



Curriculum Intent of GEOGRAPHY

September 2026

KS3 Geography

Intent

To enable and develop students who:

- Build and develop a curiosity and fascination about the world.
- Build and develop a curiosity about people and cultures around the world.
- Have knowledge about diverse places, people, resources and the natural and human environment.
- Deepen their understanding of the interaction between physical and human processes.
- Deepen their understanding of the formation and use of landscapes and environments.
- Develop their geographical knowledge, understanding and skills to explain the Earth's features and how they are shaped, interconnected and change over time.

Skills

The core skills students will develop are:

- The ability to collect and analyse a range of data to deepen understanding of geographical processes.
- The ability to communicate with a range of data to deepen understanding of geographical processes.
- Interpretation of a range of sources of geographical information including maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS).
- Communication of geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Knowledge

The core knowledge students will develop is:

- Contextual knowledge of the location of globally significant places- both terrestrial and marine- including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
 - understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

GCSE Geography

Intent

To enable students to:

- Develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.
- Develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
- Develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills.
- Develop critical thinking and problem-solving and apply knowledge and understanding to geographical issues using secondary sources.
- Undertake two geographical fieldwork enquires in contrasting environments to show an understanding of both human and physical geography.

Skills

The core skills students will develop through this course are:

1. Cartographic Skills - Atlas maps, Ordnance Survey maps, maps in association with photographs
2. Graphical Skills - Creating and interpreting a wide range of graphs and charts
3. Numerical Skills
4. Statistical Skills
5. Use of qualitative and quantitative data
6. Formulate enquiry and argument
7. Literacy

Knowledge

Student will develop knowledge and understanding of three core areas of Geography:

1. Living with the physical environment:
 - The challenge of natural hazards
 - The living world
 - Physical landscapes in the UK
2. Challenges in the human environment:
 - Urban issues and challenges
 - The changing economic world
 - The challenge of resource management
3. Geographical applications:
 - Issue evaluation
 - Fieldwork

KS5 Geography

Intent

To enable and develop students who:

- Understand major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.
- Contemplate the magnitude and significance of the water and carbon cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.
- Understand coasts are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable.
- Understand the lithosphere and the atmosphere, intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion.
- Understand the origin and nature of these hazards and the various ways in which people respond to them.
- Are able to engage with many dimensions of the relationships between people and the environments they occupy.
- Understand globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.
- Understand increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs.
- Engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons.
- Contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.
- Understand people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives.
- Acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.
- Gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.
- Compare two contrasting places.
- Understand urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations.
- Develop awareness and insight into profound questions of opportunity, equity and sustainability.

Skills

The core skills students will develop are:

- Observation, measurement and geospatial mapping skills
- Data manipulation and statistical skills
- Apply geographical theories and models to case studies
- Write a coherent essay
- Exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information

Knowledge

The core knowledge students will develop is:

- Water and carbon cycles as natural systems.
- Coastal management
- The concept of a natural hazard in a geographical context
- Globalisation
- Changing places: relationships, connections, meaning and representation
- Urbanisation