

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	Geography Share Point > Staff Resources > KS3 > - Year 7
Curriculum intent and rationale:	At John Port Spencer Academy, our Geography curriculum is carefully designed and sequenced to be ambitious, inclusive, and knowledge rich. We aim to develop confident, articulate, and culturally aware students of Geography who: • Explore and appreciate the physical and human processes that shape the Earth’s landscapes, environments, and societies. • Develop a sense of place and scale, understanding local, national and global connections. • Foster curiosity and critical thinking about social, economic and environmental challenges facing the world today, such as climate change, urbanisation, and resource management. • Recognise the opportunities that the world offers alongside challenge, such as economic development, cultural exchange, and innovation. • Encourage students to become responsible global citizens who can make informed decisions about sustainable futures. • Build key geographical skills including map reading, data interpretation, enquiry, and fieldwork. • Promote independent learning and the ability to analyse complex information, communicate findings clearly, and evaluate evidence. Curriculum Organisation: Students are taught in mixed ability classes. Students have 1 lesson of Geography a week with the same teacher.
National Curriculum Links:	Students follow the KS3 Geography National Curriculum and in year 7 cover the following: • Understanding, using detailed-place based exemplars at a variety of scales, the key processes in physical geography relating to rocks, weathering, weather, climate and coasts • Understanding, using detailed-place based exemplars at a variety of scales, the key processes in human geography relating to population, urbanisation, international development and economic activity in primary, secondary, tertiary and quaternary sectors. • Understanding how human and physical processes interact to influence, and change landscapes, environments and climate; and how human activity relies on effective functioning of natural systems. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • Interpreting Ordnance Survey maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined>

By the end of the year students will know:

Half Term 1-2	Half Term 2-3	Half Term 4-5	Half Term 5-6
Introduction to Geography Students will learn key knowledge about: • Physical and human geography • Pillars of sustainability • Continents and oceans • Longitude and latitude • Grid references • Contour lines • OS map symbols Students will learn key skills including: • Understanding and differentiating between physical and human geography, and providing examples of each. • Identifying and locating the world’s continents and oceans using maps and globes. • Interpreting and applying lines of longitude and latitude to find global locations.	Industry and Development Students will recap, retrieve and build on key knowledge and skills from half term 1-2. Students will learn key knowledge about: • Employment sectors • Employment change in HICs, NEEs and LICs • Globalisation – where did the UK factory jobs go • Measuring development of countries • Reasons for the development gap • How countries escape poverty • Sustainable development goals Students will learn key skills including: • Identifying and describing the different employment sectors (primary, secondary, tertiary, quaternary) and the types of jobs found in each.	Weather and Climate Students will recap, retrieve and build on key knowledge and skills from half term 1-3. Students will learn key knowledge about: • Difference between weather and climate • Low pressure and high pressure systems • Types of rainfall and clouds • Extreme weather in the UK • Climate zones of the world • Difference between tropical storms and tornadoes • UK climate • Microclimate • Fieldwork enquiry Students will learn key skills including: • Explaining the difference between weather and climate and describing key features of each.	Coasts Students will recap, retrieve and build on key knowledge and skills from half term 1-4. Students will learn key knowledge about: • Importance of the coastline • Coastal geology and processes • Holderness coastline erosion and impacts • Erosional landforms – OS map skills • Transportation and depositional landforms • Coastal management strategies Students will learn key skills including: • Understanding the importance of coastlines for people, wildlife, and the environment. • Explaining coastal geology and key processes such as erosion, transportation, and deposition.



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- Using 4- and 6-figure grid references to pinpoint locations on maps.
- Reading and understanding contour lines to interpret changes in elevation and landscape features.
- Recognising common OS map symbols and explaining how geography links to the three pillars of sustainability (environmental, economic, and social).

Key terminology:

Continents, contour, economic, environmental, grid reference, human, latitude, location, longitude, oceans, OS map, physical, spot height, social, sustainability

Challenge:

All students are challenged in lessons by encouraging students to apply concepts such as latitude and longitude to real-world map tasks. They are pushed to interpret complex OS maps using symbols, contour lines, and grid references, requiring attention to detail and spatial reasoning. Activities such as locating features using 6-figure grid references or comparing human and physical geography across regions demand critical thinking. Students are also challenged to explain the links between sustainability and geography, including the social, economic, and environmental impacts of human activity. Throughout the lessons, progressively harder tasks and questioning are used to stretch all learners and deepen their understanding.

