



Key Stage 3 Geography: Curriculum Map

This table outlines the progression of knowledge and skills for each topic across Years 7, 8, and 9, incorporating practical fieldwork experiences.

Topic	Knowledge Covered	Skills Developed	How It Is Assessed
YEAR 7			
Geography Basics & Cartography	<ul style="list-style-type: none"> • Location of the world's continents and countries. • How to use the 8 points of a compass. • How to find locations using 4 and 6-figure grid references. • How contour lines represent relief on a map. • Interpretation of standard Ordnance Survey (OS) map symbols. • The concepts of latitude and longitude. 	<p>Cartography: Applying all listed map skills to read and interpret a variety of maps.</p> <p>Use of Key Terms: Defining and using fundamental terms like continent, country, compass point, grid reference, contour, symbol, latitude, and longitude.</p>	<p>End of unit assessment: Create your own treasure map. Combines all the skills with independent work on a working treasure map.</p>
Population	<ul style="list-style-type: none"> • How to read and interpret age-sex population pyramids. • Social, economic, and political reasons for changing birth and death rates. • The purpose and impact of pro-natalist and anti-natalist policies. 	<p>Diagrams: Interpreting and drawing conclusions from population pyramids.</p> <p>Extended Writing: Explaining the factors that cause population structures to change over time.</p> <p>Real World Examples: Analysing case studies of countries with different population policies (e.g., China, France).</p>	<p>Presentation about a pro or anti-natal population policy of choice. Develops digital literacy and public speaking as well as understanding of content.</p>

<p>Rivers</p>	<ul style="list-style-type: none"> • The key processes: erosion, transportation, and deposition. • The formation of characteristic landforms in the upper, middle, and lower course of a river (e.g., waterfalls, meanders, ox-bow lakes). • The difference between hard and soft engineering management strategies. 	<p>Diagrams: Drawing and annotating diagrams to explain the formation of river landforms. Extended Writing: Describing river processes and evaluating management strategies. Real World Examples & Fieldwork: <ul style="list-style-type: none"> • Applying knowledge to a case study of a managed UK river. • River Lele Field Trip: Students conduct primary data collection, measuring river width, depth, velocity, and gradient, and record their findings in a fieldwork research booklet. </p>	<p>Fieldtrip project is the end of unit assessment. Combines knowledge from rivers unit with cartography.</p>
<p>Atmosphere & Weather</p>	<ul style="list-style-type: none"> • The concept of air pressure and its effect on weather. • The formation of relief, frontal, and convectional rainfall. • How to read and interpret a basic weather forecast and synoptic chart. • Recognition and use of standard weather symbols. 	<p>Diagrams: Drawing annotated diagrams to explain the three types of rainfall. Cartography: Interpreting weather maps and synoptic charts using symbols to describe weather patterns. Use of Key Terms: Defining and using terms like high pressure, low pressure, front, and convection.</p>	<p>Short presentation about weather forecasting.</p>

Topic	Knowledge Covered	Skills Developed	How It Is Assessed
YEAR 8			
Hazards	<ul style="list-style-type: none"> • The internal structure of the Earth (crust, mantle, core). • The role of convection currents in driving plate movement. • The characteristics and processes at constructive, destructive, and conservative plate margins. • The formation and features of volcanoes. • How earthquakes are measured using the Richter and Mercalli scales. 	<p>Diagrams: Drawing and labelling cross-sections of the Earth and different plate margins.</p> <p>Extended Writing: Explaining the relationship between convection currents, plate tectonics, and the occurrence of hazards.</p> <p>Real World Examples: Analysing case studies of a volcanic eruption and an earthquake, comparing their effects on countries at different levels of development.</p>	End of unit assessment containing MCQ and short-answer questions about the content.
Climate Change	<ul style="list-style-type: none"> • The science of the enhanced greenhouse effect. • The human and physical causes of climate change. • Mitigation strategies (reducing the cause) and adaptation strategies (responding to the effects). 	<p>Diagrams: Creating annotated diagrams to explain the greenhouse effect.</p> <p>Extended Writing: Explaining the causes of climate change and evaluating the effectiveness of different management strategies.</p> <p>Use of Key Terms: Differentiating between 'mitigation' and 'adaptation'.</p> <p>Real World Examples & Fieldwork:</p> <p>Pokhara Humanities Trip: Students investigate the real-world application of geography by conducting land-use mapping, using questionnaires to gather public opinion, and analysing the impacts of tourism.</p>	Written project which details how to solve climate change using new technology.

<p>Ecosystems</p>	<ul style="list-style-type: none"> • The location and climatic characteristics of major global biomes (e.g., tropical rainforest, hot desert). • The difference between weather and climate. • How to construct and interpret climate graphs. • The characteristics of a tropical rainforest ecosystem (climate, soil, plants, animals). • The principles of sustainable development in managing ecosystems. 	<p>Cartography: Describing the global distribution of biomes from a world map. Diagrams: Constructing and analysing climate graphs to compare different biomes. Extended Writing: Describing the characteristics of the rainforest and explaining methods of sustainable management. Real World Examples: A case study of sustainable rainforest management.</p>	<p>End of unit assessment containing MCQ and short-answer questions about the content.</p>
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Topic	Knowledge Covered	Skills Developed	How It Is Assessed
YEAR 9			
Development	<ul style="list-style-type: none"> • Different indicators used to measure development (e.g., GNI per capita, literacy rate, life expectancy). • The physical, economic, and historical causes of uneven development. • The components and purpose of the Human Development Index (HDI). • The Clark-Fisher model of changing employment structures. • The role of Fair Trade in reducing the development gap. 	<p>Use of Key Terms: Defining and applying a range of development indicators. Extended Writing: Explaining the complex and varied causes of global inequality. Real World Examples & Fieldwork: Comparing development data across different countries. ROKPA NGO Field Trip: Students learn directly about the role of NGOs in development, providing a detailed, practical case study.</p>	<p>End of unit assessment containing MCQ and short-answer questions about the content.</p> <p>Also ROKPA presentation detailing critical analysis of the NGO as well as creation of their own NGO plan to solve an issue in Kathmandu.</p>
Coasts	<ul style="list-style-type: none"> • The difference between constructive and destructive waves. • The formation of coastal landforms of erosion (e.g., headlands, bays, stacks) and deposition (e.g., beaches, spits). • Hard and soft engineering strategies for managing coastal erosion and flooding. 	<p>Diagrams: Drawing and annotating diagrams to show the formation of key coastal landforms. Extended Writing: Explaining how coastal processes create landforms and evaluating the costs and benefits of different management strategies. Real World Examples: A case study of a specific stretch of coastline to identify its landforms and management.</p>	<p>End of unit assessment containing MCQ and short-answer questions about the content.</p>
Migration	<ul style="list-style-type: none"> • The concepts of push and pull factors that cause people to move. • The positive and negative consequences of migration for both the 	<p>Extended Writing: Explaining the causes of migration and analysing its consequences from multiple perspectives. Use of Key Terms: Differentiating between push/pull factors, immigrant/emigrant, and host/source country. Real World Examples: Analysing a specific</p>	<p>Co-curricular project that ends with a devised piece in Drama where students combine knowledge from Geography,</p>

	host country and the source country.	international migration route to understand its causes and effects.	History and Drama.
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