

Long Term Plan

Geography

KS3 (Year 7 to 9)

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August 2026

Subject intent/vision:

Geography at Eastlea aims to give students a secure foundation introducing the physical and human processes that shaped our world. The Curriculum covers concepts in a spiral ensuring that each step of the learning builds on and deepens the students knowledge. The curriculum has been designed to develop six broad areas of Geography. These are:

Geomorphology (rivers, coasts and natural processes); **Meteorology** (weather and climate); **Geology** (Earth Sciences); **Economics and development**; **Urban Processes**; **International Relations**. During the course of the 3 years, students will engage with many different activities and topics that will engage their curiosity. Students will visit these topics repeatedly and regularly over the course of Key Stage 3 with each topic having multiple links to each of the main areas. This way, over their 3 year education, students will build up an interconnected knowledge of these topics over time.

We use examples both local and from the wider world to illustrate concepts and build understanding and skills. Students are encouraged to build connections both within Geography and with their wider knowledge, there are links between other humanities subjects and the wider curriculum. Students are encouraged to consider what places are like and how the past helps to explain the present and predict the future. The curriculum aims to expand their world knowledge of places and locations and is specially designed to equip and prepare pupils for the rigorous demands of the Geography GCSE from as early as Year 7 as well as allowing them to understand their place in the world.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious - The Geography Curriculum at Eastlea has been designed to introduce and develop their knowledge in six broad areas. Throughout, they will be able to develop their thinking, predict and recognise patterns and to develop their spatial orientation skills. We have gone further than the National Curriculum requirements by having two integrated pieces of fieldwork in Key Stage 3 as well as integrating core Citizenship content (pressure groups, awareness campaigns) within two of the Human units.



Sequenced / Spiral - The curriculum was designed with the core university concepts in mind (6 broad areas) and these were broken down into their main components. We do not teach these units in isolation, instead all these units were written to dovetail into KS2 and into the other topics. I.e. Geomorphology is taught in 5 main units, but also has sub links into 3 other units. This way, instead of teaching these topics as distinct units, we build up a tapestry of geographical and global knowledge for our students.



Literacy - Literacy underpins the subject, we focus on teaching students to become confident in using key geographical and scientific terms in their verbal contributions, which then promotes higher and more accurate written communication.



Cultural Capital - The Geography curriculum enriches students by preparing them for college and the outside world. We do this by providing them opportunities to complete fieldwork in 2 locations for KS3 - Cody Dock to complete Physical Geography fieldworking skills (Ecosystems) and Battersea Power Station to complete Human Geography fieldworking skills (Regeneration).

KS3 Geography Programme of Study

Year 7 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to Scale <i>(Transition Unit - Skills)</i> a. What is Geography b. Locating Places – International and Global c. Locating Places - National d. Locating Places - Local e. Where does 7X come from	Settlements and Cities <i>(Urbanisation and population)</i> a. How Have Settlements Been Located b. Changing Pattern of Cities around the World c. Why Have so Many People Moved to Dhaka d. Why can life be difficult for some people in Dhaka e. What are the eco-problems caused by Megacities f. How can Cities become more Sustainable	Landscapes <i>(Introduction to Geomorphology)</i> a. How Come There Are Mountains b. Destruction of Landscapes c. Deposition in Landscapes d. How was this Landform Created e. How to Identify Landforms on a Map Cultural Capital: Natural History Museum	Weather in the UK <i>(Meteorology)</i> a. What is Weather b. What is the Climate of the UK c. Why is it Always Raining in the UK d. Why does the UK have a Temperate Climate e. What is Extreme Weather in the UK	The Best Country in the World?! <i>(Introduction to Economics)</i> a. Which Country is the Best b. How do we Measure how Rich a Country is c. How Come All Countries Aren't Rich d. Why do People Live so Long in Some Countries e. Does One Figure Tell Us Everything	How Can Humans Affect the Environment? <i>(Introduction to Ecosystems)</i> a. What is an Ecosystem b. Adaptation or Change in an Ecosystem c. How Can Humans Affect Ecosystems d. How have Humans altered Ecosystems e. How are People Affecting Ocean Environments
	Assessment: Transition Assessment	Assessment: Settlements + Cities Assessment	Assessment: UK Weather Assessment	Assessment: Landscapes Assessment	Assessment: Economics Assessment	

