



Curriculum Area Recovery Addendum

Rationale

Due to the disruption caused by the COVID-19 pandemic, a large part of the school year, including some valuable learning time, has had to be delivered through remote learning practices. This is time that needs to be caught-up and this document will outline the process the curriculum team will take in order to ensure students are caught up by September 2021, or earlier if in an examination year.

Curriculum Area: Geography

WHAT HAVE THE STUDENTS MISSED DURING THE SCHOOL CLOSURE PERIOD?	
Year Group	Summary of what has been missed
7	Students have followed the Tectonic component. Those who have engaged in Google Meets and set activities have completed a large section of the unit. Students will have missed deep dive into Mitigation and the benefits of the interactive lesson with Decision Making Exercise experience. These aspects will be returned to during the Summer Term of Y8 as a Re-visit, Recall & Remember exercise.
8	Students have not completed the Development component of the KS3 Curriculum. We have focused on reinforcing the Tectonic module components and students have benefitted from Revisit, Recall & Remember. Those who have engaged in Google Meets and set activities have completed a large section of the unit. The Development component is to be covered in T1, Y9
9	Students have been following a set GCSE Component, Theme 3 Ecosystems; chapter 1. Those who have engaged with Google Meets and activities have completed modules to set time frame. T1, Y10 will carry work through to remaining chapters of the unit and be offered the opportunity to deep dive prior material.



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10	Students have completed Topic 2 Climate Change. Those who have engaged with Google Meets and Set activities have completed all elements of the unit. However, they will have missed the depth and breadth that classroom teaching affords.
11	Bridge into Y12
12	Students have completed the Coasts unit and will complete Regenerating Places by the end of term. Students have begun a Y13 unit- Migration, identity and sovereignty. We have not been able to do our residential field trip booked for July to carry out primary data collection from fieldwork to begin the NEA which makes up 20% of the final grade. We have tried to stick to the original plan of teaching but the students will be lacking detail in their knowledge and skills throughout the term.
13	N/A

WHAT ARE YOUR PLANS ON HOW THEY WILL CATCH UP ON THE MISSED WORK?

Year Group	Summary of how students will catch up in your area
	<p>General: Introduction of Mapping, Managing and Moving forward</p> <p>Mapping where our students are. To do this we will take into account three main factors PAL; The 'Perceived' gap, identified by students themselves The 'Assessed' gap, identified through summative and formative assessments i.e. tests and written work The 'Lost' gap, due to lack of engagement, whether by choice or circumstance. Manage the needs of those identified, offering students appropriate support and challenge Moving forward is addressed below</p>



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7	<p>Those students who will require support will complete extended HW tasks relating to Tectonics through T1 and T2. These are spaced to avoid over load stress. These will run in tandem to the Development unit T1 and Geography of Disease T2. These units are taught at this juncture.</p> <ul style="list-style-type: none">• We are introducing 'Watch this, listen to this, read this' - prepared sheets to offer differentiation in access and challenge. We can incorporate tasks required to move students forward in relation to their identified need.• We are developing the Young Geographer of the Year Unit to encourage wider vocabulary and knowledge of key concepts and skills.
8	<p>As with Y7, those students who will require support will complete extended HW tasks relating to Tectonics through T1 and T2. These are spaced to avoid over load stress. These will run in tandem to the Development unit T1 and Geography of Disease T2. We feel that it is imperative that students study these units prior to GCSE.</p> <ul style="list-style-type: none">• We are introducing 'Watch this, listen to this, read this' - prepared sheets to offer differentiation in access and challenge. We can incorporate tasks required to move students forward in relation to their identified need.• We are developing the Young Geographer of the Year Unit to encourage wider vocabulary and knowledge of key concepts and skills. T3 will see this cohort build on prior learning of Biomes as they begin a unit on Ecosystems.
9	<p>Students will complete a self-assessment as well as a seen assessment of work completed during lockdown. We will consolidate Theme 3 Unit 1 work at the start of term through a process of Re-visit, recall and remember. Students who have not engaged are being invited to join a catch-up google classroom. This will contain bite size tasks that will be ticked off against a list. Students will have T1 to complete.</p> <p>Staff will be available to assist at lunch/via email. In addition, we are;</p> <ul style="list-style-type: none">• introducing 'Watch this, listen to this, read this' - prepared sheets to offer differentiation in access and challenge. We can incorporate tasks required to move students forward in relation to their identified need.• GCSE Pod will also offer opportunities to access bite-size chunks of learning that can support and extend students.



