

REMOTE LEARNING MODULE

Subject: Geography

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Updated:



Subject:	Geography		Teacher (if applicable):		
Year:	Year 7		Ability/Class (if applicable):	PP/ work sheets will be differentiated appropriately	
Module title:	UK				
Duration:	2 weeks <input type="checkbox"/> X	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	Other:

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 module?

At Landau Forte Amington we aim to create a culture of excitement about the ever changing world around us. Using the national curriculum as a guideline and the current content of our KS4 curriculum we have selected a range of themes which promote locational and place knowledge throughout both Human and Physical Geography. Each topic forms a sequence of lessons which link together and create a basis for study at KS4 and beyond

Aims - what do you want pupils to be able to know and do by the time they finish this module?

To complete a project focused on the UK. By the end of the project students will be able to describe some of the human and physical features of the UK including what is the UK weather like, where people live and a city study of London. Each remote learning module will be on a two week cycle – which can be extended to 4 or 8 if required.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

SOW aim to encourage students to take an interest in the world around us. Topics aim to promote discussion about current (and future) events impacting on people in the UK and around the world. 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. We want students to develop a love of the world and want to travel and explore new places outside of their comfort zones. Essentially we want to students to care about the world around them and appreciate that they have the power to change it for the better

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

UK physical features
Countries within the UK
Weather and climate
Population in the UK
London – case study

Place – National
Locational knowledge
Human and physical Geography

Powerful Knowledge - what powerful knowledge is included in this module? 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?

Place and locational information (UK) Use of data Understanding of physical processes Understanding of human processes Interdependence	
Implementation	
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
Human Features Physical features Population	Synoptic unit which links together other units studied in Y7
LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
This module is designed to be used for remote learning and not in person – though can be adapted if needed. New learning – UK population density, UK weather (unless delivered after T3), London.	Intended for remote learning. Lessons will either be live or pre-recorded. If pre-recorded live chat accompany lesson using MS Teams. Students will submit work via Ms Teams. Worksheets will be provided online – as well as pre printed as a work book which can be distributed prior to localised lockdown.
ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
A non ICT workbook will be created if students do not have access to ICT (cannot access live lessons). Teachers will have a list of students who do not have ICT access so that lack of ICT is not mistaken for lack of engagement and reported as such.	Registers will be taken using MS Teams. Non attendance/ non engagement will be reported to tutor and PL for follow up or further guidance.
FEEDBACK	
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
	2 Weeks

Project will be marked against shared criteria so that students can see what they need to achieve by the end and what they need to submit. Students will have 2 weeks from the end of the two week cycle to submit their finished project.	4 Weeks	Students will submit finished project via MS Teams/ on paper to teacher within 2 weeks of the final remote lesson for feedback. This staggered approach will give teachers time to feedback
	6 Weeks	
	8 Weeks	
	Other	

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
1	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Grid reference activity	What	Where do we live?	Synchronous (live)
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Teaching about countries is a way to help students appreciate the differences in people, traditions, human and physical features (including our own)	
			How		Where do we live? What are the UKs main physical features? How is the UK divided into areas?		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			
		Types of maps Naming mountainous areas	Check understanding of key terms e.g. satellite image. Check students can use a map key. Students will be questioned throughout using live chat.	Explain how to use diagrams/ where to find answers for each activity.			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)			
		Label map of UK – mountains and rivers Compare places (Edinburgh/ London) Advantages/ disadvantages of living on an island. Locate the BI using latitude and longitude. Compare population of England, Scotland, Wales using data – complete table. complete timeline of UK changes.	Feedback given via chat function on MS teams.	Reviewed at the end of the topic as a project – sent back via MS Teams/ on paper.		Asynchronous (remote)	
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
2							

	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Activity based on contour lines	What	What is our weather like?		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Teaching about countries is a way to help students appreciate the differences in people, traditions, human and physical features (including our own)		
			How	What is the weather? Why is the UK's weather changeable? Which parts of the UK are warmer/ cooler/ wetter/ drier?			
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)
	Students study weather in T3 – so material may be new depending on when unit is used). What is the weather? Weather maps Relief rain		Check understanding of key terms e.g. prevailing wind. Check students can use a map key. Students will be questioned throughout using live chat.		Explain how to use diagrams/ where to find answers for each activity.		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Describe the weather today. Use weather map image to describe weather at specific places. Explain how mountains help rain to form.		Feedback given via chat function on MS teams.		At the end of the topic as a project		
3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Activity based on map symbols	What	Where do we live?		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Teaching about countries is a way to help students appreciate the differences in people, traditions, human and physical features (including our own)		
				How	Define population distribution Describe and explain the population distribution of the UK		
z	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron

		Population density Differences between rural and urban	Check understanding of key terms e.g. population density. Check students can use a map key. Students will be questioned throughout using live chat.	Explain how to use diagrams/ where to find answers for each activity.	Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		Explain what population density means Describe the population density of the UK using at least 50 words and given list of key words Explain what the terms urban and rural mean	Feedback given via chat function on MS teams.	At the end of the topic as a project		
4		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Activity based on scale	What	What is our capital city like?
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Teaching about countries is a way to help students appreciate the differences in people, traditions, human and physical features (including our own)
			How		Where is London located? How did London grow?	
	Number of lessons in cycle:		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
			Population growth. World cities	Check understanding of key terms e.g. multicultural. Check students can use a map key. Students will be questioned throughout using live chat. Check students understand how to draw a line graph.	Explain how to use diagrams/ where to find answers for each activity. Model drawing a line graph.	
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Describe where London is located. Explain the difference between Greater London and the City of London. Draw graph showing population growth of London. Analyse graph. Explain why being on a large river and close to the coast helped London grow. Explain why London is a world city.	Feedback given via chat function on MS teams.	At the end of the topic as a project		
					Synchronous (live)	
					Asynchronous (remote)	

5	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	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)	

6	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	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)	

7	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why		
	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)	

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why		
	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)	

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	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)	

10	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	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)	