

Remote Learning Contingency Plan – 2020-21

Geography – Term 1



Term: 1				
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>Local Geography</p> <ul style="list-style-type: none"> To develop students' knowledge and understanding on what geography is and to discover the different types of geography; becoming familiar with the difference types. To develop students ability to become investigators within geography as geographers are investigators. To develop students' broader understanding of where they live and what the local area is like; in and around Hungerford, West Berkshire. To develop students' map skills in; grid references, map symbols, direction, distance and scale to make they able geographers. 	<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. <ul style="list-style-type: none"> 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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Geography – Term 1



Term: 1 Year: 8 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
<u>Sustainable Tourism</u> <ul style="list-style-type: none"> ▪ To develop students' knowledge and understanding on what tourism is and to discover what a tourist is as well as the appeal of places as 'tourist destinations'. ▪ To develop student's understanding on the impacts of tourism and evaluate their own opinion on the effects of tourism on places around the world. ▪ To develop students' broader understanding of how tourism can be sustainable; focusing on ecotourism and the case study of Kenya. ▪ To develop students' graphical and mapping skills in using different graphs and maps in their work. 	<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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Geography – Term 1



Term: 1 Year: 9 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
<u>Physical 'Risky' World</u> <ul style="list-style-type: none"> ▪ To develop students' knowledge and understanding on the structure of the earth and tectonic plates. ▪ To develop student's understanding on the different plate margins and how these create earthquakes and volcanoes (tectonic hazards). ▪ To develop students' broader understanding of the effects of natural hazards with particular focus on Tsunami's. Case study focus on the Japan Tsunami 2011 and Hurricane Katrina. ▪ To develop students' ICT skills in researching natural disasters from 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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Geography – Term 1



<p>Term: 1</p> <p>Year: 10</p> <p>Subject: Geography</p>				
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><u>The Challenge of Natural Hazards</u></p> <ul style="list-style-type: none"> To develop students' knowledge and understanding on what natural hazards are and the risk they pose to people and property. To develop student's understanding of tectonic hazards; how they are caused, where they occur, and the effects they have on people and property To develop students' broader understanding of the effects and responses of natural hazards with particular focus on earthquakes; To develop students' understanding on why the effects and responses to tectonic hazards vary between areas of contrasting wealth and development. Case study comparison on the earthquakes of Nepal and Chile. To develop students' evaluative skills in comparing case studies and the ways management can reduce the effects of tectonic hazards. 	<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. 	<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. 	<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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Geography – Term 1



		<ul style="list-style-type: none">▪ Paper-based provision alternatives available	<ul style="list-style-type: none">▪ 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'.	
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Remote Learning Contingency Plan – 2020-21



Geography – Term 1

Term: 1 Year: 11 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
<u>The Challenge of Natural Hazards RECAP/Tectonic Hazards</u> <ul style="list-style-type: none"> To develop students' knowledge and understanding on what natural hazards are and the risk they pose to people and property. To develop student's understanding of tectonic hazards; how they are caused, where they occur, and the effects they have on people and property To develop students' broader understanding of the effects and responses of natural hazards with particular focus on earthquakes; To develop students' understanding on why the effects and responses to tectonic hazards vary between areas of contrasting wealth and development. Case study comparison on the earthquakes of Nepal and Chile. To develop students' evaluative skills in comparing case studies and the ways management can reduce the effects of tectonic hazards. 	<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 	<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. 	<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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Geography – Term 1



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Remote Learning Contingency Plan – 2020-21



Geography – Term 1

<p>Term: 1</p> <p>Year: 11 Cont.</p> <p>Subject: Geography</p>				
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><u>The Challenge of Natural Hazards RECAP/Weather Hazards</u></p> <ul style="list-style-type: none"> To develop students' knowledge and understanding on how global circulation helps to determine patterns of weather and climate. To develop student's understanding of tropical storms and how they develop as a result of particular physical conditions. To develop students' broader understanding of the effects tropical storms have on people and the environment. To apply students' understanding of weather hazards on the UK and discover how the UK is affected by these weather hazards. To develop students' exam skills in practicing exam questions from past papers (AQA). 	<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. 	<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. 	<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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