**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.
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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.
 |
| 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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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. |