CURRICULUM PLAN

Department: Geography
Vision Statement: We seek to create a life-long love of the subject, through teaching our young people about different people, places and environments. Through the study of Physical Geography & Human Geography, our desire is to provide our students with a sense of our Planet Earth. We firmly believe our students deserve a broad, progressive & ambitious Geography Curriculum, rich in subject knowledge, understanding & skills which in turn, prepares them well for future academic learning and/or employment.
Strapline: **ALL ABOUT [OUR] PLANET EARTH.**
Curriculum Story: We start our Geography Learning Journey with: Fantastic Places, Life Along Latitudes and Changing Climates. Then, we go onto: Where Do People Live? How Do We protect Places and Is The World Rich? Finally, finishing with: Vicious Volcanoes, Dangerous Places To Live and Cities For The Future. For both GCSE Geography and A-LEVEL Geography, we follow the AQA Specification.
Skills developed: Gives our students the opportunity to wonder and ask valid questions about the World we live in. To learn Geographical issues at all scales. To understand human-activities and physical-processes (& the inter-relationships) on our Planet Earth. We endeavour Geography Explorers and Geography Thinkers, in which our pupils are able to ask valid questions about Earth.

Year 7:

Different: People, Places and Environments.

Understanding the different types of people, places and environments (& inter-relationships) across the world.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Oceans, Continents, Countries, Cities, and the study of the UK.						
FANTASTIC PLACES	To understand places at different scales.	Human, Physical & Environmental Geography	Life Along Latitudes	Map Skills Data response Literacy Numeracy	Understanding the local Geography	English Maths Science History
Autumn 2 CONTINUED UNIT: Oceans, Countries, Cities, and the study of the UK. And, Geography Map Skills.						
FANTASTIC PLACES	To understand places at different scales.	Human, Physical & Environmental Geography	Life Along Latitudes	Map Skills Data response Literacy Numeracy	Understanding the local Geography	English Maths Science History
Spring 1 Polar Regions (North Pole/Arctic, South Pole/Antarctica) . Mid-Latitudes, and Low Latitudes.						
LIFE ALONG LATITUDES	To understand different people, places & environments, at different Latitude Zones	Continents, Countries, Cities Oceans, Mountains, Rivers, Biomes	Changing Climates	Map Skills Data Response Literacy Numeracy	Knowing different people, places & environments within the UK	English Maths Science Physics
Spring 2 CONTINUED UNIT: Polar Regions (North Pole/Arctic, South Pole/Antarctica) . Mid-Latitudes, and Low Latitudes. HOT Deserts & COLD Environments.						

LIFE ALONG LATITUDES	To understand different people, places & environments, at different Latitude Zones	Continents, Countries, Cities Oceans, Mountains, Rivers, Biomes	Changing Climates	Map Skills Data Response Literacy Numeracy	Knowing different people, places & environments within the UK	English Maths Science Physics
Summer 1 Greenhouse Gases, Climate Change, Global Warming, Acid Rain						
CHANGING CLIMATES	To understand different weather and climate patterns across the world	Latitudes Climate Human activities	Where Do People Live Population Cities	Map Skills Data Response Literacy Numeracy Tables Choropleth Maps	Knowing different weather & climate patterns within the UK	English Maths Science Physics
Summer 2 CONTINUED UNIT: Greenhouse Gases, Climate Change, Global Warming, Acid Rain. UK Extreme Climate.						
CHANGING CLIMATES	To understand different weather and climate patterns across the world	Latitudes Climate Human activities	Where Do People Live Population Cities	Map Skills Data Response Literacy Numeracy Tables Choropleth Maps	Knowing different weather & climate patterns within the UK	English Maths Science Physics

Year 8:

Human Geography- Population, Human/Economic-Activities, Development.

