

De Lisle College Curriculum

“Rooted and grounded in Love”.

Geography



Intent – ‘**Rooted** and grounded in Love’

‘Geography explains the past, illuminates the present and prepares us for the future’ Michael Palin.

The teaching and learning of geography aims to develop knowledge, skills, concepts, values, and attitudes through an approach that sees Geography as an integral part of the whole school curriculum. The Geography Curriculum enables students to make links between other areas of the curriculum; numeracy through interpreting graphs, literacy by reading articles and discussion and science through investigating Earth’s planetary systems.

Geography offers a unique importance in equipping pupils with key attributes needed for Key Stage 4 and beyond. As a department, we are aware that the secondary level can be the final experience of school geography; therefore, we aim to ensure all students leave with the essential and necessary geographical skills needed for all further education and employment.

Our intention is to enable students to develop enquiring minds, students who want to investigate the environment that they live in and challenge the interactions between humans and the natural world. Students will develop a social, moral and cultural awareness as they progress through the curriculum, and we aim to promote a sense of stewardship in all our students.

Our curriculum is not just confined to students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline.



Geography

Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Community and Participation; Option for the Poor and Vulnerable

- Students explore the characteristics and challenges of their local area, developing a sense of belonging and shared responsibility

Dignity of Work and the Rights of Workers; Solidarity

- Students consider fair pay, ethical trade, and working conditions, linking to the dignity of work and the idea that the economy should serve people, not the other way around.

Stewardship of Creation; Global Solidarity

- Students learn about weather patterns and climate systems, including the impacts of climate change and why should act as steward to protect the natural world

Stewardship of Creation; Rights and Responsibilities

- Rivers are explored not just as physical features but as lifelines for ecosystems and human populations.

Advent 1	What is a geographer?	Advent 2	What is a geographer- my local place: Loughborough?
Description	- Students begin their journey investigating the key differences between physical, human and environmental geography - Naming the continents, oceans and seas- students to develop understanding of scale. 'Where am I in relation to?' - Understand how maps have changed over time- from early explores to modern day cartography - How do we describe 'location' using longitude/latitude and OS maps? - How to interpret OS maps- relief, place characteristics	Description	- Why is fieldwork important to geographers? - Understanding the term 'place' - Students learn about their local place, Loughborough. Within the section of the topic, students learn: how to describe the location of Loughborough in relation to the rest of the world, the local/regional/global connections The natural landscape- relief, vegetation and geology The types of human activity in Loughborough

Lent 1	What is an economy?	Lent 2	What is weather and climate?
Description	• An understanding of what the term economy is • Different employment sectors that make up an economy • Employment sectors in the UK • Factors that influence industrial location- primary, secondary, tertiary and quaternary • How do employment sectors connect globally- Case study Nissan and chocolate production • What is globalisation? • Factors that accelerate globalisation- containerisation • The consequences of globalisation- Case study: fast fashion • Decision-making: Do the benefits of globalisation outweigh the costs?	Description	• An understanding of the difference between weather and climate? • The difference elements of the weather • Why does it rain- difference types of rainfall? • Air pressure and how it influences the weather • What factors influence temperature- latitude, altitude, prevailing winds, distance from the sea • Global air circulation and pressure zones • How and why does the climate in tropical rainforests differ from the polar regions • Why does climate change- The Greenhouse Effect and the Albedo effect?
Pentecost 1	Why are rivers important?	Pentecost 2	Why are rivers important?
Description	• Where does a river start and end- the characteristics of a drainage basin? • River profile • How do rivers shape the land- introduction to geomorphic processes? • River landforms- upper, middle and lower course • Revision for assessment	Description	• What causes rivers to flood- physical and human factors? • Case study- River flooding in Boscastle 2004 vs Leicestershire floods • Flood prevention

Geography

Year 8



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Stewardship of Creation; Rights and Responsibilities

- The coasts topic encourages reflection on the human impact on fragile environments and the responsibility to protect them for future generations.
- It also considers how coastal changes affect communities, particularly vulnerable ones, and the importance of fair decision-making that respects both people and nature.

Option for the Poor and Vulnerable; Solidarity; Dignity of the Human Person

- Development- Students consider what it means for a country or community to develop in a fair and sustainable way, with a focus on reducing inequality. This helps develop empathy for other people, across the world

Stewardship of Creation; Common Good; Global Solidarity

- Resources topic highlights the moral responsibility to use resources wisely, ensuring the needs of all people are met without damaging the environment.

