**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 7:**

Term 1 – Geographical Skills

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| **Lesson number** | **Core content** |
| 1 Map making  <https://classroom.thenational.academy/lessons/mapmaking-ccr6cr> | * A map is defined as a drawing of an area such as a city, a country or continent represented on a flat surface. * Maps have changed over time. * Today there are new mapping technologies including GIS, GPS, mobile phones etc. |
| 2 How do we use longitude and latitude?  <https://classroom.thenational.academy/lessons/locational-knowledge-of-the-world-crukjt> | * The equator is an imaginary line dividing Earth into a northern and southern hemisphere and is a line of latitude. * The Tropic of Capricorn and Tropic of Cancer are lines of latitude. * The Greenwich Meridian is a line of longitude. * Locating places using lines of longitude and latitude. * The world is made up of seven continents and several major oceans. |
| 3 The geographical case for map projections  <https://classroom.thenational.academy/lessons/the-geographical-case-map-projections-6tj3jr> | * A map projection represents the 3D surface of the Earth in a 2D surface in cartography. * Map projections contain inaccuracies. * There are several different types of projection maps including Mercator projection, Peter’s projection, Vander Grinten etc. |
| 4 What are OS maps?  <https://classroom.thenational.academy/lessons/what-are-os-maps-cgtk6r> | * There are different types of OS maps e.g. Landranger maps, Explorer maps etc. * Maps can come in different scales. * Symbols are used to show detail on maps when drawn to scale. |
| 5 What are grid references?  <https://classroom.thenational.academy/lessons/what-are-grid-references-cnj6ar> | * OS maps contain eastings and northings. * Four figure grid references allow us to locate things within a 1km2 on an OS map. * Six figure grid references allow us to find the exact location of things on OS maps. |
| 6 How do we read distance on a map?  <https://classroom.thenational.academy/lessons/reading-distances-on-a-map-6ngp6e> | * Scale allows us to convert map distance to real-life distances. * Different maps will represent scale differently e.g. OS Explorer = 1 : 25000 * There are different techniques that can be used to measure distances which are not straight line e.g. using string. |
| 7 How do we read direction on a map?  <https://classroom.thenational.academy/lessons/reading-direction-on-a-map-c8rkgd> | * A compass is used to find direction. * A compass rose on a map often has 8 points. * Using direction, a journey can be described on a map. |
| 8 How do we represent height on a map?  <https://classroom.thenational.academy/lessons/representing-height-on-a-map-6xk36c> | * Height on maps can be shown via layer colouring, contour lines and spot heights. * Contour lines are a useful way to identify the height and shape of the land. |
| 9 How do we use aerial and satellite images with maps?  <https://classroom.thenational.academy/lessons/using-aerial-and-satellite-images-with-maps-cdj36r> | * Aerial and satellite images help to show the features of areas e.g. colours (e.g. different land types) and shapes (e.g. different buildings). * Combining maps and aerial photographs can give us greater detail about places being studied. |
| 10 How do we use maps to write direction?  <https://classroom.thenational.academy/lessons/using-maps-to-write-directions-6wv38c> | * When writing and following directions it is important to combine the variety of map skills covered within the unit e.g. grid references, scale, contour lines etc. * Using the different map skills, it is possible to plan detailed journeys. |

