



Curriculum Statement

Geography Department Ranelagh School

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control

2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

The characteristics of the Ranelagh Student Learner Profile (RSLP)

These core characteristics of the RSLP are embedded in our schemes of work and lesson plans

- **Confidence** - Students who are self-assured are more likely to take risks, see mistakes as learning opportunities and be open to new learning experiences. They have poise and self-belief; this means that even when learning is difficult, they will persist.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina. When they need to work for long periods on challenging problems they persevere.
- **Curiosity** - Students who are keen to enquire will ask questions and have a genuine interest to learn more. They are inquisitive and work hard on further developing their skills and knowledge. This means they are more likely to understand their own abilities, interests and future aspirations.
- **Creativity** - Students use inventive, resourceful and original ways to learn. They produce learning outcomes that demonstrate their ingenuity and imagination.
- **Empathy** - Students can listen, understand and learn from others. They are well placed to work as part of a team. They show warmth, humour and positivity and collaborate effectively with others.
- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh.

Intent of curriculum

Our intent for the curriculum is to underline and promote the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society and economy.

Key stage 3 Geography at Ranelagh is a springboard, not just towards further study at GCSE and A level, but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively in their local and global community.

Knowledge, application and skills are at the core of our 21st century curriculum. We will support the pupils to develop the essential employability, enterprise & transferable skills in information technology and data/resource analysis (including GIS) and interpretation through the curriculum content and how it is taught and delivered.

Our curriculum will both reflect and learn from the diverse cultural mix of our country and community and help to enhance our pupil's cultural capital through the extensive range of topics and themes that we cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions.

Implementation of curriculum

Our aspiration is to deliver a dynamic and modern Geography curriculum in such a way that it fosters an environment and attitude that allows self-reliant, confident and independent learners to flourish, in line with the Ranelagh Learner Profile. We set high standards and aspirational targets whilst ensuring that the needs of all learners are supported inside and outside of the classroom.

There are three broad strands within the Geography curriculum that begin in Key stage 3 and develop towards GCSE and beyond:

1. Contextual world knowledge of locations, places & geographical features
2. Understanding of the conditions, processes & interactions that explain geographical features, distribution patterns, & changes over time & space
3. Competence in geographical enquiry, & the application of skills in observing, collecting, analysing, evaluating & communicating geographical information

There is a balance between Human and physical geography throughout and this is seen in the sequence of the topics. There are also studies covering a range of places and scales. The theme of sustainability features throughout. We follow the National Curriculum at KS3, AQA specification at GCSE and at A level. Our year plans are designed to have flexibility.

All lessons in KS3 are taught in mixed ability groups for three one-hour periods a fortnight with subject specialist teachers; KS4 has 5 hours across the fortnight; KS5 has 9 hours with a timetabled 10th hour for directed study. Lessons are a mixture of teacher led, group work, independent work and IT based projects. The curriculum is designed to meet the needs of all learners. Differentiated resources are used to support students with SEN, and HPA students are encouraged to develop their second order skills and concepts through extended writing and challenging questioning.

Fieldwork is of vital importance in geography in order to place students learning in the real world. To that end fieldwork is available to all students in all key stages.

Geography Year Plan

Global Citizens – Sustainability – Skills

KEY STAGE 3

Year 7	Autumn	Autumn	Spring	Spring	Summer	Summer
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	What is a Geographer? Geography of UK/ [^] Explorers	Why are rivers important?	What are the challenges and opportunities facing Africa?		Sustainable cities – how sustainable is Bracknell?	What happens when the land meets the sea? What is the Great Pacific garbage patch?
Assessment	Research Project: homework and lesson to produce poster on an Amazing Place	DME on river flooding Test	<i>Test</i>	GIS – local area activities on digimaps	GIS – local area activities on digimaps	Coasts trip – enquiry question. Project
Curriculum Sequencing – why now?	Important to introduce basic skills of OS map reading and GIS	Physical geography topic links with KS2	Early opportunity to challenge misconceptions, large topic which combines physical and human geography		Gain familiarity with local area and cross subject ideas of sustainability	Build on prior knowledge of processes from river topic.
Fieldwork Opportunities/School Calendar Notes					Exams w/c 16 th May	22 nd & 23 rd June Barton trip

Year 8	Autumn	Autumn	Spring	Spring	Summer	Summer
	14 Weeks		11 Weeks		11 Weeks	

Unit of Study	What is Weather and Climate?	Ecosystems – who is eating whom?	Population	Why is the Middle East an important world region?	Is Earth running out of natural resources?	What is the future for our planet? (Climate change)
Assessment	Careers in Met Test	Kew trip – enquiry question. Test	DME Test	DME Test	Research Piece on a natural resource	
Curriculum Sequencing – why now?	Topics are closely linked and can build on prior knowledge and skills. Concepts are more challenging so better in y8		To intersperse human geography but also build on work re TRF and population pressures	Links with W&C so building on knowledge but importance of oil and conflict so links nicely into next topic	Links with all topics this year – population/resource/technology relationship	To combine their knowledge of the year with one of the big overarching themes in geography
Fieldwork Opportunities/School Calendar Notes		Kew			Exams w/c 23 rd May	

Year 9	Autumn	Autumn	Spring	Spring	Summer	Summer
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	Global Issues	Asia	Can we ever know enough about earthquakes and volcanoes to live safely?	How does Ice change the world?	Is the geography of Russia a benefit or a curse?	Is Antarctica the last great wilderness?

