

Tsuen Wan Public Ho Chuen Yiu Memorial College

Subject: Geography

Curriculum

New Junior Geography Curriculum (F.1)

This curriculum aims to enable students to:

- (a) develop knowledge and understanding of space, place and environment, with particular emphasis on spatial distribution, human-environment interactions across different places, and changes in the natural and human environment;
- (b) cultivate the ability to think and enquire from a geographical perspective, and develop geospatial thinking skills to analyse geographical phenomena and address geographical issues of daily life;
- (c) understand national geography, appreciate the magnificent landscapes of our motherland, and recognise our country's achievements in economic and social development, as well as its contributions to the sustainable development of human societies, thereby fostering a sense of belonging to our country and strengthening national identity; and
- (d) develop a global perspective, understand the importance of international cooperation, and contribute to the well-being and sustainable development of our country and the world.

Knowledge	• Develop a thorough understanding of key geographical concepts, including space, place, region, human–environment interaction, global interdependence, and sustainable development, and apply them in different contexts. • Understand how natural and human processes shape the characteristics of places and their interconnectedness at local, national, and global scales. • Understand the spatial distribution of major natural and human features, and the factors underlying their distribution patterns in China and the world. • Understand how places and the natural environment influence human life, how human activities alter them at regional or global scales, and how different regions/countries respond to such impacts. • Describe and explain interactions between humans and the natural environment across space and time, including the physical and human processes involved, and the patterns and impacts created by such interactions. • Develop knowledge and understanding of major global issues and how they can be addressed through sustainable development.
Skills	(a) Geographical Thinking Think geographically through the following questions: • What is it? • Where is it? / What is it like? • Why is it there? / How did it happen? • How and why is it changing? • What impacts does it have? • How should it be managed? (b) Geographical Enquiry Skills • Ask geographical questions. • Locate and collect relevant information and data from various sources. • Organise and present information and data appropriately. • Analyse and interpret information and data to draw conclusions. (c) Basic Geographical Skills • Fieldwork skills: Select and use techniques and instruments to collect, record, process, analyse data, and draw conclusions. • Map-reading and interpretation skills: Read and interpret maps of different types and scales; calculate distance using map scales; determine direction; locate places using grid references. • Geospatial thinking skills: Read and interpret maps, photographs, and satellite images; use Geographic Information Systems (GIS) to analyse spatial data for understanding and solving geographical problems. (d) Generic Skills through Geographical Enquiry • Evaluate information and determine its reliability. • Analyse geographical phenomena from multiple perspectives. • Identify causes of problems and propose suitable solutions.

	(e) Digital Technology Skills • Share information using applications (apps). • Use digital educational tools to create content, such as charts, visualisations, and fieldwork reports. • iii. Use artificial intelligence (AI) to organise and analyse data and construct knowledge.
<i>Values and Attitudes</i>	• Develop humanistic qualities and respect for the natural environment; take responsibility for environmental conservation, wise use of resources, and sustainable development. • Appreciate the landscapes of China, recognise the country's achievements and contributions to sustainable development, strengthen national identity, national pride, awareness of national sovereignty, and willingness to safeguard national security and contribute to national prosperity. • Recognise the interdependence between China and other regions, develop a global perspective, and understand the importance of international cooperation in addressing global issues. • Respect different ethnic groups, their values, cultures, and ways of life. • Cultivate attitudes towards the ethical use of information and digital technology.

Junior Geography (F.1-F.3) Curriculum 2026-27

Form 1* New Junior Geography Curriculum	
Term 1	Part 1: Location and Territory - Determining locations using the world's continents and ocean - Determining locations using the latitude-longitude coordinate system - Location of China - The Territory of China - China's provincial administrative regions Part 2: Natural Environment - Topography of China
Term 2	Part 2: Natural Environment (cont') - Climatic characteristics of China - Rivers of China - Impact of the natural environment on people's lives Part 3: Urban development - Characteristics and development of cities - City clusters - Trend of urban development – building sustainable smart cities
Map Reading Skills	(1) Conventional signs and grid references, (2) Scale, (3) Direction, (4) Distance, (5) Longitude and Latitude
Question Types	(1) Identify/ Name, (2) Describe, (3) Explain why/ how, (4) Explain with evidence

Junior Geography (F.2-F.3)

The aims of this curriculum are to enable students:

- (a) to develop knowledge and understanding of space, place and environment, in particular the spatial arrangement of places and the interaction between human and the environment;
- (b) to think and to enquire in a geographical manner;
- (c) to develop geographical skills and basic competencies for further studies and life situations; and
- (d) to be informed and responsible citizens who are willing to act for the betterment of their home city, home nation and the world, and to contribute to the sustainable development of human societies and the natural environment.

