



United Curriculum
The best in everyone™

KS3 Geography

Specification

Last updated 14/07/2026



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Minor edits to the document are logged in the Version History below; subject advisers will be in touch if there are significant changes.



Introduction

The first iteration of the United Curriculum was developed over a decade ago in a small set of subjects at KS3. It began as a set of core concepts – co-created by subject advisers, teachers and other experts – that should be taught to all students in all United Learning schools. While it has developed over the years to include adaptable lesson resources and schemes of work, the heart of the United Curriculum is still the core concepts – the common curriculum intent – that all United Learning schools are expected to teach to its students.

Why Have a Common KS3 Curriculum?

- **Entitlement.** Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. United Learning's common curriculum ensures that all students – no matter what classroom or school they are in – are taught at least this knowledge.
- **Scaling impacts.** Schools can share best practice more easily and the support of subject advisers can be leveraged more effectively when schools teach a common curriculum.
- **Collective expertise.** The United Curriculum harnesses United Learning's collective expertise and has invested more time in curriculum design than any one school could do alone.
- **Effective assessment.** A common curriculum allows for common, standardised assessments that are taken by thousands of students. These provide teachers with information about what their students do and do not know to inform their practice and enable reliable benchmarking across schools.

Why Has the United Curriculum for KS3 Geography Been Updated?

No curriculum is ever done; all curricula should be iterated to reflect new evidence and research, as well as emerging geographical events and issues. The content in the United Curriculum for KS3 Geography has been updated for these reasons, as well as to ensure:

- The sequencing of the curriculum – particularly within substantive and disciplinary themes – reflects the evidence and research available.
- Links between subjects are more meaningful, systematic and explicit.



Structuring the United Curriculum for Geography

The specification includes:

1. The knowledge to be taught by the end of each year.
2. How this knowledge should be used.

Knowledge to Be Taught

Knowledge in geography generally falls into one of four types:

	Substantive The body of work of a subject	Disciplinary How this body of work is produced
Conceptual¹ Knowledge that can be articulated (<i>knowing that...</i>)	1. Substantive Conceptual e.g. 'The drainage basin is the area of land drained by a river and its tributaries.'	2. Disciplinary Conceptual e.g. 'Cost-benefit analysis helps geographers make decisions.'
Procedural² Knowledge of a process (<i>knowing how to...</i>)	3. Substantive Procedural e.g. 'Locate the source of a river using a 6-figure grid reference.'	4. Disciplinary Procedural e.g. 'Using the OS map, decide which site would be best for a new science park.'

These four types of knowledge are organised in geographical themes. Organising the curriculum in these themes helps students to structure their knowledge into coherent conceptual frameworks. This is beneficial; students will remember better new information if they are able to locate it within an existing conceptual framework, integrate it with new knowledge and make appropriate connections.

The themes in the United Curriculum for Secondary Geography are below. Each theme will contain elements of conceptual and procedural knowledge.

¹ Conceptual knowledge is sometimes known as 'declarative' knowledge.

² Procedural knowledge is sometimes known as 'non-declarative' knowledge.



		Themes
Substantive Knowledge	Location, Space and Place	Locational Knowledge
		Case Studies
	Physical Processes	Physical Earth
		Ecological Relationships
		Weather and Climate
	Human Processes	Economy and Development
		Population and Communities
		Human Use of Resources
	Geographical Skills	Scale and Perspective
		Fieldwork
		Map and Diagram Skills
		Applying Mathematics
Disciplinary Knowledge		Enquiry
		Decision-Making
		Making Comparisons
		Interconnections
		Forming Judgements

N.B. 'Ecological Relationships' and 'Physical Earth' also appear as themes in the United Curriculum for Secondary Science. There is also substantial overlap between Science's theme of 'Earth Science' and Geography's theme of 'Weather and Climate'.



How Knowledge Should Be Used

Geographers do not just need to know a list of facts or be able to complete a set of procedures; they need to apply their knowledge to known and unknown contexts, make connections and, often, use different pieces of knowledge in different ways.

In addition to teaching the detailed substantive and disciplinary knowledge set out below, schools should also ensure that students are taught how to use, and have the opportunity to practise using, this knowledge in these main ways:

- U1. Demonstrate knowledge
- U2. Apply knowledge
- U3. Evaluate
- U4. Use geographical skills

Appropriate expectations for Year 7 and Year 8 are set out in '[How Knowledge Should Be Used](#)' (below).

Using This Document

This specification sets out the knowledge that should be taught by the end of Year 7, Year 8 and Year 9. It could be considered in a similar way to an exam specification.

At a minimum, schools should review the detailed knowledge below and ensure their curriculum aligns with these expectations. Where there are gaps in their current curriculum, schools should make necessary adjustments and additions to ensure all students have the opportunity to learn the content set out.

Many schools may choose to make use of the centrally-provided resources – including the schemes of work and lesson resources – to support them in meeting the requirements set out in this specification.



Detailed Knowledge for Year 7

Substantive Knowledge to Be Taught in Year 7

The below outlines the detailed knowledge that should be taught by the end of Year 7, grouped by theme and topic.

Items marked with a * are a statutory requirement of Key Stage 2. Schools should check that students have understood this prior knowledge, which is relevant and required for Key Stage 3, and reteach where necessary.

Content in square brackets [] is guidance and will not be assessed.

Location, Space and Place

7.L1 Locational Knowledge

1 Global	1. The seven continents of the world.* 2. The five major oceans of the world.* 3. The Northern Hemisphere, Southern Hemisphere and key lines of latitude; Equator, Tropics of Cancer and Capricorn, Arctic Circle, Antarctic Circle, and lines of longitude; Prime Meridian.*
2 UK	1. The four countries of the UK and their capital cities.* 2. The seas and oceans surrounding the UK.*
3 Local	1. Knowledge of the school's local area, including the names of local towns, cities, counties, rivers and significant human and physical features* [for example, Bugbrooke is a village west of Northampton town. It is in the county of Northamptonshire and the closest cities are Milton Keynes, Coventry, Leicester and Oxford. A tributary of the Nene River runs through Bugbrooke].

7.L2 Named Places and Case Studies

Every case study in this section should be taught with the relevant context of the country or region studied. This may include the development; relevant social and cultural contexts; and physical features. They should also include relevant substantive and disciplinary knowledge set out in the rest of this document. For example, students would be expected to apply knowledge from **7.P1.2.5 Flooding** in the context of a UK river flooding case study.



1 The UK	1. The causes, impacts and responses to the flooding of any UK river.
2 The Middle East	1. The Middle East, including: a. named countries [for example: Saudi Arabia, Yemen, UAE and Egypt], b. the population distribution of the region, c. key physical features [for example, the Tigris, Euphrates, Nile Rivers and the Pontic, Zagros and Taurus Mountains]. d. key human features [for example, Suez Canal, archaeological sites, important cultural cities such as Istanbul, Baghdad and Riyadh]. 2. The impact that human factors of colonialism and conflict have had on development in (at least) one country in the Middle East. N.B. schools should consider the country of study carefully when addressing conflict. 3. The human and physical features that have influenced population distribution in (at least) one country in the Middle East.
3 Russia	1. Employment sectors and impact of industry in Russia. This should include: a. the large secondary and tertiary industries in Russia, b. the impacts of these industries [for example, higher wages, tax revenue for government, creation of jobs, deforestation of the taiga and emissions of greenhouse gases].

In addition to the case studies above, students should be taught case studies that reflect the below. Note that each item in 7.L2.5 does not need to be covered for every country or region in 7.L2.4. Schools should select a country or region in Africa or Asia (7.L2.4) for each point listed in 7.L2.5.

It is recommended that schools teach at least one country in Asia and one in Africa over the course of Year 7. For example, students may be taught case studies that include a top-down project in Ethiopia, a bottom-up project in Mali and human and physical factors affecting development in Bangladesh.



4 Country or Region	1. A country or countries in Africa [for example, two contrasting case studies]. 2. A country or countries in Asia [for example, two contrasting case studies].
5 Case Study Contexts	1. The advantages/disadvantages and social, economic and environmental impacts of a named top-down project. 2. The advantages/disadvantages and social, economic and environmental impacts of a named bottom-up project. 3. The human and physical factors that have affected development in (at least) one country. 4. Development and economic growth through tourism, as illustrated through the case study of (at least) one country.