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10	<p>Students will complete a self-assessment and a seen assessment of work completed during lockdown. We do not have confirmation that the Field Work component will be amended. However, this is a key skill for Geographers of tomorrow, so we have included time for real or virtual field work, together with analysis and evaluation. In addition, students will</p> <ul style="list-style-type: none">• Undertake an in-depth revision of case studies for all topics. This will ensure we identify gaps in knowledge and enable specific and relevant exam practice.• A Google Catch up classroom has been put in place to support those with a need identified through the PAL process. To minimise 'overload', tasks will be short and manageable and can be 'ticked' when complete.• We are introducing 'Watch this, listen to this, read this' - prepared sheets will offer differentiation in access and challenge. We can incorporate tasks required to move students forward in relation to their identified need• GCSE Pod will offer similar opportunities to access bite-size chunks of learning that can support and extend students.• Students will be offered Twilight sessions once a week
11	Bridge into Y12 – Tasks have been set, with students having complete Young Geographer of the Year entries, with SPY
12	As the current year 12 move into Year 13 in Sep 2020- TBC they will only be taught by SPY for consistency to help catch up on deep knowledge and skills and complete the course. We are waiting to hear if fieldwork will be suspended along with the NEA next year. We need clarification from DfE/ Ofqual on how the exams and NEA will be adjusted in light of disrupted learning.
13	N/A



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HOW WILL YOU KNOW WHERE INDIVIDUAL STUDENTS ARE IN RELATION TO THEIR LEARNING DURING SCHOOL CLOSURE?

Mapping where our students are. To do this we will take into account three main factors **PAL**;

The **'Perceived'** gap, identified by students themselves – through self-assessment ragging, these are currently being completed by Y10 and to be issued to Y9. We have also been taking note of conversations during 'chat' in google meets.

The **'Assessed'** gap, identified through summative and formative assessments i.e. tests and written work. Y9, Y10 Students will sit 'seen' assessments on return, assessments are being given to students in last two weeks of term. KS3 will sit baseline for the new Y7 and class time Revisit, Recall & Remember tasks in Y8, Y9. These will be a 'soft' assessment and designed to highlight areas to work on, whilst reducing stress overload.

The **'Lost'** gap, due to lack of engagement, whether by choice or circumstance. We will collate grades from Engagement 2020. Collating into three main groups Us & Reluctants, Compliant, Committed & Dedicated. We are also aware of SEN information; those who will have attended small school, with challenges to accessing Meets; those students who have difficulties with technology, and also cases where parents have not consented to access. Staff have also got to know their students and we will draw on these relationships to inform Mapping.

The collation of this information will be robust; based on both qualitative and quantitative data. This will serve to inform teaching and also to support potential Exam results, should we have to repeat this year's process.

KS5

Give feedback on all work set and chase up any missing work.

Y12 will be completing their end of year mocks in Autumn 2020- to highlight areas of strength and areas to focus in developing over the following months. This data will also be used to make UCAS predictions and inform progress meetings and interventions.

Students completed an assessment whilst in school for the Y12 geography day 3rd July- feedback on how to improve further will be given by the end of term to support preparation for the Y12 delayed mocks in Autumn 2020.



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FOR THOSE STUDENTS WHO HAVE MADE EXCELLENT PROGRESS DURING THE SCHOOL CLOSURE PERIOD, HOW WILL YOU ENSURE THEY ARE NOT HELD BACK?

Through our process of **Mapping, Managing and Moving** forward, we will identify students who have risen to the challenge of remote learning. The process of **Manage** will meet the needs of those identified; offering students appropriate support and challenge. Lessons have been mapped to ensure we meet the needs of the National and Exam Boards Curricula. Differentiation of classroom and extended learning activities, based on MEGs, and the PAL above, will support the identified groups.

With regard to GCSE, we will not use class time to assist catch up – this will be addressed through additional tasks, listed above. As we will be **Moving** forward in lesson time, those who have engaged, will not be held back by repetition, but will enhance and embed their learning through Revisit, Recall and Remember tasks that will be in place as starters/plenaries and assessment tasks. Through exam technique & key skills practice, including model answers, we will aim for all students to access higher level learning within the curriculum.

In addition, we want to foster a desire to excel, where we extend vocabulary, promote interest and knowledge and to want to be involved in wider issues and concepts. To achieve this, we will;

- offer a variety of learning tasks, such as those we have set in the Most Able Google Classroom. These will not map directly onto the curriculum and will encourage 'out of the box' thinking
- offer twilight sessions to GCSE, GCE to deep dive issues and exam technique.
- Set GCSE POD/Seneca extended tasks
- introduce the 'Watch this, listen to this, read this' - prepared sheets to offer differentiation in access and challenge. All students will have access to this document and will be encouraged to stretch and challenge. We can incorporate tasks required to move students forward in relation to their identified need

We recognise that a number of students will require scaffold and support, appropriate to their needs. These students will be offered differentiated classroom and extended learning activities.

KS5

Continue developing their knowledge and skills as prescribed in the higher performing expectations and marking levels by the exam board.

Plan for interleaving opportunities from Y12 work into Y13.



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Give model answers with the mark scheme- students improve the answer to make it top level