

17 March 2026

**Education Bureau Circular No. 2 /2026**  
**Geography (S1-3) Curriculum Framework**

[Note: This circular should be read by –

- (a) Supervisors/Heads of all Government Schools, Aided Schools (including Special Schools), Caput Schools, Private Secondary Schools, and Secondary Schools under the Direct Subsidy Schemes – for action; and
- (b) Heads of Sections – for information.]  
(Please pass this circular to all members of the IMC/SMC, the Panel Heads and teachers of Geography for perusal)

**Summary**

The purpose of this circular is to announce the revision of the *Geography (S1-3) Curriculum Framework*, related school briefings and school questionnaire survey.

**Background**

2. The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) is one of the eight KLAs. The PSHE KLA includes six learning strands: Strand 1 “Personal and Social Development”, Strand 2 “Time, Continuity and Change”, Strand 3 “Culture and Heritage”, Strand 4 “Place and Environment”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship”. Geography at the junior secondary level primarily covering the relevant essential learning content of Strand 4 “Place and Environment” and Strand 5 “Resources and Economic Activities” of the KLA, aiming to help students develop fundamental geographical cognition and abilities to address daily life problems and challenges, while cultivating proper values and attitudes. Junior secondary Geography complements other subjects in the PSHE KLA, including Citizenship, Economics and Society, Chinese History, History, and Religious and Ethics (if any), covering all strands of the KLA. This provides students with a comprehensive, broad and balanced humanities education at the junior secondary level, helping

students build up a solid knowledge foundation for articulation with the learning at the senior secondary level.

3. The junior secondary Geography curriculum developed by the Curriculum Development Council (CDC) in 2011, has been implemented for over a decade. During this period, significant changes and rapid development have been taking place worldwide, in our country and our society. For instance, our country's role in the aspects like global economy and environment has become increasingly important, with growing interconnectedness between our country and different regions. To keep pace with the times, the curriculum development of Hong Kong has entered the phase of ongoing renewal and optimisation. In recent years, various primary and secondary school curricula have been updated, with curriculum development emphases keeping pace with the times, and new subjects such as Primary Humanities and Citizenship, Economics and Society have been progressively introduced and implemented. Therefore, it is necessary to review and revise the junior secondary Geography curriculum to ensure it remains up to date, helping students seize development opportunities in our country and other regions while preparing them to meet future challenges.

4. Since mid-2023, the Education Bureau (EDB) has begun collecting feedback from the education sector regarding the direction for revising the junior secondary Geography curriculum. Concurrently, the EDB has collected views from the sector through various channels such as school visits and teacher professional development programmes, for continuously reviewing the implementation of the junior secondary Geography curriculum in schools for reference of relevant committees.

5. Having consolidated the views collected from the aforementioned channels, the sector suggests strengthening basic geographical concepts at the junior secondary level. It is in general agreed that the curriculum should be enriched with content concerning our country's geographical environment, resources, development and responses, and its achievements in sustainable development, as well as the interdependent relationships between China and other regions. With reference to the past arrangement of topics and elective modules and the actual allocation of lesson time, it is recommended to streamline and reorganise the curriculum content. Furthermore, in line with the development of digital education, it is also suggested to integrate STEAM/digital education elements (e.g. Geographic Information System (GIS) technology) into geography teaching. The learning of junior secondary Geography by students enables them to “see the world through the

lens of China”, allowing them to understand the world from our country’s perspectives and fostering both affection for and sense of belonging to our country, and global perspectives. Therefore, the revision of the junior secondary Geography curriculum must be grounded in professional considerations, while taking into account views from the sector, aligning with schools’ actual contexts, and emphasising the role that junior secondary Geography should play in nurturing students in the Hong Kong school curriculum.

