**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: |
| 2https://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 BasinsInputs, outputsFlows, 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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