**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 11:**

Terms 1 and 2 – Understanding development, The development gap, Economic development in India and The economic future of the UK

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/what-is-development-6gtkjc> | Different ways of classifying parts of the world:  According to economic development (economic indicators).  According to quality of life (social indicators). |
| 2  <https://classroom.thenational.academy/lessons/economic-and-social-measures-of-development-65j66d> | Economic and social measures of development:  GNI, birth rate, death rate, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, HDI. |
| 3  <https://classroom.thenational.academy/lessons/limitations-of-economic-and-social-measures-of-development-6tj30t> | Limitations of economic and social measures: |
| 4  <https://classroom.thenational.academy/lessons/the-demographic-transition-model-69j3gc> | The demographic transition model:  The link between stages and levels of development. |
| 5  <https://classroom.thenational.academy/lessons/population-pyramids-chhpad> | Population pyramids:  How they look at each stage of the DTM. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/physical-causes-of-uneven-development-cngket> | Causes of uneven development:  Physical. |
| 2  <https://classroom.thenational.academy/lessons/economic-and-historic-causes-of-uneven-development-c5gp8d> | Causes of uneven development: (Part 2)  Economic.  Historical. |
| 3  <https://classroom.thenational.academy/lessons/consequences-of-uneven-development-71j6ar> | Consequences of uneven development:  Disparities in wealth.  Disparities in health.  International migration. |
| 4  <https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-1-cru38t> | Strategies to reduce the development gap:  Investment.  Industrial development.  Tourism. |
| 5  <https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-2-chk62t> | Strategies to reduce the development gap: (Part 2)  Aid.  Using intermediate technology.  Fairtrade. |
| 6  <https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-3-crtk6d> | Strategies to reduce the development gap: (Part 3)  Debt relief.  Microfinance loans. |
| 7  <https://classroom.thenational.academy/lessons/an-lic-using-tourism-to-close-the-development-gap-kenya-70u62d> | A LIC using tourism to close the development gap: Kenya. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/the-location-and-importance-of-india-69jk6e> | Location and importance of India.  Regionally and globally. |
| 2  <https://classroom.thenational.academy/lessons/understanding-the-wider-context-of-india-65gk0e> | Wider context of India:  Political, social, cultural, and environmental. |
| 3  <https://classroom.thenational.academy/lessons/the-changing-industrial-structure-of-india-part-1-6ngkje> | Changing industrial structure of India:  Balance between sectors of the economy. |
| 4  <https://classroom.thenational.academy/lessons/the-changing-industrial-structure-of-india-part-2-cnhk4d> | Changing industrial structure of India:  How manufacturing can stimulate economic development. |
| 5  <https://classroom.thenational.academy/lessons/transnational-corporations-in-india-unilever-75gk6e> | TNCs in India: Unilever.  Advantages and disadvantages for India. |
| 6  <https://classroom.thenational.academy/lessons/indias-changing-relationships-with-the-wider-world-c4t3gc> | India’s changing relationships with the wider world:  Political relationships.  Trading relationships. |
| 7  <https://classroom.thenational.academy/lessons/international-aid-in-india-69gkec> | International aid in India:  Types of aid.  Impacts of aid on India. |
| 8  <https://classroom.thenational.academy/lessons/the-environmental-impacts-of-economic-development-in-india-cctk8r> | Environmental impacts of economic development in India. |
| 9  <https://classroom.thenational.academy/lessons/the-effects-of-economic-development-on-quality-of-life-in-india-chj6ar> | Effects of economic development on quality of life in India. |

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| **Lesson number** | **Core content** |
| 1  <https://classroom.thenational.academy/lessons/causes-of-economic-change-in-the-uk-6rv38d> | Causes of economic change in the UK:  De-industrialisation.  Globalisation.  Government policies. |
| 2  <https://classroom.thenational.academy/lessons/a-post-industrial-economy-in-the-uk-part-1-cmv6ad> | A post-industrial economy in the UK:  Development of IT, service industries, finance, and research. |
| 3  <https://classroom.thenational.academy/lessons/a-post-industrial-economy-in-the-uk-part-2-71j6ad> | A post-industrial economy in the UK: (Part 2)  Development of science and business parks. |
| 4  <https://classroom.thenational.academy/lessons/how-can-modern-industry-in-the-uk-become-more-sustainable-c4v36d> | A sustainable modern industrial development in the UK: The Unicorn Group, Northern Ireland.  Impacts of industry on the physical environment.  How the example is more environmentally sustainable. |
| 5  <https://classroom.thenational.academy/lessons/a-uk-rural-landscape-experiencing-growth-north-somerset-65jpad> | A UK rural landscape experiencing growth: North Somerset.  Social changes.  Economic changes. |
| 6  <https://classroom.thenational.academy/lessons/a-uk-rural-landscape-experiencing-decline-cumbria-75hkac> | A UK rural landscape experiencing decline: South Lakeland, Cumbria.  Social changes.  Economic changes |
| 7  <https://classroom.thenational.academy/lessons/transport-developments-in-the-uk-69j66t> | Transport developments in the UK:  Road and rail infrastructure.  Port capacity.  Airport capacity. |
| 8  <https://classroom.thenational.academy/lessons/the-north-south-divide-in-the-uk-6hjkae> | The north-south divide in the UK:  Strategies to resolve regional differences. |
| 9  <https://classroom.thenational.academy/lessons/economic-and-political-links-between-the-uk-and-the-wider-world-cru66t> | Economic and political links between the UK and the wider world:  The EU.  The Commonwealth. |

Term 3 – Revision – 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-the-factors-which-affect-hazard-risk-c5h34c> | 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 and 4  <https://classroom.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd>  <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 and 10  <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d>  <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c> | Reducing the risk of tectonic hazards:  Monitoring.  Prediction.  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 4 – REVISION - Understanding Resources and Water

***PRE-RELEASE MATERIAL, IF APPLICABLE, SHOULD BE COVERED BEFORE REVISING THIS UNIT.***

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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. |

Term 5 – REVISION - Ecosystems, Tropical Rainforests and Hot Deserts

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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/plant-adaptations-in-the-tropical-rainforest-c4v6ac> | Adaptations of life in tropical rainforests:  Plant adaptation. |
| 3  <https://classroom.thenational.academy/lessons/animal-adaptations-in-the-tropical-rainforest-60r36t> | Adaptations of life in tropical rainforests:  Animal adaptation. |
| 4  <https://classroom.thenational.academy/lessons/interdependence-in-the-tropical-rainforest-6tk3cr> | Interdependence of features of tropical rainforests:  Climate, water, soils, plants, animals, and people.  Issues related to biodiversity. |
| 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. |