

Geography Curriculum

The Geography curriculum follows the schools aims of Learning, Loving and Living as it inspires our students to be curious and develop a fascination about the world and its people. As pupils progress through each stage, they build knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the interaction between physical and human processes. It provides opportunities for understanding the challenges that are faced locally, nationally, and globally and how they, as individuals and collectively can contribute to make the necessary changes in the world. Geographers strive to learn how we can live on the planet in a sustainable way and work alongside other curriculum subjects to achieve this.

Key Stage 5

At this final stage of the journey, students investigate four key themes. The first theme explores the Water and Carbon cycles on our planet, how they are essential to our existence and how human alterations impact the equilibrium that is so crucial to our survival. Landscape systems, the second theme, includes the study of the tectonics and coastal landscapes. Students examine the physical processes and how human interaction impedes upon these systems. The third focuses on Global systems and Global governance, concentrating on international trade and patterns of human development and lastly Changing places, focuses on Globalisation and Diversification; looking at how humans interact with each other socially, economically, and politically. Pupils will also undertake their own Independent Investigation which enables them to use the fieldwork and analytical skills they have developed over their learning journey.

Key Stage 3

In KS3 students develop a locational knowledge and understanding of major continents and countries across the globe. They learn the differences between human and physical landscape in the continent of Africa, and various counties. The physical geography learnt involves the natural processes of coasts, rivers, glaciation and tectonics, as well as the weather and climate. All these topics focus on the interaction with humans and the impact on fragile natural systems. The human geography taught, focuses on population and urbanisation, international development, settlements and globalisation. Within these units, pupils will learn how to use globes, maps and atlases, as well as interpreting aerial and satellite photographs and a variety of data. The key to success is to give the students the opportunity to undertake their own investigations, going into the field to collect primary data and learning from trips and outside speakers.

Key Stage 4

The topics covered at KS4 build on the knowledge gained at KS3 and cover all aspects of human, physical and environmental geography at differing scales. The KS4 journey starts by investigating the pressures that biomes face and how these challenges can be managed. Pupils learn about tectonic processes and the impact this has on people and place, they then consider changing weather and climate and the potential consequences of climate change. Following on from that, we enquire into the global economic development issues and study India in-depth. We then look at the economic and social development of urban issues including London and Mumbai. A large proportion of the GCSE course focuses on the Geography of the UK, looking at both the physical and human landscapes. All pupils undertake at least two days of fieldwork where they investigate physical and human environments of the UK. Finally, pupils learn about natural resource management and consider how humans can live sustainably on this planet.

Skill Development

As the students work through the different schemes of learning, the aim is to be able to confidently complete their own personal investigation by the time they reach KS5. The skills required to complete this task involve, collecting the appropriate primary field work, and effectively analysing data collected. Pupils will learn to gather the primary data and transfer it into a variety of different media e.g. graphs, annotated photographs etc. Pupils should also be able to collect secondary resources and justify the reasons for choosing them. Pupils will then be taught how to justify and evaluate the data collected and consider how their investigation could be further improved.

The Bishop Ramsey Curriculum Learning Journey

