physical and human factors, and apply concepts such as development, governance and sustainability. Students also investigate migration by assessing push and pull factors, and evaluate the impacts of population change and movement (social, economic and environmental), making evidence-based judgements using accurate geographical terminology
Spring	Climate Crisis	Students develop procedural knowledge by interpreting and analysing climate data (e.g. graphs and long-term evidence) to explain change over time. They construct and annotate diagrams such as the carbon cycle and greenhouse effect, and use models to describe relationships between carbon and temperature. Students categorise causes, impacts and responses, apply case studies (e.g.

		the UK and Marshall Islands), and evaluate mitigation and adaptation strategies, making evidence-based judgements using accurate geographical terminology.
Summer	Sustainable Rainforests Rivers & Flooding	Sustainable Rainforests Students develop procedural knowledge by using maps and climate graphs to describe the location and climate of tropical rainforests, and by explaining processes such as convectional rainfall. They analyse and interpret diagrams to explain rainforest structure, adaptations and interdependence, and apply the carbon cycle to understand the impacts of deforestation. Students investigate causes and consequences of rainforest change using case studies (e.g. the Congo Basin), categorise impacts, and evaluate different perspectives on rainforest use, including indigenous communities. They also make evidence-based judgements about sustainability by comparing strategies such as national parks and other solutions, using accurate geographical terminology throughout. Rivers & Flooding Students develop procedural knowledge by interpreting and analysing diagrams and models (e.g. the water cycle, drainage basins and Bradshaw's Model) to explain how rivers change from source to mouth. They apply understanding of geomorphic processes (erosion, transportation and deposition) to explain the formation of river features and landforms, and use geographical terminology accurately. Students analyse maps and data to explain how physical factors (e.g. slope, geology, vegetation) influence drainage basins and flood risk, and apply this to real-world contexts such as Sheffield. They categorise and evaluate the impacts of flooding and compare management strategies (hard vs soft engineering), making evidence-based judgements about effectiveness and sustainability
Year 9	Core Knowledge	Procedural Knowledge
Autumn	Unequal Development Climatic Hazards	Unequal Development Students develop procedural knowledge by interpreting and analysing development indicators (e.g. HDI, life expectancy, income and education) to compare levels of development and classify countries (ACs, EDCs, LIDCs). They use models such as Rostow's and Clarke-Fisher to explain how development changes over time, and analyse patterns of inequality at global and local scales (e.g. within the UK). Students apply the geographical enquiry process through fieldwork to collect, present and evaluate data on inequality, using both primary and secondary sources. They also evaluate strategies to reduce inequality (e.g. large-scale projects like dams), analyse different viewpoints, and make evidence-based judgements about development, sustainability and future global challenges using accurate geographical terminology

		Climatic Hazards Students develop procedural knowledge by interpreting data and case studies to explain the causes and impacts of climatic hazards such as tropical storms and droughts. They analyse models and scales (e.g. the Saffir-Simpson scale) to assess hazard intensity, and apply understanding of processes (e.g. storm formation, enhanced greenhouse effect) to explain patterns and future risk. Students compare case studies (e.g. Cyclone Idai and Hurricane Ian) to evaluate how levels of development influence impacts and responses, and categorise effects and responses (primary/secondary, short-term/long-term). They also make evidence-based judgements about mitigation, preparedness and the role of human activity in increasing hazard risk, using accurate geographical terminology throughout
Spring	Geography of Conflict	Students develop procedural knowledge by analysing maps, data and case studies to explain the causes and impacts of conflict at different scales. They interpret and compare case studies (e.g. Israel/Palestine, Ukraine, Syria, DRC) to identify patterns, causes (e.g. resources, politics, history) and consequences, and categorise impacts as short/long term and social, economic and environmental. Students evaluate different viewpoints and stakeholders, including the role of resources such as water, and assess how conflict influences development and migration. They also apply geographical thinking to examine refugee movements and global responses, making evidence-based judgements about causes, impacts and possible solutions using accurate geographical terminology.
Summer	Frozen Planet	Students develop procedural knowledge by analysing maps and data to explain the distribution of ice based on factors such as latitude, altitude and albedo. They interpret diagrams and models to explain glacial processes, including movement, erosion (plucking and abrasion) and deposition, and apply these to explain the formation of landforms such as corries, U-shaped valleys and moraines. Students use timelines and evidence to explain glacial and interglacial cycles, and analyse how environmental and physical processes interact over time. They also evaluate opportunities and challenges of living in glaciated environments and assess human impacts, making evidence-based judgements about sustainability and environmental change in places such as Antarctica using accurate geographical terminology
KS4 - Y10	Core Knowledge	Procedural Knowledge
Autumn	Landscapes of the UK	Students analyse maps, photographs and cross-sections to explain how geomorphic processes shape UK landscapes, applying models to interpret coastal and river change. They use data to identify patterns of erosion and deposition, evaluate management

