

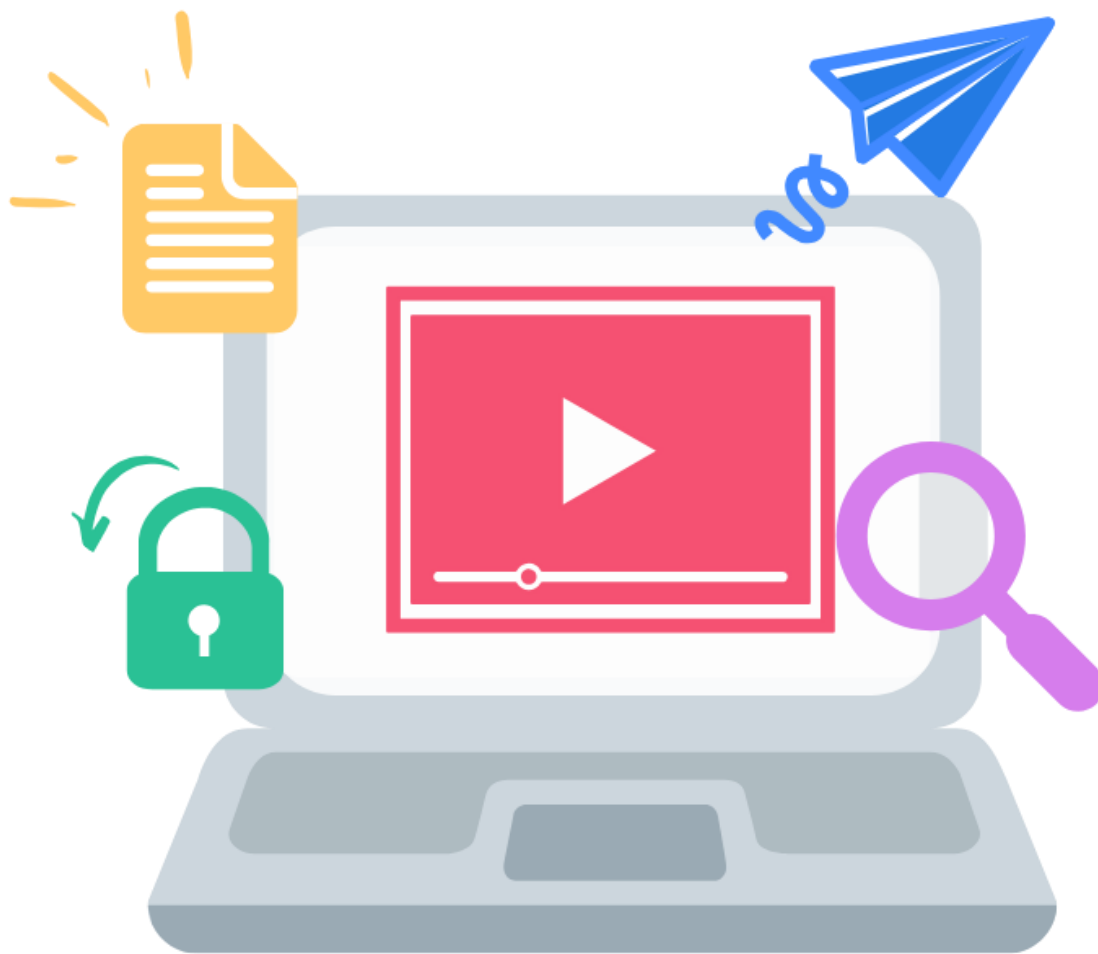
REMOTE LEARNING MODULE

Subject: Geography

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Updated:



Subject:	Geography		Teacher (if applicable):		
Year:	Year 8		Ability/Class (if applicable):	PP/ work sheets will be differentiated appropriately	
Module title:	Horn of Africa				
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 Horn of Africa. By the end of the project students will be able to describe some of the human and physical features of the Horn of Africa including location, physical features, climate and living in the North East of Africa. 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?

Physical features
Countries within the Horn of Africa
Weather and climate
Life in this region

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 (NE Africa) 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	Synoptic unit which links together other units studied in Y7/Y8 – students studied Africa in Y8 but did not focus on the Horn of Africa.
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"/>	MCQ based on topic studied in Y7 (Weather)	What	Where is the Horn of Africa?	
		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.	
					How	Where is the Horn of Africa? What physical features are found in the Horn of Africa? What is the climate in the Horn of Africa?	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Information about the Horn of Africa Horn of Africa physical features	Check understanding of key terms e.g. physical feature. 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)	
		Create table using information given. Find data for capital, area, population for each of the four countries (Somalia, Ethiopia, Eritrea, Djibouti. Describe the physical features of the Horn of Africa using the map given. Give facts about the Afar triangle using the information provided. Using images – describe which places you (students) would like to visit. Describe the climate of the Horn of Africa using images.	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.			

		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"/>	MCQ based on topic studied in Y7 (Rivers)	What	Coffee farming in Ethiopia		
		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 Ethiopia located? Explain what life is like for an Ethiopian coffee farmer		
	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)
		Coffee farming in Ethiopia Fair trade		Check understanding of key terms e.g. Fair trade. 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 conditions needed for coffee to grow. Complete coffee farmer production chain. Explain why coffee prices fluctuate and the problems this might create for farmers. Should farmers grow coffee or food – debate. Create fair trade advert.		Feedback given via chat function on MS teams.		At the end of the topic as a project				
		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
3		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	MCQ based on topic studied in Y7 (Skills)	What	Life as a nomad		
		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 the term nomadic Explain why nomadic life is challenging Explain why nomads are important to the Horn of Africa.		
	≥ 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron

	Nomadic lifestyles Farming Drought		Check understanding of key terms e.g. nomadic. 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 why people become nomadic. Imagine life as a nomad (read story). Explain what life would be like. How does drought impact on nomads? Why are nomads important in the Horn of Africa? What would the consequences be if nomads settled in one place?		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"/>	MCQ based on topic studied in Y7 (Skills)	What	Working as a salt miner
	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	Describe where salt comes from Explain why salt mining is challenging Evaluate the impact road building might have on towns near the salt mines.
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
Where does salt come from? Mining salt Road building		Check understanding of key terms e.g. salt miner. 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. Model drawing a line graph.		
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		
Explain where salt comes from. Explain why climate makes salt mining challenging. Explain why salt mining is important. Explain how road building would improve conditions around the salt mines.		Feedback given via chat function on MS teams.	At the end of the topic as a project		Asynchronous (remote)

5	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"/>		MCQ based on previous learning (Skills)	What		Living on the coast
	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	Identify coastal countries in the Horn of Africa Explain how countries benefit from being on the coast Evaluate the impact pirates have on coastal 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)
EEZ Trading as a landlocked country Piracy along the HOA		Check understanding of key terms e.g. landlocked. 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)			
Identify which countries in the Horn of Africa have a coastline. Define the term landlocked. Explain what an EEZ is and why it is important for Ethiopia. Explain why tourism is low in the Horn of Africa. Explain how pirates affect trade along the Horn of Africa.		Feedback given via chat function on MS teams.		At the end of the topic as a project			
6	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		
				How			
	z >	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)			6) Prepare for Practice (model/ scaffold)

Synchronous
(live)Asynchronous
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		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		
			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)			

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		
			How					
	≥ 3	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Sync hron			

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