Physical Processes

7.P1 Physical Earth

7.P1.1 Geology

1 Introduction to Rocks	1. The outermost layer of the Earth is called the crust. It is made of different types of rock that have different properties.* 2. Rocks can be hard rock or soft rock. Hard rock is harder to wear away (erode). N.B. students are not expected to know the formation or properties of igneous, sedimentary or metamorphic rock in Year 7; this is taught later in Key Stage 3 in both science and geography.
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7.P1.2 Hydrology

1 Water Cycle	1. The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. 2. The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again.*
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2 Drainage Basin	1. The drainage basin is the area of land drained by a river and its tributaries. 2. Features of a drainage basin include the watershed, tributaries, confluences, mouth, source and channel. 3. Processes within the drainage basin are precipitation, interception, soil moisture, surface runoff, transpiration, infiltration, throughflow. 4. Precipitation is an input that can be stored and transferred within the drainage basin. 5. Water can leave the drainage basin as an output through transpiration or by being removed by a river.
3 Introduction to Erosion, Transportation, Deposition	1. The three river processes are erosion, transportation and deposition. 2. Rivers can erode rocks vertically and laterally. 3. Sediment can be transported by water, including traction and suspension. N.B. Types of erosion, including abrasion, attrition, solution and hydraulic action are not required in Year 7, nor are different types of transportation. They are taught later in the curriculum.
4 River Features	1. Rivers have three courses: upper, middle and lower. River velocity, width and depth change as a river moves through the different courses. 2. Waterfalls are found in the upper course of a river, created by vertical erosion. Features of a waterfall include a gorge, plunge pool, a hard rock overhang and a soft rock undercut. 3. Meanders are bends in a river, often found in the middle and lower course and formed by lateral erosion and deposition. Features of a meander include a slip-off slope and river cliff. 4. Floodplains are flat areas of land found near the mouth of a river in the lower course, created by flooding and deposition of silt (alluvium). Features of floodplain include fertile soil, natural levees and fine sediment.
5 Flooding	1. At least two human and two physical causes of flooding [for example, human causes might include: urbanisation,



deforestation; physical causes might include: heavy rainfall, impermeable rock, steep land].

2. Flooding has social, economic and environmental impacts [for example, damage to homes, transport networks, agricultural land, businesses and access to education].
3. Flooding can be managed through hard or soft engineering methods. Hard engineering methods of flood management include dam building and dredging. Soft engineering methods of flood management include monitoring and afforestation.

7.P1.3 Other Natural Resources

1 Distribution of Natural Resources	1. Natural resources are unevenly distributed in the world* [for example, some regions of the world, such as the Middle East, have large reserves of fossil fuels like crude oil and natural gas].
2 Renewable and Non- renewable resources	1. Renewable resources are replenished naturally at a fast rate. They will not run out. Non-renewable resources are not replenished naturally at a sufficient rate to replace the amount being used. 2. Fossil fuels, including oil, coal and natural gas, take thousands of years to form. Because of this, they are considered non-renewable. N.B. Students are not expected to know any further named examples of renewable or non-renewable resources in Year 7; these will be taught in more depth in both science and geography later in Key Stage 3.

7.P3 Weather and Climate

7.P3.1 Global Climate and Climate Change

1 Introduction to Global Climate	1. Climate is the average weather conditions of an area over thirty years.* 2. Climate zones are identified and named based on factors such as temperature and precipitation.* N.B. Differential heating is not required to be taught in Year 7; it will be covered later in Key Stage 3.
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2 Introduction to the Natural Greenhouse Effect	1. The Earth's atmosphere contains some greenhouse gases, such as carbon dioxide. These greenhouse gases cause the Earth to retain some of the energy from the Sun, keeping the Earth warm. 2. The natural greenhouse effect keeps the Earth within the temperature range that is necessary to sustain life.
3 Introduction to the Enhanced Greenhouse Effect	1. Human activity, such as burning fossil fuels for electricity generation, agriculture and transport emissions release greenhouse gases, such as carbon dioxide, into the atmosphere. This increase in greenhouse gases in the atmosphere cause the enhanced greenhouse effect. 2. The enhanced greenhouse effect causes the Earth's average temperature to increase. This is known as global warming. 3. Global warming causes wider climate change, which refers to broader changes in the Earth's average weather conditions.
4 Introduction to Climate Change	1. Climate change is leading to a range of impacts globally, including more extreme weather events [for example, heatwaves] and a rise in sea levels [for example, through melting ice masses]. N.B. Students are not expected to learn any case studies about the impacts of climate change in Year 7, as this will be taught later in Key Stage 3. However, teachers may choose to exemplify the above impacts in the context of the UK or more widely. 2. Reducing and reversing climate change requires limiting or reducing the amount of greenhouse gases in the atmosphere. 3. Human actions to reduce greenhouse gases can be measured in units of carbon dioxide or other greenhouse gas saved (kg CO₂e). N.B. The enhanced greenhouse effect and climate change will be revisited and taught in greater depth later in Key Stage 3. This foundational knowledge has been included in Year 7 to enable students to meaningfully engage with other topics, such as increased flooding when learning about rivers or the impact of burning fossil fuels when learning about the Middle East.



Human Processes

7.H1 Economy and Development

7.H1.1 Development

1 Features of Development	1. Features of development include economic features [for example, income, trade], infrastructure [for example, transport links], and social services [for example, education, healthcare]. 2. As countries develop, the status of women living in the country generally improves, but individual and personal experiences of this vary greatly. 3. Levels of development vary globally. Countries are often categorised as developing, emerging or developed. These categories can be problematic because they are very simplistic.
2 Indicators of Development	1. Features of development can be approximately measured with development indicators. Development indicators include GNI per capita (economic development); literacy rates and mean years of schooling (education); life expectancy and infant mortality rates (healthcare). N.B. Additional indicators, such as birth rate, death rate or people per doctor, are not required to be taught in Year 7. 2. Any indicator of development is limited because it cannot show the variation that can occur within countries. 3. Single indicators of development are limited because they do not tell the full story. Composite indicators combine several indicators. The Human Development Index (HDI) includes life expectancy, GNI per capita and mean years of schooling.
3 Development and Industries	1. Countries at different stages of development will have different employment structures [for example, developed countries will likely have a larger tertiary sector than developing countries].
4 Uneven Development	1. Development has occurred unevenly across the world because of human factors [for example, colonisation, conflict and corruption] and physical factors [for example, climatic conditions; access to natural resources; access to trade routes].
5	1. Becoming more developed requires economic growth. If there is more money in a country, there will be more money paid to the



Becoming More Developed	government (taxation), and there is more money for governments to spend on infrastructure and services, which may lead to a higher standard of living. 2. Tourism offers developing countries a significant opportunity for economic growth by generating income, creating employment opportunities, and stimulating local businesses and infrastructure development. 3. Top-down projects are large scale development projects funded by the government or large companies. 4. Bottom-up projects are small scale projects often funded by non-government organisations focussing on addressing the needs of a local community. 5. Top-down and bottom-up projects have associated advantages and disadvantages.
6 Sustainable Development	1. Economic growth and development can sometimes have negative environmental impacts [for example, industrialisation can lead to air and water pollution, contributing to the contamination of food sources; resource extraction such as mining and drilling can disrupt ecosystems and damage habitats].

7.H1.2 Employment and Industries

1 Employment Sectors	1. There are four main employment sectors; primary, secondary, tertiary, quaternary and different types of resources, goods and/or services are extracted, produced, and/or traded in each. 2. The proportion of people working in primary, secondary, tertiary and quaternary sectors changes over time. There are a range of factors for this [for example, increased ease of importing and exporting goods, increased opportunities for women, improvements in technology, an increase in disposable income and higher education levels].
2 Location of Industries	1. The location and distribution of industries in the UK and elsewhere are influenced by physical features [for example, flat land, fertile soil, access to natural resources] and human features [for example, access to infrastructure]. 2. If human features are more important than physical factors for an industry, as is often the case in tertiary and quaternary industries,



the industry is less likely to be tied to a specific location. These industries are known as footloose industries.

- Industries can have positive and negative impacts at the local and national scale, including the creation of jobs; increased tax revenue; noise/air/visual pollution; and habitat loss.

7.H1.3 Trade

1 Introduction to Trade	- Trade is the process of buying and selling goods and services. - Imports are goods that are brought into a country. Exports are goods that are traded out of the country. - Tariffs are a type of tax imposed on imported goods. - Factors that affect how much countries trade with each other include changing international relationships between countries; trade blocs; tariffs; infrastructure and physical geography.
2 Balance of Trade	A country's exports being of a higher value than its imports can contribute to economic growth [for example, some countries in the Middle East export crude oil at high prices and the value of its exports are much greater than the value of imports. This means the country has lots of money coming into the country]. N.B. Students are not expected to know the impacts of exports being of a lower value than imports (trade deficit) in Year 7; this will be taught later in Key Stage 3.
3 Single and Multiple Exports	- Countries with an economy that is heavily reliant on one type of industry may experience problems if global patterns of consumption change [for example, if the price of oil drops or restrictions are placed on tourism due to the Covid-19 pandemic]. - Many countries with single industries may try to diversify their economies, which may have positive and negative impacts [for example, some countries in the Middle East are diversifying their economy through tourism. This has positive and negative impacts].
4 Supply and Demand	Demand refers to the quantity of goods or services that is desired by buyers. Supply refers to the quantity of goods or services available in the market. The level of supply and demand determines prices [for example, the demand for crude oil from the



Middle East is likely to fall by 2040 or earlier because many countries aim to reduce their dependency on fossil fuels and switch to renewable sources of energy. If demand falls, the price is likely to fall].

7.H2 Population and Communities

7.H2.1 Communities and Countries

1 Formation of Countries

1. Some countries in the world are historically young and borders were agreed by a group of other countries [for example, the Sykes-Picot agreement created many countries in the Middle East]. Forming countries in this way can cause problems in the future.