Term 2 – Rivers

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| **Lesson number** | **Core content** |
| 1 Why are rivers important?  <https://classroom.thenational.academy/lessons/why-are-rivers-important-6wv3jd> | * Rivers are a key feature of the Earth’s natural landscape. * Rivers are important for industry, settlement, farming, energy etc. E.g. the River Ganges. |
| 2 What are the features of a drainage basin?  <https://classroom.thenational.academy/lessons/what-are-the-features-of-a-drainage-basin-64rp2d> | * A drainage basin is an area of land drained by a river and its tributaries. * Drainage basins include features such as a source, tributaries, confluences, mouth, watershed. * The Mississippi drainage basin is the largest in N. America totalling 41% of the United States and is the 4th largest in the world. |
| 3 How does the river drainage basin system work?  <https://classroom.thenational.academy/lessons/how-does-the-river-drainage-basin-system-work-c4wp8c> | * The river basin system is the part of the hydrological cycle at local scale. * The systems consist of inputs, flows/ transfers, stores, and outputs. |
| 4 What are the features of a river’s long profile?  <https://classroom.thenational.academy/lessons/what-are-the-features-of-a-rivers-long-profile-chk38c> | * Rivers change from source to mouth. * Rivers have 3 courses. * Each course has distinct features. * Example: The River Tees. |
| 5 Erosion and transportation  <https://classroom.thenational.academy/lessons/erosion-and-transportation-ccvp4r> | * There are four types of erosion. * There are four types of transportation. |
| 6 How do waterfalls form?  <https://classroom.thenational.academy/lessons/how-do-waterfalls-form-6ct34e> | * Waterfalls form in the upper course of rivers, due to vertical erosion. * Waterfalls form due to differences in geology. * Examples: High Force, Angel Falls (Venezuela), Gullfoss (Iceland – two stage) |
| 7 What are the processes operating across meanders?  <https://classroom.thenational.academy/lessons/what-are-the-processes-operating-across-meanders-cru38e> | * Meanders are horseshoe bends in rivers. * Meanders form due to processes of lateral erosion and deposition * Example: River Tees near Barnard castle |
| 8 What are floodplains and how do they form?  <https://classroom.thenational.academy/lessons/what-are-floodplains-and-how-do-they-form-6ruk6d> | * Floodplains are found in the lower course of rivers. * Floodplains and levees form due to deposition. |
| 9 What are the causes of flooding within drainage basins?  <https://classroom.thenational.academy/lessons/what-are-the-causes-of-flooding-within-drainage-basins-6rup8d> | * Physical factors cause floods e.g. relief of land, rock type etc. * Human factors cause floods e.g. deforestation, urbanisation etc. |
| 10. How can we manage the flood risk?  <https://classroom.thenational.academy/lessons/how-can-we-manage-the-flood-risk-61h32r> | * Hard engineering can prevent the flood risk. * Soft engineering can prevent the flood risk. |
| 11. An example of a flood event in the UK  <https://classroom.thenational.academy/lessons/an-example-of-a-flood-event-in-the-uk-6wr38d> | * Example: UK flood event. * The cause, effect, and responses to a UK flood event. |
| 12. DME based on responding to floods  <https://classroom.thenational.academy/lessons/how-can-we-respond-to-flood-events-6mr3ec> | * Example: UK flood, Cockermouth * Decision making based upon the best strategy to prevent future flooding in the area. |
| 13. An example of a flood event in a developing country  <https://classroom.thenational.academy/lessons/an-example-of-a-flood-event-in-a-developing-country-6wu34d> | * Example: Flooding in Bangladesh * The cause of flooding in Bangladesh. * The effects of flooding in Bangladesh. * How people have adapted to live with the flood risk in Bangladesh. |

Term 3 – Population

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| **Lesson number** | **Core content** |
| 1 What are the factors that influence population distribution?  <https://classroom.thenational.academy/lessons/what-are-the-factors-that-influence-population-distribution-6dhk0c> | * The population of the world is not distributed evenly. * Human and physical factors influence the population distribution. * Some areas of the world are densely populated whilst others are sparsely populated. Examples include Europe, Bangladesh, central Brazil, central Australia, Himalayas, northern Canada. |
| 2 What is the population explosion?  <https://classroom.thenational.academy/lessons/what-is-the-population-explosion-65gk2r> | * The world’s population is increasing. * This is due to natural increase. * Developing and emerging countries are experiencing particularly rapid population growth. |
| 3 What are the potential consequences of overpopulation?  <https://classroom.thenational.academy/lessons/what-are-the-potential-consequences-of-overpopulation-74rp2d> | * Overpopulation can cause a range of social, economic, and environmental consequences. |
| 4 How do population structures change overtime?  <https://classroom.thenational.academy/lessons/how-do-population-structures-change-over-time-70wker> | * Population structures change overtime due to economic development. * The demographic transition model shows the link between population structure and development. |
| 5 How does the population structure change as a country develops? <https://classroom.thenational.academy/lessons/how-does-the-population-structure-change-as-a-country-develops-6mr30t> | * Linking the Demographic Transition Model to economic development * Causes of changes to birth rates and death rates |
| 6 What do population pyramids show?  <https://classroom.thenational.academy/lessons/what-do-population-pyramids-show-6cwkjd> | * Population pyramids show the population structure of a country. * The UK’s population structure is different to the population structure of Uganda. |
| 7 How can we control overpopulation?  <https://classroom.thenational.academy/lessons/what-strategies-have-been-used-to-try-and-control-population-growth-68t6at> | * There are a range of strategies that have been used to try to control population growth. For example: * The one child policy in China. * Family planning in Kerala, India. |
| 8 What are the impacts of an ageing population?  <https://classroom.thenational.academy/lessons/what-are-the-impacts-of-an-ageing-population-6wukcd> | * Example: The ageing population in the UK. * The reasons why the UK’s population is ageing. * The impacts of an ageing population in the UK. |
| 9 How is the UK managing the ageing population?  <https://classroom.thenational.academy/lessons/how-is-the-uk-managing-the-ageing-population-ccvp6c> | * Example: The ageing population in the UK. * The UK has used a range of strategies to help manage the ageing population e.g. raising the retirement age, encouraging people to invest in private pensions, investment in carers etc. * Some of these strategies have been more successful/ sustainable than others. |
| 10 What is migration?  <https://classroom.thenational.academy/lessons/what-is-migration-6mwker> | * Migration is the movement of people from one place to another with the intention of settling permanently or temporarily. * There are different types of migration including internal, external, seasonal, illegal migration etc. |
| 11 How are Mexico and the USA linked?  <https://classroom.thenational.academy/lessons/how-are-mexico-and-the-usa-linked-71hkjr> | * Example: Mexico to the USA * Mexico and the USA are in North America. * After the Mexican-America war, much of Mexico was given to the USA (1848) which moved the borders of Mexico back behind the Rio Grande. * Today Mexico has a rapidly developing economy. * Mexico is an emerging country and the USA is a developed country. |
| 12 What factors influence migration?  <https://classroom.thenational.academy/lessons/what-factors-influence-migration-c9jp8t> | * Example: Mexico to the USA * Migration occurs due to push and pull factors. * Significant migration happens across the border between Mexico and the USA. |
| 13 What are the impacts of migration? (Mexico to the USA)  <https://classroom.thenational.academy/lessons/the-impacts-of-migration-6dgkcd> | * Example: Mexico to the USA * Migration can have a range of impacts for the host and source country. |