Misconceptions:

- Confusing latitude and longitude, or thinking one always comes before the other in coordinates.
- Believing human geography only involves cities and buildings, without understanding broader aspects like culture or economy.
- Thinking contour lines show roads or boundaries rather than changes in elevation.
- Assuming all OS map symbols are self-explanatory and not needing to refer to a key or legend.
- Mixing up grid references, especially reversing the order of eastings and northings.
- Viewing sustainability as only an environmental issue, without considering the economic and social pillars.

- Comparing how employment structures change over time in HICs, NEEs, and LICs using data and graphs, and analysing reasons for these shifts.
- Investigating the impact of globalisation, including why UK factory jobs moved abroad and how this affects people and places.
- Using data to measure development (e.g., GDP, literacy rates, life expectancy) and compare the development levels of different countries.
- Explaining causes of the development gap, including historical, environmental, and political factors – justifying the main causes of the development gap.
- Exploring how countries work to reduce poverty through strategies like aid, trade, and achieving the Sustainable Development Goals (SDGs) and assessing the issues around the goals.

Key terminology:

Development, development gap, employment, GDP, globalisation, HICs, industrialisation, life expectancy, LICs, literacy, NEE, primary, quality of life, quaternary, secondary, sustainable development goals, tertiary

Challenge:

All students are challenged in lessons by asking students to analyse complex changes in employment across different countries and economic groups. They must interpret data on development indicators like GDP and life expectancy, which requires critical thinking and numeracy skills. Understanding globalisation involves exploring the reasons behind the movement of factory jobs and its effects on communities, encouraging deeper investigation. Students are also challenged to evaluate the causes of the development gap and consider realistic strategies for countries to escape poverty. Throughout the topic, they engage with real-world issues like sustainable development goals, pushing them to think about long-term solutions and global responsibility.

Misconceptions:

- Believing that all jobs in LICs are in the primary sector and ignoring the growth of secondary or tertiary jobs.
- Thinking globalisation only benefits rich countries and has no positive effects on developing nations.
- Assuming the development gap is mainly due to laziness or lack of effort by poorer countries.
- Confusing economic measures like GDP with quality of life or happiness.
- Believing sustainable development goals are only environmental and don't address social or economic issues.
- Thinking that once a country starts developing, poverty automatically disappears without ongoing effort or challenges.

- Understanding and interpreting low pressure and high pressure systems and their effects on weather patterns.
- Identifying different types of rainfall and cloud formations, and explaining how they are formed.
- Investigating extreme weather events in the UK and understanding their causes and impacts, assessing their severity
- Recognising and describing the major climate zones of the world, including characteristics of the UK climate and microclimates.
- Comparing and contrasting tropical storms and tornadoes
- Conducting a fieldwork enquiry to collect and analyse weather data.

Key terminology:

Clouds, climate, climate zones, convectional, extreme weather, fieldwork enquiry, high pressure, low pressure, microclimate, rainfall, relief, tornadoes, tropical storms, UK climate, weather, weather patterns

Challenge:

All students are challenged in lessons by requiring students to understand and explain complex weather systems like low and high pressure and their effects. They are encouraged to compare different types of rainfall and clouds, which develops their observational and analytical skills. Investigating extreme weather events in the UK pushes students to think critically about causes and consequences. Students also explore global climate zones and microclimates, which broadens their understanding of diverse environmental conditions. Finally, conducting fieldwork enquiries challenges them to collect, interpret, and present real weather data, applying classroom knowledge to the real world.

Misconceptions:

- Thinking that weather and climate mean the same thing and can be used interchangeably.
- Believing that high pressure always means hot weather and low pressure always means rain.
- Assuming all rainfall is the same and not recognising different types like convectional or relief rainfall.
- Confusing tropical storms and tornadoes, thinking they are the same kind of weather event.
- Believing the UK climate is uniform everywhere, ignoring variations and the concept of microclimates.
- Thinking extreme weather events are rare and don't significantly impact daily life or the environment

- Investigating the causes and impacts of coastal erosion at the Holderness coastline.
- Using OS map skills to identify and interpret erosional landforms like cliffs, arches, and stacks.
- Recognising and describing transportation and depositional landforms, such as beaches and spits.
- Evaluating different coastal management strategies and their effectiveness in protecting coastlines.
- Making decisions on which coastal management strategies are most suitable for a specific coastline

Key terminology:

Arches, beaches, cliffs, coastal geology, coastline, coastal management, deposition, depositional landforms, erosion, erosional landforms, hard engineering, impacts, longshore drift, processes, soft engineering, spit, transportation

Challenge:

All students are challenged in lessons by requiring students to understand complex natural processes like erosion, transportation, and deposition, and how they interact to shape coastlines. They are tasked with identifying and explaining different coastal landforms, which develops their map-reading and observational skills. Analysing the impacts of coastal erosion encourages critical thinking about environmental and human consequences. Students also evaluate various coastal management strategies, weighing the benefits and drawbacks of hard and soft engineering methods. Finally, they are challenged to connect geographical knowledge with real-world issues, considering how communities adapt to and protect vulnerable coastlines.