Geographical Skills

7.S1 Scale and Perspective

7.S1.1 Maps at Different Scales

1 Introducing Different Scales

1. Students should be able to use and identify maps at a local, regional and national scale.

N.B. Students are not yet expected to make scale drawings or calculate distances; this will come later in Key Stage 3, once students have been taught prerequisite mathematics skills.

7.S2 Fieldwork

7.S2.1 Conducting Fieldwork

1 Planning

1. A hypothesis is a statement about a research question that suggests the expected result of the investigation. Fieldwork then tests whether the hypothesis is true or false.
2. Students should be able to make a prediction to answer an enquiry question and/or test a hypothesis.
3. There are potential risks associated with conducting fieldwork. Risk assessments identify these risks and set out the control measures that will reduce the likelihood of the risk-taking place and/or minimise the harm if the risk does occur.



	- Students should be able to identify the main hazards in fieldwork and the main control measures appropriate to a method. - Bias is when the researcher allows their personal opinions to affect the outcome of the investigation.
2 Measuring and Recording Data	- Primary data is data that is collected first-hand by the researcher. - Students should be able to identify a range of equipment (depending on the nature of the enquiry) that may be used to measure and use it skilfully. - A sample is a small set of data points within the whole data set. There are different ways of selecting a sample, including random and systematic. - Students should be able to select a sample for their fieldwork enquiry.
3 Presenting Data	- Recorded data is often presented in tables. Data tables present information systematically. - Students should be able to record data systematically in tables with headings that describe measured quantities and their units. - Data can also be presented in maps, graphs and photographs. (See graphical skills, below).
4 Making Conclusions	- Fieldwork includes a conclusion, which is a summary of what has been found during the investigation. In Year 7, a conclusion will include: - patterns/trends or relationship between the quantities being measured or explored and the data that led to it, - explanations of findings, using geographical knowledge/ data, - the extent to which the prediction (if there was one) is correct. - Students should be able to make a conclusion including the points listed above. - An anomaly is a value in a set of results that is judged not to be part of the variation caused by random unpredictability; they do not fit the pattern.



	4. Students should be able to identify anomalies in a table of data.
5 Evaluating Fieldwork	1. Most data collection methods have limitations; this can affect the reliability of conclusions. Causes of error include operator error, equipment error and recording errors. 2. Students should be able to identify the qualities of the apparatus that can lead to the collection of higher quality data. 3. Collecting larger data sets will generally result in a more reliable investigation.

7.S3 Map and Diagram Skills

7.S3.1 Maps

1 Using a Range of Maps	1. Students should be able to use a range of political and physical maps to identify a range of human and physical features. 2. Students should be able to use the eight compass points to locate and describe the location of features in comparison to others. 3. Relief is the way the landscape changes in height between locations. It refers to the altitude (height above sea level) and general shape of the land. Students should be able to identify land of different heights using colour shading and spot heights. 4. Students should be able to use choropleth maps to show the distribution of a range of variables across geographic areas.
2 OS Maps	1. Symbols on OS maps are used to locate human and physical features. Contour lines on OS maps are used to show relief and the relative height of the land. 2. Students should be able to locate features using OS maps, using standard OS symbols and topography (including contour lines). 3. Students should be able to locate and describe the location of features using a 4- and then 6-figure grid reference.
3 Using Atlas Maps	1. Students should be able to identify relevant maps in an atlas and identify key lines of longitude and latitude, continents and countries.



7.S3.2 Diagrams and Photographs

1 Diagrams	1. Labels are used on a diagram to identify specific parts or features on the diagram. Annotations go a step further by adding comments or explanation to these specific parts of features. 2. Students should be able to draw and both label and annotate diagrams [for example, using a diagram to explain the formation of a waterfall]. 3. Students should be able to draw a cross-section of land using contour lines.
2 Photographs	1. Students should be able to locate features using ground photographs and aerial photographs (in both oblique and plan view).

7.S4 Applying Mathematics

7.S4.1 Numerical Skills

1 Introducing Numerical Skills	1. Students should be able to use data when comparing geographical phenomena [for example, using quantitative measures such as HDI and GNI to describe development]. 2. Students should be able to use simple percentage data [for example, comparing percentages and adding and subtracting percentages]. N.B. Students are not expected to calculate percentages or percentage change, as this is not taught in the United Curriculum for Secondary Mathematics in Year 7.
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7.S4.2 Statistical Skills

1 Introducing Statistical Skills	1. Students should be able to calculate the mean of a set of data. N.B. The mean is taught in the United Curriculum for Secondary Mathematics in Year 7, half term 3.
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7.S4.3 Graphical Skills

1 Introducing Graphical Skills	1. Students should be able to interpret and extract information from: bar graphs, double bar graphs, line graphs and double line graphs. 2. Students should be able to plot bar charts.
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N.B. Students are not expected to draw scatter graphs or lines of best fit.

Disciplinary Knowledge to Be Taught in Year 7

7.D1 Enquiry

1. The stages of the geographical enquiry process are: hypothesis, data collection, data presentation, data analysis, conclusion and evaluation.
2. Students should be able to make a prediction to answer an enquiry question and/or test a hypothesis.
3. Students should be able to identify risks and set out the control measures that will reduce the likelihood of the risk taking place and/or minimise the harm if the risk does occur.
4. Students should be able to collect primary data and use it to prove or disprove a hypothesis.

7.D2 Decision-Making

1. Geographers support decision-makers by considering the relative social, economic and environmental advantages and disadvantages of a range of options.
2. Geographers will consider objective data and subjective opinions of stakeholders.
3. Geographers will weigh up the advantages and disadvantages of different options and make a decision about the best course of action.

7.D3 Making Comparisons

1. All places have similarities and differences, and comparisons can be used to group places by different characteristics, such as climate, population density, trade patterns and development.
2. Geographers make comparisons between places based on these characteristics.
3. Geographers should aim to compare two places at a similar scale.

7.D4 Interconnections

1. Physical and human processes interact [for example, physical processes may influence a country's development and human processes interact with physical to impact flood events].
2. Geographers make connections between the human and physical processes and consider how one is shaped by the other.



7.D5 Forming Judgements

1. Geographers choose to study the implications of different actions on people, places and environments.
2. Geographers will rank factors based on their significance or importance in relation to a specific issue. They will use evidence to support their judgements.



Detailed Knowledge for Year 8

Substantive Knowledge to Be Taught in Year 8

The below outlines the detailed knowledge that should be taught by the end of Year 8, grouped by theme and topic. It builds on the content taught in Year 7, which is often prerequisite.

Content in square brackets [] is guidance and will not be assessed.

Location, Space and Place

8.L1 Locational Knowledge

There is no new locational knowledge required for Year 8. It is developed through named case studies below.

8.L2 Named Places and Case Studies

Every case study in this section should be taught with the relevant context of the country or region studied. This may include the development; relevant social and cultural contexts and physical features. They should also include relevant substantive and disciplinary knowledge set out in the rest of this document. For example, students would be expected to apply knowledge from **8.P1.1.5 Earthquakes** in the context of the earthquake case study comparisons.

1 The UK	1. The need for, and the advantages and disadvantages of, a coastal management scheme in the UK.
2 India	1. The features of India, including: a. India's location, b. Key physical features [for example, relief, major rivers, climate zones]. c. Key human features [for example, the population distribution, population structure, transport network, industries, major landmarks, cultures and major cities such as New Delhi and Mumbai].
3 East Africa	1. The region of East Africa, including:



- a. Named countries [for example, Kenya, South Sudan, Ethiopia].
- b. The population distribution of the region,
- c. Key physical features [for example, the Great Rift Valley, the River Nile, extreme weather in East Africa, the Indian Ocean coastline and ecosystems such as the Serengeti and Maasai Mara].
- d. Key human features [for example, major cities such as Nairobi, Addis Ababa and Kampala, population structure, forced migration and tourism].
- e. At least two opportunities in East Africa,
- f. At least two challenges in East Africa.

In addition to the case studies above, students should be taught case studies that reflect the below.

4 Case Study Contexts

1. A comparison of two population pyramids, one from a developed country and one from a developing or emerging country.
2. The push and pull factors that have influenced migration from a chosen source country to a chosen host country and the impacts on both countries [for example, from India to the UK].
3. Two specific biomes, including:
 - a. Location
 - b. Climate
 - c. The level of biodiversity
 - d. Examples of plant and animal adaptations
 - e. Opportunities for humans in the biome
 - f. Threats to the biome
 - g. Human management of the biome
4. An earthquake event including:
 - a. The location
 - b. The impacts
 - c. The responses



5. The impacts of, and responses to, a low-pressure extreme weather event **in** the UK.
6. The impacts of, and responses to, a high-pressure extreme weather event **outside** of the UK.

Physical Processes

8.P1 Physical Earth

8.P1.1 Geology

1 Rock Types	1. The formation of the three main rock types: a. Igneous rocks are formed from the cooling of molten rock. b. Sedimentary rocks are formed from layers of particles [for example, sand, mud or small rocks] that are pressed together over time. c. Metamorphic rocks are formed when very high temperature and pressure cause existing rocks to change.
2 Geology of the Earth	1. The geological timescale is used to organise key events that have happened in Earth's history. It is divided into eons, eras, periods and epochs. 2. The Earth's structure includes layers of crust (solid), mantle (semi-solid), outer core (liquid) and inner core (solid). 3. The Earth's crust can be oceanic (thinner, denser) or continental (thicker, less dense). 4. Tectonic plates move, driven in part by convection currents in the mantle. 5. Continental drift theory proposes that the continents were once joined in a single supercontinent called Pangaea, which gradually broke apart and drifted to the current positions.
3 Geology of the UK	1. The geology of the UK influences the UK's landscape, farming practices and population distribution.
4 Volcanoes	1. Volcanoes are unevenly distributed around the world and are mostly found along tectonic plate boundaries.