Year 8 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Climate Emergency <i>(Climate Change and Political Campaigning)</i> a. What is Climate Change b. Global Impacts of Climate Change c. Large Impacts of Climate Change d. Reducing Climate Change Through Pressure Groups e. Campaigning - Harassing an MP	Coastal Processes <i>(Geomorphology and Introduction to Engineering)</i> a. What are Weathering Processes b. What are Coastal Processes c. How are Hard Rock Landforms Formed d. How can we Protect the Coastline e. Should Everywhere be Protected	Population Processes <i>(Population and Migration)</i> a. An Introduction to Population b. Where do People Live c. Population Change Through Migration d. How do Cities Cope with More People e. How do LICs Cope with More People	Tectonic Hazards <i>(Introduction to Tectonics and Geomorphology)</i> a. Violent Earth b. The Dangers of Volcanoes c. Wobbly Earth d. The Earthquake in Turkiye e. How Can We Help Prevent The Impact of Earthquake	Food Insecurity <i>(Resources, interaction and disasters)</i> a. Where is all the Food b. Why Can't Some Countries Grow Enough Food c. What Human Factors Affect Food d. Large Scale Food Problems e. How can Famines be Reduced	Refugee Crisis <i>(Migration, Refugees and Campaigning)</i> a. What Does it Mean to be a Refugee? b. What are Refugee Rights? c. Why are People 'Forcibly Displaced'? d. Refugees in the Media e. What are Countries Doing to Help?
	Assessment: Climate Change Assessment	Assessment: Coastal Processes Assessment	Assessment: Population Assessment	Assessment: Refugee Assessment	Assessment: Food Insecurity Assessment	

Year 9 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Global Trade <i>(Resources, Trade and Development)</i> a. Is the Pattern of World Trade Even b. What are Producers and Consumers c. How did China get Rich so Quick? d. How has Primary Industry Changed the Middle East e. Challenges of Economic Growth even in Successful Countries	Introduction to Geomorphology <i>(Tectonics and Geology)</i> a. How Old Is Our Planet? b. How Has The Shape Of Our Continents Changed? c. How Has the Climate Of Our Planet Changed? d. Why is the Earth's Surface Not Flat? e. Where Did Humans Come From?	Geography of the Future <i>(Future predictions)</i> a. Future Transport Solutions b. Future Housing Solutions c. Is the World Becoming More Dangerous d. Are we Running Out of Energy e. How Will Our Lives Change	Hazards Through Climate Change <i>(Climate Related Disasters)</i> a. Are Wildfires Getting Worse? b. Why Are Floods Getting Worse? c. Are There More Hurricanes? d. Will Some Areas Get Drier? e. - How is Climate Change Affecting the UK	Ecosystems Under Attack <i>(Global Impacts of Climate Change on Ecosystems)</i> a. What are Biomes? b. Evolve or Die c. Rainforests of the Sea d. Why is Biodiversity Important? e. Tipping Points and Extinction	Regeneration <i>(Regeneration of Areas)</i> a. Why Areas Start To Decline b. What is Regeneration c. Megaprojects d. Small-Scale Regeneration e. Future Small-Scale Regeneration f. Presentations
	Assessment: Earth Sciences Assessment	Assessment: UK Industrial Change Assessment	Assessment: Geography of the Future Assessment	Assessment: Global Hazards Assessment	Assessment: Ecosystems Assessment	

Learning Resources:

BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zrw76sq>

Oak academy

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/geography>

Time for Geography <https://timeforgeography.co.uk/>

Internet Geography <https://www.internetgeography.net/>

Our World in Data <https://ourworldindata.org/>