6. Based on the above rationale and specific recommendations for curriculum renewal, and in alignment with the direction outlined by the Chief Executive in recent Policy Addresses to strengthen national geography education, the Committee on Personal, Social & Humanities Education under the CDC established the “Ad Hoc Committee for Revising Geography Curriculum (S1-3)” (the Ad Hoc Committee) in October last year. The Ad Hoc Committee aims to provide advice on the development of the junior secondary geography curriculum. It is composed of experts and scholars, principals, experienced Geography teachers, representatives of professional bodies, as well as subject members from the EDB, representing a wide spectrum of stakeholders, and are guided by professional considerations in discussing and revising the curriculum. The process continuously incorporated different views from the education sector and experts. Making reference to Geography curriculum frameworks from different regions and the recent curriculum guides and documents published by the CDC and the EDB, the topics and content of the curriculum have been revamped based on the foundation of the current curriculum. The *Geography (S1-3) Curriculum Framework* is thus developed, aiming to cultivate students’ essential literacies systematically through the study of the subject, including geographical literacy, humanistic qualities, affection for and sense of belonging to our country, national identity and global perspectives. The *Geography (S1-3) Curriculum Framework* has been reviewed and approved at different levels of the curriculum development mechanism and accepted by the CDC.

7. To enhance students’ learning effectiveness and safeguard students’ well-being, the curriculum update and implementation should commence as soon as possible. The revised Geography (S1-3) curriculum is to be fully implemented at Secondary 1 by the 2027/28 school year and will, progressively extend to all levels in subsequent years. Schools are also encouraged to consider piloting the new curriculum (such as trying out individual topics or content) in the 2026/27 school year.

## Details

### Key Emphases, Content and Specific Directions of Review of the Geography (S1-3) Curriculum

8. **“Exploring Regions, Cultivating Literacies, Building our Future Together”** is the rationale behind the revised Geography (S1-3) curriculum. The revised curriculum helps students gradually understand our country and the world from a geographical perspective by exploring and analysing the interrelationships among people, places and the environment. It also fosters their understanding of the interdependent relationship between China and other regions, thereby cultivating affection for and sense of belonging to our country and global perspectives. The curriculum also emphasises the development of relevant literacies in students, particularly geographical literacy, encompassing geographical knowledge, skills, methodologies, attitudes, and others. It also sets out to develop students’ abilities in spatial distribution and regional analysis, geospatial thinking and problem-solving skills, and to help them establish a correct understanding of human-environment coordination for solving real-world geographical problems, thereby achieving a harmony between humanity and nature. The curriculum also prioritises the cultivation of humanistic qualities, climate literacy and digital literacy, enabling students to make responsible judgements in authentic contexts and practise green living and behaviours. Furthermore, the revised content of the junior secondary Geography curriculum incorporates achievements in sustainable development of our country and the United Nations Sustainable Development Goals (UNSDGs). This will enhance students’ awareness of the importance of respecting and protecting our nature and motivate them to take action to promote global sustainable development, proactively assume responsibility, and participate in building a community with a shared future for mankind, collectively creating a greener and more resilient future.

9. The *Geography (S1-3) Curriculum Framework* adopts the geographical concepts from the existing curriculum. After reorganising the topics and content, the curriculum encompasses three themes: “People and the Environment”, “Management and Responses” and “Future and Actions”. Each theme comprises three distinct units. In each unit, the curriculum framework specifies the essential learning content, explanations of learning content, geographical concepts and skills, and suggested examples of learning and teaching activities for teachers’ reference and use. Teachers can take into account their school context, students’ needs and learning progress, and the learning content of relevant subjects to integrate or adjust the suggested learning activities or teaching suggestions through school-based

professional arrangements such as subject panel meetings and collaborative lesson preparation.