	2. Shield volcanoes are formed at constructive plate boundaries. Shield volcanoes are wide and gently sloping, with fluid lava and frequent, gentle eruptions. 3. Composite volcanoes are formed at destructive plate boundaries. Composite volcanoes are steep-sided and cone-shaped, with thick magma that traps gas, with infrequent, violent eruptions. 4. Living near volcanoes has both advantages and disadvantages [for example, advantages might include fertile soils, geothermal energy, tourism. Examples of disadvantages might include risk of lava flows, ash clouds, harmful gases and pyroclastic flows, which puts lives and infrastructure at risk].
5 Earthquakes	1. Earthquakes are unevenly distributed around the world and mostly occur at destructive and conservative plate boundaries, where pressure builds up and releases suddenly. 2. The Moment Magnitude Scale is used to measure earthquake strength. 3. Examples of planning and preparation for earthquakes [for example, building earthquake-resistant structures, conducting earthquake drills and training emergency services]. 4. Examples of impacts of earthquakes [for example, building collapse, fatalities, power supplies cut off, homelessness]. 5. Examples of responses to earthquakes [for example, rescue operations, setting up temporary shelters and hospitals and, in some cases, using aid and donations].

8.P1.2 Hydrology

1 Wave Formation	1. The size and energy of a wave depends on the fetch, the strength of the wind and how long the wind has been blowing for. 2. Constructive waves have a strong swash and weak backwash, and deposition is the dominant process. 3. Destructive waves have a weak swash and strong backwash, and erosion is the dominant process.
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2 Coastal Processes	- Types of erosion include: - Abrasion, the erosion caused when rocks and sediment carried by waves (or a river) are thrown against the cliff or riverbank. - Attrition, the erosion caused when rocks and sediment carried by waves (or a river) hit each other and cause each other to break into smaller pieces. - Hydraulic action, the erosion caused by the force of the water hitting the rocks, which traps and compresses air in the cracks and causes the cracks to weaken and break.
3 Erosional Features	- Headlands and bays form along coastlines where bands of hard and soft rock lie at right angles to the sea. The softer rock is eroded more quickly to form bays, while the more resistant rock is left jutting out as headlands. - Caves, arches, stacks and stumps are a sequence of erosional features formed on headlands, created by the continuous action of waves exploiting weaknesses in the rock.
4 Transportation and Depositional Features	Longshore drift is a process of transportation and deposition. It creates beaches.
5 Coastal Management	- Impacts of coastal erosion [for example, loss of land (which can result in losses in tourism and agriculture), damage to infrastructure and loss of habitats]. - Hard engineering strategies are man-made and provide strong physical barriers to the sea. They have advantages [for example, they typically provide strong protection] and disadvantages [for example, they are expensive to build and maintain, and they can cause erosion elsewhere]. Students should know two examples of hard engineering strategies [for example, groynes and sea walls]. - Soft engineering strategies manage erosion by working with natural processes at the coast. They have advantages [for example, they are typically cheaper and better for wildlife] and disadvantages [for example, they may need repeating and may



	offer less protection]. Students should know two examples of soft engineering strategies [for example, managed retreat and beach nourishment].
6 Other Threats to Coastal Areas	1. There are other threats to coastal areas [for example, plastic and other pollution, rising sea levels and the increasing frequency of storms].

8.P2 Ecological Relationships

8.P2.1 Ecosystems and Biomes

1 Ecosystems and Biomes	1. An ecosystem is a specific community of living organisms interacting with their environment in a particular area, such as a forest, pond or coral reef. 2. A biome is a large-scale ecosystem and an area of the world that, because of a similar climate, have similar landscapes, animals (fauna) and plants (flora). 3. Biodiversity refers to the variety of plants and animals found in a particular ecosystem or biome.
2 Inside Biomes	1. Animals and plants are adapted to the biomes they live in. 2. Interdependence refers to the way that species, places, environments and systems are connected, and how a change in one can impact others. 3. There are opportunities for humans in biomes [for example, natural resources and tourism]. 4. Threats to biomes [for example, over-exploitation of the natural resources, damage to habitats and reduced biodiversity]. 5. Sustainability means to meet the needs of the present without compromising the ability of future generations to meet their own needs. Biomes need to be managed sustainably. Students should learn specific examples of these through their study of two contrasting biomes (see 8.L2.4).



8.P3 Weather and Climate

8.P3.1 Global Climate and Climate Change

1 Explaining Global Climate	1. Different parts of the Earth receive different amounts of solar insolation because of the Earth's curved shape and the angle at which the Sun's rays hit the Earth's surface. This causes differential heating. 2. Differential heating is one of the reasons why air moves in global patterns: a. In some regions, warm air rises, cools and condenses, forming clouds and precipitation. This leads to a wetter climate. b. In some regions, cool air sinks, which prevents cloud formation. This leads to a drier climate.
2 Explaining Local Climate	1. Other factors affect the climate of an area [for example, distance from the coast, prevailing wind direction and altitude].
3 Climate Graphs	1. Climate graphs show the average monthly temperature and precipitation for a location over a year.

8.P3.2 Weather Systems

1 Introduction to Weather	1. Weather is recorded daily through measurements like temperature, rainfall and wind speed. 2. Weather maps have symbols for precipitation, wind and temperature.
2 Weather Systems	1. The UK is influenced by five main air masses, which have different source regions and directions of travel. Each air mass brings different weather conditions. 2. Low-pressure systems occur when warm air rises. It often brings clouds, strong winds and rainfall. In the summer, they can lead to thunderstorms and heavy rain. In the winter, they can lead to strong winds and snow. 3. High-pressure systems occur when cool air sinks. It often brings clear skies, calm winds and dry weather. In the summer, they can



	lead to heatwaves and drought. In the winter, they can lead to cold, clear skies and frosty nights.
3 Extreme Weather	1. Some extreme weather events are caused by low-pressure systems [for example, tropical storms and heavy rainfall]. 2. Some extreme weather events caused by high-pressure systems [for example, heatwaves and droughts]. N.B. Students should learn specific examples of these through their study of two specific extreme weather events (see 8.L2.4). 3. Climate change is causing more frequent and more intense extreme weather events.



Human Processes

8.H2 Population and Communities

8.H2.2 Demography

1 Population Distribution	1. Population distribution is the pattern of where people live across the world or within an area. Population density is the number of people per square kilometre. 2. Global population distribution is uneven, with some areas being sparsely populated (few people per km²) and some areas being densely populated (many people per km²). 3. Human and physical factors influence population density, [for example, physical factors that influence it include access to water, climate, relief and availability of natural resources. Human factors that influence it include: transport networks, job availability, access to amenities such as electricity, schools and hospitals].
2 Population Change	1. Population metrics include birth rate (the number of live births per 1000 people per year) and death rate (the number of deaths per 1000 people per year). 2. The natural increase or natural decrease in a population is the difference between the birth rate and the death rate. 3. There are a range of factors that affect birth rate, many of which reflect women's roles in society [for example, access to healthcare, education of women, access to contraception, cultural and religious beliefs]. 4. There are a range of factors that affect death rate [for example, access to healthcare, access to food, water and living conditions]. 5. Overpopulation occurs when the number of people in the population exceeds the region's resources to support it. 6. There are a range of impacts of overpopulation [for example, resource depletion, environmental damage, rising unemployment and strain on infrastructure].
3 Population and Development	1. As countries develop, we often see a shift from high birth and high death rates to lower birth and death rates. This may reflect women's changing roles in society and sex-based expectations [for example, improved access to education and employment for women may reduce birth rates].



	2. In developed countries, birth and death rates are typically lower, which leads to a stable or slowly increasing population. 3. In developing countries, birth and death rates are often higher, which leads to more rapid population growth.
4 Population Structure	1. The population can be structured into young dependents, working-age population and elderly dependents. 2. Population pyramids show the population structure.
5 Managing Population	1. There are advantages of an ageing population [for example, family support with childcare and the grey pound]. There are disadvantages of an ageing population [for example, strain on healthcare and social care services and strain on housing supply]. 2. An ageing population can be managed in a range of ways [for example, by raising the retirement age]. 3. There are advantages of a youthful population [for example, a future workforce]. There are disadvantages of a youthful population [for example, strain on education services and cost of childcare]. 4. A youthful population can be managed in a range of ways [for example, by improving access to education for women].