Term 4 – Issues of Urbanisation

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| **Lesson number** | **Core content** |
| 1 Where do people live within the UK?  <https://classroom.thenational.academy/lessons/where-do-people-live-within-the-uk-6dk3jd> | * Cities in the UK have developed in areas due to several factors related to site and situation e.g. Liverpool is a port location, Birmingham developed due to flat, low-lying land and the central location within the UK etc. * London has grown due to several factors including flat land, bridging points, defensive site etc. |
| 2 What can OS maps and GIS maps tell us about cities.  <https://classroom.thenational.academy/lessons/what-can-os-maps-and-gis-maps-tell-us-about-cities-65hker> | * OS maps show that cities have a higher concentration of buildings and transport routes. * Urban areas contain shopping areas, theatres, football stadiums, museums etc. * GIS maps can show changes in things such as the quality of life within cities. |
| 3 Do cities in the UK have a common structure?  <https://classroom.thenational.academy/lessons/do-cities-in-the-uk-have-a-common-structure-cmtpcr> | * Cities contain areas of different land use. E.g. Bradford. * In the past, geographers have attempted to create models of urban land use, however these have their limitations. |
| 4 What is deindustrialisation and how has it had an impact on cities in the UK?  <https://classroom.thenational.academy/lessons/what-is-deindustrialisation-and-how-has-it-had-an-impact-on-cities-in-the-uk-6xgkad> | * Example: Manchester * Manchester is a city in north west England. * Manchester is well known for culture and sport. * Manchester was once the international centre of the world's cotton industry. * During the 1980s secondary industries in Manchester closed due to global changes in manufacturing. * This led to urban decline in Manchester during the period. |
| 5 What are the opportunities associated with living in urban areas?  <https://classroom.thenational.academy/lessons/what-are-the-opportunities-associated-with-living-in-urban-areas-65h3cr> | * Example: Manchester * Manchester has seen huge investment in recent years. * Manchester has a range of opportunities including employment, leisure, transport, culture etc. |
| 6 What is urban sprawl and what are the impacts of it?  <https://classroom.thenational.academy/lessons/what-is-urban-sprawl-and-what-are-the-impacts-of-it-c8r36c> | * Example: Manchester * Urban sprawl can place pressure on the rural-urban fringe. * Urban sprawl can bring advantages and disadvantages. |
| 7 Why is counter urbanisation taking place in the UK?  <https://classroom.thenational.academy/lessons/why-is-counter-urbanisation-taking-place-in-the-uk-cctp4c> | * Example: Manchester * Counter-urbanisation is the movement of people from urban areas to rural areas. * Push and pull factors are the cause of this movement. * Counter-urbanisation can have a range of impacts for rural areas e.g. increased congestion, increased house prices etc. |
| 8 How can we make cities more sustainable?  <https://classroom.thenational.academy/lessons/how-can-we-make-cities-more-sustainable-6mr3jt> | * Example: Manchester * A range of methods can be used to increase the sustainability of urban areas e.g. water conservation, waste recycling, reducing the use of the car etc. |
| 9 How can we manage the housing crisis?  <https://classroom.thenational.academy/lessons/how-can-we-manage-the-housing-crisis-6xjk4c> | * The housing crisis has been caused by a range of factors including an ageing population, a rise in one person households, increasing levels of divorce, nimbyism etc. * A range of strategies could be used to improve the housing crisis including building more homes, bring existing stock back into use etc. |
| 10 How successful was the regeneration of Salford Quays?  <https://classroom.thenational.academy/lessons/how-successful-was-the-regeneration-of-salford-quays-6th64d> | * Example: Greater Manchester * During the 1970s, manufacturing in Manchester fell into decline, and 3,000 jobs were lost in the docks of the Manchester Ship Canal. * Salford was regenerated and rebranded as a hub for media companies. * Some stakeholders benefited whilst others did not. |
| 11 Where is Dubai and why did it grow?  <https://classroom.thenational.academy/lessons/where-is-dubai-and-why-did-it-grow-6wr66e> | * Example: Dubai * Dubai’s growth began in the 1960s due to vast reserves of oil. * Dubai is the capital of the UAE and its economy has diversified to include tourism (15 million visitors each year), retail, real estate etc. * 90% of workers are migrants from India, China, Bangladesh etc. * How is Dubai’s growth different to cities in the UK? |
| 12 Is Dubai an example of a sustainable city?  <https://classroom.thenational.academy/lessons/is-dubai-an-example-of-a-sustainable-city-cmr3ar> | * Example: Dubai * Dubai is often seen as an example of an unsustainable city due to issues related to water use and energy. * Dubai plans to be more sustainable, by 2050 75% of the energy will come from sustainable sources. Sustainable City outside of Dubai is an example of a sustainable city. |

