



Curriculum Update 2020-21
Geography Department

On returning to school in September 2020, we embarked on a full Gap Analysis for all year groups to ascertain the breadth and depth of gaps resulting from the National Lockdown in the previous academic year.

We spent the first three weeks of the academic year assessing checking knowledge, skills and understanding for our subject. These skills and knowledge would be essential for future learning.

Gap Analysis

	Gaps identified	Recovery plan from October 2020
Year 7	Basic geographical skills e.g. grid references and general mapwork	Embed these skills throughout each unit of work.
Year 8	Fieldwork – understanding the route to enquiry.	This will be taught throughout Year 8 and 9 to give foundational knowledge to the fieldwork completed at GCSE level.
Year 9	Tectonic plate theory – volcanoes and earthquakes.	To teach Natural Hazards unit in Term 4 instead of Look at it this Way. There are more resources available for students at home for online learning for the NH unit which will make it more accessible for them.
Year 10	A Warming World – climate change (causes and impacts).	Weather Hazards and Climate Change also covers this unit in more details. Additional key word activities will be set to concrete the students understanding of the vocabulary used. Glossary tests still set.
Year 11	Weather Hazards and Climate Change and Ecosystems, Biodiversity and Management	This will be taught after Easter once all Paper 1 and Paper 2 content has been taught. Paper 3 will be reduced and taught as

		an interwoven unit throughout Year 10 and 11.
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From October until December 2020, we taught an adapted curriculum so that we could fill the gaps identified in the full gap analysis. The recovery plans that were put in place for short-term, medium-term and long-term planning, starting with the most urgent gaps in short term planning. The plans put in place aimed to

January 2021

From January 2021, the school is again closed to most children as a result of another National Lockdown. Although we are delivering all lessons live to children at home via the remote learning systems, we have made the following adaptations to planned curriculum to ensure that the lessons are translatable for those at home.

	Adaptations to taught curriculum	Rationale
Year 7	Specific Powerpoint layout for all lessons. Particular emphasis on key words and their meaning. Same structure to each lesson.	Students know what to expect and are able to complete activities in the time set to boost their confidence.
Year 8	Activities introduced in which researching can be integrated – e.g. the One Child Policy research. Diagrams and maps are sketched instead of classroom resources.	Students are still interacting with information to help them learn.
Year 9	Activities introduced in which researching can be integrated – e.g. the population of the world and where people live. Diagrams and maps are sketched instead of classroom resources.	Students are still interacting with information to help them learn.
Year 10	Weather Hazards and Climate Change – video clips embedded into lessons. Extension activities provided and work submitted after each lesson.	Gives students visuals of content being delivered. Stretch and challenge throughout.
Year 11	Global Development. Project work included for case studies and verbal contributions on Teams as small class.	Still a feeling of classroom learning as most students contribute well.