

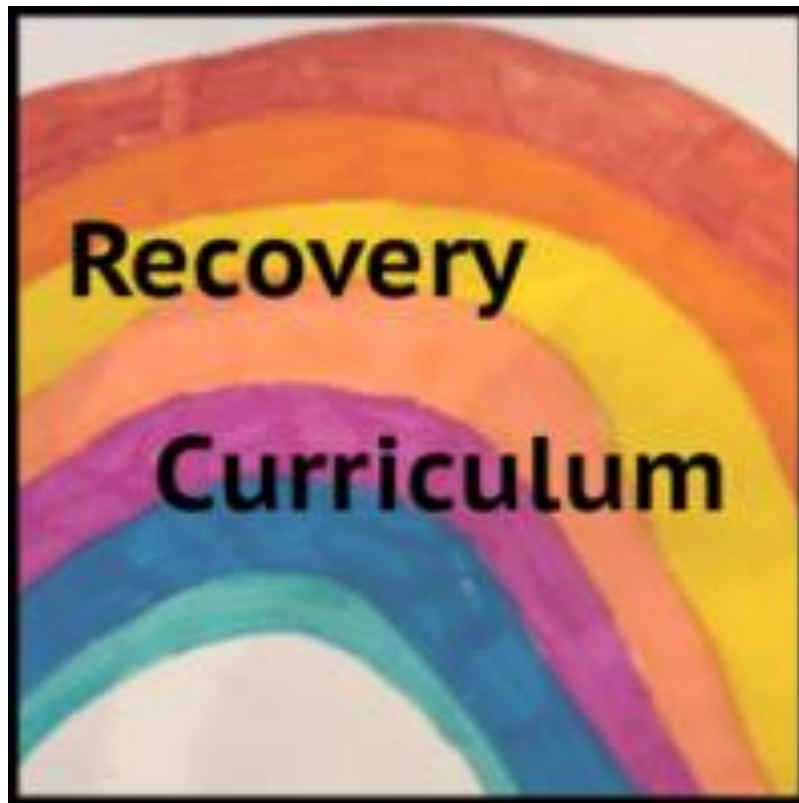
# RECOVERY CURRICULUM

Subject: Geography

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Updated:



Subject:	Geography	Teacher:	CLF/JGW
Year:	Y7/Y8	Class:	
Unit title:	Geographical Skills		
Duration:	2 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?			
<b>Geographic skills</b> provide the necessary tools and techniques for us to think geographically. They are central to <b>geography's</b> 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 develop students to take an interest in the world around us. We want students to appreciate and understand how physical features have been created so that students are able to 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 – as taught throughout KS3 and required to be successful at KS4, Atlas Skills – focusing on continents, countries and cities.		Geographical skills are developed throughout the NC	

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 is Geography? – 3 types of Geography

What Geographical skills do I need to be successful? – journey to KS4

How do I interpret maps and data? – use of maps in real life and general atlas skills (knowing where countries and cities are located)

## Implementation

### GAPS

**Identification** – how are you going to identify the gaps in knowledge/skills?

Survey sent out to inform planning e.g. baseline style assessment.

**Triage** – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?

Most common to least common skills used in KS4 e.g students need to be able to locate places and use 6 figure grid references.

### KEY CONCEPTS

**Key Concepts** – what are the key concepts being taught?

What is Geography?  
Why are atlas useful sources of information? What information is found in an atlas?

**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?

Skills are taught throughout so the recovery curriculum will aim to refresh understanding.

### WELLBEING

**Lockdown** – how will students share their experiences of lockdown?

Students will be given the opportunity to share any worries/ concerns/ positives with their classroom teacher

**Social and Emotional** – how will student social and emotional health be supported?

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

<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – 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.
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – 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.

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
		Odd one out, Venn diagram. Feedback on plenary task		Verbal feedback will be given throughout	Next lesson/ future lessons			
2	4 lessons	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	UK map activity.	What	How is each continent unique?		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand the importance of the subject and its' applications		
					How	Identify the main continents and oceans Use latitude and longitude to locate major cities Create a fact file of a major world city		
	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)
		Re-cap of Y7 Geography/ KS2 Geography Fact file – cities Latitude and longitude of major cities		Identify errors on a map to demonstrate knowledge of the continents/ oceans. Video task oceans/ continents – check responses. Ask for responses. Country match up. Latitude and longitude of major cities – atlas skills	Give an example of a map effort. Mapping cities using an atlas/ the internet (might need to be revised depending on govt advice). Model how to read Lat and Long/ student models.			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			Asynchronous (remote)
		Locating continents/ oceans – Latitude and longitude - to show whether students understand how to read lat/long or if more scaffolding/ modelling is needed. Feedback on plenary task. Plenary city questions. Questions based on activity.		Verbal feedback will be given throughout	Next lesson/ future lessons			
	3	4 lessons	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	Who, What, When, Where, Why task (based on a world map)	What	Atlas Skills – How competent are you?	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world	
					How	To extend locational knowledge and deepen spatial awareness of the world using an atlas To use Geographical Information Systems (GIS) to view, analyse and interpret places and data	
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)
		Location of highest mountain ranges, climatic regions, world biomes, geology maps, political and physical maps of Russia, Africa, Asia, Middle East, North and South America.		Check students know how to use an atlas e.g. looking in the contents page, glossary. using the page titles etc. Check students have understand key terms e.g. climate, political map etc. Plenary triangle to demonstrate todays learning.	Continent comparison task – literacy based. (might need to be amended depending on government guidance for use of atlases)		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Locating places using an atlas/ online atlas. Latitude and longitude. Student have practiced this skill several times – but will need re-capping. 3-12-1 plenary. Students write 3 thing they have learnt. Draw 2. 1 word to conclude.		Verbal feedback given throughout.	Review next lesson		
4		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	Continents quiz. Match the continents to the correct number.	What	Comparing places	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	A knowledge of Geography is important to help understand the world around us	
					How	Identify what you already know about geography To demonstrate an understanding of the difference between, human, physical and environmental geography Compare different countries	

	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)	
		Geography quiz. How much do students know about each of the locations on the quiz. Complete the world in the world quiz using the map. Video clips show new information about different countries.		Students will be questions throughout to check their understanding. Check understanding – how to compare places.	Examples will be given throughout. Students shown how to find answers so they can work independently.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)	
		Practice using the world map to find the answer to a series of questions. Students complete work book using video clips/ activity information.		Verbal feedback given throughout based on work completed.	Next lesson. Information will be reviewed alter in the year.		
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
	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)	
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
	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)
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Classroom (whole sequence completed)			<input type="checkbox"/>		What		
Blended (live and remote as independent study)			<input type="checkbox"/>		Why		
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
	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)
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