|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | 8 | **Subject** | Geography  |
| **Lessons** | 13 | **Topic** | Topic 2 - Tectonic Hazards  |
|  |  |  |  |
| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1  | Structure of the Earth  | * I can describe the structure of the earth and how it moves using basic geographical language.
* I can explain the structure of the earth and how it moves using good geographical language.
* I can analyse the structure of the earth and how it moves using technical geographical language.
 | * Live marking
 | Embedded in lesson and resource folder  |
| 2 | Plate Tectonics  | * Describe plate tectonics and the plate boundaries basic geographical language.
* Explain plate tectonics and the plate boundaries using good geographical language
* Analyse plate tectonics and the plate boundaries using technical geographical language.
 | * Map skills - plate boundaries
* Live marking
 | Embedded in lesson and resource folder  |
| 3 | What are volcanoes? | * I can identify and describe volcano characteristics using basic geographical language.
* I can explain the characteristics of a volcano using good geographical language.
* I can analyse the characteristics of a volcano using technical geographical language.
 | * Extended writing
 | Embedded in lesson and resource folder  |
| 4 | Volcanic Eruption - Monserrat  | * I can identify and describe volcano characteristics using basic geographical language.
* I can explain the characteristics of a volcano using good geographical language.
* I can analyse the characteristics of a volcano using technical geographical language.
 | * Live marking
* Extended writing
* Case study
 | Embedded in lesson and resource folder  |
| 5 | Volcanic Eruption - HIC - Hawaii  | * Describe the location of Hawaii using basic geographical language.
* Explain the effects of the volcanic eruption using good geographical language.
* Analyse the impacts of a volcanic eruption on a HIC using technical geographical language.
 | * Live marking
* Map skills - location
* Case sudy
 | Embedded in lesson and resource folder  |
| 6 | What can be done to protect people from earthquakes (PPP) (optional) | * Describe the effects of an earthquake using basic geographical language.
* Explain how different strategies can prevent damage during an earthquake using good geographical language.
* Analyse the effectiveness and cost of earthquake strategies to find the best solution using technical geographical language
 | * Live Marking
* Analysis grid
 | Embedded in lesson and resource folder  |
| 7 | What happens in an earthquake  | * I can describe how earthquakes happen using basic geographical language.
* I can explain how earthquakes happen using good geographical language.
* I can analyse how earthquakes happen using technical geographical language.
 | * Extended writing
* Basic introduction to logarithms
 | Embedded in lesson and resource folder  |
| 8 | Haiti Earthquake  | * Describe what happened during the Haiti earthquake using basic geographical language.
* Explain what caused the Haiti earthquake using good geographical language.
* Analyse the effects of the Haiti earthquake using technical geographical language.
 | * Extended writing
* Live marking
* Map skills - location
 | Embedded in lesson and resource folder  |
| 9 | Earthquake - HICs  | * Describe what happened during the New Zealand earthquake using basic geographical language.
* Explain what caused the New Zealand earthquake using good geographical language.
* Analyse the effects of the New Zealand earthquake compared with the Haiti earthquake using technical geographical language.
 | * Live marking
* Extended writing
 | Embedded in lesson and resource folder  |
| 10 | Earthquakes - HICs - Presentation  | * Describe what happened during the New Zealand earthquake using basic geographical language.
* Explain what caused the New Zealand earthquake using good geographical language.
* Analyse the effects of the New Zealand earthquake compared with the Haiti earthquake using technical geographical language.
 | * Presentation skills
 | Embedded in lesson and resource folder  |
| 11 | Exam  | Linked to KO’s on DPR based on topic  | * Exam skills
 | Embedded in lesson and resource folder  |
| 12 | Peer Marking  |  |  |  |
| 13 | Why do people live in tectonic regions (optional) | * Describe the hazards found near tectonically active areas using basic geographical language.
* Explain the reasons why people live near tectonic areas using good geographical language.
* Analyse the reasons why people live near tectonic areas using technical geographical language.
 | * Live marking
* Extended writing
 | Embedded in lesson and resource folder  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This unit recaps the project work that they will have completed at KS2 about Natural Disasters and links to the Earth Science components of the KS3 Science Curriculum.  | Live marking opportunitiesDPR Assessment 1 – Y8 |
|  |  |
|  |  |