

Remote Learning - Action Plan **Year 10**

| GEOGRAPHY | | | | |
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| Year 10 | Unit | Work/Tasks | Where to Find It | Marking |
| Term 4 | Weather and climate - Climate change | <p>Lesson 1 - Read pages 194 – 195 Activity: Answer Qs 1-4 Watch: https://www.youtube.com/watch?v=qKY7AN3tB_s</p> <p>Lesson 2 – Pages 196-197 Activity: Answer Qs 2+ 3 Watch: https://www.youtube.com/watch?v=BPJJM_hCFj0</p> <p>Lesson 3 – Read pages 198 -199 Activity: Answer Questions 1-4 Watch: https://www.youtube.com/watch?v=2zXz4UJb5WM</p> <p>Lesson 4 – Read pages 200 – 207 and watch documentary below to make a mindmap of impact hotspots – for each make a list of social/economic and environmental impacts https://www.youtube.com/watch?v=cl4Uv9_7KJE</p> <p>Lesson 5 – Read page 208-209 and answer Qs 1 + 3 Watch: https://www.youtube.com/watch?v=7S-C1tBtWm8 <i>Optional – Do the enquiry</i></p> <p>Lesson 6 – Read pages 210-211 Summarise the different attitudes to climate change What do you think of Climate Change? How does this differ to other?</p> | Show my Homework Students Portal | Email completed work to your normal class teacher wilkinson@oxfordspiresacademy.org ebentley@oxfordspiresacademy.org mbrown@oxfordspiresacademy.org |
| Term 5 | Climate Change | <p>Lesson 7 Watch and answer the question 'Explain why Bangladesh and the Maldives are against Climate Change' https://www.youtube.com/watch?v=co5uywe-1Z8 and https://www.youtube.com/watch?v=ZXbO2JnCVg8</p> <p>Lesson 8 – Watch and answer the question 'Explain why Russia and Iceland in favour of Climate Change'</p> | | |

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| | <p>https://www.youtube.com/watch?v=SQY7VOQF8sY and https://www.youtube.com/watch?v=69a2WIAhVh8</p> <p>Additional https://www.youtube.com/watch?v=Wx_2SVm9Jgo</p> <p>Lesson 9 –Read the geo file https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/responses_to_climate_change.pdf make a note of the different responses to climate change, categorise these into local, national and international responses. Exam Q: Evaluate the effectiveness of these responses.</p> <p>Lesson 10 - https://www.youtube.com/watch?v=DFhuNKNDrLg Vs https://www.youtube.com/watch?v=CJH2eUQVYwI Outline the differences between the Kyoto protocol and the Paris agreement</p> <p>Rivers</p> <p>Lesson 1 – Watch the video and make a sketch of a river profile https://www.youtube.com/watch?v=8JM71mcw_LI&list=PLEbUo-BtusZsN8UWtZMInedm6ztSAUoB4 Read Page 112-113 Activity: Questions 1-4</p> <p>Lesson 2 – Upper course: Read pages 114 – 115. Complete activities 1-3 Watch: https://www.youtube.com/watch?v=fOI7aKvrFn4</p> <p>Lesson 3 - Middle course: Read pages 116 and 117 Activity: Draw a diagram using Figure 10 to show how a meander is formed. Watch the following video. https://www.youtube.com/watch?v=4qKS_Nk7UmY and draw a diagram to show how a meander turns into an Ox bow lake.</p> <p>Lesson 4 –Read pages 120-121.</p> <ol style="list-style-type: none"> 1) Describe how geology affects river landscapes 2) Watch the video below and make a copy of the water cycle. 3) Answer Qs 4 and 5 <p>https://www.youtube.com/watch?v=al-do-HGulk</p> | | | |
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| | <p>Lesson 5 – Flooding Read pages 124 and 125 and watch the video Watch: https://www.youtube.com/watch?v=U5ut_RR-P-A</p> <ol style="list-style-type: none">1) What is a hydrograph?2) What are the causes of flooding? <p>Lesson 6 – Read pages 128,129 and 134-135</p> <ol style="list-style-type: none">1) Why should rivers be managed?2) Complete activities 1-4 on 1293) Create a case study of how the River Severn is managed. <p>https://www.youtube.com/watch?v=ajUGeRk8T0s https://www.youtube.com/watch?v=hsey5hx0Wmw</p> | | | |
| <p>Team Geography are setting a weekly 'How does this image connect with Geography?' challenge on SMHW for all years 8-10.</p> <p>Year 10 students should use GCSE Pod - podcasts and quizzes are being set to support Remote Learning work. It will help students who are finding the RL work difficult.</p> <p>Year 10 also have a separate Revision folder in the Remote Learning file on the Student Portal. This will help them get started on mindmaps and learning key terms.</p> | | | | |