8.H2.3 Migration

1 Introduction to Migration	1. Migration is the movement of people from one place to another. 2. Migration can be categorised by the destination: a. International migration is movement from one country to another. b. Internal migration is movement from one place to another within the same country. 3. There are push factors for migration [for example, lack of job opportunities and low wages, conflict or persecution, natural disasters and poor access to healthcare and education]. 4. There are pull factors for migration [for example, employment opportunities and higher wages, better quality of life and living
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	conditions, better access to healthcare and education and opportunities to rejoin family and friends]. N.B. Teachers should emphasise one push and one pull factor that disproportionately affects women and why [for example, conflict, education and natural disasters can disproportionately affect women].
2 Voluntary Migration	1. Voluntary migration is where the person chooses to leave, usually for economic and/or social reasons. 2. Economic migration is a form of voluntary migration that occurs when people move for improved economic opportunities. 3. Factors that drive economic migration include: a. Push factors [for example, low wages, lack of job opportunities, limited access to healthcare and education]. b. Pull factors [for example, higher wages, job opportunities, education opportunities]. 4. Impacts of economic migration, including: a. Impacts on the host country [for example, economic contributions of migrants, skilled workers, multicultural communities, offsetting the ageing population and increased racial tensions in some areas]. b. Impacts on the source country [for example, remittances, less pressure on services, trade links, reduction in skilled workers and family separation].
3 Forced Migration	1. Forced migration is where the person has no choice but to leave their home for their own survival.



Geographical Skills

8.S1 Scale and Perspective

8.S1.1 Maps at Different Scales

1 Different Scales	1. Students should be able to use and identify maps at a local, regional and national scale. N.B. Students are not yet expected to calculate distances.
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8.S2 Fieldwork

8.S2.1 Conducting Fieldwork

2 Measuring and Recording Data	1. Secondary data is data that has been collected, processed and published by somebody else, rather than collected by the person using it.
3 Presenting Data	1. Discrete data is data that can only take specific, separate values and is often counted. Continuous data is data that can take any value within a range and is measured. 2. Students should be able to identify discrete and continuous data.

8.S3 Map and Diagram Skills

8.S3.1 Maps

1 Using a Range of Maps	1. Students should be able to interpret weather maps, including interpreting symbols for temperature, wind and precipitation.
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8.S3.2 Diagrams and Photographs

1 Diagrams	1. Students should be able to draw and label sketches from photographs.
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8.S4 Applying Mathematics

8.S4.1 Numerical Skills

1 Numerical Skills	1. Students should be able to use more complex percentage data [for example, when interpreting population pyramids, where students will be required to calculate percentage totals for different age groups etc].
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8.S4.2 Statistical Skills

1 Averages and Spread	1. Students should be able to use the range as a measure of spread.
2 Using Data	1. Students should be able to identify trends, patterns and anomalies in geographical data. 2. Students should be able to compare datasets to make geographical conclusions [for example, comparing rainfall or population size in different places].

8.S4.3 Graphical Skills

1 Graphical Skills	1. Students should be able to interpret and extract information from pie charts. 2. Students should be able to plot information on bar and line graphs, when given axes and scales.
2 Geographical Graphs	1. Students should be able to draw and interpret climate graphs. 2. Students should be able to draw and interpret population pyramids.



Disciplinary Knowledge to Be Taught in Year 8

8.D1 Enquiry

1. Students should be able to use secondary data to analyse patterns and trends in data.

8.D2 Decision-Making

1. Students should be able to compare the relative social, economic and environmental advantages and disadvantages of a range of options and make decisions by weighing these options.

8.D3 Making Comparisons

1. Students should be able to compare two places at the same scale [e.g. two regions or two countries].
2. Students should be able to compare the causes, effects and responses to a similar event [e.g. earthquake] in two different places.

8.D4 Interconnections

3. Students should be able to consider and describe the interaction between human and physical processes [for example, the interactions between human and physical processes in the formation of distinctive tectonic landscapes].

8.D5 Forming Judgements

1. Students should assess the implications of different actions on people, places and environments.
2. Students should be able to rank factors based on their significance or importance in relation to a specific issue.



Detailed Knowledge for Year 9

Substantive Knowledge to Be Taught in Year 9

The below outlines the detailed knowledge that should be taught by the end of Year 9, grouped by theme and topic. Although some knowledge naturally spans several themes, it is placed into one for simplicity. It builds on the content taught in Year 7 and 8, which is often prerequisite.

Content in square brackets [] is guidance and will not be assessed.

Location, Space and Place

9.L1 Locational Knowledge

There is no new locational knowledge required for Year 9. It is developed through named case studies below.

9.L2 Named Places and Case Studies

1. Every case study in this section should be taught with the relevant context of the country or region studied. This may include the development, relevant social and cultural contexts and physical features. They should also include relevant substantive and disciplinary knowledge set out in the rest of this document. (For example, students would be expected to apply knowledge from **8.P1.1.5 Earthquakes** in the context of the earthquake case study comparisons).

N.B. Every case study should include the relevant context of the country/region studied. This may include the development; relevant social, environmental, economic and cultural contexts and trends.

1 The UK

1. At least one opportunity and one challenge of developing an energy source to encourage a sustainable energy future for the UK [for example, fracking/North Sea Oil/ Morecambe Bay tidal power].
2. At least one opportunity and one challenge with developing tourism in a glaciated landscape affected by tourism [for example, the Lake District; where opportunities might include creating jobs and economic benefits. Challenges might include environmental pressures like footpath erosion and habitat disturbance].
3. UK patterns of urban change.



	- At least one advantage and one disadvantage of regeneration in an urban area in the UK [for example, The Bullring Birmingham]. - An example of a sustainable city in the UK [for example, Bristol (green space, cycling initiatives and renewable energy projects), Manchester (transport project), London (ULEZ and urban greening projects)].
2 China	- Human and physical features which make China important regionally and globally including: size of land mass and size of population [for example, human features might include large workforce, megacities such as Beijing and Shanghai, manufacturing, infrastructure and global trade links. Physical features might include: extensive natural resources, river systems such as the Yangtze River, large coastline, and diverse environments]. - China is an emerging country experiencing rapid economic growth. - The factors which have led to economic growth and the impact on quality of life in China [for example, export manufacturing, improvements in infrastructure and transport, a large workforce, government policies, access to technology and improved healthcare and education].

In addition to the above, students must be taught case studies that reflect the below bullet points.

N.B. Each bullet point does not need to be covered for each country studied. Teachers select a region, county or a country for each point listed.

3 A Region, Country or Countries	- The impacts of rapid economic growth (social, economic and environmental) on an emerging country. - The opportunities and challenges associated with a named TNC in a chosen emerging country.
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9.P1 Physical Earth

9.P1.1 Geology

1 Glacial Erosion Landforms	1. Glacial abrasion is the process by which rocks and debris frozen into the base of a glacier scrape and grind against the bedrock as the glacier moves, smoothing and polishing the rock surface. 2. Plucking is the process where a glacier pulls rocks and fragments away from the valley floor or sides as meltwater freezes around them and the ice moves, helping the glacier to erode the landscape. 3. The formation and characteristics of erosional features: a. Corries are hollows formed in mountains where snow accumulates, compacts into ice and a small glacier erodes the hollow through plucking and abrasion, often leaving a rock lip at the front and forming a tarn after glaciation. b. Arêtes are sharp ridges formed between two corries or glacial valleys, created as glaciers erode on either side and leave a narrow, knife-edge ridge. 4. Glacial troughs are U-shaped valleys formed as glaciers flow downhill, eroding the valley sides and floor through plucking and abrasion, transforming V-shaped river valleys into wider, deeper U-shaped valleys.
2 Glacial Deposition and Landforms	1. Glacial deposition occurs when a glacier loses energy and drops the rocks and sediment it has been carrying, forming features that provide evidence of past glaciation. 2. Erratics are large rocks transported and deposited by glaciers, often different from local geology. 3. Moraines are ridges of debris deposited by glaciers as the glacier melts.

9.P1.2 Hydrology

1 Introduction to Glaciers	1. A glacier is a large mass of ice that moves slowly over land. 2. Glaciers are found mainly in polar regions, cold climates and high mountain areas, where more snow falls than melts.
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3. Glaciers shape the landscape through erosion, transportation and deposition.
4. Accumulation adds ice to a glacier, while ablation removes it:
 - a. Accumulation is when snow is added to a glacier.
 - b. Ablation is when ice is lost through melting, evaporation or calving.
5. The movement and size of glaciers are controlled by the balance between accumulation and ablation.

9.P3 Weather and Climate

9.P3.1 Global Climate and Climate Change

1 A Naturally Changing Climate	1. Glacial periods (ice ages) are times of colder global temperatures, where large parts of Earth were covered by ice sheets. 2. Interglacial periods relate to a period of milder climate between two glacial periods. 3. Sources of evidence for changing climate over time, including: ice cores, tree rings and historical records, such as paintings. 4. Natural causes of climate change include volcanic activity and sunspots.
2 Causes of Climate Change	1. The natural greenhouse effect keeps the Earth within the temperature range that is necessary to sustain life. 2. The enhanced greenhouse effect causes the Earth's average temperature to increase unnaturally. This is known as global warming. 3. At least two human activities that contribute to the greenhouse effect [for example, burning fossil fuels for electricity, agriculture (including methane as a named greenhouse gas), pollution from transport and deforestation]. 4. Developed and emerging countries are often the biggest contributors of greenhouse gases.



