**Learning and Teaching Continuity:**

List the current topic for this term and then identify the activities for students to complete – this might be a link to SENECA, Bitesize or a pack of materials. We will save any packs of materials on the website and place a link to them on this document so that everything is easy to access and in one place

**Year 7**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography | **Week 1:** Demographics – How do populations change? | * Read pages 94-95 (Connections)
* Complete activities on page 95

**PDF Document: How does population change?** |
| **Week 2:** What types of Industry are there? | * Read pages 44-47 (Connections)
* Complete activities on page 47

**PDF Document: What types of Industry are there?** |
| **Week 3:** Comparing two regions in China | * Read pages 154-155 (New Places)
* Complete activities on page 155.

**PDF Document: China – Two regions compared** |
| **Week 4:** Sustainable Development in China | * Watch the following 2 part documentary

**Part 1:** <https://www.youtube.com/watch?v=q4DtOhe2LfQ>**Part 2:**<https://www.youtube.com/watch?v=_d-Ky7Se-v8> * Write a letter to the Chinese government. Explain what effect industry is having on China’s environment. Suggest ways China can protect its environment.
 |

**Year 8**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography – **Hot and Cold Environments** | **Week 1: Desert Biomes** | * Read the BBC Bitesize information about desert environments: <https://www.bbc.co.uk/bitesize/guides/znxsgk7/revision/1>
* Complete the test: <https://www.bbc.co.uk/bitesize/guides/znxsgk7/test>
 |
| **Week 2: Desert Biomes** | * Watch this video: <https://www.bbc.co.uk/iplayer/episode/b0074shj/planet-earth-5-deserts>
* Complete the Planet Earth Deserts worksheet
 |
| **Week 3: Polar Biomes** | * Read the BBC Bitesize information about polar environments: <https://www.bbc.co.uk/bitesize/guides/zt7hvcw/revision/1>
* Complete the test: <https://www.bbc.co.uk/bitesize/guides/zt7hvcw/test>
 |
| **Week 4: Polar Biomes** | * Watch this video: <https://www.bbc.co.uk/iplayer/episode/b0074sf9/planet-earth-1-from-pole-to-pole>
* Complete the BBC Pole to Pole worksheet
 |

**Year 9**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography - **Development** | **Week 1: Demographic Transition Model** | * Read pages 198-199
* Explain what the Demographic Transition Model shows
* Explain why population changes as a country develops. Link your answer to different stages of the Demographic Transition Model
* Complete activities on Page 199

**OR (if you have completed this)**Create a series of revision flashcards and questions on the demographic transition model and how this can be used to explain how developed a country is |
| **Week 2: Population Pyramids** | * Read pages 200 – 201
* Explain why Japan and Mexico have different shaped population pyramids, and link this to the Demographic Transition Model
* Complete activities 1-2 and the exam question on Page 201

**OR (if you have completed this)**Create a series of revision flashcards and questions on population pyramids and their link to the demographic transition model |
| **Week 3: Causes of Uneven Development** | * Read pages 202 – 203
* Explain how physical environments can create uneven development
* Explain how economic factors can create uneven development
* Explain how colonialism can create uneven development
* Answer practice exam question on Page 203
 |
| **Week 4: Uneven Development – Wealth and Health** | * Read pages 204 & 205 of the textbook
* Explain how uneven development creates a wealth gap
* Explain how health issues in LICs and HICs are different
* Complete activities & exam question on Pg.205
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**Year 10**

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| **Subject**  | **Topic**  | **Learning Activities**  |
| Geography  | **Week 1 – Coastal Landscapes: Wave types and their characteristics**  | * Read pages 92-93
* Diagram and label each type of wave
* Describe the key characteristics of each wave type and the effects they have on beaches
* Define any unknown key words
* Complete the activities and practice question

 **OR (if you have completed this)** * Complete the stretch yourself activity on p. 93 and create a poster to display your findings

  |
| **Week 2 – Weathering and mass movement**  | * Read pages 94 - 95
* Use the information to complete the Weathering Mass Movement Organiser

 **OR (if you have completed this)** * Complete the Holbeck Hotel worksheet. If you do not have a printer, answer the questions on a separate piece of paper
 |
| **Week 3 – Erosion and Erosional landforms**  | * Read page 96 and complete activity **one** on page 97
* Read pages 98-99 and complete the activities
* Watch the following videos  <https://www.youtube.com/watch?v=q2WJVBcYYyg> and <https://www.youtube.com/watch?v=WeGPP8OCn8U>
* Describe the difference between a discordant and a concordant coastline. Give specific examples of the landforms found at both.

