



KS3 GEOGRAPHY PROGRESSION MAP

Overview: We study geography to give pupils an understanding of the Earth's key physical and human processes and knowledge of the diversity of people, places and natural and human environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9	End of KS4
Topics Covered	<u>During the year, pupils will study:</u> • The Americas - relief and political maps, rainforests, Brazil, Mexico, climate, biomes and comparison with the UK • Latitude and Longitude and time zones including locating Central America/South America • The Geography of Anglo-Saxon England (part of a history module?)	<u>During the year, pupils will study:</u> • Extreme Earth - Mountains, Volcanoes and Earthquakes with a focus on North America • Scandinavia - relief and political maps, climates and biomes, comparison with the UK • Geography of WW2 (Links to History topic)	<u>During the year, pupils will study:</u> • How well do you know the UK? • Coasts - processes, landforms, erosion and the changing shape of UK coastlines • Africa – comparing and contrasting locations • Rivers and flooding	<u>During the year, pupils will study:</u> • Settlement, urbanisation and population - where do we live and why? • Glaciation - processes and impact of climate change • Weather and Climate • Asia - relief and political, climates and biomes. Regional study of SE Asia and its involvement in fashion industry	<u>During the year, pupils will study:</u> • Extreme weather - what is the impact of climate change on weather patterns worldwide? • Environment and sustainability - what can we do to save the planet? • Population and migration - where do we live and why is this changing? • Restless Earth - including earthquakes, tsunamis and volcanoes • Tourism within the UK and abroad - case study on sustainable tourism in the Galapagos	<u>During the course, pupils will study:</u> • Natural hazards • The Living World • Rivers and Coasts • Urban issues & challenges • Changing economic world • Resource management • Human & Physical Geography fieldwork
Locational Knowledge	<u>Pupils will:</u> • find Mexico and Brazil on world map and globe • find Rio de Janeiro, Manaus, Sao Paulo and Brasilia on a map of Brazil	<u>Pupil will:</u> • find Denmark, Sweden, Norway, and Scandinavia on a world map and globe • find Germany, Netherlands,	<u>Pupils will:</u> • find Cardiff, Belfast, Edinburgh, Dublin, Portsmouth, Southampton, Plymouth, Bournemouth, Blackpool, Leeds, Sheffield, Glasgow, Newcastle, and Liverpool on a map of the UK. • find Kenya, Nigeria, Algeria,	<u>Pupils will:</u> • find the regions within Asia including North Asia, East Asia, the Middle East, Central Asia, South Asia and SouthEast Asia on a map and globe. • find China, Indonesia, India, Pakistan, Bangladesh, Japan, South Korea, North Korea,	<u>Pupils will:</u> • find the locations of hurricanes and tornadoes within the USA on a map. • Find the locations of key border crossing points for migrants in the US from Mexico on a map. • Find on a map the main	<u>Pupils will:</u> • Find: Haiti, Christchurch, NZ, the Philippines, the Somerset Levels. • Locate and describe the distribution of global ecosystems (biomes), distribution of tropical rainforests and hot deserts,



