

Scheme of Learning: KS4 – Year 10

Topic Sequence:

1	2	3	
Tectonic hazards	Weather hazards and climate change	Changing economic world	The living world

Topic Overview:

This topic provides an introduction to Tectonic hazards and develops pupils understanding of our ever changing planet. The main aim is to gain a better understanding of plate tectonics, their devastating impact and how the human race can protect themselves depending on the level of wealth within that country.. Throughout the unit they will use a range of different maps, at different scales, to allow them to accurately locate Nepal and Chile and gain an understanding of the impacts and responses there.. The Geographical themes include understanding why plates move, the consequences of the movement and how we can reduce their impact.. The aim of this unit is that all pupils are aware of the planet around them and develop empathy to the challenge this brings.

Lesson Sequence:

To begin year 10 and their start to KS4 Geography, we will look at Natural hazards and focussing on the tectonic hazard unit initially. The intention is to highlight that we will in an ever changing environment and how these issues may impact people in other parts of the world other than the UK.

Year 10 students should have a base knowledge regarding plate tectonics as they cover part of this in Year 8. To build on this we delve deeper into their understanding. They will learn about plate tectonics and how people who live near the plate edges live a potentially hazardous life. In the sequence of lessons there will be two case studies, one linked to an area of wealth and one less developed country. Pupil’s will extend their spatial awareness to a global scale as the areas are in South America and South East Asia. Pupils will analyse and reflect on the reasons why an area of wealth will cope much better with a tectonic hazard.

A range of skills are assessed within the topic. Map skills have been identified whereby pupil’s will need to correctly identify specific plate boundaries and also develop empathy to have an understanding of the hardships people face after the devastating consequences of a tectonic hazard.

We will study why people live in these danger zones and how through science and technology are able to protect and monitor these hazards. Pupil’s will understand the reasons why people choose to live in these danger zones, understanding that the reasons are economic or social. Following that students will evaluate the preparation and protection countries have to ensure they limit the damage from these events. Finally pupils will look at other tectonic hazards such as tsunamis and volcanoes and reducing the impact of these events.

Overall, pupils at Toynbee should have a clear understanding of the processes related to the movement of plates. They will also be able to identify impacts and responses related to their case studies.

Sequence of Lessons:

1	Hazards introduction
2	Tectonic hazards
3	Plate boundaries
4	Plate boundaries
5	Nepal
6	Nepal
7	Chile
8	Chile
9	Living in danger zones
10	Earthquake preparation
11	Earthquake protection
12	Tsunami
13	Reducing the impact of volcanoes
14	Revision
15	Assessment
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Topic Resources:

Knowledge Map:	Tectonic Hazards	Any other Resources:	Revision guide
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Assessment:

Knowledge:	15 question knowledge test
Application of Knowledge:	37marks related to application of knowledge

Supportive Reading:

Any supported reading listed here	BBC News article linked to volcanic eruptions Nepal/Chile articles