BENSHAM MANOR School

Geography KS3 Curriculum Map 2026-27

	YEAR 7	YEAR 8	YEAR 9
Autumn Term 1	**Baseline assessment Introduction to Geography - What is Geography?** **Geography skills - LEDCs and MEDCs** **(Lower economically developed country - More economically developed county).** **Keywords - Urban vs Rural.** In this unit we aim to set a sense of wonder and discovery in our students. Students delve into the diverse realms of our planet, unravelling the mysteries of different countries, cities, and natural wonders.	**All about the UK - fieldwork trips urban and rural -** **countryside vs city.** **What similarities / differences can you notice?** This topic is designed to immerse students in the diverse landscapes of the United Kingdom, allowing them to compare the beauty of rural countryside with the vibrant energy of city life.	**Climate change - how can we protect our world?** This unit of work is designed to empower students with the knowledge and skills needed to address one of the most critical challenges of our time. Throughout this topic, students will discover the fundamentals of climate change, exploring its causes and effects on our environment.
Autumn Term 2	**Our world - Asia** This topic is crafted to immerse students in the **rich tapestry of Asia**, offering a holistic understanding of the continent's cultures, geography, and unique characteristics.	**Population in the UK vs China** **China's historic one-child policy.** This unit is designed to explore the fascinating dynamics of population in two distinct regions, the UK and China and differing perspectives on demographic challenges and solutions**.**	**Climate change - protests and debates - current news - what is happening in the world?** We continue to ignite students' interest in the global conversation surrounding climate change through real-world events, protests, and debates. By exploring current news and participating in thought-provoking discussions, students will gain insights into the latest developments, emerging solutions, and the impact of climate change on communities worldwide.

	YEAR 7	YEAR 8	YEAR 9
Spring Term 1	**Our world Africa** In this topic, students will learn about the **diverse and vibrant tapestry** of the African continent, fostering an understanding of its rich history, cultures, and geographical wonders.	**Maps - where are we in the world?** This unit is designed to equip students with essential map-reading skills, unravelling the mysteries of geography and navigation.	**Natural disasters** This topic is made to deepen students' understanding of the powerful forces of nature and the impact of natural disasters on our world.
Spring Term 2	**Our world - Middle East** Our World - Middle East, designed to introduce students to the fascinating environmental regions, cultures, and landmarks of the Middle East.	**Let's travel to the Middle East** This unit is designed to introduce students to the wonders of the Middle East. From Egypt to Iran and Turkey to Oman, we will aim to cover all the many vibrant cultures across the Middle East, diving into the rich history which this area of the world has to offer.	**Natural disasters** *As above.*
Summer Term 1	**Transport in the world - Modes of transport in the UK, Africa and Asia. Trip to the Transport Museum. (cross curriculum trip with PSHCE)** This unit is designed to introduce students to diverse modes of transportation, from the bustling streets of the UK to the vast landscapes of Africa and Asia.	**Let's travel to the Middle East** *As above.*	**Food production and the consumer** This topic is designed to explain the intricate process of bringing food from farm to table, highlighting the vital role of farmers, producers and distributors in our global food system.
Summer Term 2	**Transport in the world - Modes of transport in the UK, Africa and Asia. - trip - transport museum.** **(cross curriculum trip with PSHCE)**	**Let's travel to China** This topic is crafted to introduce students to the wonders of China. In this unit, we will not only look at the many highly technological Chinese cities, but we will also look towards the many landmarks that exist in rural China and its rich history.	**Food production and the consumer** *As above.*