Geography Progression Map – KS3

		Year 7 Fantastic places Shaping the Land Globalisation	Year 8 Africa – a single story? Sustainable living? Weather and Climate Ecosystems	Year 9 Plate tectonics Population Middle East Resources
Substantive Knowledge	**Locational Knowledge** (detail and widening locational framework)	Study of continents, countries and cities, globally and in the UK Focus on landforms in the UK. Study of secondary industry in India and China.	Study of the continent of Africa. World climates particularly the Tropical Rainforests of Brazil and Malaysia. India and Bangladesh case studies.	Tectonic hazards in Indonesia, Haiti and Japan. Population structures in China, Russia and the UK Where is the Middle East? Polar Environments, Arctic / Antarctic regions. Svalbard, Norway.
		Y7 global place awareness → Y8 regional depth (Africa) → Y9 geopolitical regions (Middle East, hazard-prone regions). Y7 UK landforms → informs Y8 climate patterns in the UK → supports Y9 understanding of physical geography impact on development.		
	Place Knowledge (Similarities/differences on a local, regional, national, continental, and global scales)	Students study a city and country in each of the 7 continents. Some comparison of industry in the UK, India and China.	Study of Ethiopia, Nigeria and Kenya. Food insecurity in Sudan / Food security in the UK Climate and weather patterns in the UK.	Comparison in the impact of hazards in LICs/NEEs and HICs. Comparison of population policies in China and Russia. Comparison of the different climates and biomes in the Middle East.
		Y7 comparisons of industry → revisited in Y8 development in Africa → applied in Y9 when comparing population and resource differences. - Y7 global cities → Y8 African countries → Y9 Middle East regional comparisons.		
	Human Geography (urbanisation, economic activity and use of resources)	Exploration of tourism in the Peak District. The Favelas in Rio Interconnectedness of global systems.	Push and pull factors leading to urbanisation. The challenges of slum housing. China's investment in Africa esp. Ethiopia. Security and insecurity of resources, food, water and energy.	Patterns of global population change, population distribution. Reasons for and patterns of migration. Pro-natal and anti-natal population policies. Ethnic groups in the Middle East. Distribution of wealth in the Middle East.

				Natural resources especially Oil. Issues of global resource security and insecurity.
		Y7 globalisation → expanded in Y8 China–Africa relations → underpin Y9 resource geopolitics. - Y7 tourism and favelas → extended in Y8 slums/urbanisation → leads to Y9 population and migration patterns.		
	Physical Geography (tectonics, hydrology, coasts and ecosystems)	Mt St Helens, Victoria Falls, Rock cycle, erosion, river landforms. Coastal processes. Glacial environments	Study of the different biomes in Africa, desert, savanna, rainforest. Animal and plant adaptations. The 4 spheres as natural resources. Weather associated with high and low pressure, types of rainfall. Tropical rainforests, location, climate, plants and animals, including adaptations.	What are natural hazards? Plate margins and causes of earthquakes and volcanoes. Monitoring, planning, protection and prediction. Physical geography of the Middle East. Climate in the Middle East, characteristics of High pressure.
		Y7 rivers/coasts → understanding of climate (Y8) → informs hazard impacts (Y9). Y7 volcano case study → Y9 tectonic processes and hazard management. Y8 biomes → expanded to Middle Eastern climate and ecosystems (Y9).		
	Environmental Geography (Climate change)	Impacts on the Great Barrier Reef Impact of climate change on melting ice caps	Evidence for and causes of climate change. The Greenhouse effect. Adaptation and mitigation. Examples of extreme weather in the UK.	Role of fossil fuels on pollution and the enhanced greenhouse effect. Physical features of the Middle East – Rivers.
		Y7 rivers/coasts → understanding of climate (Y8) → informs hazard impacts (Y9). Y7 volcano case study → Y9 tectonic processes and hazard management. Y8 biomes → expanded to Middle Eastern climate and ecosystems (Y9).		
	Sustainable Development	National Parks and protection of the natural environment. How sustainable is fast fashion?	Introduction to the 17 Sustainable Development Goals with a focus of food, water and Energy.	Renewable energy. Resource conservation.
		Y7 sustainability intro (fast fashion, NParks) → Y8 SDGs → Y9 resource conservation & energy security.		
	Cultural awareness and diversity	Study of working practices in India and China. Including issues around child labour.	Colonialism and its lasting impact on the development within African countries. Isolated rainforest tribes.	Ethnic and religious groups in the Middle East and its role in conflict.
		Y7 India/China working practices → Y8 African colonial legacy → Y9 cultural/ethnic complexity in Middle East.		

		Substantive Knowledge Progression Year 7: Build foundational place knowledge, basic physical processes, early human geography concepts. Year 8: Deepen understanding through regional studies, apply processes to new contexts, explore development and sustainability. Year 9: Apply knowledge comparatively and evaluatively across global regions, understand complex systems such as tectonics, population and resource security.		
Procedural Knowledge	**Fieldwork** (Observation, Sampling, interviewing, mapping, sketching, taking measurements)	Environmental Quality Survey around the school site.	Weather investigation	
	Data collection and organisation (Primary / secondary data, tables, charts, graphs.	EQS Radar graph	Recording the local weather for a week. Climate graphs	
	Data Analysis and Interpretation	What affects the environmental quality in different areas around the school?	Analysing data – high or low pressure in one week.	Population pyramids, S and J graphs.
	Geographical tools and technologies (Cartography).	OS map skills, 4 & 6 figure grid references, scale and distance, contour lines, compass directions. Use of OS maps to location and course of rivers.	Aerial images of deforestation.	Choropleth maps of population distribution. Choropleth maps of ethnic groups in the Middle East
	Geographical tools and technologies (GIS and digital tools)	Elevation Profile Maker Flightradar24: Live Flight Tracker - Real-Time Flight Tracker Map	earth :: a global map of wind, weather, and ocean conditions Real Time Lightning Map :: LightningMaps.org	USGS – Earthquake maps Before and after images of disaster areas Gapminder data analysis Gapminder Tools PopulationPyramid.net
	Communication and reporting (Writing reports, essays, presenting data, visual presentations and posters)		Conclusion and evaluation of weather study.	

		Procedural Knowledge Progression Year 7: Develop foundational fieldwork, basic graph skills, and core OS map skills. Year 8: Increase independence in data collection, interpret more complex weather/climate data, begin GIS use. Year 9: Analyse global datasets, apply GIS to hazards and population, produce evaluative written reports.		
Disciplinary Knowledge	Evolving Perspectives in Geography, thinking and viewpoints change.			Wegner – continental drift. Tectonic theory, convection currents to slab push and pull.
	Evaluate the Validity of Geographical Questions, Methods, and Findings			
	Understanding of Interconnectedness of Geographical Concepts	What is Geography? Global trading patterns and communication systems.	How does physical geography affect development?	
	Asking Key Geographical Questions	How does fast fashion impact workers and the environment?	Is China's role in Africa, colonialism under a different name? Are the SDGs achievable?	What is the impact of Physical Geography on development?
	Understanding Context and Evolving Perspectives in Geography		Climate change – the debate between natural and physical causes.	
	Challenging Geographic Knowledge			
		Disciplinary Knowledge Progression Year 7: Understand what geography is, learn that geographical ideas can change. Year 8: Evaluate how narratives shape geographical understanding (e.g., Africa), debate causes of climate change. Year 9: Apply advanced disciplinary thinking such as evaluating theories (tectonics), challenging perspectives, and linking physical and human geography.		