Knowledge	(a) develop a thorough understanding of key geographical concepts, including space, place, region, human-environment interaction, global interdependence and sustainable development, and apply them in new situations and contexts; (b) develop a solid framework of place knowledge, including the knowledge and understanding of places in the local region (Hong Kong and Zhujiang Delta Region), other places in China, the Asia-Pacific and the world, and the interconnectedness among these places; (c) describe and explain the interactions between human and the natural environment over space and time, including the physical and human processes that involved in such interactions, and the patterns and impacts created by such interactions; (e) understand how the natural environment influence human life and how human activities alter the natural environment; and (f) develop a knowledge and understanding of the major issues of global concern, and how these issues can be managed and/or resolved in a sustainable way
Skills	(a) think geographically, guided by the following questions: (i) “Where is it?” and “What is it like?” (ii) “Why is it there?” and “How did it happen?” (iii) “How and why is it changing?” (iv) “What impacts does it have?” (v) “How should it be managed?” (b) master basic geographical enquiry skills, including the ability to : (i) ask geographical questions; (ii) locate and collect information and data relevant to the enquiry from a variety of sources; (iv) organise and present information and data in appropriate formats; and (v) analyse and interpret information and data for drawing conclusions. (c) master basic geographical skills, including the ability to : (i) read and interpret different types of atlases, maps and plans at a variety of scales; (ii) construct maps and plans using symbols, annotations, keys and scales; (iii) select and use fieldwork techniques (e.g. observing, measuring, interviewing, recording, photographing, sketching) and instruments (e.g. cameras, data logging devices, GIS); (v) read and interpret different types of photographs and satellite images; and (vi) select and use appropriate graphical and IT techniques to present data on maps and diagrams (e.g. pie charts, GIS). (d) master basic competencies, e.g. communication skills, critical thinking skills and creativity, through the enquiry of geographical issues, including the ability to: (i) communicate and exchange ideas in appropriate ways, in particular the use of IT (e.g. PowerPoint presentation, sharing of fieldwork data via e-mail); (ii) assess the information collected, and determine what and what not to believe; and view situations from different perspectives, such as to explore the diverse responses of people living in different places towards natural hazards from perspectives other than spatial and ecological, e.g. cultural, economic, political and socially responsible perspectives.
Values and Attitudes	(a) be commit to actions conducive to a better environment and to the sustainability of the world; (b) develop a sense of belonging to our society and nation, and be willing to take action for the betterment of our society and nation; (c) be aware of the increasing global interdependence and the importance of international cooperation in handling global issues; (d) show concern for the people who are less privileged and who are suffering from various types of problems; and develop an understanding and respect for other people, their values, cultures and ways of life.

Form 2	
Term 1	Part 4: Trouble with water 4.1 Is there enough water for the whole world? 4.2 How are the water problems in China related to its freshwater resources? (NSE) 4.3 Why has the water scarcity problem been worsening in China? (NSE) 4.6 What problems does flooding bring to China? (NSE) 4.7 What are the ways of controlling flooding in China? (NSE)
Map Reading Skills	(1) Conventional signs and grid references, (2) Scale, (3) Direction, (4) Distance
Term 2	Part 11: Changing Climate, Changing Environments 11.1 What is happening to global climate? 11.2 What is causing our climate to change? 11.3 What are the effects of climate change? (NSE) 11.4 What is happening in Hong Kong? F.2 Project (HCY Weather Station and Climate Change)
Map Reading Skills	(1) Conventional signs and grid references, (2) Scale, (3) Direction, (4) Distance, (5) Area
Question Types	(1) Identify/ Name, (2) Describe, (3) Explain why/ how, (4) Explain with evidence, (5) Calculate the percentage change, (6) Draw climatic graph, (7) Calculate climatic information

