RECOVERY CURRICULUM

Subject: Geography Author: CLF Created: June 2020 Updated:



Subject:	Geography	Teacher:	CLF/JGW		
Year:	Y10	Class:			
Unit title:	Changing Climate				
Duration:	6 weeks				
Intent					
Intent Statem society. How a	ent - at Landau Forte Amington, we believe learnin are you trying to accomplish this, with this unit/topic	ig powerful Ç?	knowledge helps students achieve and creates a fairer		
This topic will f losses: routine order to transi	ocus on student recovery following the pandemic, , structure, friendship, opportunity and freedom. It v tion students back to Academy life and support wi	which has will support th the issue	resulted in students experiencing the following possible students academically, socially and emotionally, in es resulting from loss.		
Aims - what d	o you want pupils to be able to know and do by th	e time they	y finish this unit/topic?		
Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding Earth's physical and human patterns and processes. By the end of the recovery topic students will have a good understanding of climate change including the greenhouse and enhanced greenhouse effect and impacts on countries around the world. Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS? SOW aim to encourage students to take an interest in the world around us. We want students to take an interest in how physical features have been created so that they engage with the world around us, and how these features will change in the future. We want students to show empathy towards those in different economic situations and understand the power that individuals have to change their own situations and that of others.					
Content – wh	at is being covered, ensuring breadth & depth?	National (link to the	Curriculum/Exam Specification - how does the content NC or Exam Spec?		
Climate chan	ge unit of the KS4 curriculum.	Forms par	t of the KS4 curriculum. Changing Climate.		
Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?					

What evidence is there of climate change? Is climate change an natural process? Why is climate change a global issue?

Implementation

	GAPS					
Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?					
Survey sent out to inform planning e.g. basline style assessment.	Most important to the exam to least important.					
KEY	CONCEPTS					
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?					
Patterns of climate change. Reliability of evidence. Natural causes of climate change. Greenhouse effect. Impacts of climate change (environmental and economic).	Skills are taught throughout so the recovery curriculum will aim to refresh understanding. This unit would normally be delivered T6 of Y9 however has been moved due to lockdown.					
WE	ELLBEING					
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?					
Students will be given the opportunity to share any worries/ concerns/ positives with their classroom teacher	Students will be offered the opportunity to speak to classroom teachers in private if they have anything they feel can't be discussed in front of the group.					
RE-I	ESTABLISH					
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?					

Re-establish classroom routines and expectations regarding good behaviour, attitude to learning and work quality.	Establish clear classroom routines from these start. Remind students to follow the CALM approach.		
OPPORTUNITIES			
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?		
At specific points in the lessons students will be allowed to discuss their learning.	There will no group work until advised it is safe to do so.		

Del	ivery						
		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	Х		What	How has climate changed during the Quaternary geological period?	Ð
1	5 lessons	Blended (live and remote as independent study)		Rainfall data activity	Why How	It helps people understand and addr the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them adap to climate change related trends Define the term Quaternary period Describe how the climate has chang over the Quaternary period	ress ases ople, es pt
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	suor
	ons in cyc	Quaternary period Climate data (graph)		Check understanding of key words e.g. quaternary. MCQ based on literacy task. Check students can interpret a line graph.	Give exc literacy t line grap	ample of how to find answers in task. Support students in interpreting ohs.	Synchror (live)
	of less	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	nous (e
	Number o	Watch clip- Earths Geological history to appreciate how the Earth has change over time. Literacy task – Quaternary. Q&A	o ed	Verbal feedback given throughout.	Next less	on	Asynchror (remote