	- find the Amazon on a map of S. America - find the New Forest on a map of England - find York, Winchester, Hastings, Bristol on map of England/Atlas - find Northumberland, Sussex, Essex, Norfolk, Suffolk, Cornwall on map of England/Atlas - find Tropics of Cancer and Capricorn, on a globe - find the Greenwich Meridian on a globe	Switzerland, Austria, Poland, Spain, Portugal, India, China, Australia, Japan, South Africa, Nigeria, Turkey on a world map and globe - on a map of UK, find Manchester, Liverpool, Newcastle, Glasgow, Southampton, Portsmouth, Bristol, Birmingham - Locate the broad area of the Ring of Fire on a globe	South Africa, DRC, Somalia, Ethiopia and their capital cities on a map or globe.	Myanmar, Thailand and the Philippines and their capital cities on a map and globe.	countries of origin linked to migration into the UK. - Find the locations of natural events like the Japanese tsunami, Icelandic and Hawaiian volcanoes, supervolcanoes - Locate the UK's national parks, Thailand (the beach), Antarctica, Jamaica and the Galapagos Islands.	the Amazon Rainforest, the Thar desert, the Sahel region of Africa. - Locate and describe the journey of the River Severn, find the Jubilee River flood Relief channel, London. - Locate the Dorset coast and identify landforms of erosion and deposition. Locate Swanage bay. - locate Rio de Janeiro, Brazil, Bristol, UK and Freiburg, Germany. - locate Nigeria, Jamaica, UK north/south divide - Locate the Arctic region - identify areas of oil and gas reserves, Peru and the Andes region in South America
Place Knowledge	<u>Pupils will:</u> - understand that East Anglia and Wessex are broad regions covering several current counties - know the largest tropical rainforest is the Amazon - understand that the Amazon and its animals are under threat because of	<u>Pupils will:</u> - know that Birmingham is the second largest city to London, and Manchester next - recall and summarise physical geography for Scandinavia including climate, biome and physical features - recall and summarise human geography for Scandinavia	<u>Pupils will:</u> - Identify the main land formations that can be found on the British coast e.g. bay, spit, headland, stack, stump, arch and beach - identify the geographical similarities, differences and links between different countries within the Horn of Africa. - describe the human and physical similarities and differences between the UK and the Horn of Africa - name the major mountains, deserts, rivers and lakes of Africa. - Identify the causes, effects	<u>Pupils will:</u> - describe the key features of the fashion industry of SE Asia. - compare and contrast the geographical similarities, differences and links between the UK and a country in SE Asia. E.g: Bangladesh	<u>Pupils will:</u> - explain the impact of plate tectonics on the country of Iceland - Describe the impact of the one child policy on China - Explain the impact of sustainability on Antarctica - Describe the impact of cyclones on Myanmar - Describe the Impact of earthquakes in Japan - Explain the function of tourism in the National Parks of the UK - Explain how sustainable tourism is used in the Galapagos	<u>Pupils will:</u> - explain the causes, effects and responses to the Haiti earthquake, the Christchurch earthquake, Typhoon Haiyan and the Somerset Levels floods. - explain the causes, effects and management of deforestation in the Amazon rainforest - Explain the challenges and opportunities for people in the Thar desert, the causes of desertification in the Sahel region of Africa, the impacts and the management strategies. - describe the river landforms from source to mouth along



