

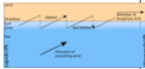

One question a day

A challenge that can sometimes take up time is chasing students for homework. I had a large GCSE class and was achieving limited success with students turning in their home learning on time. With a large class of 33 students to chase, I needed independent retrieval tasks that put the emphasis on small manageable activities that could be reviewed quickly and support the schools move to a feedback culture.

This idea was shared at a Teachmeet I attended a few years ago and quickly adapted to use with Year 11. The original resources were written for the AQA specification and are still freely available on blogs and through the TES. Other teachers have created resources for Edexcel specifications since then and I have shared a template on the Open Moodle for easy editing.

Using a grid for the month with the days and dates, break down the key concepts and knowledge needed by students for a set topic. The example below is for AQA coasts. I developed the activities using a mixture of past questions, definition tasks and online resources I had used in the past successfully. This calendar was then explained to students who could complete an activity a day to chunk their revision into bite-sized pieces, or to be completed weekly.

I was pleasantly surprised by the level and degree of home learning and positive reaction to it that first month. The majority of students liked having the choice to complete mini tasks each day or once a week and a few parents got in contact to say they had printed off a copy and had been actively involved in chatting through the daily task. Worried that this first month may have been an anomalous start, I created calendars for the remaining concepts in the physical paper and started honing my feedback and marking to ensure students could experience the relevance and impact of this revision.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
How to use this month's calendar! Either - do these tasks each night...little and often as these are very small 'chunks' of knowledge Or - do a week's worth in one go. The marks next to it indicate how long you would have to answer the question in a timed exam. You need to take a bit more time as you are revising and going over the topic in prep for your mocks.			1st Name and define the four types of erosion (4) CASH Corrasion	2nd Explain the process happening here (4) 	3rd How does geology affect rates of erosion along the coast? (4)	4th Make some notes on the coastline we studied - Old Harry Rocks, Hengistbury Head and Mudeford Spit
5th Explain how hard engineering is used to protect coastal areas from the effects of storm waves and wave attack. (4)	6th What is the difference between weathering and erosion? (2)	7th Explain how this landform was formed (2) 	8th Go on the OS website and complete the rivers tasks: https://www.ordnancesurvey.co.uk/mapzone/geography	9th Make a table of the costs and benefits of hard engineering to control river flooding (4)	10th Describe how river processes of transportation and deposition change downstream. (4)	11th Describe and explain how human development damages the coastline. (4)
12th To what extent do you agree with this statement? 'River flooding is a natural phenomenon.' (9)	13th Explain the formation of a meander (4)	14th Describe how soft engineering methods are used to protect coastal areas. (2)	15th What are the differences between constructive and destructive waves? (2)	16th Name & describe the 4 types of transportation of sediment & material in a river (4)	17th Explain the formation of caves, arches and stacks (4)	18th Draw and annotate a diagram to show the difference between concordant and discordant coastlines (4)
19th Explain the formation of levées. (2)	20th What is mass movement? (2)	21st Describe how the long profile of a river valley changes downstream. (2)	22nd What factors affect the processes operating along a stretch of coastline? (4)	23rd Make case study notes on Boscastle flood and management 2004	24th Outline one physical cause of flooding. (2)	25th Complete your knowledge organiser on rivers
26th What is a hydrograph? What is lag time? (2)	27th Listen to Mrs Broadribb's podcast about coastal erosion on Spotify/apple music	28th Complete your knowledge organiser for coasts	29th Use a named example to describe and explain responses to river flooding (6)	30th Explain the factors affecting river discharge (4)	31st Explain how a spit is formed? (4)	The knowledge organisers will be given to you and will be collected in and checked by your teacher

There was a mixture of work handed in electronically and by hand when I first started which initially hindered feedback. Moving to select how work could be submitted improved the feedback process with tasks like practice extended answers completed on paper for live marking in a lesson, whilst knowledge organisers could be completed from a half-filled in template Google Slide. With the use of my trusty visualiser supporting live marking and drawing out 'my favourite no' activities were quickly reviewed and students had their work back to reflect and develop.

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