**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 10:**

Term 1 – Ecosystems

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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/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 1 and 2 – Understanding Natural Hazards, Tectonic Hazards, Climatic Hazards and Climate Change

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/what-are-natural-hazards-ccwkar> | Definition of natural hazard.  Types of hazard. |
| 2  <https://classroom.thenational.academy/lessons/what-are-natural-hazards-ccwkar> | Factors affecting hazard risk: |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/plate-tectonics-theory-cmukcc> | Plate tectonics theory: |
| 2  <https://classroom.thenational.academy/lessons/the-global-distribution-of-earthquakes-and-volcanoes-6gtk8d> | Global earthquake and volcano distribution: |
| 3  <https://classroom.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd> | Types of plate boundary:  Constructive, destructive, conservative.  How each boundary causes earthquakes and volcanoes. |
| 4  <https://classroom.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c> | Types of plate boundary:  Constructive, destructive, conservative.  How each boundary causes earthquakes and volcanoes. |
| 5  <https://classroom.thenational.academy/lessons/effects-and-responses-of-tectonic-hazards-c5h30c> | Categorising effects and responses:  Primary and secondary effects.  Immediate and long-term responses. |
| 6  <https://classroom.thenational.academy/lessons/effects-of-earthquakes-new-zealand-and-nepal-6cwk4c> | Effects of earthquakes: New Zealand + Nepal.  Differences between the two earthquakes. |
| 7  <https://classroom.thenational.academy/lessons/responses-to-earthquakes-new-zealand-and-nepal-cgv3gt> | Responses to earthquakes: New Zealand + Nepal.  Differences between the two earthquakes. |
| 8  <https://classroom.thenational.academy/lessons/reasons-why-people-live-in-tectonic-areas-68ukar> | Reasons people live in tectonic areas: |
| 9  <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d> | Reducing the risk of tectonic hazards:  Monitoring.  Prediction. |
| 10  <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c> | Reducing the risk of tectonic hazards:  Protection.  Planning. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/global-atmospheric-circulation-model-part-1-6mrp6t> | Global atmospheric circulation model:  The three cells.  Pressure belts. |
| 2  <https://classroom.thenational.academy/lessons/global-atmospheric-circulation-model-part-2-70tp6e> | Global atmospheric circulation model:  Surface winds.  The coriolis effect. |
| 3  <https://classroom.thenational.academy/lessons/what-is-the-global-distribution-of-tropical-storms-crw34c> | Global distribution of tropical storms:  Link to the global atmospheric circulation model. |
| 4  <https://classroom.thenational.academy/lessons/how-do-tropical-storms-form-and-develop-cmvp6r> | Sequence, formation, and development of tropical storms:  Causes.  Structure and features. |
| 5  <https://classroom.thenational.academy/lessons/how-might-tropical-storms-be-affected-by-climate-change-6mw3at> | Tropical storms:  Impact of climate change on their distribution, frequency, and intensity. |
| 6  <https://classroom.thenational.academy/lessons/what-are-the-effects-of-and-responses-to-tropical-storms-cdhp2c> | Effects and responses to tropical storms:  Primary and secondary effects.  Immediate and long-term responses. |
| 7  <https://classroom.thenational.academy/lessons/typhoon-haiyan-tropical-storm-named-example-c4v66t> | Effects and responses to a named tropical storm: Typhoon Haiyan, The Philippines. |
| 8  <https://classroom.thenational.academy/lessons/how-can-the-effects-of-tropical-storms-be-reduced-c4r30r> | Reducing the effects of tropical storms:  Monitoring.  Prediction.  Protection.  Planning. |
| 9  <https://classroom.thenational.academy/lessons/is-the-uks-weather-becoming-more-extreme-cdjkge> | UK weather hazards:  Evidence that weather in the UK is becoming more extreme. |
| 10  <https://classroom.thenational.academy/lessons/somerset-floods-location-and-causes-60vpad> | An extreme weather event in the UK: Somerset Floods 2013-14.  Location.  Causes. |
| 11  <https://classroom.thenational.academy/lessons/somerset-floods-impacts-and-management-6ngk6c> | An extreme weather event in the UK: Somerset Floods 2013-14. (Part 2)  Effects  Management strategies to reduce risk. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/evidence-of-climate-change-6njkge> | Evidence of climate change. |
| 2  <https://classroom.thenational.academy/lessons/natural-causes-of-climate-change-64vk8c> | Natural causes of climate change:  Orbital changes.  Volcanic activity.  Solar output. |
| 3  <https://classroom.thenational.academy/lessons/human-causes-of-climate-change-68vkar> | Human causes of climate change:  Use of fossil fuels.  Agriculture.  Deforestation. |
| 4  <https://classroom.thenational.academy/lessons/the-effects-of-climate-change-75gk2c> | Effects of climate change:  On people.  On the environment. |
| 5  <https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-1-61hkjc> | Mitigation against climate change:  Alternative energy production.  Carbon capture. |
| 6  <https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-2-cnhp8t> | Mitigation against climate change: (Part 2)  Planting trees.  International agreements. |
| 7  <https://classroom.thenational.academy/lessons/adaptation-against-climate-change-ccu30d> | Adaptation against climate change:  Change in agricultural systems.  Managing water supply.  Reducing risk from rising sea levels. |

