United Curriculum
The best in everyone™

KS3 Geography

Specification

Last updated 10/06/2024

Are you using the latest version of this document?

You will always find the most up-to-date version on the curriculum website. 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 for 24/25?

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 2024/25 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. For example, students will revisit and build on knowledge about fossil fuels and climate change from science (and vice versa) and apply knowledge from mathematics more systematically.
- The 'amount' of content reflects the model curriculum timetable, i.e. a minimum of 7% of teaching time at KS3 (or, at least two 50-minute lessons per week).

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.
Conceptual[1] Knowledge that can be articulated (*knowing that…*).	**1. Substantive Conceptual** For example, 'The drainage basin is the area of land drained by a river and its tributaries.'	**2. Disciplinary Conceptual** For example, 'Cost-benefit analysis helps geographers make decisions.'
Procedural[2] Knowledge of a process (*knowing how to…*).	**3. Substantive Procedural** For example, 'Locate the source of a river using a 6-figure grid reference.'	**4. Disciplinary Procedural** For example, '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 help 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	**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

Note that 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 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 in 2024/25. It will be updated in 2025/26 to reflect Year 8 and Year 9 knowledge that should be first taught in 2025/26 and 2026/27 respectively. 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 optional, 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] will not be assessed.

Location and Place

L1 Locational knowledge

L1.1 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).*
L1.2 UK	1. The four countries of the UK and their capital cities.* 2. The seas and oceans surrounding the UK.*
L1.3 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.]

L2 Names 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 P1.2.5 Flooding in the context of a UK river flooding case study.)

L2.1 **The UK**	1. The causes, impacts and responses to the flooding of any UK river.
L2.2 **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, including the Tigris, Euphrates, Nile Rivers and the Pontic, Zagros and Taurus Mountains; d. key human features, including 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. Note, 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.
L2.3 **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, including 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 L2.5 does not need to be covered for every country or region in L2.4. Schools should select a country or region in Africa or Asia (L2.4) for each point listed in 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.

L2.4 Country or region	1. A country or countries in Africa (e.g. two contrasting case studies). 2. A country or countries in Asia (e.g. two contrasting case studies).
L2.5 Case study contexts	1. The positive and negative, and social, economic and environmental, impacts of a named top-down project. 2. The positive and negative, 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

P1 Physical Earth

P1.1 Geology

P1.1.1 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). Note, 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.

P1.2 Hydrology

P1.2.1 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.*
P1.2.2	1. The drainage basin is the area of land drained by a river and its tributaries.

Drainage basin	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. These processes are driven by the water cycle. 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.
P1.2.3 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. Note, 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.
P1.2.4 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.
P1.2.5 Flooding	1. Flooding occurs when inputs into the drainage basin suddenly increase (heavy rainfall); storage is reduced (saturated ground, impermeable rock and urbanisation preventing infiltration;

	deforestation reduces interception) and/or transportation to rivers is accelerated (areas of steep land; surface runoff on dry soil). 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.

P1.3 Other Natural Resources

P1.3.1 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.]
P1.3.2 Renewable and non-renewable resources	1. Renewable resources are replenished naturally at fast rate. They are continuously available and 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. Note, 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.

P2 Ecological Relationships

P2.1 Ecosystems and Biomes

P2.1.1 Introduction to biomes	1. Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora). Major biomes of the world include: tundra, tropical rainforests, coral reefs, temperate forests and hot deserts.*

P3 Weather and Climate

P3.1 Global Climate and Climate Change

P3.1.1 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.* Note, differential heating is not required in Year 7 and will be taught later in Key Stage 3.
P3.1.2 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.
P3.1.3 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 causes the enhanced greenhouse effect. 2. The enhanced greenhouse effect causes the Earth's average temperature to increase unnaturally. 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.
P3.1.4 Introduction to climate change	1. Climate change is leading to a range of impacts globally including more extreme weather events (such as heatwaves) and a rise in sea levels (partly through melting ice masses).

Note, 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 CO_2e).