Understanding: human population growth, human-activities, sustainability, and examples of LICs, NEES, HICs… across the world.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Global human population growth, Population Distribution, Population Densities. Migration in INDIA…						
WHERE DO PEOPLE LIVE?	To understand human population growth, and distribution	Humans and weather + Climate Greenhouse gases	How Do We Protect Places?	Map Skills Data Response Literacy Numeracy Tables Choropleth Maps	To know the human population: growth, distribution and densities within the UK	English Maths Science History RE
Autumn 2 CONTINUED UNIT: Urbanisation in LICs/NEEs, Human population in the UK. Migration in the UK.						
WHERE DO PEOPLE LIVE?	To understand human population growth, and distribution	Humans and weather + Climate Greenhouse gases	How Do We Protect Places?	Map Skills Data Response Literacy Numeracy Tables Choropleth Maps	To know the human population: growth, distribution and densities within the UK	English Maths Science History RE
Spring 1 Human-activities, economic-activities, sustainability						
HOW DO WE PROTECT PLACES?	To understand sustainability, ECO-Geography, Green Paper, Carbon-Zero…	Human activity Greenhouse gases Climate Change	Is The World Rich?	Map Skills Data Response Literacy Numeracy	Sustainability in our local area Clean environment Stewardship Community work Charities	English Maths Science
Spring 2 CONTINUED UNIT: Human-activities, economic-activities, sustainability, environmental protection strategies, UK Case sudies						

HOW DO WE PROTECT PLACES?	To understand sustainability, ECO-Geography, Green Paper, Carbon-Zero…	Human activity Greenhouse gases Climate Change	Is The World Rich?	Map Skills Data Response Literacy Numeracy	Sustainability in our local area Clean environment Stewardship Community work Charities	English Maths Science
Summer 1 Global Development Gap. NORTH-SOUTH DIVIDE, How We Measure Development?						
IS THE WORLD RICH?	To understand the Global, Development Gap. The NORTH-SOUTH DIVIDE. HICs, NEEs, & LICs.	Sustainability Eco-Friendly Green Paper	Vicious Volcanoes	Map Skills Data Response Literacy Numeracy Tables Graphs HDI, GDP	To understand how the UK is: very developed, very rich, very powerful.	English Maths Science Statistics
Summer 2 CONTINUED UNIT: Global Development Gap. NORTH-SOUTH DIVIDE, How We Measure Development? Development Indicators, LICs, NEEs, LICs. Strategies to reduce the Global Development Gap!						
IS THE WORLD RICH?	To understand the Global, Development Gap. The NORTH-SOUTH DIVIDE. HICs, NEEs, & LICs.	Sustainability Eco-Friendly Green Paper	Vicious Volcanoes	Map Skills Data Response Literacy Numeracy Tables Graphs HDI, GDP	To understand how the UK is: very developed, very rich, very powerful.	English Maths Science Statistics

Year 9:

Natural Disasters, Dangerous Places & Eco-Friendly Cities Across The Globe.

Understanding the main causes, effects & solutions for natural disasters across the world. And, sustainability for urban towns & cities.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum

Autumn 1 The Structure Of The Earth, Earthquakes & Volcanoes.						
VICIOUS VOLCANOES	To understand the causes, effects and solutions for both EQs & VOLs	Natural disasters vary between countries Rich countries Poor countries Development	Dangerous Places To Live	Map Skills Data Response Literacy Numeracy Tables Graphs Storyboards Video clips	To know about natural hazards/ disasters Awareness of local disasters	English Maths Science Physics Chemistry
Autumn 2 CONTINUED UNIT: The Structure Of The Earth, Earthquakes & Volcanoes. LIC, NEE & HIC Case Studies.						
VICIOUS VOLCANOES	To understand the causes, effects and solutions for both EQs & VOLs	Natural disasters vary between countries Rich countries Poor countries Development	Dangerous Places To Live	Map Skills Data Response Literacy Numeracy Tables Graphs Storyboards Video clips	To know about local, natural hazards/ disasters Awareness of local disasters	English Maths Science Physics Chemistry
Spring 1 Natural Disasters. Urban Landscapes. Rural Landscapes.						
DANGEROUS PLACES TO LIVE	To understand some of the most dangerous places on Earth	Most Active Volcanoes Deadliest Earthquakes Ring of Fire Plate margins Plate boundaries	Cities For The Future	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics Video clips	To know about local, natural hazards/ disasters Awareness of local disasters	English Maths Science Physics Chemistry History
Spring 2 CONTINUED UNIT: Natural Disasters. Urban Landscapes. Rural Landscapes. LICs, NEEs, HICs. UK Case Studies…						

