

Scheme of Learning: KS3 – Year 8

Topic Sequence:

1	2	3
Urban world	Our Shaky world	Mind the development gap

Topic Overview:

This unit of work introduces students a strand of physical geography, plate tectonics and their associated hazards. Students will develop an understanding of the processes that shaped the planet as we know it today and how hazards are created along plate boundaries. Once this knowledge and understanding is embedded, issues that may impact people living in areas of tectonic activity will be explored. These include the impacts and management of earthquakes, tsunamis and volcanoes. Links will be made back to the year 7 topic of wild weather and climate change to make comparisons as to how people cope with extreme natural events.

Lesson Sequence:

The second topic in year 8 will be a physical geography topic. Students will have covered 1 previous physical topic in year 7; wild weather. Both of these topics cover natural hazards and make clear links to human geography by discussing their impact on people and how people may attempt to manage these impacts.

The first section of this topic will focus on plate boundaries.

Prior to learning about plate tectonics, it's vital that students understand the structure of the earth and how the internal structure drives the movements and subsequent hazards felt at the surface of the earth; this is the natural starting point for this sequence of lessons. They will then start to identify the 4 individual plate boundaries and be able to describe and explain why volcanoes and/or earthquakes are found at each.

The second section of this topic moves on to look at earthquakes and their associated hazard, tsunamis.

Once the knowledge of plate boundaries is embedded, the lessons can progress to study some examples of places affected by earthquakes. For each example, the cause of the hazard will be identified, the impacts of the hazards described and explained and finally how the hazard is responded to/managed. We will look at both a low income example e.g. Haiti and a high income example e.g. Japan. It is important for the students to be able to evaluate why low income countries and high income countries respond in the ways that they do. For example, students will look at the ways in which buildings can be designed to cope with earthquakes. A mini assessment will be set to ensure that students fully understand the work covered up until this point before moving on.

The third section of this topic will focus on volcanoes.

Again, using the knowledge of plate tectonics, students will now start to study volcanoes. A number of classic volcanic islands will be studied as well as the Yellowstone super volcano. The differing structure and impacts of volcanoes will be studied and the ways that volcanoes can be predicted will be discussed. The final element of this topic will be the investigation into why people continue to live in areas at risk from tectonic hazards. Students will be asked to evaluate by looking at both the advantages and disadvantages.

An assessment of the whole topic will take place at the end of the unit.

Sequence of Lessons:

1	Plate tectonics
2	Plate boundaries
3	Haiti earthquake
4	Reducing the impacts of earthquakes
5	Earthquake proof building design
6	Japan tsunami
7	LIC/HIC comparison
8	Mini assessment
9	Yellowstone national park
10	Icelandic volcano
11	Mount Sinabung
12	Montserrat
13	Living in danger zones
14	Revision
15	Assessment
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Topic Resources:

Knowledge Map:	Our Shaky World	Any other Resources:	
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Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	22 marks related to application of knowledge

Supportive Reading:

Any supported reading listed here	