	deforestation (link to science Y4) - understand Manaus is the largest city in the Amazon, but is also a port because of the river - know that latitude tells us how far from the Equator a place is - understand that at the equator day and night are always exactly 12 hours - understand that the further from the equator the more day length varies - know that lines of longitude are imaginary lines running north and south - know the Greenwich meridian runs through London and is used as a reference point for clock time	including economic activity, major settlements, natural resources and trade links - identify human and physical geographical similarities and differences between Dorset and Scandinavia. - know that that Canada, US, Mexico, Peru, Chile and Japan are all countries with parts in the 'Ring of fire'	and responses to flooding in the UK Compare flooding in the UK (HIC) and Bangladesh (LIC) identifying key similarities and differences.			the River Severn and how the river characteristics change. - Evaluate the Jubilee River Flood Relief channel as a form of hard engineering. - Identify landforms of erosion and deposition along the Dorset coastline. - Explain the need for coastal management in Swanage, the strategies used, the costs and benefits. - Rio, Bristol and Freiburg - location and importance of the city, opportunities, challenges of rapid urban growth and features of sustainable urban living. - explain how tourism helps to reduce the development gap in Jamaica. - Nigeria - location and importance, political, social, cultural and environmental context. - UK economy: economic change, post-industrial economy, rural economies, transport infrastructure, north-south divide, UK in the wider world. - Explain the impacts of energy insecurity in the Arctic region. - Evaluate the use of micro hydro schemes in the Andes region of Peru.
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Physical Geography	Pupils will: • know there are 3 major climate zones - polar, tropical and temperate • know the tropical zone lies between the Tropics • understand a tropical rainforest is a hot, moist biome in the tropical zone where it rains almost every day • understand a temperate rainforest is a cooler forest in the temperate zone that gets heavy rainfall • understand forests are essential to life on earth because they absorb carbon dioxide • understand that a tropical rainforest has dense vegetation in 3 layers all growing up to try to get sunlight • understand that tropical rainforest provides shelter for a huge range of animals	Pupils will: • know that the earth's rocky outer layer is called the crust • know that tectonic plates are pieces of the crust • know that deep inside the earth the rock is liquid and very hot • understand that if the molten rock (magma) breaks through the crust it makes a volcano • know that tectonic plates constantly move (though very slowly) • understand that where tectonic plates touch there are often earthquakes and volcanoes	Pupils will: • explain how the British coastline is shaped by the processes of erosion, deposition and transportation. • Explain how geographical processes interact to create distinctive coastal landscapes such as beaches, bays, spits, arches, stacks and stumps. • Describe the processes used to protect and defend coastlines from erosion e.g. rock armour, rip rap, sea wall and beach replenishment • explain how erosion and deposition will create key features of a river. E.g: channel, meander, oxbow lake, slip off slope and V shaped valley. • Explain how, via the processes of erosion, deposition and transportation, rivers shape the land. • describe the key features of the main biomes in Africa. E.g: climate, vegetation, population density, wildlife and weather.	Pupils will: • Understand and describe the key processes involved in glaciation • Explain how geographical processes interact to create distinctive glacial landforms such as corries, aretes, pyramidal peaks, U shaped valleys, hanging valleys ribbon lakes, moraines and erratics. • Define the meaning of weather and climate and explain the differences between them. • Describe the weather of the UK • explain how its location makes the UK's weather unique and hard to predict. • Explain why climates change	Pupils will: • Understand and describe the key processes involved plate tectonics, earthquakes, tsunamis and volcanoes • Identify the geographical processes involved in the creation of extreme weather such as tropical storms, hurricanes and tornadoes. • explain the effects of and responses to extreme weather. E.g: tornadoes • describe the impact of climate change on the creation of extreme weather.	Pupils will: • Understand types of hazards, causes and effects of earthquakes and volcanic eruptions, how the risks from tectonic hazards can be reduced, the causes and structure of tropical storms, how tropical storms are affected by climate change, the effects of tropical storms, how the risks of tropical storms can be reduced, the types of extreme weather in the UK, how climate change impacts on extreme weather events. • define an ecosystem and its components, explain how change affects ecosystems, describe the distribution and characteristics of global ecosystems (biomes), • describe the climate, structure and biodiversity in the tropical rainforest biome, plant and animal adaptations. • explain the causes and impacts of deforestation of the rainforest, factors affecting rates of deforestation, sustainable management of tropical rainforests. • Describe the location, climate and characteristics of the hot desert biome, explain plant and animal adaptations, opportunities and challenges for people in the hot desert, the causes, impacts and management of desertification.
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						- to identify features of a drainage basin, the long and cross profile of a river. - explain river processes: erosion, transport, deposition. - describe and explain the development of river landforms: V-shaped valleys, interlocking spurs, waterfalls, gorges, meanders, oxbow lakes, floodplains, levees, estuaries. - Explain the physical and human causes of flooding, - evaluate types of river management: hard and soft engineering. - explain the factors affecting wave energy at the coast, identify constructive and destructive waves. - explain coastal processes: weathering and mass movement, erosion, longshore drift, deposition, wave refraction. - Explain the development of coastal landforms, cliffs, wave cut platforms, headlands and bays, caves, arches, stacks, stumps, beaches, spits, bars, sand dunes. - Explain and evaluate how hard and soft engineering protects the coastline.
Human Geography	<u>Pupils will:</u> know that natural resources are materials produced by the environment that humans use		<u>Pupils will:</u> - understand the primary functions of key settlements are capital cities, ports, industry and tourism. - Identify positive and negative examples of the impact of human activity on British	<u>Pupils will:</u> - Name and give examples of types of settlements. E.g: hamlet, village, small town, large town, city, mega city. - Explain what is meant by the term population density - Explain the causes of	<u>Pupils will:</u> - Identify the main natural resources used in the world. E.g coal, wind, hydro, oil, gas - Identify ways in which natural resources can be managed in a sustainable way. - Identify and describe the main	<u>Pupils will:</u> - Describe and explain global patterns of urban change, urban trends in different parts of the world. - causes of urban growth, opportunities and challenges of urban growth in NEE cities