Specific Directions of Review of the Geography (S1-3) Curriculum:

- (a) Optimising the curriculum design approach: Adopting a regional systematic approach, the curriculum enables students to study geographical themes or phenomena more systematically and conduct regional studies and enquiries on a solid foundation of geographical knowledge.
- (b) Revising the curriculum organisation: Each level includes three units in a balanced manner, with a streamlined arrangement that no longer distinguishes between compulsory and elective units. The entire curriculum consists of nine units and students are required to study all units sequentially over three years. To cater for learner diversity, most units include an extended learning part. Teachers may choose to teach this part in class according to students' abilities and available lesson time, or provides opportunities for students to undertake topic-related extended learning.
- (c) Updating of learning content: The curriculum incorporates more learning elements of national geography into regional studies, enabling students to understand our country's geographical characteristics, recent developments, strategies for meeting challenges and related achievements, while naturally connecting with national security education.
- (d) Enhanced learning and teaching strategies: Emphasising practice and enquiry
  - (i) Strengthening fieldwork activities: The revised curriculum allocates 2-4 hours of lesson time per school year to these activities. Schools must arrange for students to conduct at least one enquiry-based fieldwork activity annually. (See pages 49-53 of the *Geography (S1-3) Curriculum Framework* for details.)
  - (ii) Schools are encouraged to make good use of digital technology tools, particularly Geographic Information Systems (GIS) and artificial intelligence (AI) tools, with reference to the topics, to facilitate enquiry-based learning and enrich the application contexts for STEAM learning.

## **Professional Training for Teachers**

10. A new series of professional development programmes for teachers (including seminars, workshops, guided field studies, etc.): The EDB will continuously offer relevant professional training programmes for teachers. It is estimated that around 30 training sessions on various topics will be provided over the two school years from 2025/26 to 2026/27, offering approximately 2,000 training places in total to enhance teachers' professional capacity and support schools in implementing the revised junior secondary Geography curriculum. Training programmes cover various topics, including curriculum interpretation, curriculum planning and assessment, learning and teaching strategies (e.g. strategies for teaching national geography using e-maps, and strategies for using AI to enhance Geography learning and teaching, etc.), and guided field studies. Plans are also underway to offer a Professional Certificate Course for Junior Secondary Geography Teachers (30 hours). The course will mainly include curriculum leadership and planning, knowledge enrichment and fieldwork. Details will be announced later.

11. Enhancing the Learning Circle for Geography Teachers: Teachers interested in joining the “Learning Circle for Junior Secondary Geography Teachers” can download the relevant application form from the EDB's website and submit their applications accordingly. Activities include trial teaching of the revised junior secondary Geography curriculum, experience sharing, lesson observation, and sharing sessions for strengthening professional exchanges among Geography teachers and broadening their professional horizons.

## **Curriculum Resources**

12. The learning and teaching resources on national geography provided for Geography teachers in recent years (including audiobooks on “Learning and Teaching Series on Geography of China”, AR thematic maps and infographics, etc.) remain applicable. These materials have been uploaded onto the EDB website and teachers can continue to refer to and use them. In tandem with the implementation of the revised junior secondary Geography curriculum, the EDB will provide a new set of learning and teaching resources titled “Learning and Teaching Resources for Supporting the Revised Curriculum: S1-3”. The support materials for Secondary 1 will be gradually released online in the 2026/27 school year for use and reference by schools.

## Curriculum Briefing Sessions

13. To enable schools to understand the content of the *Geography (S1-3) Curriculum Framework* and to collect stakeholders' views, the EDB will conduct a face-to-face "Briefing Session on the Revised Geography (S1-3) Curriculum Framework" on Friday, 10 April 2026. An identical online briefing will be held on Tuesday, 14 April 2026 (Course ID: CDI020260983). Teachers can register through the EDB Training Calendar System.

