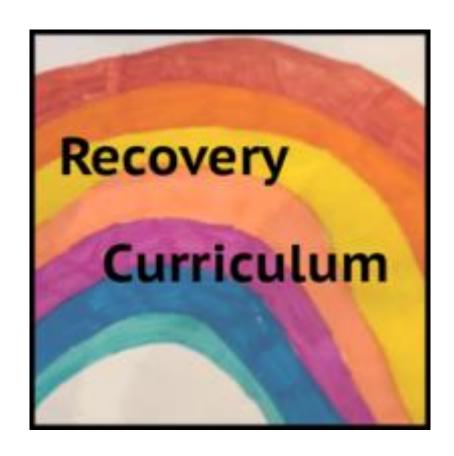
RECOVERY CURRICULUM

Subject: Geography

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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?

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. 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
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 common to least common skills for GCSE.
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 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.
W	ELLBEING
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.
OPPO	ORTUNITIES
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.

Del	ivery						
		(classroom or blended for remote homework)	е	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	Χ		What	Atlas skills – How competent are you?	
		Blended			Why	A knowledge of Geography is imported to help understand the world around a	
1	4 lessons	(live and remote as independent study)		Map quiz - What is this map showing? Who might make use of such a map? Where might you find such a map? When was the first atlas produced? Why was it produced? How useful do you think hard copies of atlases are today	How	To extend locational knowledge and deepen spatial awareness of the work using an atlas focusing on: -environmental regions -physical and human characteristics -countries -major cities To use Geographical Information Syste (GIS) to view, analyse and interpret places and data	d
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Snor
	Number of lessons in cycle:	Y9 - NA - Re-cap		Check students understand how to find places using the atlas Q&A what do atlases show etc	Show stu	udents how to find the first answer.	Synchronous (live)
	less	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asyn chro

		What do maps show? Atlas quiz to demonstrate ability to use an atlas to find information. Plenary triangle to demonstrate todays learning.	Verbal feedback given throughout.	Next lesson
		l) 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 Mass tourism in Kenya
		Blended		Why To understand the importance of the subject and its' applications
	4 lessons	(live and remote as independent study)	Shanty house photo analysis	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
2		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
_	cycle:	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	6) Prepare for Practice (model/ scaffold) Model sentence structure Model exam structure Provide writing frame/ sentence starter
	ni sno	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)
	Number of lessons in cycle:	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.	(daily/monthly) Next lesson (emotion (daily/monthly)
		1) Laccor True	O) D) I	
3	4 lesso ns	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) Blended (live and remote as independent study)	X	Biomes multiple choice quiz	What Why How	Development opportunities in the Australian desert To extend locational knowledge and deepen spatial awareness of the work countries using maps of the world Understand that the Australian deserprovides opportunities for economic development. Appreciate the positives and negative these developments can bring. Consider your own views about economic development in the Australian desert	t ves
	ons in cycle:	4) New Material (previous learning/ new material) Re-Cap desert topic from Y8 – location etc. New learning – Development opportunities in the Australian desert		5) Check for Understanding (questioning/checking) 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)		6) Prepare for Practice (model/ scaffold) camples of what can be put in the first ne table.	Synchronous (live)
	Number of lessons in cycle:	7) Deliberate Practice (guided/ independent) Locate Australia using a map. Group work – can work as a table. Group work to find out about different developments in the Australian deser Literacy based.		8) Feedback (light/deep) Verbal feedback throughout	Review r	9) Review (daily/monthly) next lesson	Asynchronous (remote)
		1) Lesson Type (classroom or blended for remote homework))	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
4		Classroom (whole sequence completed) Blended (live and remote as independent study)	х П	Atlas/ online atlas task- locate continents studied previous lesson	What Why How	Managing extreme weather – Storm Desmond To extend locational knowledge and deepen spatial awareness of the world countries using maps of the world To identify potential responses to the Cumbria flooding of 2015.	rld's

					To evaluate the effectiveness of flood management strategies	
	ons in cycle:	4) New Material (previous learning/ new material) Re-cap weather New material Storm Desmond		5) Check for Understanding (questioning/checking) Check understanding of key terms e.g. response. Complete summary activity to demonstrate understanding of the lesson.	6) Prepare for Practice (model/ scaffold) Students to give an example answer/ sentence starters for final task.	syncrifonous (live)
	Number of lessons in cycle:	7) Deliberate Practice (guided/ independent) Government responses literacy activit Watch clip and complete response activity to show understanding of eve Complete diamond 9 activity – government responses.	•	8) Feedback (light/deep) Verbal feedback given throughout.	9) Review (daily/monthly) Reviewed next topic and throughout	Asynchronous (remote)
		1) Lesson Type (classroom or blended for remote homework) Classroom (whole sequence completed) Blended) 	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how) What Why	
5	.: <u>0</u>	(live and remote as independent study) 4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Snoo
	ssons in cyc				l	syncrifonous (live)
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		Classroom (whole sequence completed)			What	
		Blended (live and remote as independent study)			How How	
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	Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	(remote)
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		(classroom or blended for remote homework)	e	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
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7		Blended (live and remote as independent study)			How 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)	(live)
	Nesso Nesso	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	chro

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		Classroom (whole sequence completed)			What	
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8	ons in cya					Synchronous (live)
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		(classroom or blended for remote homework)	€	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)			What	
9		Blended (live and remote as independent study)			Why How	
	Z > E	1) Now Material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Sync

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	Asynchronous (something the mother) Asynchronous (remote)
		1) Lesson Type (classroom or blended for remote homework) Classroom (whole sequence completed) Blended (live and remote as independent study)		3) Learning Intentions (what, why & how) What Why How
10	sons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
	Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	Asynchronous (solutions) (solutions) (solutions)