- understand that deforestation is happening because people want to use the rainforest's natural resources (mining, logging, farming) - understand that rich countries sometimes pay too little for goods and why they can - understand the idea of fair trade - reference to Mexican chocolate .		coastlines. - describe the key features of different lifestyles in the Horn of Africa. E.g: nomadic farmers, coffee farming and piracy. - Compare and contrast the geography of the horn of Africa with the UK. E.g: life expectancy, GDP, literacy rates, access to education, water and medical care. - Identify and describe the ways in which humans make use of rivers.	urbanisation - Define the meaning of push and pull factors. - Explain how push and pull factors linked to urbanisation - Identify the benefits and drawbacks of urban living - Compare and contrast the economic activity of a country in SouthEast Asia compared to the UK. E.g: Bangladesh	push and pull factors linked to UK migration. - Identify and describe the main push and pull factors linked to US migration. - Challenge and correct misconceptions regarding immigration into the UK and USA. E.g: countries of origin, historical migration, numbers and economic impact. - Explain tourism as an industry and source of income and the human and physical impact of this.	(eg. Rio) - how urban planning helps improve quality of life for the urban poor. - how urban change in UK cities creates challenges and opportunities, urban sustainability. - Describe patterns of economic development, - define economic and social measures of development, - understand the demographic transition model and explain the link between population change and development. - explain the causes and consequences of uneven development - identify and explain the various strategies to reduce the development gap: fair trade, aid, microfinance, investment, debt relief, tourism, industrial development. - explain how rapid economic development (in Nigeria) leads to social, environmental and cultural change - explain how major changes in the UK economy affect employment patterns and regional growth. - Describe the significance of food, water and energy to economic and social well-being. - Identify global inequalities in the supply and consumption of resources. - explain how changing demand and provision of resources in
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						the UK create opportunities and challenges - food water and energy • identify areas of energy surplus/energy deficit (globally) • explain reasons for rising energy consumption, factors affecting energy supplies, impacts of energy insecurity. • identify and evaluate strategies to increase energy supplies - eg. renewables, extraction of fossil fuels, increasing sustainable energy use.
Environmental Geography			Pupils will: • explain how coastal erosion in the UK links to climate change • explain the link between climate change and increase in flooding in the UK • Explain the environmental impact of the way in which humans make use of rivers. E.g: pollution, overfishing.	Pupils will: • investigate the impact of urbanisation in the UK • identify the causes of climate change. • explain the key effects and consequences of climate change • describe the impact of the fast fashion industry on the environment of Asia. • Explain the potential impact of global warming on glaciers.	Pupils will: • Define the meaning of sustainability. • Identify links between environment, sustainability, global citizenship and environmental stewardship. • The big environmental challenges of our time and how they link to global warming and human action. E.g: Deforestation, pollution, use of fossil fuels. • Describe ways in which natural resources can be managed in a sustainable way. E.g: reuse, reduce, recycle, sustainable farming, renewable energies. • Identify ways in which tourism can be sustainable.	Pupils will: • investigate the evidence, causes and impacts of climate change and how climate change can be mitigated, how humans can adapt to climate change. • investigate the causes and effects of deforestation in the Amazon rainforest - how the rainforests of the world can be managed sustainably. How desertification in the Sahel region of Africa can be managed by the Great Green Wall. • costs and benefits of hard and soft engineering to manage coasts and rivers - a move towards more soft engineering as a more sustainable option. • identify features of sustainable cities and sustainable urban transport • impacts of economic growth on the environment in the UK and Nigeria.



						identify sustainable energy supplies: renewables, energy conservation, the negative impacts of fossil fuel exploitation, impacts in the Arctic
Geographical skills	Pupils will: <u>Using maps</u> - use OS map symbols and key to describe a route on an OS map - use medium scale OS maps - recognise world map as flattened globe <u>Drawing maps</u> - create a simple thematic map	Pupils will: <u>Using maps</u> - use 6 figure grid references for latitude and longitude in depth eg ring of fire cities - compare land use maps of the UK from the past with the present (OS maps)(link to Anglo Saxon and Viking Britain). <u>Drawing maps</u> choose a style of thematic map to show data from field trips (inc sketch maps, plans, graphs and digital technologie	Pupils will: - Use 16 point compass directions to pinpoint precise locations in the UK - Analyse topographical, political and climate maps to describe the geography of key locations. E.g: - UK - Africa - Analyse diagrams and graphs (including climate graphs), aerial photographs and satellite images to gain a detailed understanding of key locations and features. E.g: - UK and its rivers and coastline - Africa	Pupils will: - Use population pyramids to describe, explain and compare the population of specific places. E.g: The UK and India. - Use weather maps to describe the weather of the UK - Analyse topographical, political and climate maps to describe the geography of key locations. E.g: - Asia - Analyse diagrams and graphs (including climate graphs), aerial photographs and satellite images to gain a detailed understanding of key locations and features. E.g: - UK weather, climate change and glaciation - Asia	Pupils will: - Analyse topographical, political and climate maps to describe the geography of key locations. E.g: - Antarctica - Iceland - Japan - National Parks - USA - Analyse diagrams and graphs (including climate graphs), aerial photographs and satellite images to gain a detailed understanding of key locations and features. E.g: - Tornado Alley - Iceland - Japan - Antarctica	Pupils will: - Use OS Maps: Grid references, Scale, distance (measure straight and curved line) and direction, gradient, contour and spot heights. - Relate cross-sectional drawings to relief features. - Identify physical landscape features – coasts/rivers - Interpret physical landscape – drainage and relief. - Infer human activity from OS map – settlement, communication, land-use, tourism - Sketch maps – draw, label, interpret - Draw sketches from photos - Identify different types of graphs: Line graphs, Bar charts, Pie charts, Pictograms, Histograms, Divided bar graphs, Scatter Graphs, Population pyramids. - Identify different types of data on maps: Choropleth, Isoline, Dot maps, Desire lines, Proportional symbols, Flow lines - Statistical skills: Median, mean, range Quartiles and interquartile range, Mode and modal class - Calculate % increase or decrease and understand the use of percentiles