DANGEROUS PLACES TO LIVE	To understand some of the most dangerous places on Earth	Most Active Volcanoes Deadliest Earthquakes Ring of Fire Plate margins Plate boundaries	Cities For The Future	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics Video clips	To know about local, natural hazards/ disasters Awareness of local disasters	English Maths Science Physics Chemistry History
Summer 1 Uban Towns & Cities. MegaCities. LICs, NEEs, & HICs. Eco-Friendly/Sustainable Strategies.						
CITIES FOR THE FUTURE	To understand future cities. Population growth Megacities Eco-Friendly Sustainability	Cities near: Plate Margins Plate Boundaries Ring Of Fire EQs & VOLs	AQA GCSE Geography Specification – Section A – Natural Hazards	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics Video clips	To know about UK Cities Urban areas	English Maths Science
Summer 2 [Insert focus of the term here – no more than one line] CONTINUED UNIT: Uban Towns & Cities. Megacities. LICs, NEEs, & HICs. Eco-Friendly/ Sustainable Strategies. UK Cities.						
CITIES FOR THE FUTURE	To understand future cities. Population growth Megacities Eco-Friendly Sustainability	Cities near: Plate Margins Plate Boundaries Ring Of Fire EQs & VOLs	AQA GCSE Geography Specification – Section A – Natural Hazards	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics	To know about UK Cities Urban areas	English Maths Science

Year 10: Physical Paper ONE

Knowing & Understanding, The Challenges Of The Physical Environment.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [Insert focus of the term here – no more than one line] Different types of natural hazards/ natural disasters. Climate Change.						

THE CHALLENGE OF NATURAL HAZARDS	To understand the: causes, effects/**impacts** and solutions/**responses** for major natural disasters across the world	Earthquakes Volcanoes Dangerous Places	The Living World Ecosystems Tropical Rainforests HOT Deserts	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics Cartography	To know how to respond to local, natural disasters	English Maths Science Physics Chemistry Historical Case Studies
Autumn 2 [Insert focus of the term here – no more than one line] CONTINUED: Different types of natural hazards/ natural disasters. Climate Change. Ecosystems, Tropical Rainforests, & HOT Deserts.						
THE CHALLENGE OF NATURAL HAZARDS	To understand the: causes, effects/**impacts** and solutions/**responses** for major natural disasters across the world	Earthquakes Volcanoes Dangerous Places	The Living World Ecosystems Tropical Rainforests HOT Deserts	Map Skills Data Response Literacy Numeracy Tables Graphs Statistics Cartography	To know how to respond to local, natural disasters	English Maths Science Physics Chemistry Historical Case Studies
THE LIVING WORLD	To understand the different types of ecosystems (Biomes) across the world	Natural Hazards Extreme Weather Climate Change Desertification Deforestation	UK Landscapes UK Coastal Landscapes UK River Landscapes	Map Skills Data Response Literacy Numeracy	To know the different types of local ecosystems Sustainability Stewardship	English Maths Science Biology
Spring 1 [Insert focus of the term here – no more than one line] CONTINUED: Ecosystems, Tropical Rainforests HOT Deserts.						

