|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | 9 | **Subject** | GCSE Geography |
| **Lessons** | 20 | **Topic** | Topic 1 - Natural Hazards (Paper 1) |
|  |  |  |  |
| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | What is a natural hazard? | * I can **describe** what natural hazards and risk are using **basic** geographical language.
* I can **explain** and categorise natural hazards and link these to degrees of risk using **good** geographical language.
* I can **analyse** how risk is calculated for each hazard and how this can be reduced using **technical** geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 2 | How are Earthquakes and Volcanoes formed in the Earth? | * I can **describe** how the three main plate boundaries behave are using **basic** geographical language.
* I can **explain** how the three plate boundaries move and link these to the Earth’s structure using **good** geographical language.
* I can **analyse** how the three plate boundaries interact and use them to show where earthquakes and volcanoes are found using **technical** geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Flowcharts
 | Embedded in lessons and resource folder. |
| 3 | What landforms are found at plate margins? | * **Identify** and describe the landforms found at plate margins using basic geographical language.
* **Explain** the formation of landforms at plate margins using good geographical language.
* **Analyse** the formation of landforms and the effects of the landforms using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Basic force equations
 | Embedded in lessons and resource folder. |
| 4 | To explore what happened at Montserrat | * Describe what happened during the Montserrat eruption using basic geographical language.
* Explain what caused the Montserrat eruption using good geographical language.
* Analyse the effects of the Montserrat eruption using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Map skills - distribution
 | Embedded in lessons and resource folder. |
| 5 | To explore the effects and responses to the Montserrat eruption | * Describe the effects and responses to the eruption using basic geographical language.
* Explain the effects and responses to the eruption using good geographical language.
* Analyse how effective the responses were to the effects of the eruption using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 6 | To be able to describe and explain the effects of two comparison earthquakes | * Describe the effects of two earthquakes using basic geographical language.
* Explain the effects of two earthquakes using good geographical language.
* Analyse the effects of two earthquakes using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Logarithmic scales
* Map skills - distribution
* Numerical comparisons
 | Embedded in lessons and resource folder. |
| 7 | Why do people live in areas affected by Tectonic Hazards? | * Understand the reasons why people continue to live in areas at risk from a tectonic hazard.
* Analyse how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 8 | To explore possible ways to protect people from volcanoes | * **Describe** different strategies that can be used in relation to volcanic eruptions using basic geographical language.
* **Explain** the why a strategy will be successful in a HIC/LIC model using good geographical language.
* **Analyse** which areas have the best access to risk prevention strategies using technical geographical language
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 9 | Assessment |  |  |  |
| 10 | To explore how global atmospheric circulation affects global weather and climate | * Identify and describe different types of pressure.
* Explain the how the pressure affects the global atmospheric circulation model.
* Analyse how this model explains the ecosystem at three locations.
 | * Live Marking
* Extended writing and GCSE Questions
* Pressure equations, flow lines.
 | Embedded in lessons and resource folder. |
| 11 | To explore where and how Tropical Storms form. | * Identify and describe the location and definition of Tropical Storms using basic geographical language.
* Explain the formation of Tropical Storms using good geographical language.
* Analyse the formation of Tropical Storms and link this to the location of formation of the climatic hazard using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Numerical comparisons
 | Embedded in lessons and resource folder. |
| 12 | To explore how countries could reduce the effects of tropical storms | * Identify and describe how tropical storms damage can be reduced.
* Explain the procedures that could reduce the effects of tropical storms.
* Analyse how climate change could affect tropical storms.
 | * Live Marking
* Extended writing and GCSE Questions
* Map skills – Hurricane path plot
 | Embedded in lessons and resource folder. |
| 13 | To explore how countries could reduce the damage of tropical storms | * Identify and describe how tropical storms damage can be reduced.
* Explain the procedures that could reduce the effects of tropical storms.
 | * Live Marking
* Extended writing and GCSE Questions
* Trend plots
* Graph work
 | Embedded in lessons and resource folder. |
| 14 | Weather Hazards in the UK | * I can describe the climate of the UK, what it is like and why using basic geographical language.
* I can explain the climate of the UK, what it is like and why using good geographical language.
* I can analyse the climate of the UK, what it is like and why using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
* Climate graphs
* Desire lines, flow lines.
 | Embedded in lessons and resource folder. |
| 15 | Somerset Floods 2014 | * To explore the social, economic and environmental impacts of the floods and assess these impacts on people and the environment
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 16 | Mini-Assessment |  |  |  |
| 17 | To explore what the greenhouse effect is and how it causes climate change. | * I can describe the what the greenhouse effect is using basic geographical language. Developing (1-3)
* I can explain how the greenhouse effect causes climate change using good geographical language. Achieving (4-6)
* I can analyse the natural and human causes of the greenhouse effect using technical geographical language. Excelling (7-9)
 | * Live Marking
* Extended writing and GCSE Questions
* Trend plots
* Graph work
 | Embedded in lessons and resource folder. |
| 18 | What causes the (enhanced) greenhouse effect? | * I can describe the what the greenhouse effect is using basic geographical language.
* I can explain how the greenhouse effect causes climate change using good geographical language
* I can analyse the natural and human causes of the greenhouse effect using technical geographical language.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 19 | How can the impacts of climate change be managed or mitigated? | * I can describe effects of global warming.
* I can explain how these effects could be reduced
* I can analyse how effective these solutions will be.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 20 | Assessment. |  |  |  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This is the first topic in the AQA GCSE. It is the first unit in Paper 1 and incorporates: Tectonic Hazards; Climatic Hazards and Climate Change. As we teach a spiral curriculum in Humanities, students will have already learnt basic weather and climate knowledge as well as an in-depth look at Climate Change. Also at KS3, students have already learnt basic plate tectonics so therefore this unit is well prepared for our learners. | Live marking opportunitiesGCSE practice questionsMini-AssessmentDPR Assessment 1 + 2 (Y9) |
|  |  |
|  |  |