Misconceptions:

- Thinking that all coastlines erode at the same rate, without considering factors like rock type and wave energy.
- Believing erosion only happens during storms, rather than as a continuous process.
- Assuming longshore drift moves material straight along the coast, instead of in a zigzag pattern.
- Confusing depositional landforms like spits and beaches with erosional landforms such as cliffs and arches.
- Thinking hard engineering solutions always solve coastal problems without any negative effects.
- Assuming soft engineering methods are ineffective because they don't involve large physical structures.



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Previous learning that is particularly relevant:			
The unit links to prior learning in KS2 relating to their basic understanding of physical and human geography, continents, oceans and map skills. It will develop their awareness of sustainability further in this topic introducing more complex ideas about environmental, social and economic impacts.	The unit links to prior learning in KS2 relating to different types of industries and how people earn a living in various places. The concept of trade is introduced in KS2. The knowledge and skills in the first year 7 topic on Introduction to Geography are incorporated into this topic such as continents, sustainability, physical and human geography.	The unit links to prior learning in KS2 relating to different types of weather and how weather affects daily life. Student would have been introduced to some climate zones and weather patterns locally. The previous topic in year 7 on industry and development links to this topic showing how weather and climate affect economic activities. Students will begin to understand why some regions are more developed than others relating to climate-related factors.	The unit links to prior learning in KS2 relating to students identifying coastal features such as beaches and cliffs and how humans use the coastline. Previous topics in year 7 support this unit by students revisiting their understanding of OS maps with contour lines and grid references in the introduction to geography topic. Economic importance of tourism, trade, fishing and factories along coasts. Weather processes are discussed in directly affecting erosion and landform development.
Future Learning: How does content prepare students for future units, Key Stage 4, or Key Stage 5?			
The unit links to future learning in KS3/4/5 where all future topics will use these key concepts and skills such as continents, oceans, latitude, grid references and sustainability, increasing in complexity as students move throughout the key stages.	The unit links to future learning in KS3 relating to all topics across the key stage such as weather and climate (year 7), exploiting resources (year 8) and Africa and Asia topics (year 9). At KS4 students use their knowledge of industries and development in topics such as urban issues, changing economic world and natural hazards. Knowledge is used at KS5 on topics such as globalisation, health, tectonics and the water cycle.	The unit links to future learning in KS3 where students study coasts (year 7) and hydrology (year 8) where this topic links through weathering, rainfall and storm events. Extreme environments in year 8 looks at contrasting climates in polar and hot desert regions. Glaciation is studied in the year 9 topic frozen world. At KS4, the natural hazards topic directly builds on studying weather hazards in more depth (tropical storms, extreme weather and climate change). At KS5 how climate affects glaciation and is the driver force for migration and global inequalities is built upon.	The unit links to future learning in KS3 where students study population and urbanisation in topics in Asia and Africa (year 9) where cities are developed along coasts. In the restless earth topic (year 8) tsunamis are studied and their effects of coastal areas. At KS4 coasts is revisited at GCSE adding more depth and case study detail. At KS5 coasts can link to tectonic hazards along the coasts and how many ports and trade routes are located along the coastline linking to the globalisation and superpowers topic. Students at KS5 may choose to complete their NEA on a coastal location.
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:			
Our curriculum is structured for students to learn more to remember more ensuring that the Key Stage 3 Geography National Curriculum objectives are completed from the topics covered in this year: AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.			
Assessment Strategy - How we know our students are knowing and remembering more – Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.			
Formative: Recall knowledge on key terminology Questioning – methods of participation Homework – knowledge, skills and application based Knowledge organiser low stakes tests Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	Summative (& cumulative) Summative assessments with a combination of pink sheet tasks (on pink paper in books) and assessments in exam conditions. Pink sheet tasks are focused on assessing knowledge and skills. Students will have time to respond to these in follow up development lessons after whole class or individual feedback from teachers. There will be three main summative assessments in exam conditions in HT2, HT4 and HT6. Half Term 1 – Written assessment on Introduction to Geography topic Half Term 2 – Pink sheet on Industry and Development topic Half Term 3 – Written assessment on Introduction to Geography and Industry and Development topics Half Term 4 – Pink sheet on Weather and Climate topic Half Term 5 – Written assessment on Introduction to Geography, Industry and Development and Weather and Climate topics Half Term 6 – Pink sheet on Coasts topic		Opportunities to revisit past learning: Retrieval tasks as part of our Do Now Activity. Tasks will incorporate prior learning to study new learning in lessons. Assessments are cumulative, covering previous topics covered that year. Opportunities for homework (including apps): Students will be set homework weekly focused on tasks on knowledge organisers building on the retrieval of knowledge and practicing the application of skills learnt in lessons. A knowledge organiser will be produced for each topic.
How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?			
Teachers always teach to the top in every lesson ensuring all students, including SEND and disadvantaged can maintain high expectations. Repetition and retrieval practice reinforce key ideas. Students are supported through a variety of strategies including: key vocab lists, structure prompts/sentence starters, model answers and success criteria. Inclusive discussions and a calm, structured classroom environment further ensure that all students can participate and succeed. Teachers will use visual aids such as photographs and videos to support context of topics being taught. We know our students and use seating plans and pupil profiles to support the learning of all. Teachers also adapt lessons and assessments considering specific access arrangements. Teacher will know what strategies will work for specific students they teach.			
Wider Curriculum and Enrichment – cultural capital and real world application			