3 Impacts of Climate Change	1. Global temperature increase and sea level rise are two impacts of climate change. 2. At least two additional impacts of climate change [for example, the occurrence of heat waves, rising sea levels and the melting of glaciers and sea ice. These changes contribute to the loss of habitats, such as those for polar bears]. 3. Developing countries are generally the smallest contributors of greenhouse gases but feel the greatest impacts.
4 Responding to Climate Change	1. Mitigation is about reducing the amount of greenhouse gases that are being released into the atmosphere. 2. At least two examples of mitigation strategies with at least one advantage and one disadvantage of each strategy [for example, transitioning to renewable energy sources, afforestation, international agreements and carbon capture and storage]. 3. Adaptation refers to the process of making adjustments to minimise the negative impacts of climate change. 4. At least two examples of adaptation strategies with at least one advantage and one disadvantage of each strategy [for example, changing agriculture systems, managing water supply, coping with rising sea levels (buildings on stilts and the Thames Barrier)].
5 Glaciation, Climate Change and Human Interaction	1. A glacial period is a time when global temperatures are colder and glaciers expand. An interglacial period is a warmer period when glaciers retreat. 2. The UK has experienced several glacial and interglacial periods. 3. Glacier retreat occurs when ablation exceeds accumulation. 4. Glaciers around the world are retreating due to rising global temperatures. 5. At least two impacts of glacial retreat [for example, reducing freshwater storage, causing sea-level rise and altering landscapes and ecosystems].



9.H1 Economy and Development

9.H1.1 Development

1 Features of Emerging Countries	1. Emerging countries are nations with rapid economic growth, industrialisation and development. 2. Two human and two physical characteristics of newly emerging countries [for example, human characteristics might include: large young populations, growing urban areas, improving infrastructure, industrialisation and increasing global trade; physical characteristics might include: large coastline, large landmass, abundance of natural resources]. 3. Rapid development in emerging countries is leading to an improvement in development indicators, and therefore a perceived improved quality of life. 4. Economic indicators: GDP per capita is the total value of goods and services produced within a country in a year, divided by its population. 5. Social indicators: literacy rates, people per doctor, life expectancy. 6. Composite indicator: HDI.
2 Change in Emerging Countries	1. Employment structures shift as economies grow. 2. Primary employment is high in less developed countries. 3. Primary employment declines in emerging countries because of factors like mechanisation of farming causing less need for workers in primary industries. 4. Secondary and tertiary employment is increasing in emerging countries because of factors like wages being higher in these industries than primary. 5. When a country export manufactured goods, more money is made than from exporting raw materials. This leads to the development of that country [for example, more money available for education and health which increases the HDI score of the country]. 6. Actions by governments in emerging countries can speed up or slow down their rates of development [for example, tax breaks, subsidies, attracting TNCs, environmental laws].



3 Impacts of Economic Growth	1. At least one social opportunity and one social challenge associated with rapid economic growth [examples of opportunities might include: improved access to education and healthcare, better housing, increased access to technology; examples of challenges might include: growth of informal settlements, overcrowding, increased gap between rich and poor]. 2. Informal settlements are residential areas where housing is built without legal permission. They often lack essential services and infrastructure. 3. At least one economic opportunity and one economic challenge associated with rapid economic growth [examples of opportunities might include: increased GDP and national income, more job opportunities in industries and services, growth of infrastructure, increased trade and exports; examples of challenges might include: informal employment, uneven development between regions, rising living costs in urban areas]. 4. Informal employment is work that is not officially regulated or taxed by the government, often with low job security and limited legal protections. 5. At least one environmental impact associated with rapid economic growth [for example, increased air and water pollution from industrial growth, increased energy use leading to higher greenhouse gas emissions, deforestation for industry and housing, over exploitation of natural resources, traffic congestion, increased freshwater consumption and damage to ecosystems and biodiversity].
4 Transnational Corporations	1. TNCs (transnational corporations) are large companies that operate in more than one country. 2. At least two reasons why TNCs are attracted to operate in emerging countries.

9.H2 Population and Communities

9.H2.2 Demography

1 Urban Areas	1. Different types of urban land use include residential, industrial, commercial and recreational.
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	- The land use pattern of urban areas includes CBD, inner city, suburbs and rural-urban fringe. - Different types of housing are found in different parts of urban areas: - High-density, terraced and high-rise housing is commonly located in inner-city areas. - Lower-density, semi-detached and detached housing is commonly located further out in suburban areas.
2 Urban Trends	- De-industrialisation is the decline of manufacturing and industry. - De-industrialisation has been caused by companies moving factories to other countries and the growth of more tertiary and quaternary job availability. - At least two impacts of deindustrialisation on urban areas [for example, unemployment, derelict buildings, reduced investment and changes to land use patterns, creating urban decline in many urban areas]. - De-industrialisation can lead to a negative multiplier effect that lowers quality of life for those who remain. - Urban sprawl is the low-density, outward growth of a city into surrounding rural areas, often consuming farmland and green space. - At least two impacts of urban sprawl [for example, increased traffic congestion and car dependency consumes farmland and green space and puts pressure on local services such as schools, healthcare and utilities, while also increasing air pollution and environmental stress in suburban areas].
3 Urban Change	- At least two opportunities associated with urban change [for example, the creation of new jobs and stimulation of economic growth; improved housing, transport and local infrastructure, increased cultural, leisure, tourism and retail opportunities as a result of redevelopment, making urban areas more attractive places to live and work, improved quality of life for residents, increased investment in the local area]. - At least two challenges associated with urban change [for example, rapid urban change can increase inequality between



	areas and groups, cause housing shortages and create traffic congestion and air pollution. Services such as schools, healthcare and public transport can become overstretched].
4 Regeneration	1. An example of a regeneration project in an urban area. 2. At least one advantage and one disadvantage of a regeneration project in an urban area in the UK [for example, advantages might include: attract investment and improve quality of life for residents; disadvantages might include: displacement of existing communities, increased living costs and gentrification].

9.H2.3 Migration

1 Migration in Emerging Countries	1. Rural to urban migration is people moving from the countryside to urban areas. 2. At least two push and two pull factors influencing rural to urban migration in emerging countries [for example, pull factors might include: more job opportunities in factories, construction and services, higher wages, better education, better healthcare, improved infrastructure and connections (transport, electricity, and housing); examples of push factors might include: low wages, limited job opportunities in agriculture, mechanisation of agriculture, poor access to healthcare, drought and education].
2 Urban Migration	1. Suburbanisation is the movement of people from inner city to the suburbs of an urban area. 2. At least one push and one pull factor causing suburbanisation [for example, pull factors might include: newer housing in suburban areas, cheaper land for industries on the rural–urban fringe; examples of push factors might include: noise, visual air pollution in inner cities, movement of factories from the inner city to the edge of the city]. 3. Counter-urbanisation is the movement of people from urban to rural areas. 4. At least one push and one pull factor causing counter-urbanisation [for example, pull factors might include: seeking a better quality of life, cheaper housing, larger family housing, proximity to out of town shopping facilities, perception of lower



crime rates and cleaner environments; examples of push factors might include: derelict buildings in the inner city, high unemployment, lack of garden space, pressure on public services, poor air quality and potential high crime rates].

5. At least two impacts of counter-urbanisation [for example, congestion on rural roads, changing sense of place in rural villages, house prices rise, brain drain in urban areas].

9.H3 Human Use of Resources

9.H3.1 Land

1 Glacial Landscapes

1. At least one opportunity and one challenge with developing tourism in a glaciated landscape [for example, opportunities might include: creation of jobs and economic benefits; examples of challenges might include: environmental pressures such as footpath erosion and habitat disturbance].

9.H3.2 Using Natural Resources

1 An Introduction to Energy

1. An energy mix is the combination of different energy sources a country uses.
2. The UK energy mix includes fossil fuels, nuclear and renewable energy [for example, wind, solar, hydroelectric, biomass and tidal power].
3. The energy mix in the UK has changed over time. Use of non-renewables is in decline in the UK, whereas the use of renewables is increasing.
4. The energy mix of different countries is influenced by the level of development and availability of resources.

