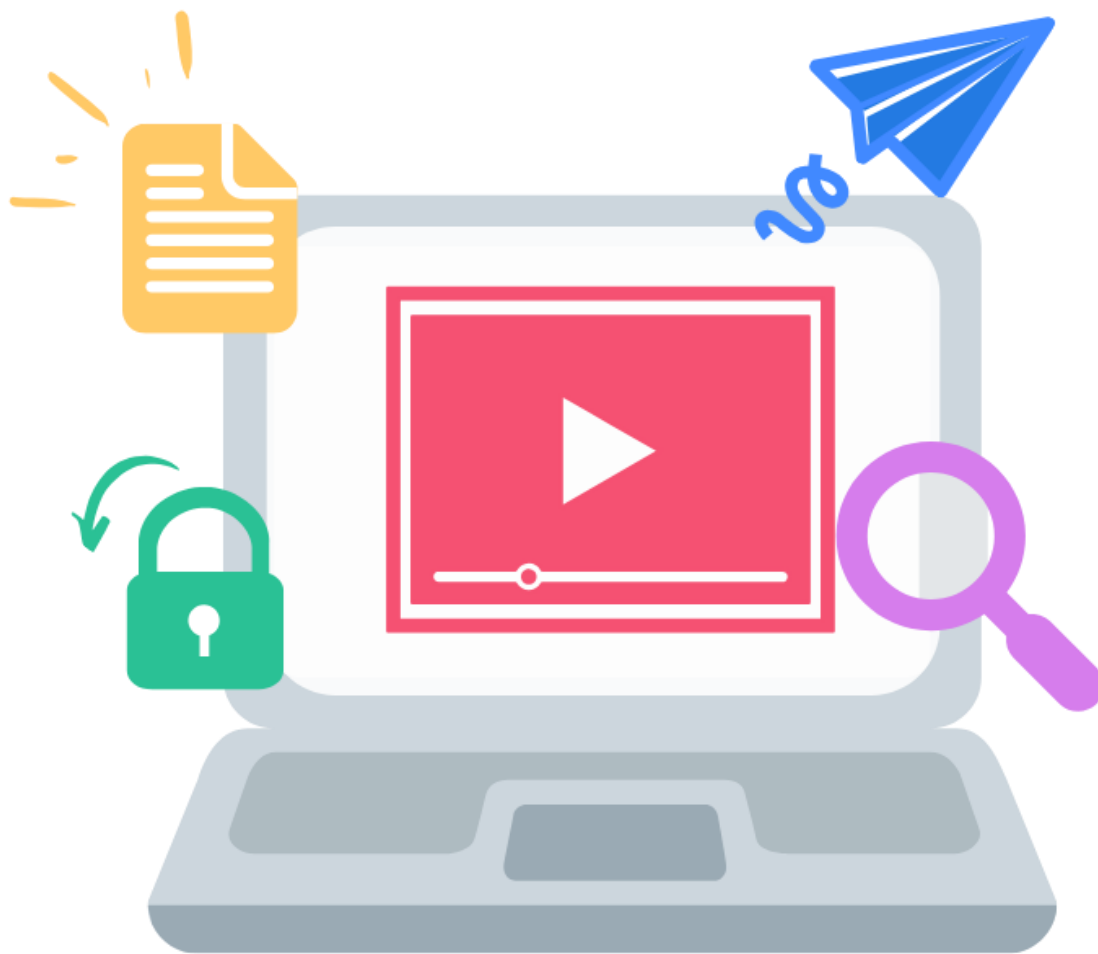# REMOTE LEARNING MODULE

Subject: Geography
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Created: July 2020
Updated:

Subject:	Geography		Teacher (if applicable):	
Year:	Year 9		Ability/Class (if applicable):	PP/ work sheets will be differentiated appropriately
Module title:	Middle East			
Duration:	2 weeks ☐ X	4 weeks ☐	6 weeks ☐	8 weeks ☐	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 Middle East. By the end of the project students will be able to describe some of the human and physical features of the Middle East including location, physical features, climate and living in the Middle East. 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 Middle East 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 – Middle East
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 Conflict Development	Synoptic unit which links together other units studied in Y7/Y8 – students studied/ will study) Middle East briefly as part of Geography of Conflict.

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 it needed. New learning – Physical Geography of the middle East, Climate zones and biomes, People of the Middle East, The Arabian Peninsula.	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)	☒	MCQ based on topic studied in Y8 (Asia)	What	What is the Middle East like?	Synchronous (live)
		Blended (live in classroom and remote as study)	☐		Why	Teaching about countries is a way to help students appreciate the differences in people, traditions, human and physical features.	
					How	Where is the Middle East located? What are the physical features of the Middle East? What is the climate of the Middle East?	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
		Location of the Middle East Countries in the Middle East Physical features of the middle East		Check understanding of key terms e.g. peninsula. 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 where the Middle East is located. Name countries which make up the Middle East. Describe the location of the Arabian Peninsula. Describe the connection between the Middle East and the Ottoman empire. Locate several physical features found in the Middle East. Describe the climate of the Middle East.		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.		

2	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)	☒		MCQ based on topic studied in Y8 (Development)	What	Where do people in the Middle East live?	
		Blended (live in classroom and remote as study)	☐			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 the population distribution of the Middle East. Explain the population distribution of the Middle East.	

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	Population map of the Middle East Languages/ ethnic groups of the ME	Check understanding of key terms e.g. absolute monarch. 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)
	Use the map to find the capitals cities of the countries in the Middle East. Describe and explain the population distribution of the Middle East. Describe the main ethnic groups in the ME.	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)	☒		MCQ based on topic studied in Y8 (coasts)	What	The Arabian Peninsula	
		Blended (live in classroom and remote as study)	☐			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 do countries in the Arabian Peninsula have in common? Why is the Arabian peninsula so wealthy?	

	N u	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchron

		physical Geography of the ME Trade Canals in the ME GDP of the ME	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.	
		7) Deliberate Practice (guided/ independent)	**8) Feedback** (light/deep)	**9) Review** (daily/monthly)	Asynchronous (remote)
		Name the countries found in the Arabian Peninsula. Explain what the term absolute monarch means. Describe the average GDP of people in the Arabian Peninsula. Explain why the AP is so wealthy. Explain why wealth is important to the future of the AP.	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)		
4	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	☒		What	Conflict in the Middle East	
		Blended (live in classroom and remote as study)	☐	MCQ based on topic studied in Y7 (Skills)	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 different conflicts which have taken place in the Middle East Explain how conflict is holding back development	
		4) New Material (previous learning/ new material)		**5) Check for Understanding** (questioning/checking)	**6) Prepare for Practice** (model/ scaffold)		Synchronous (live)
		Arab Spring Isis Branches of Islam Development in the Middle East		Check understanding of key terms e.g. dictator. 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)		Asynchronous (remote)
		Explain the term dictator. Explain what is meant by Arab Spring and what caused it. Name one country where Arab Spring protests lead to Civil war. Explain why seral Muslim countries have fought Isis. Explain the term development. Explain how conflict is holding back development.		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)	
5	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	☒		What	
		Blended (live in classroom and remote as study)	☐		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)

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
6	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	☒		What	
		Blended (live in classroom and remote as study)	☐		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)

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)	☒		What		
		Blended (live in classroom and remote as study)	☐		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)

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)	☒		What		
		Blended (live in classroom and remote as study)	☐		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)

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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) ☒		What
Blended (live in classroom and remote as study) ☐		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)

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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) ☒		What
Blended (live in classroom and remote as study) ☐		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)