




YEAR 12 Physical Geography Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Hazards

Curriculum Intent	<p>In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/Assessment Objective Links	<p>The concept of hazard in a geographical context Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.</p> <p>Volcanic hazards The nature of vulcanicity and its underlying causes: forms of volcanic hazard: nu es ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, randomness, magnitude, frequency, regularity and predictability of hazard events. Impacts (primary/secondary, environmental, social, economic, political). Short and long-term responses (risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation). Impacts and human responses as evidenced by a recent volcanic event.</p> <p>Seismic hazards The nature of seismicity and its underlying causes: forms of seismic hazard: earthquakes, tsunamis. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary; environmental, social, economic, political. Short and long term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent seismic event.</p> <p>Storm hazards The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. Impacts (primary/secondary, environmental, social, economic, political). Short and long term responses (risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation). Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p> <p>Case studies Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>
	<p>Spiritual, moral, social, and cultural development</p> <p>SMSC: PSHE/British Values: Skills Builder:</p>
	<p>Numeracy</p>
	<p>Literacy</p> <p>Vocabulary Tier 2: Analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, interpret, to what extent, economic, political, social, environmental, local, regional, national, international. Vocabulary Tier 3: key words are in course booklets</p>

	<p>Reading: Research case studies of Holderness and Odisha.</p> <p>Writing: Essay writing practice throughout the topic.</p> <p>Oracy: discussion and debate regarding the issues explored throughout the entire topic as outlined</p>	
Becoming future ready	<p>Careers/Employability: geologist, seismologist, volcanologist, city planners, sustainability officer, worker</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
QFT/SEND Provision		
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • define hazards in a geographical context • explain the structure of the Earth • explain the theory of plate tectonics and development • identify and explain the features of constructive plate margins • identify and explain the features of destructive margins (subduction and collision) • identify and explain the features of conservative margins • explain the location and formation of volcanic hotspots • describe and explain the distribution and prediction of volcanic activity • give the impacts of volcanic activity • give the human responses to volcanic activity • examine a comparison case study of eruption and effects. • explain the causes of earthquakes and tsunamis • describe and explain the distribution and prediction of earthquakes • give the impacts of seismic activity • give the human responses to seismic activity • examine a comparison case study of seismic events and effects. • give the causes, effects and responses to a multi-hazard environment • explain the nature of storm hazards • use a case study to explain the impacts of storm hazards • explain the causes and effects of fires in nature • use a case study to explain the impacts of wildfire hazards <p>Red denotes interleaving; aspects of knowledge covered previously.</p>	
Learning Outcomes (Knowledge)		
Current learning to be developed in the future within:		
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>	
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>	