## School Questionnaire Survey

14. The EDB is going to collect schools' views on the implementation of the revised junior secondary Geography curriculum, in particular schools' readiness and needs for support, for reference by the Curriculum Development Institute. The findings will serve as a reference for the Curriculum Development Institute in formulating support strategies and measures. Please refer to the enclosed documents "Geography (S1-3) Curriculum Framework, School Questionnaire Survey" (Annex). School heads or their representatives (such as deputy heads, academic masters/mistresses, KLA coordinators and panel heads) are requested to complete the online questionnaire on or before Monday, 27 April 2026. Each school should submit one consolidated questionnaire after consolidating the views of the relevant subject panel members.

<b>Geography (S1-3) Curriculum Framework, School Questionnaire Survey (Annex), Application Form for Geography Teachers' Learning Circle</b>	
Online Links	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/js_geog.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/js_geog.html</a>
QR Code	

**Enquiry**

15. For any enquiries, please contact Dr. CHAU Yuk-lin (email: scdopshe3@edb.gov.hk; tel: 2892 5866) or Ms. YUEN Ka-man (email: cdopshe31@edb.gov.hk; tel: 2892 5898) of the Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau.

LAU Yun-ngau  
for Secretary for Education

## Geography (Secondary 1-3) Curriculum Framework School Questionnaire Survey

### Purpose

The purpose of this questionnaire is to collect schools' views on their preparedness to implement the revised Geography (Secondary 1-3) curriculum and their support needs. All schools are invited to complete the **electronic questionnaire**.

### Background

The Education Bureau (EDB) continues to review the implementation of the Geography curriculum (Secondary 1-3) in schools to align with current trends in educational development, enhance the effectiveness of learning and teaching, and respond to the recent Chief Executive's Policy Addresses, which have called for strengthening national geography education.

After in-depth discussion, the "Ad Hoc Committee for Revising Geography Curriculum (S1-3) (Ad Hoc Committee)", "the CDC Committee on Personal, Social & Humanities Education" and "Curriculum Development Council" have proposed a relevant revised curriculum framework to promote students' learning that keeps abreast of the times. The EDB will provide support measures on the revised curriculum. All schools are cordially invited to complete this questionnaire and provide their views, so that the support measures can better address learning and teaching needs.

### Questionnaire and Curriculum Document

This questionnaire and the Geography (Secondary 1-3) Curriculum Framework can be downloaded from the following webpage of the Personal, Social and Humanities Education Section, Curriculum Development Institute, EDB:

[https://www.edb.gov.hk/en/curriculum-development/kla/pshe/js\\_geog.html](https://www.edb.gov.hk/en/curriculum-development/kla/pshe/js_geog.html)

### Notes on Completing this Questionnaire

Each school should return ONE completed electronic questionnaire. The school principal or a representative of the principal (such as the vice-principal, Prefect of Studies, PSHE KLA Coordinator and geography panel head, etc.) is invited to complete the online questionnaire on or before April 27, 2026 (Monday), through the website below or by scanning the QR code below.

	<b>Electronic questionnaire</b>
Online link	<a href="https://forms.office.com/r/uKtKt4fF1A">https://forms.office.com/r/uKtKt4fF1A</a>
QR code	

**Personal, Social and Humanities Education Key Learning Area  
Geography (Secondary 1-3) Curriculum Framework  
School Questionnaire Survey**

Each school should fill in and return ONE completed questionnaire. The electronic questionnaire should be completed on or before 27 April 2026 (Monday).

For enquiries, please contact Ms YUEN Ka-man (Telephone Number: 2892 5898; email address: cdopshe31@edb.gov.hk) or Ms CHAN Hiu-ying (Telephone Number: 2892 5859; email address: cdopshe12@edb.gov.hk) of the Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau.

Before completing the questionnaire, please read the “Geography (Secondary 1-3) Curriculum Framework”.