Fieldwork	<u>Pupils will:</u> suggest geographical questions to investigate, collecting and recording specific evidence to answer them	<u>Pupils will:</u> choose the best method of recording findings from field trips (inc sketch maps, plans, graphs and digital technologies) Wareham	<u>Pupils will:</u> - investigate to geographical questions - collect and record evidence in a variety of methods and ways - produce graphs, maps, sketches to communicate geographical information through - use data to reach and justify conclusions.			<u>Pupils will:</u> - carry out investigations linked to geographical questions - human and physical - in Swanage town and on Swanage beach. - collecting and recording data in a variety of ways - communicating geographical information through producing graphs, maps, sketchings and writing at length. - evaluate methods of data collection used - use evidence to reach and justify conclusions
Key Vocabulary	- tropical rainforest, temperate rainforest, natural resources, fairtrade, deforestation, pastureland, heathland - latitude, longitude, tropics, time zone, equator, prime meridian - thematic map, key	- crust, tectonic plate, magma, crater, magma chamber, conduits, vents - Scandinavia, climate, biome, polar, tundra, fjord	- relief, political, latitude, longitude, equator, tropic of cancer, tropic of capricorn, prime meridian, hemisphere - Erosion, deposition, transportation, coast, fetch, swash, backwash, constructive wave, destructive wave, longshore drift, spit, salt marsh, beach, headland, stack, stump, arch, wave cut platform, cave, sea wall, rip rap, rock armour. - Continent, Horn of Africa, Ethiopia, Djibouti, Eritrea, Somalia, nomadic, farmer, pirate, savannah, hot desert, semi desert, rainforest., Nile, Niger, Congo, Zambezi - river, channel, v shaped valley, waterfalls, gorges, meanders, oxbow lakes, slip off slope, estuary, mouth, flood, flood plain, cause, effect, response.	- Population, urbanisation, settlement, push and pull factors, mega cities, densely, sparsely, rural, urban - glacier, glaciation, glacial landforms, corries, aretes, pyramidal peaks, U shaped valleys, hanging valleys ribbon lakes, moraines, erratics. - Weather, climate, Polar, Temperate, Arid, Tropical, Mediterranean, Mountains, climate change, albedo effect, snowball earth, air pressure, air mass, cold front, warm front, isobar - convenience, comparison, high end, low end, industry, manufacture, fast fashion.	- climate, climate change, hurricane, tornado, extreme weather, tornado alley - sustainability, natural resources, renewable, recycle - Push factors, pull factors, migration, immigrate, emigrate, immigration. - plate tectonics, plate margin, convergent, divergent, transform, shield volcano, cone volcano, super volcano, magma, chamber, vent, lava, tsunamis, earthquake, focus, epicentre, - Tourist, tourism, sustainable tourism, national parks	- hazard risk, primary and secondary effects, immediate and long-term responses, tectonic hazard, monitoring, general atmospheric circulation, tropical storms, quaternary period, orbital changes, solar output, mitigation, adaptation. - nutrient cycling, biodiversity, subsistence and commercial farming, shifting cultivation, logging, hydro-electric power, soil erosion, overgrazing, over-cultivation, appropriate technology, desertification - long profile, cross profile, vertical/lateral erosion, traction, interlocking spurs, levees, hard engineering, straightening, embankments, flood relief channels, soft engineering, flood warnings, floodplain zoning, afforestation, river restoration.



						• weathering, mass movement, deposition, wave cut platform, sand dunes, bars, gabions, beach nourishment, dune regeneration, managed retreat, coastal realignment. • rural-urban migration, mega cities, natural increase, quality of life, urban greening, deprivation, dereliction, brownfield sites, greenfield sites, urban sprawl, rural-urban fringe, urban regeneration, energy conservation. • Gross National income, Human Development Index, Demographic Transition Model, industrial development, intermediate technology, debt relief, microfinance, transnational corporations, deindustrialisation, globalisation, post-industrial economy, north-south divide, European Union, Commonwealth. • carbon footprint, food miles, agribusiness, water deficit and surplus, water transfer, energy mix, energy surplus, deficit, energy insecurity, sustainable energy supplies.
Themes within subject		End of KS2	Year7	Year 8	Year9	Start of KS4

Reference documents other than National Curriculum:

AQA GCSE Geography Syllabus KS1/2 Progress Map