**Academic Year 2020 – 2021**

**Geography Department Shadow Curriculum**

**COVID-19 Remote Learning Plan – Schemes of Learning Overview**

**Purpose**

This document is designed to give a very simple overview of the units planned to be delivered through remote learning should the need arise due to issues related to the Coronavirus/COVID-19 pandemic that lead to school closures for the second half of the academic year 2019-2020.

This is designed only to give a brief overview of the units that will be covered, as this is based on the Oak National Academy curriculum and resources available online. This document is therefore simply a guide as to what would be covered and in what order, if remote learning is required. The resources are available through the Oak National Academy.

**Year 9:**

Term 1 – Coasts (using KS4 unit)

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/wave-types-and-characteristics-chgk8c> | Wave types and characteristics:  Constructive waves.  Destructive waves. |
| 2  <https://classroom.thenational.academy/lessons/coastal-weathering-and-erosion-6tk36t> | Coastal weathering and erosion:  Weathering = mechanical and chemical.  Erosion = hydraulic power, abrasion and attrition. |
| 3  <https://classroom.thenational.academy/lessons/mass-movement-6mu3gr> | Mass movement:  Sliding, slumping and rock falls. |
| 4  <https://classroom.thenational.academy/lessons/transportation-and-deposition-c4tkce> | Transportation and deposition:  Longshore drift. |
| 5  <https://classroom.thenational.academy/lessons/landforms-of-erosion-1-headlands-and-bays-75k6cc> | Landforms of erosion:  Headlands and bays.  Cliffs and wave cut platforms. |
| 6  <https://classroom.thenational.academy/lessons/landforms-of-erosion-2-wave-cut-platforms-6xh3jc> | Landforms of erosion: (Part 2)  Headlands and bays.  Cliffs and wave cut platforms. |
| 7  <https://classroom.thenational.academy/lessons/landforms-of-erosion-3-caves-arches-and-stacks-ccwpae> | Landforms resulting from erosion:  Caves, arches, and stacks. |
| 8  <https://classroom.thenational.academy/lessons/landforms-of-deposition-1-beaches-and-sand-dunes-74vk8t> | Landforms of deposition:  Beaches.  Sand dunes. |
| 9  <https://classroom.thenational.academy/lessons/landforms-of-deposition-2-spits-and-bars-ccv3jc> | Landforms of deposition:  Spits.  Bars. |
| 10  <https://classroom.thenational.academy/lessons/landforms-on-a-uk-coastline-dorset-coast-70u34d> | Landforms on a UK coastline: Dorset.  Major landforms of erosion.  Major landforms of deposition. |
| 11  <https://classroom.thenational.academy/lessons/coastal-hard-engineering-6tjkgd> | Coastal hard engineering:  Sea walls.  Rock armour.  Gabions.  Groynes. |
| 12  <https://classroom.thenational.academy/lessons/coastal-soft-engineering-6dj3gr> | Coastal soft engineering:  Beach nourishment.  Reprofiling.  Dune regeneration. |
| 13  <https://classroom.thenational.academy/lessons/managed-retreat-ccr34t> | Managed retreat:  Coastal realignment. |
| 14  <https://classroom.thenational.academy/lessons/a-uk-coastal-management-scheme-lyme-regis-part-1-68ukgr> | A UK coastal management scheme: Lyme Regis.  Reasons for management.  Description of the strategy.  Effects and conflicts. |
| 15  <https://classroom.thenational.academy/lessons/a-uk-coastal-management-scheme-lyme-regis-part-2-6ctk4t> | A UK coastal management scheme: Lyme Regis.  Reasons for management.  Description of the strategy. Effects and conflicts |

Term 2 – Rivers (using KS4 unit)