Note, 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

H1 Economy and Development

H1.1 Development

H1.1.1 Features of development

1. Features of development include economic features (e.g. income, trade), infrastructure (e.g. transport links) and social services (e.g. education, healthcare).
2. Levels of development vary globally. Countries are often categories as developing, emerging or developed. These categories can be problematic because they are very simplistic.
3. Developed countries often have high GNI (Gross National Income) per capita, more established infrastructure and a high average standard of living. Developing countries may have lower GNI per capita and face challenges related to infrastructure and living standards, but they also exhibit significant diversity and potential. Emerging countries are experiencing rapid development and are in the process of moving from developing to developed.
4. There are developing, emerging and developed countries across the world, and most continents have a mixture of each.
5. Within each country, there are areas that are more developed and areas that are less developed.

H1.1.2 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). Note, additional indicators – such as birth rate, death rate or people per doctor – are not required 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.
H1.1.3 Development and industries	1. Developing countries are likely to have a larger proportion of people working in primary industries than developed countries. Emerging countries are likely to have a large proportion of people working in the secondary sector. Developed countries are likely to have a large tertiary and a growing quaternary sector.
H1.1.4 Uneven development	1. Development has occurred unevenly across the world because of human factors (e.g. colonisation, conflict and corruption) and physical factors (e.g. climatic conditions; access to natural resources; access to trade routes).
H1.1.5 Becoming more developed	1. Becoming more developed requires economic growth. If there is more money in a country, there will be more money paid to the 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 revenue, creating employment opportunities, and stimulating local businesses and infrastructure development. 3. Top-down projects are funded through government intervention and try to address needs of the country as a whole.

	4. A bottom-up project is driven by local communities or organisations and focus on addressing the local needs identified by the community. 5. Top-down and bottom-up projects have associated advantages and disadvantages which include social, economic and environmental impacts.
H1.1.6 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].

H1.2 Employment and industries

H1.2.1 Employment sectors	1. The four main employment sectors (primary, secondary, tertiary, quaternary) and the typical types of resources, goods and services that are extracted, produced, and traded. 2. The proportion of people working in each employment sector changes over time based on human development factors, increased ease of importing and exporting goods, changing education levels, increased mechanisation and the exhaustion of natural resources. 3. In the UK, the proportion of primary and secondary industries has decreased and tertiary and quaternary industries has increased because of the above reasons and additional factors, including improvements in communication technology, an increase in disposable income, and higher education levels.
H1.2.2 Location of industries	1. Physical features (e.g. flat land; fertile soil; access to natural resources) and human features (e.g. access to infrastructure) influence the location and distribution of industries, including in the UK. 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.

	3. 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.

H1.3 Trade

H1.3.1 Introduction to trade	1. Trade is the process of buying and selling goods and services. 2. Imports are goods that are brought into a country. Exports are goods that are traded out of the country. 3. Tariffs are a type of tax imposed on imported goods. 4. Factors that affect how much countries trade with each other include changing international relationships between countries; trade blocs; tariffs; infrastructure and physical geography.
H1.3.2 Balance of trade	1. 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.] Note, students are not expected to know the impacts of exports being of a lower value than imports (trade deficit) in Year 7 because this will be taught later in Key Stage 3.
H1.3.3 Single and multiple exports	1. Most countries export goods that come from a range of industries. For some countries, exports may be dominated by a particular resource. [For example, some countries in the Middle East have a heavy reliance on exports of fossil fuels, and some countries rely on tourism]. 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). 2. 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.]

H1.3.4 Supply and demand	1. 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 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.]

H2 Population and Communities

H2.1 Communities and Countries

H2.1.1 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

S1 Scale and perspective

S1.1 Maps at different scales

S1.1.1 Introducing different scales	1. Students should be able to use and identify maps at a local, regional and national scale. Note, 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.

S2 Fieldwork

S2.1 Conducting fieldwork

S2.1.1 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/ 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. 4. Students should be able to identify the main hazards in fieldwork and the main control measures appropriate to a method. 5. Bias is when the researcher allows their personal opinions to affect the outcome of the investigation.
S2.1.2 Measuring and recording data	1. Primary data is data that is collected first-hand by the researcher. 2. 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. 3. 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. 4. Students should be able to select a sample for their fieldwork enquiry.
S2.1.3 Presenting data	1. Recorded data is often presented in tables. Data tables present information systematically. 2. Students should be able to record data systematically in tables with headings that describe measured quantities and their units. 3. Data can also be presented in maps, graphs and photographs. [See graphical skills, below].
S2.1.4 Making conclusions	1. Fieldwork includes a conclusion, which is a summary of what has been found during the investigation. In Year 7, a conclusion will include: a. patterns/trends or relationship between the quantities being measured or explored, and the data that led to it; b. explanations of findings, using geographical knowledge/ data; c. the extent to which the prediction (if there was one) is correct.

