



# KS3 Geography Mastery Curriculum Overview

	Annual Question	Autumn		Spring		Summer	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Year 7</b>	<b>'What are the key physical and human processes on our planet?'</b>	<b>Geography and me</b> <ul style="list-style-type: none"> <li>My location</li> <li>UK geography (physical and human)</li> <li>OS maps</li> <li>Personal geography</li> <li><b>Fieldwork</b></li> <li><b>OS maps</b></li> </ul>	<b>Our planet</b> <ul style="list-style-type: none"> <li>Earth's physical geography (continents, oceans, layers, atmosphere, water cycle)</li> <li>Earth's human geography (population, wealth distribution)</li> </ul>	<b>Resources and trade</b> <ul style="list-style-type: none"> <li>Raw materials</li> <li>Manufacturing</li> <li>Trade</li> <li>Supply chains</li> <li>Industrial change</li> <li><b>OS maps</b></li> <li><b>Place: UK</b></li> </ul>	<b>Brilliant Biomes</b> <ul style="list-style-type: none"> <li>Ecosystems and biomes</li> <li>Latitude and biome formation</li> <li>Deciduous forest biome</li> <li><b>Fieldwork</b></li> <li><b>Place: UK</b></li> </ul>	<b>Fantastic UK Landscapes</b> <ul style="list-style-type: none"> <li>Landscape layers</li> <li>Geology and the rock cycle</li> <li>3 unique UK landforms</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>	<b>UK Coasts</b> <ul style="list-style-type: none"> <li>Erosion &amp; deposition</li> <li>Coastal geology</li> <li>Beaches, cliffs, headlands, bays</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>
<b>Year 8</b>	<b>'Does humanity live sustainably with the environment?'</b>	<b>River Rivals</b> <ul style="list-style-type: none"> <li>River features and landforms</li> <li>Floodplain formation</li> <li>The Grand Ethiopian Renaissance Dam</li> <li><b>GIS</b></li> <li><b>Place: NE Africa</b></li> </ul>	<b>Food and Famine</b> <ul style="list-style-type: none"> <li>Importance of food</li> <li>Factors affecting food security</li> <li>Strategies to reduce food insecurity</li> <li><b>Place: UK, Somalia</b></li> </ul>	<b>Endless Energy?</b> <ul style="list-style-type: none"> <li>Rising global energy demand</li> <li>Fossil fuels</li> <li>Renewables</li> <li><b>Decision making</b> solar panel site</li> <li><b>OS maps</b></li> <li><b>Place: UK, Uruguay</b></li> </ul>	<b>Climate Change</b> <ul style="list-style-type: none"> <li>Natural climate change</li> <li>Enhanced greenhouse effect</li> <li>Unequal impacts</li> <li>Strategies</li> <li><b>Fieldwork</b></li> <li><b>Place: UK, India, Pacific Islands</b></li> </ul>	<b>Polar Environments</b> <ul style="list-style-type: none"> <li>Causes of extreme cold (Earth's tilt, latitude)</li> <li>Plant and animal adaptations</li> <li>Life on the Yamal Peninsula – indigenous Nenets</li> <li><b>Place: Russian Arctic</b></li> </ul>	<b>The Middle East</b> <ul style="list-style-type: none"> <li>Concept of the 'Middle East'</li> <li>Wealth, industry, cultures</li> <li>High air pressure, aridity</li> <li>Changing borders and conflict</li> </ul>
<b>Year 9</b>	<b>'How globally connected is the world?'</b>	<b>Global Oceans</b> <ul style="list-style-type: none"> <li>Ocean tectonics</li> <li>2011 Tōhoku tsunami</li> <li>Layers of the ocean</li> <li>Ocean currents</li> <li>Carbon sink</li> <li><b>Place: Japan, Antilles Islands</b></li> </ul>	<b>Ocean Ecosystems &amp; Governance</b> <ul style="list-style-type: none"> <li>Coral reefs</li> <li>Great Pacific Garbage Patch</li> <li>The Law of the Seas</li> <li>Illegal foreign fishing in Somali waters</li> <li><b>Place: Somalia</b></li> </ul>	<b>The Global Economy</b> <ul style="list-style-type: none"> <li>What is 'the economy'?</li> <li>Industrialisation and deindustrialisation</li> <li>HICs, MICs, LICs</li> <li>Globalisation</li> <li>TNCs</li> <li><b>Place: UK, China, India</b></li> </ul>	<b>Development Disparity</b> <ul style="list-style-type: none"> <li>'Development' is contested</li> <li>Development indicators</li> <li>Factors affecting development (India)</li> <li>Development strategies</li> <li><b>GIS</b></li> </ul>	<b>Glacial Landforms &amp; Processes</b> <ul style="list-style-type: none"> <li>Glacier distribution</li> <li>Glacier formation and retreat</li> <li>Corries, arêtes, pyramidal peaks, U-shaped valleys</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>	<b>UK Regions Fieldwork Investigation</b> <ul style="list-style-type: none"> <li>Revision: geology, and coastal, river, and glacial landscapes</li> <li>Lake District fieldwork (virtual)</li> <li>Your UK region fieldwork</li> <li><b>Fieldwork report</b></li> <li><b>Place: UK</b></li> </ul>

The **Year 7** Autumn term secures foundational geographical knowledge before moving onto major physical and human processes occurring on Earth's surface.

**Year 8** builds on this by exploring human interactions with the natural world. Each unit examines reliance on the natural environment and the impacts of resource extraction as populations and wealth rise. We consider how sustainable our actions are, and what creative solutions might look like.

**Year 9** units draws synoptic links across the curriculum. Units 1–4 explore global connectivity through the lenses of oceans (autumn) and economy and development (spring). The summer term brings the curriculum full circle back to UK geography, finishing with a final comparative fieldwork investigation drawing on knowledge and skills across the course.