

Geography – Term 5

Term: 5				
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><u>Changing Economic World</u></p> <ul style="list-style-type: none"> ▪ To explain the different economic sectors of the UK economy; primary, secondary, tertiary, and quaternary. ▪ To develop an understanding on how unequal our world is and the reasons for this inequality. ▪ To develop an understanding on what development is and how trade affects development. ▪ To develop students' awareness on reducing the development gap between countries around the world. ▪ To discover the different types of aid that can support development and how aid can help and/or hinder development of countries 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.

Geography – Term 5

<p>Term: 5</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><u>Food and Water</u></p> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on what food/air miles are and the impact this has on our planet. ▪ To develop student’s understanding on what fair-trade is and how it helps the developing world. ▪ To develop students’ understanding of the problem of malnutrition around the world. ▪ To discover how food production can be more sustainable in the future. ▪ To consider what more can be done to protect our valuable water supplies 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.

Geography – Term 5

Term: 5 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>Population</u> <ul style="list-style-type: none"> ▪ To develop students’ knowledge and understanding on world population growth. ▪ To develop students’ understanding of what population pyramids are and how to construct and analyse one. ▪ To examine where most people live in China and WHY. ▪ To be able to explain the reasons for the implementation of the one-child policy in China and the consequences ▪ To be able to explain the positive and negative aspects of an ageing population. 	<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 5

<p>Term: 5</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>River Landscapes</p> <ul style="list-style-type: none"> To develop students’ knowledge and understanding on how rivers and their valleys change with distance downstream. To develop student’s understanding of how rivers, erode, transport and deposit material. To develop students’ broader understanding of river erosion landforms: Finding out how rivers erode their valleys to form distinctive landforms e.g. waterfalls and gorges. To develop students’ broader understanding of river depositional landforms: Finding out about river landforms created by deposition. To understand the causes of flooding, and how flooding can be managed in terms of soft and hard engineering with a case study focus. 	<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 5

<p>Term: 5</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 Challenge of resource management</u></p> <ul style="list-style-type: none"> 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.