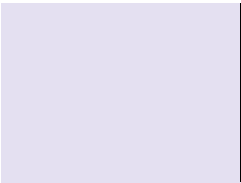
2 Renewable and Non- Renewable Energy

1. Energy resources can be renewable or non-renewable.
2. Non-renewable energy resources are finite, which means that they will eventually run out.
3. Coal, oil and gas are non-renewable energy resources.
4. At least one advantage and one disadvantage of at least two non-renewable energy resources [for example, advantages of fossil fuels might include: they generate large amounts of electricity reliably, they are easy to store and transport; disadvantages of

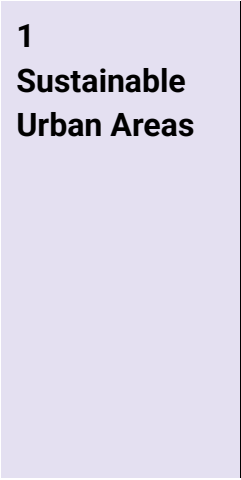


	fossil fuels might include: burning fossil fuels releases greenhouse gases which cause climate change]. 5. Nuclear power is a non-renewable energy resource. 6. At least one advantage and one disadvantage of nuclear energy [for example, advantage of nuclear energy: produces large amounts of electricity reliably; disadvantage of nuclear energy: produces radioactive waste that is difficult to store safely]. 7. Renewable energy resources are infinite, which means that they will never run out. 8. Renewable energy resources include wind, solar, hydroelectric or tidal power. 9. At least one advantage and one disadvantage of at least two renewable energy resources [for example, advantages might include: they produce little or no greenhouse gas emissions and can help reduce the impacts of climate change; examples of disadvantages might include: they can be weather dependent; they are expensive to build initially, some areas are not suitable for certain types (e.g. geothermal or tidal)].
3 Energy Supply and Consumption	1. Energy consumption is the amount of energy used by people and industries; it is uneven globally. 2. Developed countries generally use more energy per person than developing countries. 3. Two factors influencing energy consumption [for example, population size, infrastructure, political stability, wealth and level of development]. 4. Energy security is the ability of a country to have a reliable and affordable energy supply. Energy insecurity occurs when energy supplies are unreliable or expensive. 5. At least two causes of energy security [for example, reliance on imports, diverse energy mix, political stability, global energy prices and environmental policies]. 6. Energy poverty is when people cannot afford or access enough energy for basic needs. 7. At least two impacts of energy poverty [for example, slow economic development, reduced job opportunities and health issues from living in cold homes].



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8. At least two factors affecting energy supply in the UK [for example, cost of exploitation and production, technology and political factors].

9.H3.3 Living Sustainably



1 Sustainable Urban Areas

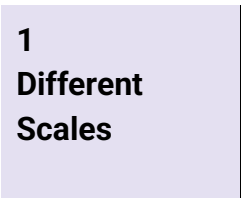
1. A sustainable city is designed to meet the needs of its population now and in the future.
2. Sustainable strategies meet the needs of people now and in the future.
3. At least two sustainable strategies that reduce the impact of the challenges caused by urban growth [for example, using renewable energy, improving public transport, creating green spaces, recycling waste, providing clean water and sanitation and developing energy-efficient housing].

Geographical Skills

All procedural points from Year 7 and 8 plus the following:

9.S1 Scale and Perspective

9.S1.1 Maps at Different Scales



1 Different Scales

1. Students should be able to use and identify increasingly complex maps at a local, regional and national scale.
2. Students should be able to calculate straight line distances.

9.S2 Fieldwork

9.S2.1 Conducting Fieldwork



1 Planning

1. A hypothesis is based on geographical knowledge and theory. Hypotheses often link a variable to a place or pattern.
2. Students should be able to make a prediction to answer an enquiry question and/or test a hypothesis.



2 Measuring and Recording Data	1. Primary data is data that is collected first-hand by the researcher. 2. Secondary data is data that is collected by somebody other than the primary researcher. 3. Data must be measured accurately to ensure results are reliable. 4. Fieldwork equipment is used to measure the environment. It must be carefully chosen to suit the enquiry. 5. A sample is a small set of data points within the whole data set. There are different ways of selecting a sample, including random and systematic. a. Random sampling is sampling where every individual or location has an equal chance of being selected. b. Systematic sampling means data is collected at regular intervals along a line or pattern. 6. Students should be able to use increasingly complex sampling methods and identify the benefits and limitations of different methods. 7. Students should be able to describe and justify data collection methods.
3 Presenting Data	1. Data can be recorded in tables with headings that describe measured quantities and their units. 2. Data can be presented using graphs, charts, maps, photographs and tables. 3. Students should be able to use increasing complex visual, graphical and cartographic methods of data presentation. 4. Students should be able to identify limitations in statistical presentation of data.
4 Making Conclusions	1. A conclusion will include: a. patterns/trends or relationship between the quantities being measured or explored, and the data that led to it, b. a statement about whether the hypothesis is supported or not, c. links between data sets. d. linking findings to geographical theory or concepts.



	2. An anomaly is a value in a set of results that is judged not to be part of the variation caused by random unpredictability.
5 Evaluating Fieldwork	1. Evaluation considers how successful the fieldwork investigation was. 2. Limitations include issues with methods, equipment or sampling. 3. Reliability refers to how consistent the results are. 4. Improvements suggest how the investigation could be made more accurate or effective in the future. 5. Students should be able to identify limitations in data collection methods and the data collected. 6. Students should be able to suggest alternative data to aid their geographical enquiry.

9.S3 Map and Diagram Skills

9.S3.1 Maps

1 Using a Range of Maps	1. Students should be able to interpret weather maps, including interpreting symbols for temperature, wind and precipitation. 2. Students should be able to analyse the relationships between human and physical factors on maps (e.g. thematic maps).
2 OS Maps	1. Student should be able to describe physical features shown on large scale maps (e.g. glacial landscapes). 2. Students should be able to identify patterns of land use from OS maps.
3 Using Atlas Maps	1. Students should be able to use an atlas to find increasingly complex data.

9.S3.2 Diagrams and Photographs

1 Diagrams	1. Students should be able to draw and both label and annotate increasingly complex diagrams.
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2 Photographs

1. Students should be able to locate features using satellite photographs.

9.S4 Applying Mathematics

9.S4.1 Numerical Skills

1 Numerical Skills

1. Students should be able to use increasingly complex data when describing countries [for example, using quantitative measures such as GDP].
2. Students should be able to use proportion, ratio and frequency.

9.S4.2 Statistical Skills

2 Statistical Skills

1. Students should be able to identify anomalies in data.
2. Students should be able to use median and mode as measures of central tendency.
3. Students should be able to calculate percentage increase or decrease.
4. Students should be able to use geo-spatial data presented in a geographical information system (GIS) format.

9.S4.3 Graphical Skills

3 Graphical Skills

1. Students should be able to draw and interpret (including extracting information from) increasingly complex pie charts, bar graphs, double bar graphs, line graphs and double line graphs.
2. Students should be able to interpret, extract and plot information on flow line maps.
3. Students should be able to interpret simple isoline, dot maps and proportional symbols to identify correlations between variables.

Disciplinary Knowledge to Be Taught in Year 9

9.D1 Enquiry

1. The stages of the geographical enquiry process are: hypothesis, data collection, data presentation, data analysis, conclusion and evaluation (from Year 7).



2. Students should be able to make a prediction to answer an enquiry question and/or test a hypothesis (from Year 7).
3. Students should be able to identify risks and set out the control measures that will reduce the likelihood of the risk taking place and/or minimise the harm if the risk does occur (from Year 7).
4. Students should be able to collect primary data and use it to prove or disprove a hypothesis (from Year 7).

9.D2 Decision-Making

1. Compare the relative social, economic and environmental advantages and disadvantages of a range of options [for example, decide which is the most appropriate mitigation or adaptation strategy for each scenario].
2. Weigh up these options and decide on the best course of action [for example, decide which energy production strategy is most suitable for the Isle of Lewis].
3. Consider objective data and subjective opinions of stakeholders when making decisions.

9.D3 Making Comparisons

1. All places have similarities and differences; comparisons can be used to group places by different characteristics e.g. energy mix, economic growth and vulnerability to climate change.
2. Compare the same place over time looking at change and continuity [for example, changes in an urban area over time, including urban decline and regeneration].
3. Compare the advantages and disadvantages of a strategy or change [for example, advantages and disadvantages of TNCs or renewable energy sources].

9.D4 Interconnections

1. Consider the interaction between human and physical processes [for example, the interactions between human and physical processes in glacial landscapes, the impacts and responses to climate change and the interactions between human and physical processes that affect energy production and consumption].
2. Consider the interactions between local actions that may have global impacts and vice versa [for example, local energy choices contributing to global climate change and global demand affecting local deforestation].
3. Consider the interactions between environmental and economic opportunities and challenges [for example, fracking creates jobs and energy resources whilst also leading to damage to habitats and ecosystems].



9.D5 Forming Judgements

1. Assess the implications of different actions on people, places and environments [for example, assessing sustainable regeneration in urban areas].
2. Rank factors based on their significance or importance in relation to a specific issue [for example, ranking data presentation methods and ranking the opportunities or challenges of TNCs in emerging countries].
3. Judge the effectiveness of different approaches, strategies or responses [for example, adaptation and mitigation strategies].
4. Judging how impacts differ over time [for example, short-term economic benefits versus long-term environmental costs].
5. Make evidence-based conclusions using data from case studies and examples to justify a judgement.

How Knowledge Should Be Used

Use of Knowledge (U)	Typical Command Words	Examples
U1 Demonstrate Knowledge	Define, List, Identify, Describe, Label, State, Give, Annotate, Sort, Match	Year 7 Give the name of the river feature shown in the photograph. Give one development indicator. Describe the features of the upper course of the river. Year 8 Give the name of the coastal feature shown in the photograph. Define birth rate. Year 9 Identify two greenhouse gases that contribute to climate change. Define energy security. List three factors that contribute to rapid economic growth.



