



# YEAR 9 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Volcanoes

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<ul style="list-style-type: none"> <li>The earth's structure is the basis for understanding geology. The interior of the Earth helps us understand processes such as plate tectonics that helped create the Earth we live on today.</li> <li>Underwater landforms such as the Mid-Atlantic Ridge support the theory of plate tectonics.</li> <li>Most volcanoes are located at plate margins.</li> <li>There are a variety of hazards associated with volcanic eruptions, such as the eruption of Eyjafjallajökull in 2010. Across the world, people experience different volcanic hazards; volcanoes come in different shapes and sizes.</li> <li>Latitude and longitude can be used to locate aspects of global physical geography, such as volcanoes and earthquakes.</li> <li>Volcanic eruptions can have local and international effects. Some populations are more vulnerable to the effects of volcanic eruptions.</li> <li>There are both challenges and opportunities associated with living in a volcanically active area. The effects of eruptions can be minimised through prediction, protection and planning/preparation.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Learning about others and how they live with volcanic 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 volcanoes.</p> <p><b>Skills Builder:</b> Describing maps, analysing maps e.g. plate tectonics and volcanic eruption data, latitude and longitude plotting.</p>
<b>Numeracy</b>	Using latitude and longitude coordinates, analysis of hazard data.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe, explain, identify, cause, effect, response, compare and contrast</p> <p><b>Vocabulary Tier 3:</b> Crust, mantle, core, Pangea, continental drift, tectonic plate, plate margin, volcano, lava, magma, ash, cone, vent, prediction, protection, preparation</p> <p><b>Reading:</b> News articles on Eyjafjallajökull eruption</p> <p><b>Writing:</b> Providing evidence in support of Wegner's theory of continental drift</p> <p><b>Oracy:</b> group presentations on Eyjafjallajökull eruption</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. Refer to Scheme of learning.</p> <p><b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example.</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> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Describe the 4 main layers of the earth's structure</li> </ul>



<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"><li>• Discuss the theory of continental drift</li><li>• Explain what tectonic plates are</li><li>• Explain that earthquakes and volcanoes occur on tectonic plate margins</li><li>• Use latitude and longitude to plot the position of earthquakes and volcanoes</li><li>• Describe and explain what happens at 3 different types of plate margin</li><li>• Identify the main features of a volcano</li><li>• Classify volcanoes according to their activity and features</li><li>• Discuss the effects of a volcanic eruption (Eyjafjallajökull)</li><li>• Explain how volcanic eruptions can affect different countries (Eyjafjallajökull)</li><li>• Explain how the risks associated with volcanic eruptions can be reduced</li><li>• Explain the benefits of living in a volcanic area</li></ul>
<b>Current learning to be developed in the future within:</b>	Year 9 – Earthquakes GCSE – The Challenge of Natural Hazards
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.