Term 3 and 4 – Understanding Global Urbanisation, Urban Growth – Lagos and Urban Change – Liverpool

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/global-urban-change-c9h68t> | Global urban change:  Patterns of urban change in HICs, LICs and NEEs. |
| 2  <https://classroom.thenational.academy/lessons/factors-affecting-the-rate-of-urbanisation-cdj38d> | Factors affecting the rate of urbanisation:  Migration (push and pull theory).  Natural increase. |
| 3  <https://classroom.thenational.academy/lessons/megacities-c8r62e> | Megacities:  Definition and importance.  Global distribution. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/location-and-importance-of-lagos-65gk8r> | Location and importance of Lagos:  Evidence that Nigeria is a NEE.  Regional, national, and international importance. |
| 2  <https://classroom.thenational.academy/lessons/causes-of-urban-growth-in-lagos-chk34r> | Causes of urban growth in Lagos:  Migration.  Natural increase. |
| 3  <https://classroom.thenational.academy/lessons/social-opportunities-of-urban-growth-in-lagos-6rt3et> | Opportunities of urban growth in Lagos:  Social opportunities: access to services (health and education); access to resources (water supply and energy). |
| 4  <https://classroom.thenational.academy/lessons/economic-opportunities-of-urban-growth-in-lagos-cgv3ec> | Opportunities of urban growth in Lagos:  Economic opportunities. |
| 5  <https://classroom.thenational.academy/lessons/challenges-of-urban-growth-in-lagos-part-1-70wk2d> | Challenges of urban growth in Lagos:  Managing urban growth (slums, squatter settlements).  Providing clean water sanitation systems and energy.  Providing access to services (health and education). |
| 6  <https://classroom.thenational.academy/lessons/challenges-of-urban-growth-in-lagos-part-2-70rk4d> | Challenges of urban growth in Lagos:  Reducing unemployment and crime.  Managing environmental issues (waste disposal, air and water pollution, traffic congestion). |
| 7  <https://classroom.thenational.academy/lessons/urban-planning-in-lagos-makoko-floating-school-6ct32r> | Urban planning in Lagos: Makoko floating school.  Improving lives of the rural poor. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/location-and-importance-of-liverpool-6wwk8t> | Location and importance of Liverpool:  In the UK.  In the wider world. |
| 2  <https://classroom.thenational.academy/lessons/impacts-of-migration-on-liverpool-cmrk2e> | Impacts of migration on Liverpool:  National migration.  International migration. |
| 3  <https://classroom.thenational.academy/lessons/opportunities-of-urban-change-in-liverpool-part-1-cgt64t> | Opportunities of urban change in Liverpool:  Social and economic (cultural mix, recreation and entertainment, employment, integrated transport systems). |
| 4  <https://classroom.thenational.academy/lessons/opportunities-of-urban-change-in-liverpool-part-2-cgup2d> | Opportunities of urban change in Liverpool: (Part 2)  Environmental (urban greening). |
| 5  <https://classroom.thenational.academy/lessons/challenges-of-urban-change-in-liverpool-part-1-64wp2t> | Challenges of urban change in Liverpool:  Social and economic (urban deprivation, inequalities in housing, education, health, and employment).  Environmental (dereliction, building on brownfield and greenfield sites, waste disposal). |
| 6  <https://classroom.thenational.academy/lessons/challenges-of-urban-change-in-liverpool-part-2-6wwp8d> | Challenges of urban change in Liverpool: (Part 2)  Impacts of urban sprawl on the rural-urban fringe.  Growth of commuter settlements. |
| 7  <https://classroom.thenational.academy/lessons/an-urban-regeneration-project-in-liverpool-the-anfield-project-61k3ae> | An urban regeneration project in Liverpool: Anfield project.  Why it was needed.  Main features of the project. |
| 8  <https://classroom.thenational.academy/lessons/sustainable-urban-living-cdjpar> | Sustainable urban living:  Water and energy conservation.  Waste recycling.  Creating green space. |
| 9  <https://classroom.thenational.academy/lessons/how-urban-transport-strategies-reduce-traffic-congestion-65k34r> | How urban transport strategies reduce traffic congestion: |

Term 5 – Geographical Skills

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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. |

Term 5 and 6 – Revision – Rivers and Coasts

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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. (Part 1)  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. (Part 2)  Reasons for management.  Description of the strategy.  Effects and conflicts. |

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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.  Transportation and deposition processes |
| 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> | Drainage basins and features:  How do they work? |
| 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. |