Advent 1	Rivers retrieval/ What happens when the land meets the sea?	Advent 2	What happens when the land meets the sea?
Description	• Geomorphic processes retrieval from year 7 • Retrieval- river landforms • Students explore why the coast is important to people • Why causes waves- destructive and constructive • Explore the physical processes along the coastline including how geomorphic processes influence the landscape. Mass movement is introduced as an additional geomorphic process • Coastal landforms created by physical processes- longshore drift, the role of geology and deposition	Description	• Case study- Holderness coastline- what landforms can be found along this stretch of coastline • How is the coastline protected- hard and soft engineering strategies? • Decision-making- what is the most effective way to protect the Holderness coastline?

Lent 1	Why are some countries more developed than others?	Lent 2	How do we use the Earth as a natural resource?
Description	• Building on the economy topic, students explore how countries places within countries develop at different rates • An understanding of what development is and what is means for different people • How to measure development- social and economic measures • The physical and human factors that might hinder development- climate, location, war and conflict • Attempts to bridge the development gap- debt relief, Millennium Development Goals • Case study- Nepal- factors that influence Nepal's development • Solutions- top down and bottom up projects in Mumbai	Description	• An understanding of the term resource- how do we use resources in our every day lives • What resources lie beneath- students develop understanding of geology types • Fossil fuels- what are they and how do we use fossil fuels? • The impacts of using fossil fuels on the environment • Case study: Deepwater Horizon- causes, impacts and responses
Pentecost 1	How do we use the Earth as a natural resource?	Pentecost 2	Geographical exploration- USA and resources
Description	• Water as a resource- where do we find Earth's freshwater? • Causes of water insecurity • Impacts of water insecurity • What is meant by food insecurity? • What are the causes and impacts of food insecurity?	Description	A geographical exploration into the resource issues faced by the USA. This short topic explores the issues on energy security in the USA and water stress along the Colorado River.

Geography

Year 9



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Dignity of the Human Person; Option for the Poor and Vulnerable; Common Good

- In the population topic, students consider how population policies and planning should promote the common good and human flourishing

Solidarity; Option for the Poor and Vulnerable; Rights and Responsibilities

- The tectonics topic promotes empathy and solidarity with people living in hazard-prone areas, many of whom are poor and have fewer resources to recover from disasters.

Stewardship of Creation; Care for Our Common Home

- The glaciation topic explores the physical processes shaping glacial environments and how these areas are used by people.
- It encourages students to appreciate the beauty and value of creation, while thinking about how to manage glaciated environments sustainably— balancing tourism, conservation, and climate protection
- Students reflect on the ethical responsibility to protect these unique landscapes for future generation

Stewardship of Creation; Global Solidarity; Option for the Poor and Vulnerable

- Climate change is a global issue with deep moral implications. Students explore causes, consequences, and responses to a warming planet.
- This topic supports the CST principle of caring for creation and acting in solidarity with the global poor, who are often most affected by climate change despite contributing least to the problem.
- Students are encouraged to think critically about personal and political responsibility for reducing emissions and supporting sustainable development.

Advent 1	How are populations changing?	Advent 2	Why are some places more affected by tectonic hazards than others?
Description	• Students explore global population distribution and how this has changed spatially over time- analysis of graphs and population clocks • Understand the physical and human factors that influence population distribution	Description	• During the first sequence of lessons, students investigate the theoretical frameworks around plate movement. They explore ideas on continental drift, sea floor spreading, convection currents and slab pull/ridge push • Students will develop an understanding of how the Earth is structured and what happens at plate boundaries

	• The consequences of overpopulation and underpopulation • Case study: China's One Child Policy		• Students then develop their understanding of what causes earthquakes and volcanic eruptions and some of the impacts created • Case studies covered- E-16 eruption and 2008 Sichuan earthquake • The topic links back to development where students explore how different communities manage the impacts and risks of tectonic hazards
Lent 1	Why are some places more affected by tectonic hazards than others?	Lent 2	How does ice shape the world?
Description	• Case studies covered- E-16 eruption and 2008 Sichuan earthquake • The topic links back to development where students explore how different communities manage the impacts and risks of tectonic hazards	Description	• Building on knowledge of geomorphic processes, students investigate how ice shapes the land • Understanding of the glacial system, including the inputs, processes and outputs • Glacial landforms created by ice at different altitudes • The role of glacial deposition at lower altitudes- drumlins, erratics, moraine and outwash plains • Explore how relict landscapes can be used by humans
Pentecost 1	Climate Change and the Earth's future	Pentecost 2	Climate Change/ Geographical Exploration- Can Antarctica continue to be Earth's last pristine environment?
Description	• Building on knowledge throughout the KS3 curriculum, students develop a deeper understanding of what climate change is • What is the scientific evidence that climate change is happening- ice cores, sea ice extent/permafrost loss, temperature data and historical records. Students evaluate the validity of sources too • Students use their knowledge of the albedo effect and develop deeper understanding of what global impact that might have • Students also explore what climate change means to the UK and their everyday lives/future	Description	• To complete KS3, students explore how they can make a difference to the future of climate change. Students explore how they can mitigate and adapt to a changing climate. • Students complete an enquiry into the future of Antarctica. During this exploration, lessons include the importance of Antarctica (links back to climate, albedo), flora and fauna, growing pressure and the future of the Antarctic Treaty.