		strategies, and make evidence-based judgements about sustainability.
Spring	Ecosystems of the Planet	Students interpret biome maps and climate data to explain global ecosystem distribution, and use models (e.g. nutrient cycles) to analyse interactions. They evaluate causes and impacts of ecosystem change and assess management strategies, applying geographical concepts to unfamiliar contexts.
Summer	Physical Fieldwork People of the UK	Physical Fieldwork Students follow the enquiry process to investigate physical environments, including forming hypotheses, collecting primary data, and presenting results using graphs and maps. They analyse patterns, evaluate reliability, and draw evidence-based conclusions. People of the UK Students follow the enquiry process to investigate physical environments, including forming hypotheses, collecting primary data, and presenting results using graphs and maps. They analyse patterns, evaluate reliability, and draw evidence-based conclusions.
KS4 - Y11	Core Knowledge	Procedural Knowledge
Autumn	Human Fieldwork UK Environmental Issues	Human Fieldwork Students design and carry out enquiries into human geography issues, collecting and presenting data (e.g. surveys, maps), identifying patterns, and evaluating findings. They assess the success of methods and present justified conclusions. UK Environmental Issues Students analyse data and case studies to explain causes and impacts of environmental challenges (e.g. flooding, energy). They compare management approaches and make informed decisions about sustainability and future solutions.
Spring	People of the Planet	Students interpret global datasets to explain development, population and migration patterns. They apply models and compare countries, evaluate strategies to reduce inequality, and make evidence-based judgements about global issues.
Summer	Environmental Threats to the Planet	Students analyse evidence to explain causes and impacts of global hazards and climate change, interpret trends and projections, and evaluate mitigation and adaptation strategies. They make informed judgements about risk, resilience and sustainability.
KS5 - Y12	Core Knowledge	
Autumn	Changing Spaces Making Places Glaciated Landscapes	Changing Spaces Making Places Students analyse qualitative and quantitative data (e.g. census data, GIS, lived experience) to interpret how places are perceived and represented. They compare case studies at different scales, evaluate stakeholder perspectives, and make evidence-based judgements about inequalities, regeneration and place-making. Glaciated Landscapes Students interpret maps, cross-sections and models to explain

		glacial processes and landform development over time. They analyse spatial patterns, evaluate evidence for landscape change, and apply process understanding to unfamiliar glaciated environments.
Spring	Earth Life Support Systems	Students analyse global systems (water and carbon cycles) using models, datasets and feedback mechanisms to explain interconnections. They interpret trends, evaluate human impacts at multiple scales, and make informed judgements about sustainability and future management.
Summer	Non Examined Assessment Global Migration	NEA Coursework Students independently design and conduct a geographical investigation, including formulating research questions, collecting and presenting primary and secondary data, and applying appropriate analytical techniques. They critically evaluate methods, uncertainties and conclusions to produce a structured, evidence-based report. Global Migration Students interpret data and case studies to analyse migration flows and patterns at global, national and local scales. They evaluate causes, impacts and governance strategies, comparing viewpoints and making justified judgements about the consequences of migration.
KS5 - Y13	Core Knowledge	Procedural Knowledge
Autumn	Human Rights	Students analyse and interpret socio-economic and geopolitical data to assess variations in human rights across the world. They evaluate the role of governments and organisations, compare case studies, and make evidence-based judgements about development, governance and inequality.
Spring	Hazardous Earth Disease Dilemmas	Hazardous Earth Students interpret hazard data, models and trends to explain the distribution, causes and impacts of tectonic and climatic hazards. They evaluate risk, vulnerability and resilience, compare responses, and make reasoned judgements about hazard management strategies. Disease Dilemmas Students analyse spatial and temporal data to explain the spread of infectious and non-infectious diseases. They evaluate factors influencing disease distribution, compare responses at different scales, and make evidence-based decisions about prevention, control and management strategies.
Summer	Revision	
Homework Homework is set regularly to consolidate and extend learning. At KS3, it focuses on retrieval practice and applying knowledge through quizzes and retrieval tasks. At KS4 and KS5, homework increasingly focuses on exam practice, revision and extended enquiry. This supports long-term retention, independence, and preparation for assessment.		

Assessment

Assessment is both diagnostic and summative, designed to reflect exam-style expectations. At KS3, there is a gradual progression from knowledge recall (AO1) towards greater application, analysis and evaluation. Assessments include a range of question types (multiple-choice, short answer and extended writing) and interleave content over time. Feedback is timely and used to address misconceptions and improve future performance.

At Key Stage 4, assessment is explicitly aligned with OCR GCSE Geography assessment objectives:

- AO1 (15%) - Demonstrate knowledge of locations, places, processes and environments
- AO2 (25%) - Demonstrate geographical understanding of concepts and processes
- AO3 (35%) - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues

Links to Personal Development

Geography supports students' personal development by helping them understand global challenges such as climate change, inequality and sustainability. Students develop critical thinking, empathy and the ability to consider different perspectives. Fieldwork and enquiry build resilience, independence and confidence, while discussion and extended writing support communication skills.

How is my knowledge further developed through each key stage?

Key Stage 3 (Years 7-9)

Students develop a secure foundation of core knowledge, including places, locations, and key physical and human processes. They are introduced to key concepts such as sustainability, inequality and interdependence. Learning is highly scaffolded, with a focus on building confidence in using geographical vocabulary, basic map and data skills, and beginning to explain patterns and processes through guided enquiry.

Key Stage 4 (Years 10-11)

Students deepen and apply their knowledge through the GCSE curriculum. They use case studies with increasing precision, apply their understanding to unfamiliar contexts, and develop the ability to analyse, interpret and evaluate information. There is a strong focus on constructing extended written responses, making reasoned judgements, and linking ideas across topics. Fieldwork knowledge is also embedded and applied in exam contexts.

Key Stage 5 (Years 12-13)

Students become independent and critical geographers, engaging with complex concepts, systems and global debates. Knowledge is synthesised across topics and scales, with a strong emphasis on evaluation and judgement. Students undertake independent enquiry (NEA), critically engage with different perspectives, and construct well-supported arguments using evidence. By this stage, students can confidently apply their knowledge to real-world issues and think geographically at an advanced level.