Term 5 – The Geography of the Middle-East

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| **Lesson number** | **Core content** |
| 1 Where is the Middle East and what are some of its key human and physical features? <https://classroom.thenational.academy/lessons/where-is-the-middle-east-and-what-are-some-of-its-key-human-and-physical-features-cgrk4e> | * Name and locate the countries and main oceans. * Locate the deserts and rivers of the Middle East. |
| 2 What is the climate like in the Middle East?  <https://classroom.thenational.academy/lessons/what-is-the-climate-like-in-the-middle-east-6ngk0c> | * There are three distinct climate zones in the Middle East including arid, semi-arid and Mediterranean climates. * Comparing the climate of Saudi Arabia to the UK, and how climatic conditions could influence the way of life. * Link: Development/ Geology\*/ Water and climate\* |
| 3 How is the population distributed in the Middle East?  <https://classroom.thenational.academy/lessons/how-is-population-distributed-in-the-middle-east-ctj3ar> | * The population is not distributed evenly. * A range of physical and human factors have influenced the population distribution of the Middle East. * Link: Geology/ Weather and climate\* |
| 4 How developed is the Middle East?  <https://classroom.thenational.academy/lessons/how-developed-is-the-middle-east-60vp8e> | * Development and quality of life across the Middle East is varied. Comparisons can be drawn between more developed countries such as Qatar and Kuwait, and less developed nations such as Yemen and Syria. * Both human and physical factors have influenced development levels across the region. * Link: Development/ Geology\* |
| 5 What factors have influenced development in Yemen?  <https://classroom.thenational.academy/lessons/what-factors-have-influenced-development-in-yemen-70w3jt> | * The impact of physical and human factors on the development of Yemen. * The historical vs current issues that have hindered development. * Link: Development\* |
| 6 What strategies can be used to support development in Yemen?  <https://classroom.thenational.academy/lessons/what-strategies-can-be-used-to-support-the-development-of-yemen-6crkcd> | * The role of NGOs in supporting Yemen in dealing with the challenges associated with drought and conflict. * Link: Development\* |
| 7 How is the UK connected to the Middle East?  <https://classroom.thenational.academy/lessons/how-is-the-uk-connected-to-the-middle-east-cgvkge> | * There are a range of factors which link the Middle East and the UK, including history, trade (imports and exports), conflict and tourism. * Link: World of Work\* |
| 8 What is the importance of oil in the development of the Middle East?  <https://classroom.thenational.academy/lessons/what-is-the-importance-of-oil-in-the-development-of-the-middle-east-6crpat> | * The Middle East as a region is the largest global exporter of oil. * Oil has allowed for rapid development in several Middle Eastern countries. * Oil has resulted in significant changes to the way of life in countries such as Qatar, Saudi Arabia, Kuwait etc. * Oil has caused some instability within the area e.g. the Iran-Kuwait conflict. * Link: World of Work\* |
| 9 Why has there been a shift from oil to tourism in the UAE?  <https://classroom.thenational.academy/lessons/is-tourism-a-benefit-to-the-uae-chk3ac> | * Diversification to use tourism as a springboard for economic growth. * The reduction in the reliance on oil. * Link: World of Work\* |

