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| **Year** | 8 | | | **Subject** | Geography | | |
| **Lessons** | 13 | | | **Topic** | Topic 2 - Tectonic Hazards | | |
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| **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 opportunities  DPR Assessment 1 – Y8 | |
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