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Enriching experiences:

- Documentaries shown in lessons and widely available on streaming platforms, e.g. BBC iPlayer and Netflix, to improve their understanding and cultural capital.
- Recommendations of geographical texts provided to students. Display also along department corridor displaying collection recommended.
- Current geographical issues and topics are included in topics, bringing in current events and issues that arise when teaching topics.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement by cultivating a love of learning and curiosity of the world. Students learnt real-world examples that are relevant and inspiring to them. Students are encouraged to ask big questions about the world and given opportunities to explore answers creatively. Fieldwork brings geographical to life through experiences that spark wonder and joy in the natural and human environment.</i>
Progress	<i>We monitor and support progress through building knowledge and skills over time and recognising improvement. Students are shown the 'big picture' of their learning and how the topic fits into prior and future learning in geography. Students are provided with low stake quizzes to allow for retrieval practice to show their improvement in retention of knowledge towards their long-term memory.</i>
Success	<i>We celebrate success by achieving personal and academic goals, building confidence through understanding and application. Students are provided with examples of successful student work breaking down why it is good, using a success criterion to support. All achievements are celebrated from mastering a difficult concept to improved spelling of key words, success is measured on an individual basis as well as overall. Teachers give verbal praise, positive phone calls home, rewards points and department postcards.</i>
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by fostering empathy and ethical understanding in both geographical content and classroom conduct. We integrate debate and reflection into topics such as climate change, global responsibility, resource exploitation, fair trade, urban inequality and housing access. We promote a respectful classroom culture, modelling and expecting active listening, encouragement and fair participation in individual, pair and group work. Geography as subject builds understanding of diverse cultures, environments and people, helping students to care about the world and each other.</i>

Literacy, Oracy and disciplinary language:

Embedding literacy, oracy, and disciplinary language is central to the teaching of KS3 Geography, enabling students to both implicitly (through classroom activities) and explicitly (through assessments) demonstrate their ability to use geographical language accurately by reading, speaking and writing like a geographer.

In Year 7, students build a strong foundation in geographical literacy through:

- Reading Geography**
Students have opportunities to read information in geography from fact files, textbooks and articles in lessons. Teachers as experts will model reading of texts and may ask some students to read as well aloud. Teachers will check students understanding of key terminology (both tier 2 and 3) whilst reading, using visual aids to support their knowledge and understanding.
- Geographical Writing**
Through structured, modelled, and independent writing tasks students develop their ability to write in depth with case study detail where applicable and to make judgements on geographical topics and issues.
- Scaffolded Writing and Extended Responses**
Writing is supported with sentence starters, paragraph structures (e.g., PEEL/PEE), and model answers to help students build confidence and accuracy in geographical writing.
- Vocabulary Development**
Tier 2 academic vocabulary (e.g., "describe," "effects," "evidence") and Tier 3 disciplinary language (e.g., "tertiary," "precipitation," "erosion") are explicitly taught, regularly revisited, and embedded in written and spoken work.
- Oracy and Discussion**
Regular class discussions, debates, and oral rehearsal of arguments help students develop their speaking and listening skills, deepening understanding and encouraging respectful dialogue on geographical issues.
- Glossaries Use of Subject Terminology**
Students are taught to use precise geographical terminology in both speech and writing, helping them to think and communicate like geographers. Students are provided with a glossary of key terms and definitions at the start of each topic in their books to use and refer to.

