



# YEAR 11 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: The Challenge of Natural Hazards – Tectonic Hazards

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following the AQA GCSE Specification, the following this term:
<b>Skills/Assessment Objective Links</b>	<ol style="list-style-type: none"> <li>Natural hazards pose major risks to people and property.               <ol style="list-style-type: none"> <li>Definition of a natural hazard.</li> <li>Types of natural hazard.</li> <li>Factors affecting hazard risk.</li> </ol> </li> <li>Earthquakes and volcanic eruptions are the result of physical processes.               <ol style="list-style-type: none"> <li>Plate tectonics theory.</li> <li>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> </ol> </li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.               <ol style="list-style-type: none"> <li>Primary and secondary effects of a tectonic hazard.</li> <li>Immediate and long-term responses to a tectonic hazard.</li> <li>Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> </ol> </li> <li>Management can reduce the effects of a tectonic hazard.               <ol style="list-style-type: none"> <li>Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ol> </li> </ol>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Learning about others and how they live with tectonic hazards. Appreciating differing viewpoints regarding hazards and hazard management.</p> <p><b>PSHE/British Values:</b> Respect of different cultures and their approaches to living with tectonic hazards.</p> <p><b>Skills Builder:</b> Describing maps, analysing maps e.g. plate tectonics and hazard data, analysis of case study data e.g. development data Haiti v New Zealand.</p>
<b>Numeracy</b>	Analysis of case study data e.g. development data Haiti v New Zealand. Also relating impacts of tectonic hazards to size – e.g. is there a correlation between magnitude and deaths recorded.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, distribution, annotate</p> <p><b>Vocabulary Tier 3:</b> Natural hazard, hazard risk, tectonic hazard, mantle, continental crust, oceanic crust, tectonic plate, convection currents, plate margin, constructive plate margin, destructive plate margin, subduction, conservative plate margin, fold mountains, earthquake, focus, epicentre, seismic waves, volcano, magma, HIC, LIC, primary effect, secondary effect, immediate response, long term response, monitor, predict, protect, prepare.</p> <p><b>Reading:</b> News articles and infographics on Haiti and Christchurch earthquakes.</p> <p><b>Writing:</b> Learning how to structure 6 mark and 9 mark answers</p> <p><b>Oracy:</b> explaining the different plate margins to a partner.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> geologist, geoscientist, cartographer, vulcanologist, disaster relief/aid worker, hazard mitigation, journalist.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p>

**By Offering Optional Activities:** In class or as homework, to extend learning.



**Implementation  
Curriculum  
Delivery**

To be able to:

- Describe / outline the global distribution of tectonic hazards
- Explain the global distribution of tectonic hazards
- Describe the features of different types of tectonic plate boundary
- Explain how tectonic hazards arise as a result of physical processes at plate boundaries
- Describe, outline and explain the impacts of tectonic events in an LIC and an HIC
- Assess/evaluate the impacts of tectonic events in an LIC and an HIC
- Compare and contrast the impacts of tectonic events between an LIC and an HIC
- Explain why areas prone to tectonic hazards are often populated
- Explain a range of ways to reduce the risks from tectonic hazard events
- Evaluate how successful prediction and preparation are at moderating the risks and effects of tectonic hazards
- Suggest ways in which hazard management techniques can reduce the risks of future tectonic hazards

**Learning  
Outcomes  
(Knowledge)**

**Current learning  
to be developed in  
the future within:**

GCSE – The Challenge of Natural Hazards (links to Climatic Hazards) and Urban Issues and Challenges.  
A level – Hazards, Changing Places and Contemporary Urban Environments.

**Assessment**

Refer to assessment maps for formative and summative assessment opportunities.

**Impact**

Attainment and Progress – Refer to assessment results / data review documentation.