Assessment	9 mark qu. End of Unit Test	Research Project	DME End of Unit Test	Research on glaciologists Test - GCSE style question	<i>GIS</i> <i>Test -GCSE style</i> <i>question</i>	
Curriculum Sequencing – why now?	Building ideas from y7 & 8 for a more global outlook and global citizenship	Importance of the region linked to GS&GG	Important subject at KS4 and global patterns	Another topic at KS4. Opportunity to lay the foundation of knowledge and introduce GCSE questions	Another important region that brings in themes of climate change (Taiga/oil) and cold environments for GCSE	A cold environment under threat – global commons (GSGG
Fieldwork Opportunities/School Calendar Notes				8 th & 9 th March NHM		Exams w/c 6 th June Y9 Trips w/c 13 th June

KEY STAGE 4

Year 10	Autumn	Autumn	Spring	Spring	Summer	Summer
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	Hazards (10 wks)/urban (4 wks)		Urban (5 wks)/fieldwork (2wks) Rivers (4wks)		Rivers (2wks)/fieldwork (2wks)/Ec World (7wks) – intro and TRF	
Assessment	Earthquakes qu.	Test - GCSE style question	Test - GCSE style question	Test - GCSE style question	Test - GCSE style question	Holiday work – resource management (6wks) book

Curriculum Sequencing – why now?	Builds on topic from y9, exciting start to course but confidence building through prior knowledge	Urban introduction in autumn term, balancing human topics with physical	Urban topic continued with opportunity for fieldwork	Rivers introduced here in order to have the grounding for physical fieldwork in summer term and balance between human physical topics	Large human topic introduced to build on in autumn term. Resources also introduced in order to complete summer work – topic is the most straightforward and has had a good grounding at KS3
Fieldwork Opportunities/School Calendar Notes			1 st Feb Bracknell	9 th May Dinton	Exam Week Core subjects only Options when fits in

Year 11	Autumn	Autumn	Spring	Spring	Summer	Summer
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	Resource management review & test (2 wks)/ Ec world (5wks)/Glaciation (6wks)/ one week spare for mock prep		Living World (7 wks)/DME (2wks)		Living world (4wks)/Revision(2wks)	Exams!
Assessment	Test – GCSE style question	Test – GCSE style question	Test – GCSE style question	Test – GCSE style question	Test – GCSE style question	
Curriculum Sequencing – why now?	Balance of human and physical. Economic geography builds on some ideas from urban topic but is more suited to y11 as needs a more mature/skilled approach		Living world is a straightforward topic that students are familiar with from KS3 and science GCSE so builds confidence leading up to exams. DME timing from exam board			As per Ofqual
Fieldwork Opportunities/School Calendar Notes		Mock Exams w/c 15 th Nov				

KEY STAGE 5

Year 12	Autumn – 7 weeks	Autumn – 8 weeks	Spring – 6 weeks	Spring – 6 weeks	Summer – 5 weeks	Summer – 7 weeks
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	Water and Carbon Globalisation and Global Governance		Coasts Changing Places		NEA Work	Complete Units of Coasts and Changing Places
Assessment	Past Paper questions	End of unit test	Past Paper questions	Past Paper questions		End of year exam
Curriculum Sequencing – why now?	Subjects with themes (such as systems and feedbacks/climate change in W&C) that follow through the whole A level. W&C also give opportunities for NEA		Opportunities for fieldwork and NEA		Positioned here to build on the fieldwork and in order to give time to collect their own data	Complete topics for end of year exams
Fieldwork Opportunities/School Calendar Notes				Studland	Windsor	Exam w/c 26 th June

Year 13	Autumn – 7 weeks	Autumn – 8 weeks	Spring – 6 weeks	Spring – 6 weeks	Summer – 5 weeks	Summer – 7 weeks
	14 Weeks		11 Weeks		11 Weeks	
Unit of Study	Hazards Population and Environment		Mocks and Feedback/Complete any of the previous terms units	Revision		Exams!

Assessment	Past Paper questions	End of Unit Test	Mock exam	Past Paper questions	Past Paper questions	
Curriculum Sequencing – why now?	Large topics not suitable for NEA so covered in y13		Ensuring course is finished to making sure that students are well prepared for their exams			
Fieldwork Opportunities/School Calendar Notes			Exam w/c 10 th Jan			