		Numeracy tasks based on last 400,000 years. Numeracy task temperature change last 150 years.			
				-	
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2		Classroom (whole sequence completed) X		What What evidence is there for climate change?	
		Blended (live and remote as independent study)	Data activity based on pedestrian counting	WhyIt helps people understand and address the impact of global warming, increase "climate literacy" among young people encourages changes in their attitudes and behaviour, and helps them adapt to climate change related trendsHowTo describe the climatic changes during the Quaternary To investigate evidence of past climate change To assess the reliability of such evidence	s s e, g
		4) New Material	5) Check for Understanding	6) Prepare for Practice	SUC
	ns in cycle:	Evidence of climate change BBC clip. Literacy task – evidence for climate change. Literacy task – types of evidence.	Check understanding of key terms e.g. reliability. Check students can interpret a line graph. Plenary – advantages of	Give example showing how to complete evidence grid. Scaffold writing exam responses.	synchrond (live)
	ssol	7) Deliberate Practice	8) Feedback	9) Review	
	Number of le	(guided/ independent) Reliability of evidence grid. Using evidence from literacy activity to complete grid. Numeracy task – exam Q – C02 levels in the past 1000 years. Exam Q. Compare the reliability of two sources of evidence.	(light/deep) Verbal feedback given throughout	(daily/monthly)	Asynchronous (remote)
3		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

		Classroom (whole sequence completed) Blended (live and remote as independent study)	x	Data activity based on sediment size	What Why How	Evidence of climate change – reliabi of evidence It helps people understand and addr the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them ada to climate change related trends Identify a range of methods used to collect evidence of climate change Evaluate the reliability of evidence	lity ress ases ople, es pt
	sons in cycle:	4) New Material (previous learning/ new material Painting/ diary evidence of climate change. Data table. Evidence of clir change. GIS map/ animation showin temperature change.	l) mate	5) Check for Understanding (questioning/checking) Check understanding of key terms e.g. reliability. Check students understand how to answer exam Q/ where to find information.	Scaffoldi sentence	6) Prepare for Practice (model/ scaffold) ing for 6 mark exam Q. – e.g. e structure and mark scheme.	Synchronous (live)
	Number of les	7) Deliberate Practice (guided/ independent) Short response exam Q based on data table. 6 mark exam Q based on reliability of evidence.		8) Feedback (light/deep) Verbal feedback given throughout. Teacher assessed 6 mark exam Q.	9) Review (daily/monthly) Next lesson		Asynchronous (remote)
		1) Lesson Type (classroom or blended for remot homework)	e	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X		What	Recent evidence of climate change	2205
4		Blended (live and remote as independent study)		Data activity based on choropleth map of India's population.	How	the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them adap to climate change related trends To describe the pattern of recent clin change To investigate the evidence used to s climate change To assess the religibility of such eviden	ess poses opple, es pt nate show

	Number of lessons in cycle:	4) New Material (previous learning/ new material) Numeracy activity – changes in global temperature. Video clips – recent evidence of climate change.	5) Check for Understanding (questioning/checking) By this point students should be able to interpret a line graph. Check students know how to structure exam Q.	6) Prepare for Practice (model/ scaffold) How to interpret a line graph. Scaffold how to response to an exam Q. e.g. sentence starters, key words to include etc. Show a good example. Give student mark scheme.
		7) Deliberate Practice (guided/ independent) Complete exam Q – temperature change using line graph. Create mind map showing recent evidence of climate change. Exam Q Describe and explain the evidence used to show recent climate change (6)	8) Feedback (light/deep) 6 mark exam question. Verbal feedback given throughout.	9) Review (daily/monthly) Next lesson
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed) X		What Is climate change a natural process? Why It holes people understand and address.
5		Blended (live and remote as independent study)	Activity based on identifying map symbols	 Why in helps people understand and dadless the impact of global warming, increases "climate literacy" among young people, encourages changes in their attitudes and behaviour, and helps them adapt to climate change related trends How What are the natural causes of climate change?
	Number of ons in cycle:	4) New Material (previous learning/ new material) Orbital Theory, Sun Spot Theory, Eruption Theory. Watch clips and read information to aid understanding.	5) Check for Understanding (questioning/checking) Check understanding of key terms e.g. sun spots.	6) Prepare for Practice (model/ scaffold) Scaffold exam answer. Where to find information/ sentence starter etc.
	hess	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review