Geography

Year 10



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Dignity of the Human Person; Option for the Poor and Vulnerable; Global Solidarity

- Development- Students examine the unequal distribution of wealth, resources, and opportunities across the world
- The topic encourages empathy for those living in poverty and a deeper understanding of the root causes of inequality.
- It promotes solidarity with those in need and the importance of fair, sustainable development that respects human dignity and supports the common good.

Community and Participation; Stewardship of Creation

- Fieldwork encourages students to engage with the local environment and community, fostering a sense of connection and shared responsibility.
- It helps students observe how places change over time and consider the impact of human actions on natural and built environments.

Stewardship of Creation; Global Solidarity; Option for the Poor and Vulnerable

- Students study the importance of ecosystems such as rainforests and the Arctic, and the threats they face from human activity.

Advent 1	Dynamic Development	Advent 2	Changing Climate
Description	During this first topic in Y10, students are asked to draw upon their understanding of ‘what is development’? Building on KS3 knowledge, students deepen their understanding on why some parts of the world/countries are more developed than others. This is done through the lens of different countries, their barriers to development and how they have tried to improve the quality of life of their citizens. Case studies covered include China’s South-North water transfer scheme, Zambia and theoretical models such as Rostow’s stages of development	Description	Building on knowledge from KS3, students explore how global climate has changed over time. Students explore and evaluate the effectiveness of evidence used to investigate climate change. As part of the topic students develop their understanding on the natural and human causes of climate change and develop evaluative judgements on the main causes of current climate change. Students consider the global and UK impacts of climate change and develop their understanding on what action is taking place to combat it.

Lent 1	Resource Reliance	Lent 2	Distinctive Landscapes/Fieldwork prep
Description	Resource Reliance explore how, as a growing global population, we rely on the Earth for its natural resources. A key focus in this topic is water and food insecurity. Students explore the cause, impacts and responses to increased food security. This is done by focusing on how Tanzania have attempted to improve food security over time, on different scales. Student will also explore the approaches to consuming food more ethically and how technology can help improve food security.	Description	The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these. GCSE Geography fieldwork- Three day residential to North Norfolk- Investigating geomorphic processes along the North Norfolk coastline
Pentecost 1	Fieldwork write up and exam prep	Pentecost 2	Sustaining ecosystems/ Revision
Description	Students reflect on their fieldwork experience and complete exam questions	Description	Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

Geography

Year 11



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Dignity of the Human Person; Option for the Poor and Vulnerable; Community and Participation

- Urban futures examines the growth of cities, urbanisation, and life in megacities, often highlighting inequalities in housing, services, and opportunities.
- Students reflect on how urban planning and development can promote human dignity, protect the most vulnerable, and ensure access to basic rights like shelter, water, and healthcare

Common Good; Rights and Responsibilities; Stewardship of Creation

- UK in the 21st Century- Students consider the UK's changing economy, society, and role in the world today.
- The topic encourages critical thinking about social justice, equality of access to opportunities, and balancing economic progress with environmental care.
- It links to the CST principle of promoting the common good—ensuring decisions made in the UK support the wellbeing of all citizens and respect future generations

Advent 1	Global Hazards	Advent 2	Urban Futures
Description	This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans, but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice	Description	Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place

Lent 1	UK in the 21 st	Lent 2	Paper 3 Geographical Exploration
Description	A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world	Description	Fully synoptic exam practice that draw on both the Our Natural World 01 and People and Society 02 components. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer' Students will spend time practicing past papers and exploring decision making as part of their preparations.
Pentecost 1	Revision	Pentecost 2	Immersion