	2. Students should be able to make a conclusion including the points listed above. 3. 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.
S2.1.5 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.

S3 Map and Diagram Skills

S3.1 Maps

S3.1.1 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 8 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. 4. Students should be able to identify land of different heights using colour shading and spot heights. 5. Students should be able to use choropleth maps to show the distribution of a range of variables across geographic areas.
S3.1.2 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. When writing grid references, eastings come before northings.

	4. Students should be able to locate and describe the location of features using 4- and then 6-figure grid reference
S3.1.3 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.

S3.2 Diagrams and photographs

S3.2.1 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.
S3.2.2 Photographs	1. Students should be able to locate features using ground photographs and aerial photographs (in both oblique and plan view).

S4 Applying mathematics

S4.1 Numerical skills

S4.1.1 Introducing numerical skills	1. Students should be able to use data when describing countries [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. Note, 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.

S4.2 Statistical skills

S4.2.1	1. Students should be able to calculate the mean of a set of data.

Introducing statistical skills	Note, the mean is taught in the United Curriculum for Secondary Mathematics in Year 7, half term 3.

S4.3 Graphical skills

S4.3.1 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. Note, students are not expected to draw scatter graphs and lines of best fit.

Disciplinary Knowledge to Be Taught in Year 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/ 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.

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.

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.

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 physical and human processes and consider how one is shaped by the other.

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.

How Knowledge Should Be Used

Use of Knowledge (U)	Typical Command Words	Examples for Year 7
U1 **Demonstrate knowledge**	Define, List, Identify, Describe, Label, State, Give	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.
U2 **Apply knowledge**	Explain, Suggest	Explain two factors that can affect the development of a country. Explain why quaternary industries are footloose.
U3 **Evaluate**	Evaluate, Decide, Justify, Rank	Decide which flood management strategy is most suitable for 'X'. Compare the responses to a flood in a developed country and a developing country. Rank these factors by how significantly they affect trade. Explain your judgement.
U4 **Use of geographical skills**	Describe, Calculate, Using the figure..., Draw, Compare, Label, Give	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], calculate the difference in oil reserves between Iran and Qatar. Draw and label a diagram of a drainage basin.

Summative Assessments

What Will Be Assessed at the End of 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. It may be assessed in Year 8.

- Fieldwork (S2)

Additionally, provisions are being made in this transition year to accommodate those schools who do not have sufficient time in the timetable to teach the content set out here. While all schools are encouraged to use their best efforts to teach all the content, in 2024/25 only, the below content **will not** be assessed in the end-of-year assessments in Year 7.

Space and place:

- Case studies that relate to the Middle East (L2.2)

Physical processes:

- Distribution of natural resources (P1.3.1)

Human processes:

- Balance of trade (H1.3.2)
- Single and multiple exports (H1.3.3)
- Supply and demand (H1.3.4)
- Formation of countries (H2.1.1)

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 one hour or less, 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. Dates and further information will be available later in the year.

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:

Space and place:

- Global locational knowledge (L1.1) and UK locational knowledge (L1.2)
- Case studies that relate to development (L2.4 and L2.5.1, L2.5.2, L2.5.3, L2.5.4)

Physical processes:

- Introduction to biomes (P2.1)
- Introduction to global climate and climate change (P3.1)

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)
- Using diagrams (S3.2)
- Numerical skills (S4.1)
- Graphical skills (S4.3)

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

The paper is designed to last one hour or less, to enable it to be sat during normal lesson time.

The mid-year assessments are intended to be taken in January, also with analysis available through Smartgrade. Dates and further information will be available later in the year.

Version History

Year	Version	Date	Description of Changes
For 2024/25	1.0	10 June 2024	Initial release
For 2024/25	1.1	17 June 2024	Page 24, added note that some content will not be assessed in 2024/25.