 **OR (if you have completed this)** * Complete the Features of a Headland worksheet from memory. Once you have finished, use the textbook scans to add any missing detail in green pen
 |
| **Week 4 – Transportation and Deposition**  | * Read page 96-97
* Create a labelled diagram for the four types of transportation (solution, saltation, suspension, traction)
* Create a diagram for long shore drift with written step by step explanation
* Read pages 100-101
* Create labelled diagrams explaining the formation of spits, bars, and beaches
* Answer the practice question on page 101

 **OR (if you have completed this)** * Complete the Coastal Processes Revision Guide
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**Year 11**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography | **Week 1 – UK Physical Landscapes: Rivers & Coasts** | * Use your GCSE checklist to identify at least 3 topics within this topic that you need to revise
* Complete the questions in your revision practice guide for these units
* Find and complete one exam question on this topic
 |
| **Week 2 – Changing UK Economy** | * Use your GCSE checklist to identify at least 3 topics within this topic that you need to revise
* Complete the questions in your revision practice guide for these units
* Find and complete one exam question on this topic
 |
| **Week 3 – Tectonic and Weather Hazards** | * Use your GCSE checklist to identify at least 3 topics within this topic that you need to revise
* Complete the questions in your revision practice guide for these units
* Find and complete one exam question on this topic
 |
| **Week 4 – Development & Development Gap** | * Use your GCSE checklist to identify at least 3 topics within this topic that you need to revise
* Complete the questions in your revision practice guide for these units
* Find and complete one exam question on this topic
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**Year 12**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography | **GRN Week 1:** Opportunities caused by globalisation of food industry (page 418)**TDN Week 1:** Water Scarcity, Tectonic Hazards and Extreme Environments | **GRN*** Read the section on Globalisation of the food industry creates a number of opportunities.
* Summarise each opportunity. Include specific examples for each opportunity.
* Answer the following 16 mark question **“To what extent does globalisation create opportunities for the global food industry”.**

**PDF Document: Opportunities caused by globalisation**TDN* Read pages 436 – 439
* Take notes on how water scarcity and tectonic hazards can affect food security
* Create a detailed case study of food security in the Arctic Circle
* Complete review questions on Pg.439
* Complete two exam questions from the exam question booklet
 |
| **GRN Week 2:** The social, economic and political factors affecting inequality food security (Page 422)**TDN Week 2:** How do food production and security issues impact people and the physical environment | **GRN*** Read the section on the social, economic and political factors affecting food security.
* Explain the effect of landownership systems on food security for 2 names countries.
* Using a case study, explain the effect of land grabbing on food security.
* Explain why AC`s are able to make more effective use of technology to reduce food insecurity. Include a comparison between an AC and a LIDC.

**PDF Document: Human causes of inequality in global food security****TDN*** Read pages 439 – 441
* Explain the causes and mechanism of salinisation of agricultural land
* Summarise the key environmental impacts of food production
* Explain potential solutions to salinisation
* Complete activity two on Page 441. Create a one page summary that clearly explains the aims and outcomes of both management schemes
* Complete one exam question from the exam question book
 |
| **GRN Week 3:** Theoretical positions on food security (page 424)**TDN Week 3:** Deforestation and Impacts on Biodiversity | **GRN*** Read the section on theoretical positions on food security.
* Summarise the main points for each theory.
* Create a graphic (graph) for each theory to show the relationship between demand (population) and supply of food.
* Which theory is proving to be most true? Justify your answer using independent research.

**PDF Document: Theoretical positions on global food security****TDN*** Read pages 441 – 442
* Explain how agriculture is a key driver of deforestation
* Find and summarise three internet sources to support the connection between agriculture and deforestation
* List reasons for forest area changes in Brazil and Indonesia
* Complete all activities on Pg.443 (stats help is at the back of the textbook
 |
| **GRN Week 4:** Food security in India. Page 424 **TDN Week 4:** Impacts of Agriculture on the Landscape and Water Quality | **GRN*** Read the section on India (page 425)
* Create a case study for food security in India.
* Include physical challenges, human challenges and solutions.

**PDF Documents: Theoretical Positions on Global Food Security + India Case Study & India Case Study Continued** **TDN*** Read pages 444 – 447
* Summarise how the landscape is changed due to agriculture
* Find one internet source to support your points and add relevant details to your notes
* Explain how agriculture and artificial fertilisers can affect water quality
* Create a detailed case study of how the steppe biome in China is being negatively impacted through intensive agriculture
* Complete one exam question from the exam question booklet
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**Year 13**

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| **Subject** | **Topic** | **Learning Activities** |
| Geography | **Week 1 – Independent Assessment & Revision** | * Use your A level checklist to identify at least 2 topics within this topic that you need to revise
* Identify two case studies from each unit and undertake research on these events/theories/ideas to deepen your understanding.
* Create a series of revision flashcards and questions on your refreshed case studies
* Complete 3 exam questions in your practice guide on these topics
* Spend at least 3 hours working on your independent assessment
 |
| **Week 2 – Independent Assessment & Revision** | * Use your A level checklist to identify at least 2 topics within this topic that you need to revise
* Identify two case studies from each unit and undertake research on these events/theories/ideas to deepen your understanding.
* Create a series of revision flashcards and questions on your refreshed case studies
* Complete 3 exam questions in your practice guide on these topics
* Spend at least 3 hours working on your independent assessment
 |
| **Week 3 – Independent Assessment & Revision**  | * Use your A level checklist to identify at least 2 topics within this topic that you need to revise
* Identify two case studies from each unit and undertake research on these events/theories/ideas to deepen your understanding.
* Create a series of revision flashcards and questions on your refreshed case studies
* Complete 3 exam questions in your practice guide on these topics
* Spend at least 3 hours working on your independent assessment
 |
| **Week 4 - Revision** | * Use your A level checklist to identify at least 2 topics within this topic that you need to revise
* Identify two case studies from each unit and undertake research on these events/theories/ideas to deepen your understanding.
* Create a series of revision flashcards and questions on your refreshed case studies
* Complete 3 exam questions in your practice guide on these topics
 |