Form 3	
Term 1	Part 5: Living with natural hazards 5.1 Are we living in a hostile world? 5.3 What are the causes and effects of landslides? 5.4 Why does most of Asia suffer from strong winds and heavy rain in summer? (NSE)
Term 2	Part 6: Global shift in manufacturing industry — Opportunities and threats 6.1 What is the manufacturing industry? 6.2 Where have our factories gone? 6.3 Does the shift in manufacturing activity occur in other places? 6.4 What are the pros and cons of the global shift in manufacturing activity? Part 8 Oceans in Trouble 8.2 What are the problems caused by overfishing? (NSE)
Map Reading Skills	(1) Relief and relief features, (2) Gradient, (3) Cross Section, (4) Vertical exaggeration, (5) Intervisibility
Question Types	(1) Identify/ Name, (2) Describe, (3) Explain why/ how, (4) Explain with evidence, (5) Calculate the percentage change, (6) Draw climatic graph, (7) Calculate climatic information, (8) Account for, (9) Compare

Core Modules	Elective Modules	
Using Urban Space Wisely - Can we maintain a sustainable urban environment?	Tourists - Friends or foes?	Either One
Living with Natural Hazards - Are we better equipped than the others?	Changing Climate, Changing Environments	
Food Problem - Can we feed ourselves?	Population Problems - Just about numbers?	Either One
The Trouble of Water - Too much and too little	Taming the Sand - A long-lasting combat against desertification and sandstorms	
Global Shift of Manufacturing Industry - Opportunities and threats	The Geography of Disease - Facing a spreading risk	Either One
Scramble for Energy	Oceans in Trouble	

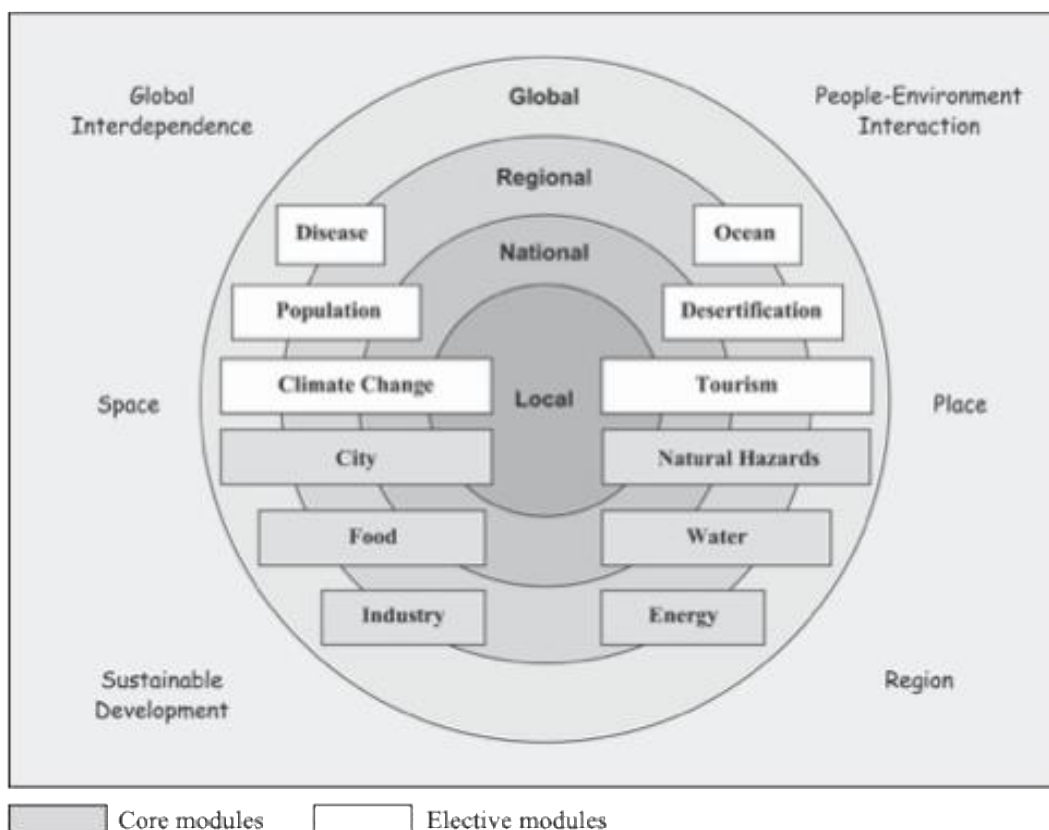


Figure 2.1 Curriculum Structure: Modules, key concepts and areal coverage

Senior Geography (F.4-F.6)