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/what-are-river-long-and-cross-profiles-6nh62c> | Long and cross profile: |
| 2  https://classroom.thenational.academy/lessons/how-do-rivers-erode-transport-and-deposit-their-load-64rp6t | Erosion processes:  Hydraulic action.  Abrasion.  Attrition.  Solution.  Vertical and lateral erosion. |
| 3  <https://classroom.thenational.academy/lessons/landforms-of-erosion-v-shaped-valleys-and-interlocking-spurs-cnj30t> | Landforms of erosion:  Interlocking spurs. |
| 4  <https://classroom.thenational.academy/lessons/landforms-of-erosion-waterfalls-and-gorges-cgr6ar> | Landforms of erosion: (Part 2)  Waterfalls and gorges. |
| 5  <https://classroom.thenational.academy/lessons/landforms-of-erosion-and-deposition-meanders-and-oxbow-lakes-6wtp8e> | Landforms of erosion and deposition:  Meanders.  Ox-bow lakes. |
| 6  <https://classroom.thenational.academy/lessons/landforms-of-deposition-levees-floodplains-and-estuaries-cmw62c> | Landforms of deposition:  Levées.  Floodplains.  Estuaries. |
| 7  <https://classroom.thenational.academy/lessons/landforms-in-a-uk-river-valley-the-river-tees-6gukjt> | Landforms in a UK river valley: The river Tees.  Landforms of erosion.  Landforms of deposition. |
| 8  <https://classroom.thenational.academy/lessons/how-does-the-river-drainage-basin-system-work-c8r3cd> | River Drainage Basins  Inputs, outputs  Flows, stores |
| 9  <https://classroom.thenational.academy/lessons/what-are-the-human-and-physical-factors-that-increase-flood-risk-74w3gr> | Human and physical factors affecting flood risk:  Precipitation.  Geology.  Relief.  Land use. |
| 10  <https://classroom.thenational.academy/lessons/what-are-hydrographs-and-what-do-they-show-c8ukjt> | Hydrographs:  How they show the relationship between precipitation and discharge. |
| 11  <https://classroom.thenational.academy/lessons/how-can-rivers-be-managed-using-hard-engineering-strategies-75jp2e> | Hard engineering strategies:  Dams and reservoirs.  Straightening.  Embankments.  Flood relief channels. |
| 12  <https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-1-cdh62e> | Soft engineering strategies:  Flood warnings and preparation.  Flood plain zoning. |
| 13  <https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-2-6njp4t> | Soft engineering strategies: (Part 2)  Planting trees.  River restoration. |
| 14  <https://classroom.thenational.academy/lessons/a-uk-flood-management-scheme-oxford-6wvk8t> | A UK flood management scheme: Oxford.  Why the scheme was needed.  Description of the strategy.  Social, economic, and environmental issues. |

Term 3 – Understanding Resources and Water (using KS4 units)

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/how-well-being-is-affected-by-resource-availability-cnh30d> | How well-being is affected by resource availability:  Food, water, and energy resources. |
| 2  <https://classroom.thenational.academy/lessons/global-inequalities-in-the-supply-and-demand-of-resources-cnj62r> | How well-being is affected by resource availability:  Global inequalities in the supply and demand of resources. |
| 3  <https://classroom.thenational.academy/lessons/issues-with-food-resources-in-the-uk-6tjp8t> | Issues with food resources in the UK:  Increased demand for high value exports from LICs.  Increased demand (all-year round) for seasonal and organic produce.  Increasing food miles.  The move towards local sources of food.  The move towards agribusiness. |
| 4  <https://classroom.thenational.academy/lessons/issues-with-water-resources-in-the-uk-c4vpad> | Issues with water resources in the UK:  Changing demands for water.  Water quality and pollution management.  Matching supply and demand (deficit and surplus).  Water transfer schemes. |
| 5  <https://classroom.thenational.academy/lessons/issues-with-energy-resources-in-the-uk-6mw6cd> | Issues with energy resources in the UK:  The changing UK energy mix (reliance on fossil fuels, growing importance of renewables).  Reduced domestic supplies of fossil fuels.  Economic and environmental issues with exploiting energy sources. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/reasons-for-increasing-water-consumption-ctj68c> | Reasons for increasing water consumption:  Economic development.  Rising population. |
| 2  <https://classroom.thenational.academy/lessons/natural-factors-affecting-water-availability-6crk2c> | Factors affecting water availability:  Climate.  Geology.  Pollution of supply. |
| 3  <https://classroom.thenational.academy/lessons/human-factors-affecting-water-availability-ccrkgc> | Factors affecting water availability:  Over-abstraction.  Limited infrastructure.  Poverty. |
| 4  <https://classroom.thenational.academy/lessons/impacts-of-water-insecurity-c8tk6t> | Impacts of water insecurity:  Waterborne disease and water pollution.  Food production.  Industrial output.  Potential for conflict where demand exceeds supply. |
| 5  <https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-1-6tgpcd> | Strategies to increase water supply:  Diverting supplies and increasing storage.  Dams and reservoirs. |
| 6  <https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-2-61j3cc> | Strategies to increase water supply: (Part 2)  Water transfers.  Desalination. |
| 7 <https://classroom.thenational.academy/lessons/large-scale-water-transfer-scheme-china-ctk6ad> | Large-scale water transfer scheme: China.  Advantages and disadvantages. |
| 8  <https://classroom.thenational.academy/lessons/sustainable-water-supplies-part-1-74tp8t> | Sustainable water resource futures:  Water conservation.  Groundwater management. |
| 9  <https://classroom.thenational.academy/lessons/sustainable-water-supplies-part-2-6gw62c> | Sustainable water resource futures: (Part 2)  Recycling.  “Grey” water. |
| 10  <https://classroom.thenational.academy/lessons/increasing-sustainable-water-supplies-at-a-local-scale-kenya-c9jk4d> | Increasing sustainable supplies (local scale): Kenya. |