Term 6 – Development

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| **Lesson number** | **Core content** |
| 1 What is development?  <https://classroom.thenational.academy/lessons/what-is-development-cnj30c> | * The improvement in the standard of living for a country’s population. * Development covers a range of different elements e.g. social, economic, political etc. * Countries can be classified as developing, emerging or developed. * HDI scores can be mapped to show the distribution of development levels at different scales. |
| 2 How do we measure development? <https://classroom.thenational.academy/lessons/how-do-we-measure-development-6wt38c> | * Development indicators allow us to measure development across and between countries. * There are a range of indicators which can be used e.g. life expectancy, access to safe water, doctors per 1000, infant mortality, GDP per capita, HDI etc. * The HDI of countries varies on a global scale. * Development indicator results for countries can be mapped, showing how the indicators vary globally. |
| 3 Concluding on development indicators.  <https://classroom.thenational.academy/lessons/what-is-the-human-development-index-60rkje> | * Development indicators can give detail about the quality of life of people living within the countries. * At times, development indicators can be misleading. * Country comparison: China, Russia, Brazil, Qatar, USA, UK, Somalia, Haiti. |
| 4 Where is the Democratic Republic of Congo and what is it like?  <https://classroom.thenational.academy/lessons/where-is-the-democratic-republic-of-congo-and-what-is-it-like-cgrkee> | * Example: DRC * The DRC is in central Africa. * It is almost completely landlocked apart from a 25 mile stretch of coastline. * The DRC has different natural resources. * Quality of life varies across the DRC and is different to the UK. * The DRC and the UK are connected through trade. |
| 5 What are the causes of uneven development?  <https://classroom.thenational.academy/lessons/what-are-the-causes-of-uneven-development-6gupcc> | * Example: DRC * Human (social and political factors) and physical factors have hindered the DRC’s development. |
| 6 How can bottom-up projects promote development?  <https://classroom.thenational.academy/lessons/how-can-bottom-up-projects-promote-development-c4tkct> | * Example: DRC * Aid can be given in a variety of different ways. * There are differing views on how aid should be given. * How sustainable is the Against Malaria Foundation (a non-governmental organisation)? |
| 7 How can top-down projects promote development?  <https://classroom.thenational.academy/lessons/how-can-top-down-projects-promote-development-chk62t> | * Example: DRC * Features of the Inga 3 dam. * The opportunities and challenges associated with the Inga 3 dam. * How sustainable in the Inga 3 dam? (World Bank, government, private company partnership involvement.) |
| 8 Where is Nigeria and what is it like?  <https://classroom.thenational.academy/lessons/where-is-nigeria-and-what-is-it-like-74u36d> | * Example: Nigeria * Nigeria is an emerging country on the west coast of Africa. * Nigeria has a rapidly growing economy. * Quality of life is different to the DRC. * How does Nigeria compare to the UK? |
| 9 How important is Nigeria?  <https://classroom.thenational.academy/lessons/how-important-is-nigeria-64tpcc> | * Example: Nigeria * Nigeria is important on a global and regional scale. * Lagos is the largest city in Nigeria and attracts people from the rural areas and from other countries. * Nigeria is important globally through trade and culture (e.g. Nollywood). |
| 11 How sustainable is oil extraction in Nigeria?  <https://classroom.thenational.academy/lessons/how-sustainable-is-oil-extraction-in-nigeria-6mtk8t> | * Example: Nigeria * Oil extraction in Nigeria can cause conflict. * A range of stakeholders have differing views on the impacts of oil extraction. |