**Part A: School Information**

School number:	
School name:	
Name of Principal:	

**School Background**

1. Is your school offering junior secondary Geography curriculum?  
Yes  
No (Please indicate the reason, then proceed directly to Question 3 to provide your answer): \_\_\_\_\_
2. The number of classes offering junior secondary Geography curriculum at your school is:  
Secondary 1 (    ); Secondary 2 (    ); Secondary 3 (    )  
(Please proceed directly to Question 4 to provide your answer.)
3. In which school year does your school plan to offer junior secondary Geography curriculum?  
2026-27  
2027-28  
There are currently no plans to offer junior secondary geography curriculum.  
( Please indicate the reason: \_\_\_\_\_ )

**Part B: Revised Curriculum Framework**

4. The rationale behind the revised Geography curriculum (Secondary 1-3) is “Exploring Regions, Cultivating Literacies, Building our Future Together”. It enables students to gradually know their country and the wider world by exploring and analysing the interrelationships between people, land, and the environment. Meanwhile, by cultivating core literacy in geography, it enhances students' geographical cognition and abilities, helps them establish a correct understanding of human-environment coordination, so that they will act to promote global sustainable development, proactively assume responsibility and work together to create a greener and more resilient future.

With regard to the rationale behind this curriculum, what other suggestions does your school have to strengthen geography education?

If you have any views, please fill in: \_\_\_\_\_

---

---

---

5. Below are the aims of the revised Geography (Secondary 1-3) curriculum.
- (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 environments
  - (b) cultivate the ability to think and enquire from a geographical perspective, and develop geospatial thinking skills to analyse geographical phenomena and address geographical problems
  - (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
  - (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

According to the Geography (Secondary 1-3) Curriculum Framework, does your school consider that the revised curriculum content requires further enrichment to achieve the above curriculum aims?

Yes (Please indicate): \_\_\_\_\_

---

---

No

6. The Geography (Secondary 1-3) Curriculum Framework retains the geographical concepts of the existing curriculum. Following the reorganization of the topics and curriculum content, the curriculum is structured around three themes: “People and the Environment”, “Management and Responses” and “Future and Actions”. Each theme comprises three distinct modules designed to help students acquire fundamental geographical knowledge.

(a) From a learning and teaching perspective, which Module(s) does your school consider to be of greatest interest to students and easier for them to master? (You may select at most three Modules.)

- |                                     |                                     |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Module 1.1 | <input type="checkbox"/> Module 1.2 | <input type="checkbox"/> Module 1.3 |
| <input type="checkbox"/> Module 2.1 | <input type="checkbox"/> Module 2.2 | <input type="checkbox"/> Module 2.3 |
| <input type="checkbox"/> Module 3.1 | <input type="checkbox"/> Module 3.2 | <input type="checkbox"/> Module 3.3 |

(b) From a learning and teaching perspective, which Module(s) does your school consider to involve more challenging content? (You may select at most three Modules.)

- |                                     |                                     |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Module 1.1 | <input type="checkbox"/> Module 1.2 | <input type="checkbox"/> Module 1.3 |
| <input type="checkbox"/> Module 2.1 | <input type="checkbox"/> Module 2.2 | <input type="checkbox"/> Module 2.3 |
| <input type="checkbox"/> Module 3.1 | <input type="checkbox"/> Module 3.2 | <input type="checkbox"/> Module 3.3 |

(c) If you have other views, please fill in: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. The “Geography (Secondary 1 to 3) Curriculum Framework” outlines the learning objectives, content, geographical concepts and skills, as well as suggested learning and teaching activities. With regard to this curriculum framework, what other suggestions does your school have to help teachers grasp the depth and breadth of the learning content and the expectations for student learning more easily?

If you have any views, please fill in: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. In accordance with EDB's Circular No. 2/2026, the specific directions of revising the Geography (S1-S3) Curriculum include optimising the curriculum design approach, revising the curriculum organisation, incorporating more elements of national geography, enhancing field trip activities, and making effective use of digital technology tools.

(a) In what aspects does the revised junior secondary geography curriculum more effectively enhance students' geographical cognition and skills compared with the existing curriculum?