Terms 4 and 5 – Ecosystems, Tropical Rainforests and Hot Deserts (using KS4 units)

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/an-introduction-to-ecosystems-cmvk4d> | A small-scale UK ecosystem: Slapton Ley reed beds.  Interrelationships within a natural system.  Producers, consumers, decomposers, food chain, food web and nutrient cycling. |
| 2  <https://classroom.thenational.academy/lessons/how-can-change-affect-a-small-scale-ecosystem-6cukgd> | Impacts of changing one component of an ecosystem: Slapton Ley reed beds. |
| 3  <https://classroom.thenational.academy/lessons/global-ecosystems-where-are-they-and-what-are-they-like-6rrp2r> | Distribution and characteristics of large-scale natural global ecosystems: |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/what-are-the-physical-characteristics-of-the-tropical-rainforest-6nk64t> | Physical characteristics of tropical rainforests: |
| 2  <https://classroom.thenational.academy/lessons/interdependence-in-the-tropical-rainforest-6tk3cr> | How do plants and animals rely on each other in the rainforests? |
| 3  <https://classroom.thenational.academy/lessons/plant-adaptations-in-the-tropical-rainforest-c4v6ac> | Adaptations of life in tropical rainforests:  Plant adaptation. |
| 4  <https://classroom.thenational.academy/lessons/animal-adaptations-in-the-tropical-rainforest-60r36t> | Adaptations of life in tropical rainforests:  Animal adaptation. |
| 5  <https://classroom.thenational.academy/lessons/changing-rates-of-deforestation-ctk68c> | Changing rates of tropical rainforest deforestation: |
| 6  <https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-rainforest-part-1-c4wk2r> | Causes of deforestation in the tropical rainforest: Amazon rainforest.  Subsistence and commercial farming.  Logging.  Road building.  Mineral extraction. |
| 7  <https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-rainforest-part-2-ccv6cc> | Causes of deforestation in the tropical rainforest: Amazon rainforest. (Part 2)  Energy development.  Settlement.  Population growth. |
| 8  <https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-on-the-amazon-rainforest-6rtpar> | Impacts of deforestation in the tropical rainforest: Amazon rainforest.  Economic development.  Soil erosion.  Contribution to climate change. |
| 9  <https://classroom.thenational.academy/lessons/what-is-the-value-of-the-tropical-rainforest-to-people-and-the-environment-c9k38c> | Value of tropical rainforests to people and the environment: |
| 10  <https://classroom.thenational.academy/lessons/how-can-we-manage-the-rainforest-sustainably-part-1-60rpcd> | Managing the rainforest sustainably:  Selective logging and replanting.  Conservation and education.  Ecotourism. |
| 11  <https://classroom.thenational.academy/lessons/how-can-we-manage-the-rainforest-sustainably-part-2-6muk0d> | Managing the rainforest sustainably: (Part 2)  International agreements about the use of tropical hardwoods.  Debt reduction. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/physical-characteristics-of-hot-deserts-crr38r> | Physical characteristics of hot desert environments: |
| 2  <https://classroom.thenational.academy/lessons/interdependence-of-features-of-a-hot-desert-70w34d> | Interdependence of features of hot desert environments:  Climate, water, soils, plants, animals, and people.  Issues related to biodiversity. |
| 3  <https://classroom.thenational.academy/lessons/hot-desert-adaptations-to-plants-70r36c> | Adaptations to hot desert environments:  Plant adaptations. |
| 4  <https://classroom.thenational.academy/lessons/hot-desert-adaptations-to-animals-6ct30e> | Adaptations to hot desert environments:  Animal adaptations. |
| 5  <https://classroom.thenational.academy/lessons/development-opportunities-in-hot-deserts-the-sahara-cnj62e> | Development opportunities in hot desert environments: The Sahara.  Mineral extraction.  Energy.  Farming.  Tourism. |
| 6  <https://classroom.thenational.academy/lessons/challenges-of-developing-hot-deserts-the-sahara-60wkar> | Challenges of developing hot desert environments: The Sahara.  Extreme temperatures.  Water supply.  Inaccessibility. |
| 7  <https://classroom.thenational.academy/lessons/causes-of-desertification-population-growth-6mw3et> | Causes of desertification:  Climate change.  Population growth.  Removal of fuel wood. |
| 8  <https://classroom.thenational.academy/lessons/causes-of-desertification-soil-erosion-6cwpct> | Causes of desertification:  Overgrazing.  Over-cultivation.  Soil erosion. |
| 9  <https://classroom.thenational.academy/lessons/strategies-to-reduce-the-risk-of-desertification-cgv66d> | Strategies to reduce the risk of desertification:  Water and soil management.  Tree planting.  Use of appropriate technology. |

