



## YEAR 9 Spring TERM

**‘An ambitious curriculum that meets the needs of all’**

### Medium Term Planning - Topic: Earthquakes

<b>Curriculum Intent</b>	<p>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:</p> <p>Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> <p>To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics.</p>
<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>• Latitude and longitude can be used to locate aspects of global physical geography, such as volcanoes and earthquakes.</li> <li>• Earthquakes can have local and international effects. Some populations are more vulnerable to the effects.</li> <li>• The effects of earthquakes 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 tectonic hazards. Appreciating differing viewpoints regarding hazards and hazard management.</p> <p><b>PSHE:</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 volcanic eruption data, latitude and longitude plotting.</p>
<b>Numeracy</b>	Richter scale, 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, focus, epicentre, seismic wave, prediction, protection, preparation</p> <p><b>Reading:</b> Wider reading pre Big Write</p> <p><b>Writing:</b> Big write – mind movie</p> <p><b>Oracy:</b> Living graph justification</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> geologist, geoscientist, cartographer, seismologist, 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>	To understand that all hazards are different, can be categorised using a number of variables. To understand what earthquakes are and how they form?
<b>Learning Outcomes (Knowledge)</b>	To know how does an earthquake affect a country? How can countries respond? To understand the responses to earthquakes: 3 Ps: Preparation, Prediction, Protection. To understand what a Tsunami is To know how both the boxing day and Japanese disasters were worsened due to Tsunami To be able to empathise with the people caught up in Tsunamis
<b>Current learning to be developed in the future within:</b>	Year 9 – Volcanoes GCSE – The Challenge of Natural Hazards A Level – Hazards
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities. AFL and PLC updates
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation. Ongoing AFL and PLC updates