

Geography – Term 4

Year: 7				
Subject: Geography				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Coasts</p> <ul style="list-style-type: none"> ▪ To explain the difference between weathering and erosion and to describe the four main types of coastal erosion. ▪ To develop an understanding on the coastal erosional landforms formed along our coastlines. ▪ To develop an understanding on the coastal depositional landforms formed along our coastlines. ▪ To develop students' awareness on coastal management and the different methods we can protect our coastlines (hard and soft engineering). ▪ To discover what is happening to the Holderness coastline in a case study and what can be done and what the future holds. 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. ▪ Weekly Live TEAMS KS3 clinic slot. ▪ PowerPoint narration added to resources where appropriate. ▪ 48-hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process' 	<ul style="list-style-type: none"> ▪ Recall test completed using Microsoft Forms Quiz functionality ▪ Depth test - modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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<p><u>Migration</u></p> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on what migration is and the different types of migration. ▪ To develop student’s understanding on why migration happens e.g. the reasons focusing on PUSH and PULL factors. ▪ To develop students’ understanding of the different migration patterns around the world. ▪ To discover why migration is happening in contrasting places with two case study examples: 1. Mexico to the USA and 2. Poland to the UK. ▪ To consider what more can be done to help migration around the world. 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. ▪ Weekly Live TEAMS KS3 clinic slot. ▪ PowerPoint narration added to resources where appropriate ▪ 48-hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the ‘Individual Self-Isolation Process’. 	<ul style="list-style-type: none"> ▪ Recall test completed using Microsoft Forms Quiz functionality ▪ Depth test - modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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<p>Ice Planet</p> <ul style="list-style-type: none"> To develop students’ knowledge and understanding on what the ice age is and how it shaped the landscape we live in today. To develop students’ broader understanding of the glacial landscapes around the UK and the wider world and how they are formed. To examine the glacial landforms and the processes involved in their creation. To be able to explain the opportunities and challenges of different human activity/development in glacial areas. To be able to explain what an avalanche is, the causes of avalanches and the effects as well as how we can manage them. 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS3 clinic slot. PowerPoint narration added to resources where appropriate. 48-hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the ‘Individual Self-Isolation Process’. 	<ul style="list-style-type: none"> Recall test completed using Microsoft Forms Quiz functionality Depth test - modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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<p>Coastal Landscapes</p> <ul style="list-style-type: none"> To develop students' knowledge and understanding on the different wave types (constructive and destructive) and their different characteristics. To develop student's understanding of the processes of erosion, weathering, and mass movement. To develop students' broader understanding of coastal erosion landforms: headlands and bays, caves, arches, and stacks. To develop students' broader understanding of coastal management: hard and soft engineering options. To implement a case study on coastal landforms and coastal management on Swanage, Dorset. 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS4 intervention slot PowerPoint narration added to resources where appropriate. Online revision workshops on TEAMS. 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> Recall test completed using Microsoft Forms Quiz functionality Depth test - modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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<p><u>The Changing Economic World</u></p> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on the changing UK economy. Case study on the UK. ▪ To develop student’s understanding of resource management (food, water, and energy) and how its uneven distribution provides challenges. ▪ To develop students’ broader understanding of Food management, looking at supply and demand, conflict, and strategies to increase food supply. ▪ To develop students’ broader understanding of Water management, looking at supply and demand, conflict, and strategies to increase water supply. ▪ To develop students’ broader understanding of Energy management, looking at supply and demand, conflict, and strategies to increase energy supply. 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ▪ PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate, or students cannot access live provision. ▪ Paper-based provision alternatives available 	<ul style="list-style-type: none"> ▪ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. ▪ Weekly Live TEAMS KS4 intervention slot ▪ PowerPoint narration added to resources where appropriate. ▪ Online revision workshops on TEAMS. • 48-hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the ‘Individual Self-Isolation Process’. 	<ul style="list-style-type: none"> ▪ Recall test completed using Microsoft Forms Quiz functionality ▪ Depth test - modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.