If you have any views, please fill in: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(b) What other aspects of the revised junior secondary geography curriculum does your school consider important to further enhance students' geographical cognition and abilities?

If you have any views, please fill in: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. The revised curriculum allocates 2 to 4 hours of lesson time each school year for schools, which should arrange for every Secondary 1 to Secondary 3 student to participate in at least one enquiry-based fieldwork activity annually. For further details, please refer to the "Geography (Secondary 1 to Secondary 3) Curriculum Framework" (pp. 49–53). What other suggestions does your school have regarding the organisation of fieldwork to help students develop their fieldwork skills more effectively?

If you have any views, please fill in: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Part C: Support Measures**

10. Which of the following is/are the key consideration(s) for your school for effective implementation of the revised junior secondary geography curriculum?

(a) Please rate each of the following considerations according to their level of importance. (1 = Not at all important, 2 = Not important, 3 = Neutral, 4 = Important, 5 = Very important)

	1	2	3	4	5
School's allocation of lesson time for the curriculum					
Subject panel head's professional competency in curriculum leadership and planning					
Subject teachers' subject knowledge and competency					
Subject teachers' mastery of the breadth and depth of the curriculum content and the learning and teaching key points of each module					
Students' interest in learning geography					
Support for learning and teaching resources					

(b) If you have other views, please fill in: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Which of the following type(s) of professional development programme(s) does your school consider most important for teachers?

(a) Please rate each of the following types of professional development courses according to your level of need. (1 = Not needed at all, 2 = Not needed, 3 = Neutral, 4 = Needed, 5 = Very much needed)

	1	2	3	4	5
Curriculum interpretation					
Learning and teaching strategies					
Knowledge enrichment					
Curriculum leadership and planning					
Learning assessment and feedback					
Experience sharing in the learning circle					

(b) If you have other views, please fill in: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. Following Question 11, which of the following module(s) does your school consider most necessary to be covered in the professional development programme(s)? (You may select more than one Module.)

- Module 1.1                       Module 1.2                       Module 1.3  
 Module 2.1                       Module 2.2                       Module 2.3  
 Module 3.1                       Module 3.2                       Module 3.3

13. The Education Bureau will provide schools with diversified modes of professional development programmes for geography teachers. What suggestions does your school have regarding the Bureau's future arrangements of course delivery?

(a) Please rate each of the following modes of course delivery according to your level of agreement. (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree)

	1	2	3	4	5
Face-to-face seminars					
Face-to-face workshops					
Guided fieldwork					
Live online seminars					
Online self-learning course					

(b) If you have other views, please fill in: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. How many teacher(s) from your school is/are expected to participate in professional development programmes organised by the EDB in relation to the revised curriculum?  
Number of teachers: \_\_\_\_\_

15. Which of the following type(s) of learning and teaching resource(s) does your school consider most necessary for teachers to support the implementation of the revised junior secondary geography curriculum?

(a) Please rate each of the following types of teaching and learning resources according to your level of need. (1 = Not needed at all, 2 = Not needed, 3 = Neutral, 4 = Needed, 5 = Very much needed)

	1	2	3	4	5
Learning and teaching resources for supporting learning and teaching of national geography					
Learning and teaching resources for supporting values education, education for sustainable development and national security education					
Learning and teaching resources for raising learning interests and classroom interaction					
Resources for students' self-learning (such as online self-learning courses and reading passages)					
Learning and teaching resources for supporting fieldwork					
Learning and teaching resources for supporting the use of digital education tools					

(b) If you have other views, please fill in: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Would your school join the “Learning Circle for Junior Secondary Geography Teachers”?

Interested in joining the Learning Circle

(Please fill in the name of teacher coordinator): \_\_\_\_\_

Has joined the Learning Circle

No plans to join the Learning Circle

17. Any other views or suggestions from your school regarding the revised junior secondary geography curriculum:

---

---

---

Please complete the electronic questionnaire on or before April 27, 2026 (Monday).