		Describe how data was collected during your fieldwork. Define plucking in glacial erosion.
U2 Apply Knowledge	Explain, Suggest, Chains of Reason, Rank	Year 7 Explain two factors that can affect the development of a country. Explain why quaternary industries are footloose. Year 8 Match the climate graph to the climate zone. Explain why different parts of the world have different average levels of precipitation. Explain one impact of an ageing population. Use a chain of reason to fully explain the impact. Year 9 Suggest a reason why some countries are more vulnerable to climate change than others. Rank the following challenges of urban growth (housing shortages, traffic, pollution) in order of significance. Explain how a corrie is formed. Explain why people migrate from rural to urban areas in emerging countries. Suggest ways in which energy consumption could be reduced in homes.
U3 Evaluate	Evaluate, Decide, Justify, Rank, Discuss	Year 7 Decide which flood management strategy is most suitable for 'X'. Rank these factors by how significantly they affect trade. Explain your judgement. Year 8 Compare the responses to an earthquake in a developed country and a developing country.



		Year 9 Evaluate the social and environmental impacts of rapid urban growth. Evaluate how effective your fieldwork methods were in answering your hypothesis. Decide which urban regeneration strategy would be most suitable for a named city in the UK.
U4 Use Geographical Skills	Describe, Calculate, Using the figure..., Draw, Compare, Label, Complete (graph)	Year 7 Use Figure A [OS map] to identify the river feature labelled 'X'. Use Figure A [OS map] to identify the human and physical features in grid square 4762. Use Figure A [bar chart] to calculate the difference in oil reserves between Iran and Qatar. Draw and label a diagram of a drainage basin. Year 8 Use Figure A [OS map] to identify the coastal feature labelled 'X'. Complete the climate graph, using the information in the table. Year 9 Use Figure A [OS map] to identify the glacial feature labelled 'X'. Use Figure A [bar chart], calculate the difference in energy produced from wind power in Scotland from 1970 to 2025. Calculate the percentage increase in CO₂ levels between 1950 and 2020. Complete the bar chart showing urban population growth over time. Label the processes of abrasion and plucking on a glacier diagram. Calculate the median from your collected data.



Complete a line graph showing energy demand over time.



Summative Assessments

What Will Be Assessed in the End of Year Assessments?

Year 7

This specification outlines the content that should be taught in Year 7 and therefore may be assessed.

The end-of-year summative assessment takes place before the end of the year, so not all content taught in Year 7 can be summatively assessed in Year 7. The below content **will not** be assessed in the end-of-year assessments in Year 7.

- Geography of The Middle East (7.L2.2, 7H1.3, 7H2.1.1)
- Fieldwork (7.S2)

Year 8

8.L2.2 India is **not** directly assessable; however, there may be case study questions which allow students to use this knowledge.

The below content **will not** be assessed in the end-of-year assessments in Year 8.

- Weather Systems (8.P3.2)
- Geography of East Africa (8.L2.3)

Year 9

This specification outlines the content that should be taught in Year 9 and therefore may be assessed.

The end-of-year summative assessment takes place before the end of the year, so not all content taught in Year 9 can be summatively assessed in Year 9. The below content **will not** be assessed in the end-of-year assessments in Year 9.

- Glaciation (9.P1.1, 9.P1.2, 9.P3.1[5])
- Fieldwork (9.06)

What Will the End-of-Year Assessments Look Like?

Summative assessments will assess a sample of the content in this specification. What is assessed may vary from year to year.

Papers will include a variety of questions intended to assess students' knowledge and their ability to use their knowledge in the ways set out in the specification. They will usually include some multiple choice or other objective questions, some short answer questions and some extended response questions. Students may be asked to bring together



knowledge from different sections of the specification to show their holistic understanding of the content.

The end-of-year assessment for Geography comprises one paper. New, unseen papers will be provided annually.

The paper is designed to last 45 minutes, to enable it to be sat during normal lesson time.

The end-of-year assessments are intended to be taken in June, with question papers and mark schemes made available in May. Teachers will be able to input marks into Smartgrade to obtain cohort-benchmarked results for summative use and, where available, topic and question-level analysis for formative use.

What Will the Optional Mid-Year Assessments Look Like?

An additional mid-year assessment provides formative feedback and to help track students' progress through the curriculum. This will assess a sample of the content intended to be taught in the first term.

The mid-year assessment for Geography comprises one paper. New, unseen papers will be provided annually.

The paper is designed to last 45 minutes, to enable it to be sat during normal lesson time.

The mid-year assessments are intended to be taken in January, with analysis available through Smartgrade.

Year 7:

The mid-year assessment takes place before the end of the year, so not all content taught in Year 7 is assessed. The below units **will** be assessed in the mid-year assessments in Year 7. The assessment will contain one 5-mark question along with other short answer and multiple-choice questions.

- Introduction to geographical skills (7.01)
- Introduction to global climate (7.02)
- Development (7.03)

Assessed content is listed per specification point below:

Location, Space and Place:

- Global locational knowledge (L1.1) and UK locational knowledge (L1.2)
- Case studies that relate to development (L2.4 and L2.5)

Physical Processes:



- Renewable and non-renewable resources (P1.3.2)
- Introduction to biomes (P2.1)
- Introduction to global climate and climate change (P3.1)
- Introduction to the natural greenhouse effect (P3.1.2)
- Introduction to the enhanced greenhouse effect (P3.1.3)
- Introduction to climate change (P3.1.4)

Human Processes:

- Features of development (H1.1.1)
- Indicators of development (H1.1.2)
- Uneven development (H1.1.4)
- Becoming more developed (H1.1.5)

Geographical Skills:

- Maps at different scales (S1.1)
- Using maps (S3.1.1 and S3.1.2 only)
- Using diagrams (S3.2)
- Numerical skills (S4.1)
- Statistical skills (S4.2)
- Graphical skills (S4.3)

Disciplinary Knowledge:

- D3 Making connections
- D4 Interconnections
- D5 Forming judgements

Uses of Knowledge:

- U1 Demonstrate knowledge
- U2 Apply knowledge
- U4 Use geographical skills

Year 8:

The mid-year assessment takes place before the end of the year, so not all content taught in Year 8 is assessed. The below units **will** be assessed in the mid-year assessments in Year 8. The assessment will contain one 5-mark question and one 3-mark question along with other short answer and multiple-choice questions.

- Population (8.01)



- Coasts (8.02)

Assessed content is listed per specification point below:

Location, Space and Place:

- UK coastal management case study (L2.1)
- Case studies that relate to population (L2.4.1 and L2.4.2)

Physical Processes:

- Rock type (P1.1.1)
- Wave formation (P1.2.1)
- Coastal processes (P1.2.2)
- Erosional features (P1.2.3)
- Transportation and depositional features (P1.2.4)
- Coastal management (P1.2.5)
- Other threats to coastal areas (P1.2.6)

Human Processes:

- Population distribution (H2.2.1)
- Population change (H2.2.2)
- Population and development (H2.2.3)
- Population structure (H2.2.4)
- Managing population (H2.2.5)
- Introduction to migration (H2.3.1)
- Voluntary migration (H2.3.2)
- Forced migration (H2.3.3)

Geographical Skills:

- Maps at different scales (S1.1)
- Using maps (S3.1)

Disciplinary Knowledge:

- D1 Enquiry
- D2 Decision-making
- D3 Making connections
- D4 Interconnections
- D5 Forming judgements

Uses of Knowledge:



- U1 Demonstrate knowledge
- U2 Apply knowledge
- U4 Use geographical skills

Year 9:

The mid-year assessment takes place before the end of the year, so not all content taught in Year 9 is assessed. The below units **will** be assessed in the mid-year assessments in Year 9. The assessment will contain one 5-mark question and one 3-mark question along with other short answer and multiple-choice questions.

- Life in an Emerging Country (9.01)
- Climate Change (9.02)

Assessed content is listed per specification point below:

Location, Space and Place:

- A case study of an emerging country (H1.1, H1.2, H1.3)

Physical Processes:

- Global Climate and Climate Change (P3.1)

Human Processes:

- Development (H1.1)
- Demography (H2.1)

Geographical Skills:

- Maps at different scales (S1.1)
- Conducting fieldwork (S2.1)
- Maps (S3.1)
- Diagrams and photographs (S3.2)
- Numerical skills (S4.1)
- Statistical skills (S4.2)
- Graphical skills (S4.3)

Disciplinary Knowledge:

- D1 Enquiry
- D2 Decision-Making
- D3 Making Comparisons
- D4 Interconnections



- D5 Forming Judgements

Uses of Knowledge:

- U1 Demonstrate knowledge
- U2 Apply knowledge
- U3 Evaluate
- U4 Use geographical skills



Version History

Year	Version	Date	Description of Changes
For 2024/25	1.0	10 June 2024	Initial release.
	1.1	17 June 2024	Page 24, added note that some content will not be assessed in 2024/25.
For 2025/26	2.0	23 May 2024	Addition of Year 8 content.
	2.0	8 July 2025	Removal of 'Introduction to biomes' from the year 7 compulsory content for 2025/26.
	2.1	27 August 2025	'Chains of reason' added to U2. Update to content assessable in Year 8 mid-year assessment.
	2.1	4 September 2025	8.P3.1.1 Explaining global climate '3. The Earth's tilt and its orbit around the Sun cause the angle and intensity of solar insolation to change throughout the year, resulting in seasonal differences in temperature and daylight hours.' Point removed from specification.
	2.1	18 November 2025	Mid-year and end-of-year assessment information updated.
For 2026/27	3.0	15 July 2026	Addition of Year 9 content.