		Complete literacy task based on naticauses of climate change. Exam Q. Explain one method used to explain natural climate change (4 marks).	ural	Verbal feedback given throughout. Self assessment of exam Q based on mark scheme.	Next less	son	
				• • • • · · · ·			
		1) Lesson Type (classroom or blended for remote homework)	Ð	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	х		What	What impact have human activities h on climate change?	nad
	ns in cycle:	Blended (live and remote as independent study)	Activity based on 4 figure grid references	Why	It helps people understand and addr the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them adag to climate change related trends	ress ases ple, es ot	
6					How	What is the greenhouse effect? What is the enhanced greenhouse effect?	
		4) New Material		5) Check for Understanding		6) Prepare for Practice	US
		Greenhouse Effect Enhanced Greenhouse Effect. Video clip greenhouse effect. Eossil fuels)	(questioning/checking) Check understanding of key terms e.g. greenhouse effect, fossil fuels. Check students can interpret a pie chart/ bar chart	Scaffold collectic	how to find information for data on task.	Synchrono (live)
	f lesso	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	SUC
	Number of	Collect information about different human causes of the enhanced greenhouse effect. Numeracy activity (pie chart/ bar ch	art)	Verbal feedback given throughout.	Next less	son	Asynchrond (remote)
7		(classroom or blended for remote homework)	Э	(Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	x	Activity based on 6 figure grid references	What	Worldwide impacts of climate chang	le

		Blended (live and remote as independent study)			Why How	It helps people understand and addr the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them ada to climate change related trends To know examples of social, econom and environmental impact of climate change.	ress ases ople, es pt ic e
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	snor
	in cycle:	Infographics showing a variety of clir change impacts. Tuvalu case study.	nate	Check students can interpret infographics. Check students know how to complete a venn diagram.	Scaffold Show ex Scaffoldi	exam answer. E.g. sentence starter. amples of different answers. ing to support structuring exam Q.	Synchro (live)
	ssons	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
	Number of le	Exam Q. Effects of climate change of polar environments. Exam Q using infographics. Use infographics to complete Venn diagram. MCQ based on climate change date Complete Tuvalu case study notes. 6 mark exam Q Tuvalu	a.	Verbal feedback given throughout. 6 mark exam question marked by teacher.	Next less	on.	Asynchronou; (remote)
		1) Lesson Type (classroom or blended for remote homework)	e	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	Х		What	Climate change in the UK	
8		Blended (live and remote as independent study)		Activity based on identifying the 16 points of the compass	How	the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them ada to climate change related trends How will the UK's climate change? What will be impacts of climate char	nge

	Number of lessons in cycle:	 4) New Material (previous learning/ new material) Predicted temperature/ precipitation map UK 2080. Impacts of climate change on the UK 7) Deliberate Practice (guided/ independent) Practice interpreting climate data using a map of the UK. Identify threats and opportunities of climate change to the UK. Respond to questions based on the infographic of the UK. 	5) Check for Understanding (questioning/checking) Check students can interpret thematic maps e.g. temperature. Check students understand the difference between positive and negative impacts (threats and opportunities). 8) Feedback (light/deep) Verbal feedback given throughout	Give exc of climat	6) Prepare for Practice (model/ scaffold) amples of positive/ negative impacts te change on the UK. 9) Review (daily/monthly)	Asynchronous Synchronous (live)
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom Y		What	Responses to climate change	
		Blended (live and remote as independent study)	Activity based on latitude and lonaitude	Why	It helps people understand and addr the impact of global warming, increa "climate literacy" among young peo encourages changes in their attitude and behaviour, and helps them adar to climate change related trends	ress ases ople, es pt
9				How	To describe the difference between adaptation and mitigation To evaluate two different responses t climate change To make decisions regarding respons climate change	o ies to
	 D	4) New Material	5) Check for Understanding		6) Prepare for Practice	SUC
	Number of sons in cycle	Mitigation/ Adaptation literacy activity Paris agreement	Check students understand the difference between mitigation and adaption		(model/ scarola)	Synchrond (live)
	less	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)		9) Review (daily/monthly)	<mark>Asyn</mark> chro

		Summaries examples of adaption/ mitigation using material provided. Summarise the Paris agreement. Exam Q. Assess the effectiveness of a global response to climate change (6 marks)	Verbal feedback given throughout. Teacher will assess exam Q. Assess the effectiveness of a global response to climate change (6 marks)	Assessment will follow next lesson.	
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)		What	
		Blended (live and remote as independent study)		How	
10	:ycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	onous e)
	Number of lessons in c				<mark>Synchr</mark> (liv
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	onous ote)
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