THE LIVING WORLD	To understand the different types of ecosystems (Biomes) across the world	Natural Hazards Extreme Weather Climate Change Desertification Deforestation	HOT Deserts	Map Skills Data Response Literacy Numeracy	To know the different types of local ecosystems Sustainability Stewardship	English Maths Science Biology
HOT DESERTS	To understand the characteristics of HOT Deserts	Natural Hazards Extreme Weather Climate Change Desertification Deforestation	UK Landscapes UK Coastal Landscapes UK River Landscapes	Map Skills Data Response Literacy Numeracy	How to respond to local, environmental problems e.g. infertile soil, water insecurity…	Science Biology Chemistry
Spring 2 Introduction To UK Landscapes: Rivers, Coasts, Glaciation, National Parks. UK Coastal Landscapes – Examples, Case Studies, Processes, Features, Landforms						
UK LANDSCAPES	To understand the different types of landscapes within the UK e.g. Coasts, Rivers…	Fantastic Places Changing Climates How Do We Protect Our Place?	UK Coastal Landscapes	Map Skills Data Response Literacy Numeracy	To know some local, physical landscapes e.g. rivers, coastlines…	English Maths Science Historical Cases
COASTAL LANDSCAPES	To understand the different types of landscapes within the UK e.g. Coasts, Rivers…	Fantastic Places Changing Climates How Do We Protect Our Place?	UK River Landscapes	Map Skills Data Response Literacy Numeracy	To know some local, physical landscapes e.g. coastlines	English Maths Science Historical Cases
Summer 1 CONTINUED: UK Coastal Landscapes – Examples, Case Studies, Processes, Features, Landforms UK River Landscapes – Examples, Case Studies, Processes, Features, Landforms						

COASTAL LANDSCAPES	To understand the different types of landscapes within the UK e.g. Coasts, Rivers…	Fantastic Places Changing Climates How Do We Protect Our Place?	UK River Landscapes	Map Skills Data Response Literacy Numeracy	To know some local, physical landscapes e.g. coastlines	English Maths Science
RIVER LANDSCAPES	To understand the different types of landscapes within the UK e.g. Coasts, Rivers…	Fantastic Places Changing Climates How Do We Protect Our Place?	Urban Issues & Challenges Field Work Focus	Map Skills Data Response Literacy Numeracy	To know some local, physical landscapes e.g. rivers, streams, brooks…	English Maths Science
Summer 2 CONTINUED UK RIVER Landscapes – Examples, Case Studies, Processes, Features, Landforms						
RIVER LANDSCAPES	To understand the different types of landscapes within the UK e.g. Coasts, Rivers…	Fantastic Places Changing Climates How Do We Protect Our Place	Urban Issues & Challenges Field Work Focus	Map Skills Data Response Literacy Numeracy	To know some local, physical landscapes e.g. rivers, streams, brooks…	English Maths Science

Year 11: Human Paper TWO
Geographical Ap. Paper THREE

Knowing & Understanding, The Challenges Of The Human Environment.
Knowing & Understanding, Some Geographical Application Skills

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Urbanisation, Urban Growth, UK Cities, Sustainable Urban Living, Traffic Management FWF 1 – River Study – The Carding Mill Valley FWF 2 – UK Cities – The regeneration Of Birmingham						
URBAN ISSUES & CHALLENGES FIELD WORK FOCUS	To understand some: changes, opportunities & challenges… in many urban-towns, cities & megacities… across the world. For Exam Paper 3 Two Field Studies (FWF) 1.Physical / River Study 2.Human/ UK City Study	Fantastic Places How To Protect Our Places Where Do People Live? Is The World Rich? Rivers. Urban Issues & Challenges	The Changing Economic World Water Security Sustainability	Map Skills Data Response Literacy Numeracy Tables Graphs Photographs Field Study/ Outdoor Skills Map Skills Data Response Annotated Sketching	To understand some: changes, opportunities & challenges… in many urban areas, towns, cities… across the UK To know how to conduct local, field studies	English Maths Science English Maths Science Cartography
Autumn 2 CONTINUED:						