The aims of this curriculum are to enable students:

- (a) understand the Earth they inhabit, and enable them to recognise and interpret, from a spatial perspective, the arrangement of phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and the issues and management responses that arise;
- (b) develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- (c) appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- (d) develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

Knowledge	(a) how natural environments influence human activities, and how human activities alter natural environments; (b) the changing development of geographical phenomena and issues in terms of space and time; (c) the characteristics and functioning of major natural environments, through analysing the processes and interactions within and between them; (d) the characteristics and development of major human activities, in order to achieve a sense of “region”; and (e) the issues arising from people-environment interactions and the human responses to such issues, as well as the implications of these human responses for resource management.
Skills	(a) geographical enquiry skills, including the ability to: (i) identify and ask questions from a geographical perspective; (ii) locate, select and extract appropriate information and data from primary and secondary sources (e.g. the field, surveys, documents, maps, charts, ground and aerial photos and Geographic Information System [GIS] data), which require the ability to observe and record data systematically and accurately; (iii) present and organise information and data, which involves the ability to: - use appropriate techniques for summarising (e.g. descriptive statistics such as measures of central tendency and variability); - use appropriate formats, such as texts (e.g. reports, tables, summaries, etc.) and illustrations (such as maps, diagrams, models, sketches, and graphs); (iv) compare, analyse, synthesise and evaluate, in order to interpret information and data for making inferences and drawing conclusions, which includes: - the use of appropriate statistical techniques (e.g. correlation); - analysis of spatial patterns using GIS. (v) evaluate the findings, solutions or conclusions drawn from enquiry. (b) generic skills of communication, critical thinking, problem-solving and creativity through geographical enquiry, in particular the ability to: (i) select appropriate means of effective communication; (ii) draw out meaning from information, and determine what and what not to believe; (iii) analyse problems through logical reasoning, and determine the optimal course of action from a number of alternatives; (iv) view situations from different perspectives and adopt appropriate approaches to analyse problems.
Values and Attitudes	(a) have a sense of wonder and curiosity about peoples, places and environments; (b) show respect for all peoples, and their cultures, values and ways of life; (c) recognise environmental problems and take appropriate action to promote sustainable development; (d) cultivate a sense of belonging to society and the nation and become active and responsible citizens; and (e) be aware of the increasing global interdependence of peoples and nations, and appreciate the importance of international solidarity and cooperation.

Form 4	
Term 1	C1 Opportunities and Risks – Is it rational to live in hazard-prone areas? (Compulsory) Map reading skills (Conventional signs, direction, distance, transect, relief features, drainage pattern and application questions) Question types (Data-based questions and short essay writing skills) Directive terms (Identify, draw annotated diagrams, describe pattern, explain loss, discuss the effectiveness)
Term 2	C2 Managing River and Coastal Environments: A continuing challenge (Compulsory) C5 Combating Famine - Is technology a panacea for food shortage? (Compulsory) Map reading skills (prior knowledge and gradient, area, annotated cross section, intervisibility and application questions) Question types (Data-based questions and short essay writing skills) Directive terms (Identify, draw annotated diagrams, describe characteristics, explain characteristics, discuss the appropriateness)

Form 5	
Term 1	C5 Combating Famine - Is technology a panacea for food shortage? (Compulsory) C6 Disappearing Green Canopy— Who should pay for the massive deforestation in rainforest regions? (Compulsory) Fieldwork based question (relevant topic required in assessment guide) Map reading skills (all skills learnt in F.4) Question types (Field-work based questions, Data-based questions and short essay writing skills) Directive terms (Identify, describe climatic characteristics, explain characteristics/ impacts, discuss the effectiveness/ appropriateness)
Term 2	E1 Dynamic Earth: the building of Hong Kong (Elective) C3 Changing Industrial Location – How and why does it change over space and time? (Compulsory) E2 Weather and Climate (only for Elite Students) C7 Climate Change — Long-term fluctuation or irreversible trend? (Compulsory) Map reading skills (all skills learnt in F.4) Question types (Field-work based questions, Data-based questions and short essay writing skills) Directive terms (Identify, describe the trend/ relationship/ location advantages/ characteristics, explain characteristics/ impacts, discuss the effectiveness/ appropriateness)

