

# Fitting a scheme of work into the broader sequence of the curriculum - Primary and Secondary

**By Emily Maule**

When planning curriculum, I believe it is crucial for us to plan based on the only safe assumption we have about pupils and their relationship with our subject, and that is that they might go on to study it at university. I think this mentality completely changes the way we plan curriculum as we have to think much more carefully about the rigour, longevity and flexibility of what we are teaching.

I am going to be talking about a Year 7 Plate Tectonics scheme of work that I wrote recently, that brings together years of teaching the scheme in various formats and timeframes. The scheme is an exciting one for introducing geography in secondary school and precedes another physical geography topic that is more technical, meaning that pupils are better prepared for this second topic due to the foundational concepts, knowledge and skills set up in the Plate Tectonics scheme. Starting with this topic also means that pupils can engage with issues surrounding development and poverty in a more sophisticated way later on in school, once they have a grounding in how tectonic hazards can shape a community.