

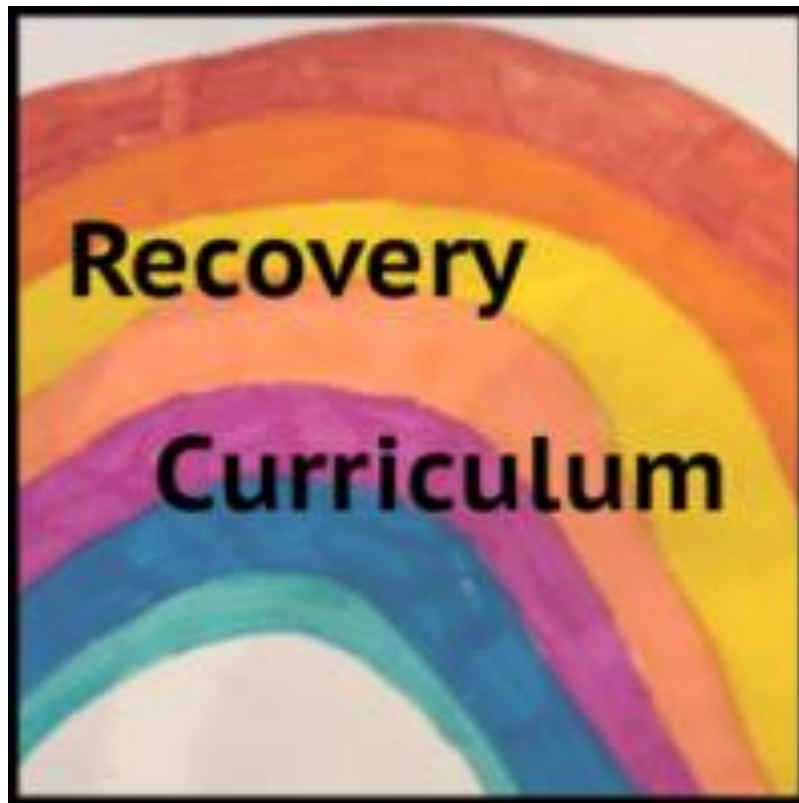
# RECOVERY CURRICULUM

Subject: Geography

Author: CLF

Created: June 2020

Updated:



Subject:	Geography	Teacher:	CLF/JGW
Year:	Y9	Class:	
Unit title:	Geography – Y7- 8 Re-cap unit		
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. Students will have completed a task based on FSC live lessons based on weather virtual fieldwork.			
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?	
Types of Geography, General geographical skills, 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?  
 What Geographical skills do I need to be successful?  
 How do I interpret maps and data?  
 How to I carry out fieldwork?

## Implementation

### GAPS

<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – 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. baseline style assessment.	Most common to least common skills for GCSE.

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
What is Geography? Atlas Skills, Tourism (Africa) Biomes, Weather and Climate	Skills are taught throughout so the recovery curriculum will aim to refresh understanding. We will be re-capping on topics learnt during Y7/Y8 – but without repeating any lesson previously covered.

### WELLBEING

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – 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

<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?
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		What do maps show? Atlas quiz to demonstrate ability to use an atlas to find information. Plenary triangle to demonstrate today's learning.	Verbal feedback given throughout.	Next lesson	
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)	Shanty house photo analysis	What	Mass tourism in Kenya
		<input checked="" type="checkbox"/>		Why	To understand the importance of the subject and its' applications
		Blended (live and remote as independent study)		How	Categorise the advantages and disadvantages of mass tourism in Kenya. Describe reasons for Kenya being a mass tourist resort. Identify the advantages and disadvantages of mass tourism
	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 Kenya from Y7. New material mass tourism.	Check understanding of tier 1-2 vocab e.g. advantages/ disadvantages/ tourism Check understanding of exam Q	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)
		Tourism grid activity – advantages/ disadvantages of tourism. Case study notes using video clip – Kenya mass tourism. Literacy task – mass tourism – Chinese tourism in Kenya. What is Kenya doing to address problems? Exam Q. Feedback on plenary task. Feedback exam answers.	Verbal feedback throughout.	Next lesson	
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	Biomes multiple choice quiz	What	Development opportunities in the Australian desert	
		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	Understand that the Australian desert provides opportunities for economic development. Appreciate the positives and negatives these developments can bring. Consider your own views about economic development in the Australian desert	
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 desert topic from Y8 – location etc. New learning – Development opportunities in the Australian desert		Check students know key words e.g. biome. Check students can remember how to interpret a map. Summary Q&A about development in the desert. Class feedback. Diamond 9 activity (plenary)	Give examples of what can be put in the first row of the table.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Locate Australia using a map. Group work – can work as a table. Group work to find out about different developments in the Australian desert. Literacy based.		Verbal feedback 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	Atlas/ online atlas task- locate continents studied previous lesson	What	Managing extreme weather – Storm Desmond	
		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 identify potential responses to the Cumbria flooding of 2015.	

						To evaluate the effectiveness of flood management strategies		
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 weather New material Storm Desmond		Check understanding of key terms e.g. response. Complete summary activity to demonstrate understanding of the lesson.		Students to give an example answer/ sentence starters for final task.			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
	Government responses literacy activity. Watch clip and complete response activity to show understanding of events. Complete diamond 9 activity – government responses.		Verbal feedback given throughout.		Reviewed next topic and throughout			
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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
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		(classroom or blended for remote homework)									
		Classroom (whole sequence completed)	<input type="checkbox"/>		<table border="1"> <tr><td>What</td><td></td></tr> <tr><td>Why</td><td></td></tr> <tr><td>How</td><td></td></tr> </table>	What		Why		How	
		What									
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	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous						



8		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)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
			How			
	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	
			How			
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
				How		
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