Form 6	
Term 1	C4 Building a Sustainable City — Are environmental conservation and urban development mutually exclusive? (Compulsory) DSE revision

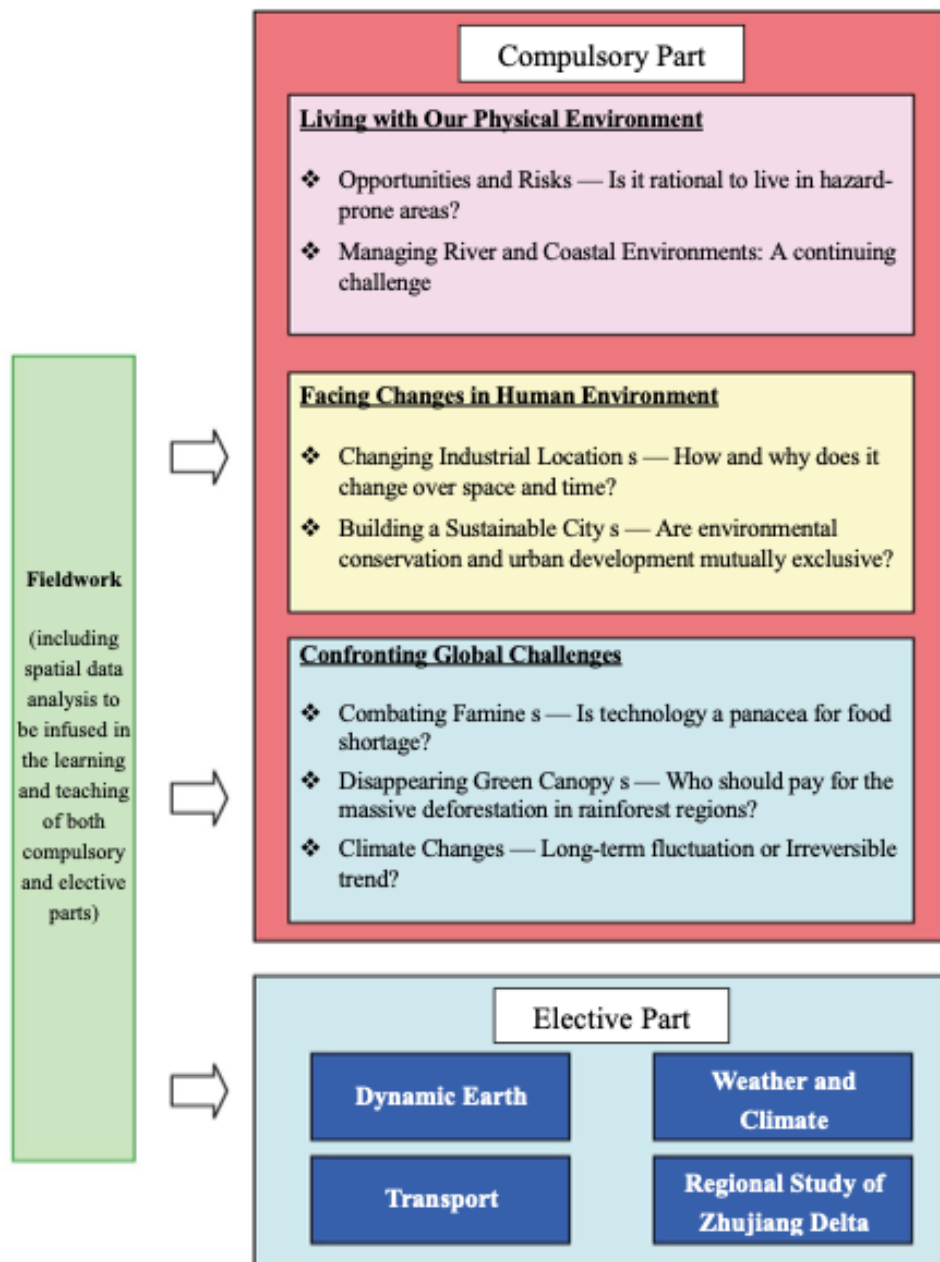


Figure 2.1 The Structure of the Senior Secondary Geography Curriculum