



Geography Curriculum at Littleover Community School

We offer a knowledge rich Geography curriculum at LCS that allows students to become informed global citizens.

Studying Geography is vital for understanding the relationships between human societies and the natural environment. With the current climate crisis studying Geography is essential in understanding the world and the challenges it faces. Employment opportunities in the future will be linked to the key topics studied in Geography such as green energy and sustainable living. Additionally, with increasing globalisation it has never been more important to understand different cultures, economies and traditions.

During Key Stage 3 students will start local learning about their own 'place', we will equip them with the vital map, fieldwork and analytical skills which they will use throughout their geography studies. We ensure students understand key geomorphic and tectonic processes and how they shape the landscapes around us. Students also explore how humans interact with the planet, how places help shape cultural identity, and why empathy and respect for both people and the environment are so important.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic – Map Skills	Topic – The Local Area	Topic – Coasts	Topic – Weather	Topic – Tourism	
	Substantive knowledge	Substantive knowledge	Substantive knowledge	Substantive knowledge	Substantive knowledge	
	Foundational knowledge to be built on throughout KS3; continents and oceans, regions of the world, countries in Europe, the UK, and how we can use OS Maps.	Explore the local area to develop a sense of place and how people and environments are connected.	Key geomorphic processes, including weathering, mass movement, erosion, transportation and deposition, and how these processes shape coastal landscapes. They also study a range of coastal landforms and explore how the coast is used by humans.	How weather is measured and forecasted, how rainfall occurs, and the key features of global climate change and microclimates.	What tourism is, including different types of tourism, and examine its impacts on places and environments. They also study the concept of sustainable tourism, and how it can be managed to reduce negative effects while supporting local communities and economies.	
	Procedural knowledge	Procedural Knowledge	Procedural Knowledge	Procedural knowledge	Procedural Knowledge	
	Foundational process knowledge; Identifying the location of continents countries and places.	Observing, identifying and analysing geographical characteristics and interpreting different sources of information.	Analysing maps, interpreting photos, evaluating the success of management	Using instruments to measure the weather, collecting and interpreting data, understanding of how it rains rain, why we are experiencing climate change and what are microclimates.	An understanding of the positives and negatives of the tourism industry and how this can be managed to reduce negative impacts.	
	Skills	Skills	Skills	Skills	Skills	
	Foundational skills; Using an Atlas, reading OS Maps – scale, contours, grid references, symbols	Interpreting photos and maps, drawing maps, describing places.	Fieldwork skills –identifying geomorphic processes, ability to explain how processes lead to landform formation.	Enquiry skills, measuring the weather using instruments.	Investigation and research.	
	Assessment	Assessment	Assessment	Assessment	Assessment	
	Geographical Skills – reading OS Maps	Knowledge and Understanding – Selling our Local Area	Application of Knowledge – Coastal Landforms	Competence in Geographical Enquiry – Microclimate investigation	Geographical Skills - Tourism	

Topic – Rivers	Topic – Ecosystems	Topic – Cities	Topic – India	Topic – Population
Substantive Knowledge The key geomorphic processes, the stages of a river, the main river landforms, and the causes, impacts, and management of flooding.	Substantive Knowledge What an ecosystem is, the global distribution of ecosystems, and the characteristics of the rainforest ecosystem.	Substantive Knowledge Key terms relevant to cities today, how cities are changing, the contemporary challenges facing cities, and the features of sustainable cities.	Substantive Knowledge The physical and human geography of India, the development of India, and the characteristics and challenges of the Dharavi Slums.	Substantive Knowledge Population density and distribution, population crises, methods of population control, and migration patterns.
Procedural Knowledge Identify and explain key geomorphic processes (such as erosion, transportation, and deposition) in river environments. Apply knowledge to explain the causes of flooding in different contexts. Evaluate the social, economic, and environmental impacts of flooding.	Procedural Knowledge Students will be able to describe the global distribution of ecosystems, explain the features of rainforest ecosystems, understand the importance of rainforests, and assess the impacts of human activity on these ecosystems.	Procedural Knowledge Students will be able to understand how cities are changing, make links between levels of economic development and urban development, and evaluate how cities can be made more sustainable.	Procedural Knowledge Students will be able to apply their knowledge of countries to compare environments and land use, interpret patterns of population distribution, and evaluate the contemporary challenges associated with slums.	Procedural Knowledge Students will be able to describe and interpret population density and distribution, analyse population crises, explain methods of population control, and investigate migration patterns and their impacts.
Skills Students will be able to construct explanations of how river landscapes are formed by linking processes to landforms and demonstrate cause-and-effect reasoning when analysing the causes and impacts of flooding.	Skills Annotating diagrams, using maps, studying climate graphs.	Skills Annotating diagrams, interpreting statistics, drawing graphs, analysing photos.	Skills Drawing maps, studying climate graphs, analysing photos, interpreting maps and data.	Skills Interpreting graphs, using data to model patterns, understanding choropleth maps.
Assessment – Knowledge and Understanding - Rivers	Assessment – Application of Knowledge – Chico Mendez	Assessment – Application of Knowledge - Cities	Assessment – Competence in Enquiry – Dharavi Slums	Assessment – Geographical Skills – Population Task

Year 9	Topic – Earthquakes and Volcanoes Substantive Knowledge The different types of plate boundaries, the causes of earthquakes and volcanoes, and the impacts and management strategies associated with these hazards. Procedural Knowledge Link tectonic activity to hazard occurrence, explain how earthquakes and volcanoes pose risks to people, and evaluate how mitigation strategies can reduce the impacts of these hazards. Skills Location mapping, hazards mapping, studying statistics, evaluation and judgement. Assessment – Knowledge and Understanding – Global Hazards.	Topic – Development Substantive Knowledge Development indicators, methods of measuring development, the development gap, and the role of Uganda and trade in development. Procedural Knowledge Interpret development data, evaluate the success of development strategies, and explain reasons for variations in levels of development. Skills Interpretation of statistics, central tendency techniques, mapping. Assessment – Geographical Skills – Development.	Topic – Energy Substantive Knowledge Different sources of energy, the development and use of wind farms, the causes and impacts of global warming, and a case study of energy use and development on the Isle of Lewis. Procedural Knowledge Analyse the impact of energy production on places and evaluate the benefits of environmentally friendly energy alternatives Skills Use of data, graphs, text, photos to arrive at a decision. Assessment – Application of Knowledge – Isle of Lewis.	Topic – Industry Substantive Knowledge The types and locations of industry, the characteristics of the informal sector, and the different sectors of industry. Procedural Knowledge Link employment sector data to levels of development, explain the factors affecting the location of industry, and assess the positive and negative impacts of industry on places. Skills Interpretation of data, measures of central tendency, interpretation of map evidence, mapping techniques, OS maps. Assessment –Geographical Skills – Industry.	Topic – Sport Substantive Knowledge How geography links to sport, including how physical hazards, industry, and levels of development influence sporting activities and opportunities. Procedural Knowledge Link geographical knowledge from Year 9 topics to a variety of sports, explain how sport and geography are interconnected, and analyse how place is influenced by sport and how physical geography affects sporting activity. Skills Use of Atlas, location mapping, use of statistics., interpreting photos, graphs, maps. Assessment – Competence in enquiry – a New Stadium.
--------	--	--	---	---	---