Cross-curricular opportunities / Opportunities to develop character :

Science

- Introduction to Geography with Map Skills: Understanding Earth's physical features, basic physical geography.
- Industry and Development: Environmental science (impact of industry), renewable energy.
- Weather and Climate: Atmospheric science, climate systems, water cycle.
- Coasts: Coastal ecosystems, erosion processes, marine biology.

Maths

- Introduction to Geography with Map Skills: Coordinates, scale, measurement, data interpretation, grid references.
- Industry and Development: Statistical analysis of economic data, graphs, charts.
- Weather and Climate: Interpreting climate graphs, temperature data, probability of weather events.
- Coasts: Measuring distances, angles (wave approach), data analysis of coastal changes.

English

- Introduction to Geography with Map Skills: Writing descriptions of places and landscapes, report writing.
- Industry and Development: Writing explanations and evaluations about development issues.
- Weather and Climate: Report writing on weather events, descriptive writing about climate.
- Coasts: Narrative and explanation writing about coastal processes and management.

History

- Industry and Development: Industrial Revolution, urbanisation, historical economic changes.
- Weather and Climate: Historical weather disasters, climate change through time.
- Coasts: Historical coastal settlements and changes.

Design & Technology / Engineering

- Industry and Development: Sustainable industry practices, infrastructure design.
- Weather and Climate: Weather forecasting technology, climate monitoring instruments.
- Coasts: Coastal defence engineering, flood prevention structures.

Citizenship / PSHE

- Industry and Development: Global development issues, fair trade, sustainability.
- Weather and Climate: Climate change awareness, environmental responsibility.
- Coasts: Community involvement in coastal conservation and management.

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Our curriculum supports personal development by:
Including topics such as independent learning, communication skills, ethical awareness, teamwork, risk awareness, environmental responsibility, global citizenship, social awareness, empathy and resilience.

Careers / Employability skills:
How does the curriculum link to the following employability skills:
Listening - following instructions during fieldwork and group discussions, interpreting information from teachers, peers, and data sources and understanding case studies and exam questions accurately
Speaking – presenting findings from enquiries and fieldwork confidently, explaining geographical processes and arguments clearly and participating in debates about environmental and social issues
Problem Solving - analysing causes and effects of geographical challenges, assessing sustainable management strategies and evaluating multiple solutions and deciding the best course of action
Aiming High - challenging case studies and enquiry tasks, striving for high-quality work in lessons and exams and acting on feedback to improve further
Critical Thinking - evaluating data reliability and different viewpoints, comparing human and physical processes and their impacts and questioning assumptions and synthesising information
Staying Positive - resilience when tackling difficult concepts or data analysis, persistence through challenging fieldwork or assessment preparation and maintaining motivation to improve and learn from mistakes
Leadership - leading group work during field enquiries or projects, organising roles and responsibilities in collaborative tasks and encouraging others and managing team dynamics effectively
Teamwork - collaborating in fieldwork and class investigations, sharing ideas, listening to others, and negotiating outcomes and supporting peers to achieve common goals
Creativity - designing innovative solutions to environmental or urban problems, using creative methods for presenting data and reports (e.g., maps, infographics) and thinking imaginatively about future sustainability and development scenarios

Employment Sectors discussed include:
Careers related to Introduction to Geography include urban planners, GIS specialists, cartographers, environmental consultants, and researchers who analyse spatial data and human-environment interactions. In the field of Industry and Development, jobs range from economic development officers and industrial planners to sustainability consultants, supply chain analysts, and international development workers who focus on boosting economies and promoting sustainable growth. For Weather and Climate, meteorologists, climate scientists, environmental scientists, disaster risk managers, and agricultural meteorologists work on forecasting weather, studying climate change, assessing environmental risks, and advising on weather-related agriculture. Finally, careers connected to Coasts include coastal engineers who design protective structures, marine conservationists who safeguard ecosystems, environmental impact assessors, hydrologists studying water movement, and tourism managers focused on sustainable coastal tourism development.



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When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
Summer 2025 – ongoing into 2025-26 when units will be reviewed and improved prior to teaching	Weather and climate and, industry and development topics moved and put into the start of key stage 3 as these topics are the benchmark for other units in geography.	Curriculum reviews yearly, QA processes, staff and student voice, student books, Geographical Association updates, outcomes at KS4 and KS5 where improvements can be made at KS3.