RECOVERY CURRICULUM

Subject: Geography
Author: CLF
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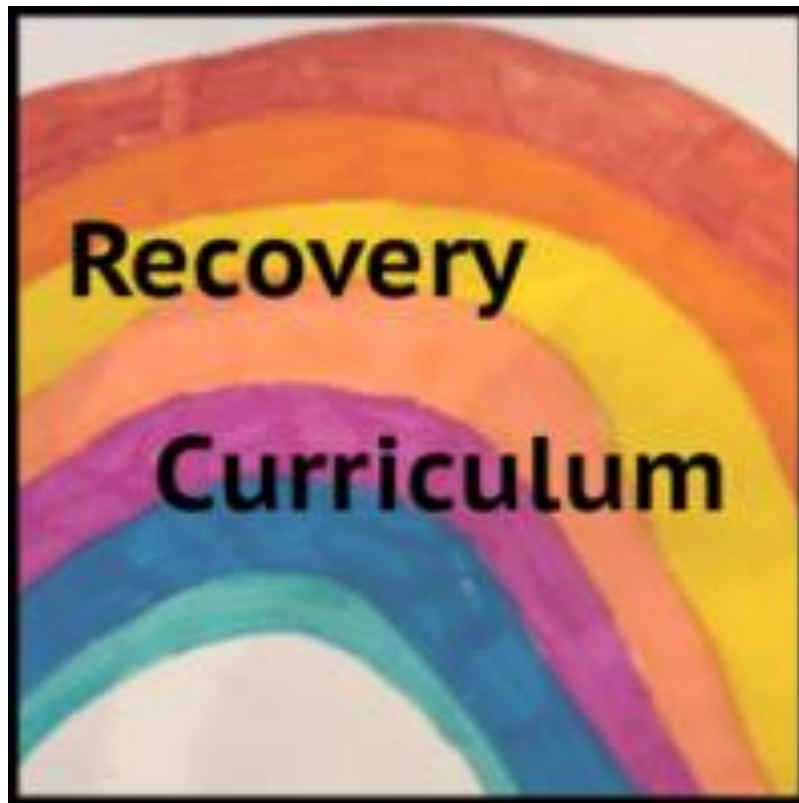
Subject:	Geography		Teacher:	CLF/JGW
Year:	Y11		Class:	
Unit title:	Distinctive Landscapes			
Duration:	3 weeks			

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.
Aims - what do you want pupils to be able to know and do by the time they 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 re-cap the three type of Geography, they be able to use an atlas effectively, re-visit information such as continents, cities and countries.
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 – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
3 types of Geography, General geographical skills, Rivers section of the Distinctive Landscapes GCSE Unit	Geographical skills are developed throughout the NC. Forms half of the distinctive landscapes unit which was taught remotely due to lockdown

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 Geographical skills do I need to be successful?
How do I interpret maps and data?

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?
What is a landscape? What are the physical landscapes of the UK? What physical processes shape landscapes? What are the characteristics of our chosen landscape?	Skills are taught throughout so the recovery curriculum will aim to refresh understanding. Too many students failed to engage in work set so this topic will aim to catch up on lost learning.
WELLBEING	
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-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.

Delivery

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	5 lessons	Classroom (whole sequence completed)	X		What	What are the physical landscapes of the UK?
		Blended (live and remote as independent study)	☐	Numeracy task using rainfall data	Why	To understand how the natural and human world are interdependent
					How	Define the term landscape Describe the differences between built and natural landscapes Describe the physical landscapes of the UK
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Previously set as remote learning		Check understanding of key terms Check understanding of exam question	Support with sentence structure and exam key words. Revision notes given to support	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		YouTube – physical landscapes of the UK Exam Q – upland and lowland areas MCQ climate Exam Q comparing land-use		Exam questions self marked based on MS projected on board.	Next lesson	
2	4 les so	1) Lesson Type		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

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**	Describing places activity	What	Weathering and erosion
Blended (live and remote as independent study) ☐		Why	To understand the importance of the subject and its' applications
		How	Define the terms weathering and erosion Explain how weathering and erosion shape landscapes
4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Previously set as remote learning	Check understanding of key terms Check understanding of exam question	Model sentence structure Model exam structure Provide writing frame/ sentence starter	
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
Exam Q freeze thaw weathering Exam Q river transport	Exam questions self marked based on MS projected on board.	Next lesson	

Number of lessons in cycle:

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) **X**		What	How are river landforms created?
Blended (live and remote as independent study) ☐		Why	To understand how the natural and human world are interdependent
		How	Identify several river landforms Explain how different river landforms are created
4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Previously set as remote learning	Check understanding of key terms Check understanding of exam question	Model sentence structure Model exam structure Provide writing frame/ sentence starter	

Number of lessons in cycle:

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
Exam Q V shaped Valley Exam Q geology and climate Exam Q drainage basin Exam Q cross profile Exam Q waterfalls Exam Q meanders Exam Q floodplains	Exam questions self marked based on MS projected on board.	Next lesson	

4 · Number of lessons in cycle:

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	River Severn Case Study
		Numeracy activity based on pebble size	Why	To understand how the natural and human world are interdependent
Blended (live and remote as independent study)	☐		How	Where is the River Severn located? What is the long profile of the River Severn like?

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Previously set as remote learning	Check understanding of key terms Check understanding of exam question	Model sentence structure Model exam structure Provide writing frame/ sentence starter	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
Locate the River Severn Video activity – describing landforms Exam Q. Long profile	Exam questions self marked based on MS projected on board.	Next lesson	

5

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	Flooding along the river Severn

Blended (live and remote as independent study) ☐		Why	To understand how the natural and human world are interdependent
		How	Describe the factors affecting flood risk Explain how flood risk can be managed

Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	Previously set as remote learning	Check understanding of key terms Check understanding of exam question	Model sentence structure Model exam structure Provide writing frame/ sentence starter	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
	Flooding video activity Hydrographs activity Geomorphic processes activity Exam Q geomorphic processes Human activity along the River Severn Managing flooding exam question	Exam questions self marked based on MS projected on board.	Next lesson	

6	Number of lessons in cycle:	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	
				Why	
		Blended (live and remote as independent study) ☐		How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
7	Number of lessons in cycle:	Classroom (whole sequence completed)	☐		What	
		Blended (live and remote as independent study)	☐		Why	
					How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
8	Number of lessons in cycle:	Classroom (whole sequence completed)	☐		What	
		Blended (live and remote as independent study)	☐		Why	
					How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

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<tr><td rowspan="9">9</td><td rowspan="9">Number of lessons in cycle:</td><td colspan="2" style="text-align:center">1) Lesson Type
(classroom or blended for remote homework)</td><td style="text-align:center">2) DNA
(Do Now Activity/Reading)</td><td style="text-align:center">3) Learning Intentions
(what, why & how)</td><td></td></tr>
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Cycle 9

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)	☐		Why	
			How	

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

Cycle 10

Number of lessons in cycle: **10**

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)	☐		Why	
			How	

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchron

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)