

Geography – Term 3

<p>Term: 3</p> <p>Year: 7</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>Energy Resources</u></p> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on the production of energy. ▪ To develop student’s ability to discover the importance of energy and what we would do without it. ▪ To develop students’ broader understanding of nuclear energy and the advantages and disadvantages it brings. ▪ To develop students’ awareness on renewable sources of energy and the increasing importance they hold. ▪ To discover what energy conservation and why its important in the future. 	<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.

Geography – Term 3

<p>Term: 3</p> <p>Year: 8</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>Rivers and Flooding</p> <ul style="list-style-type: none"> To develop students’ knowledge and understanding on how rivers shape the land and explain how material is eroded in rivers. To develop student’s understanding on the formation of waterfalls in the upper course of the river. To develop students’ understanding of the causes of flooding both natural and human. To discover the impact flooding has on the country of Bangladesh. 	<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.

Geography – Term 3

Term: 3 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>Brazil</u> <ul style="list-style-type: none"> ▪ To develop students' knowledge and understanding on the location of Brazil and to be able to explain the physical and human features of Brazil. ▪ To develop students' broader understanding of the key characteristics of the tropical rainforest including its structure and main features. ▪ To examine the adaptations of vegetation growing in tropical rainforests ▪ To be able to explain the issues of deforestation in tropical rainforests ▪ To be able to explain the characteristics of a squatter settlement before exploring the problems and solutions; focusing on the Favelas in Sao Paulo. 	<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.

Geography – Term 3

<p>Term: 3</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>Ecosystems of the World</u></p> <ul style="list-style-type: none"> To develop students’ knowledge and understanding on what ecosystems are, where they are, and the impact change has on them. To develop student’s understanding of Tropical rainforests, their characteristics, the problems they face from deforestation and the sustainable management of them in the future to protect them. To develop students’ broader understanding of hot deserts, their characteristics, opportunities for development, challenges facing this development and desertification. 	<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.

Geography – Term 3

<p>Term: 3</p> <p>Year: 11</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 Changing Economic World</u></p> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on the development gap and how we measure development as well as what causes uneven development. In addition, looking at ways we can reduce this gap with aid/support. Fairtrade and Relief Aid. ▪ To develop student’s understanding of the DTM model and how development can link to it. ▪ To develop students’ broader understanding of the changing population structures of countries using population pyramids. ▪ To develop students’ understanding on debt relief with a case study focus on Nigeria - a NEE (Newly Emerging Economy). 	<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.