Term 6 – Geographical Skills (using KS4 units)

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| **Lesson number** | **Core content** | **Units with embedded experiences.** |
| 1  <https://classroom.thenational.academy/lessons/atlas-maps-6xhp2e> | Atlas maps:  Latitude and longitude.  Describing a distribution (choropleth maps). | * Understanding resources. * The global water resource. * Understanding development. * Economic development in India. * The economic future of the UK. * Understanding ecosystems. * Tropical rainforests. * Hot deserts. |
| 2  <https://classroom.thenational.academy/lessons/os-maps-ccw6at> | Grid references:  Four-figure.  Six-figure. | * Understanding global urbanisation. * Urban change in Liverpool. * The economic future of the UK. * Major landscapes of the UK. * Rivers. * Coasts. |
| 3  <https://classroom.thenational.academy/lessons/cartographic-skills-6rwpcd> | Using OS maps to describe places:  Physical features.  Human landscapes. | * Understanding global urbanisation. * Urban change in Liverpool. * The economic future of the UK. * Major landscapes of the UK. * Rivers. * Coasts. * Fieldwork. |
| 4 <https://classroom.thenational.academy/lessons/graphical-skills-part-1-c4u3ec> | Different ways of presenting data in fieldwork:  Line charts, bar charts, | * Fieldwork. * Understanding development. * The development gap. * Economic development in India. * The economic future of the UK. * Understanding global urbanisation. * Urban growth in Lagos, Nigeria. * Urban change in Liverpool, UK. * Rivers. * Coasts. * Understanding resources. * The global water resource. * Understanding natural hazards. * Understanding ecosystems. * The global water resource. |
| 5  <https://classroom.thenational.academy/lessons/graphical-skills-part-2-6gwk0t> | Different ways of presenting data in fieldwork:  Population pyramids and scattergraphs | * Understanding development. * The development gap. * Rivers. * Coasts. * Understanding urbanisation. * Urban change in Liverpool, UK. * Understanding ecosystems. |
| 6  <https://classroom.thenational.academy/lessons/graphical-skills-part-3-6rrk6t> | Fieldwork data collection sheets:  Pie charts | * Fieldwork. * Understanding global urbanisation. * Urban change in Liverpool, UK. * Rivers. * Coasts. |
| 7  <https://classroom.thenational.academy/lessons/fieldwork-skills-6mtk0t> | Qualitative and quantitative data: | * Fieldwork. * Understanding global urbanisation. * Urban change in Liverpool, UK. * Rivers. * Coasts. * Understanding development. * The development gap. * The economic future of the UK. |
| 8  <https://classroom.thenational.academy/lessons/statistical-skills-6mupac> | Statistical skills:  Central tendency.  Cumulative frequency (median, mean, range, quartiles and interquartile range, mode, and modal class). | * Understanding development. * The development gap. * Economic development in India. * The economic future of the UK. * Tropical rainforests. * Hot deserts. * Understanding natural hazards. * Tectonic hazards. * Climate change. * Climatic hazards. * Fieldwork. |