Urbanisation, Urban Growth, UK Cities, Sustainable Urban Living, Traffic Management						
URBAN ISSUES & CHALLENGES	To understand some: changes, opportunities & challenges… in many urban-towns, cities & megacities… across the world.	Fantastic Places How To Protect Our Places Where Do People Live? Is The World Rich?	The Changing Economic World	Map Skills Data Response Literacy Numeracy Tables Graphs Photographs	To understand some: changes, opportunities & challenges… in many urban areas, towns, cities… across the UK	English Maths Science
Spring 1 Measuring Development, Demographic Transition Model, Global Development, Tourism.						
THE CHANGING ECONOMIC WORLD	To understand: HICs, NEES, LICs, Development, & the Global Development Gap	Fantastic Places How To Protect Our Places Where Do People Live? Is The World Rich?	The Challenge Of Resource Management (ENERGY)	Map Skills Data Response Literacy Numeracy Tables Graphs Photographs	To know the local economy, local developments	English Maths Science History RE
Spring 2 CONTINUED: Measuring Development, Demographic Transition Model, Global Development, Tourism, Transnational Corporations, Economic Development.						
THE CHANGING ECONOMIC WORLD	To understand: HICs, NEES, LICs, Development, & the Global Development Gap	Fantastic Places How To Protect Our Places Where Do People Live? Is The World Rich?	The Challenge Of Resource Management (ENERGY)	Map Skills Data Response Literacy Numeracy Tables Graphs Photographs	To know the local economy, local developments	English Maths Science History RE
Summer 1 The Challenges of: FOOD, WATER, ENERGY… Across The world						

The Challenges of: FOOD, WATER, ENERGY… Within The UK
MORE FOCUS ON ENERGY.
Paper 3 – Pre-Release Booklet, Field Work Focus, Geographical Skills (Map Skills, Data Response, Statistics)…

THE CHALLENGE OF RESOURCE MANAGEMENT (ENERGY) GA PAPER 3 - PRB - FWF - GS	To understand some opportunities and challenges for some global resources e.g. food, water, energy. For Exam Paper 3 Pre-Release Booklet Section Field Work Focus Section Geographical Skills Section	Fantastic Places How To Protect Our Places Where Do People Live? Is The World Rich? AQA Spec. Field Trips Map Skills Data Response	Energy Renewable Non-Renewable UK Resources AQA Spec.	Map Skills Data Response Literacy Numeracy Tables Graphs Photographs Sustainability Eco-Friendly Renewable/ Green Energy Map Skills Data Response Literacy Numeracy Tables Graphs Photographs	To know the provision of local resources To know local: Geographical issues, field studies, and map skills	English Maths Science History RE English Maths Science

Summer 2 [Insert focus of the term here – no more than one line]

REVISION

• REVISION • PAST PAPERS • RETRIVALS • CLOSING GAPS						

Year 12: n/a – at the moment

[Brief summary of the overall focus here – no more than one line]

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [Insert focus of the term here – no more than one line]						
n/a – at the moment GG						
Autumn 2 [Insert focus of the term here – no more than one line]						
GG						
Spring 1 [Insert focus of the term here – no more than one line]						
GG						
Spring 2 [Insert focus of the term here – no more than one line]						

GG						
Summer 1 [Insert focus of the term here – no more than one line]						
GG						
Summer 2 [Insert focus of the term here – no more than one line]						
GG						

Year 13: n/a – at the moment

[Brief summary of the overall focus here – no more than one line]

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [Insert focus of the term here – no more than one line]						
n/a – at the moment GG						
Autumn 2 [Insert focus of the term here – no more than one line]						
GG						
Spring 1 [Insert focus of the term here – no more than one line]						
GG						
Spring 2 [Insert focus of the term here – no more than one line]						
GG						
Summer 1 [Insert focus of the term here – no more than one line]						
GG						
Summer 2 [Insert focus of the term here – no more than one line]						
GG						

Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)

2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)

3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)

4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)

5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)

6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)

7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)

8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.