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| Year 9 | **Topic: Natural Hazards**  **Period: Spring term 1** |
| **Overview of topic:**  In this unit students will investigate natural hazards, including volcanoes and earthquakes. Their global distribution structure and mechanics behinds earthquakes and volcanoes and the impacts they bring. Students will also study the human impact and attempts to protect the lives of people that live in areas affected by them. | |
| **Key** **knowledge:**   * The structure of the Earth * How do the Earth’s plates move? * The different plate boundaries * The distribution and structure of volcanoes. * How do we predict, prepare and protect against volcanic eruptions? * What are the positive and negative impacts of volcanoes? * How can we measure and predict earthquakes? * Case study – Haiti Earthquake 2010   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Analyse  Annotate  Assess  Calculate  Describe  Draw compare  Evaluate  Examine  Explain  Identify  Plot  Suggest | Mantle  Magma  Core  Plate  Tectonic  Plate  Tectonic hazards  Dormant  Richer Scale  Mercalli Scale  crust | | **Key skills:**  ***Reading, interpretation and analysing graphs, map skills, making judgements.***      ***Know how to…***     * Demonstrate knowledge of locations, places, processes, environments and different scales. * Demonstrate geographical understanding of: concepts and how that are used in relation to places, environments and processes. * Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)*** | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**   1. Teaching subject specific vocabulary:  * Spelling and meaning tests using the vocabulary on knowledge organisers. * Vocabulary games, such as dominoes, bingo, taboo.  1. Lifting from the text e.g. keywords in assessment questions. 2. Promoting reading fluency:  * Teacher modelling * Whole class reading * Paired reading  1. Variety of texts – textbooks, plays, sources, historical fiction, scholarship, etc. 2. Guided reading to help students to develop: note-taking skills, read for meaning, summarise and analyse text.   **Wider Reading Opportunities/Links:**  There are lots of books available in the library – please see Mrs Bradshaw for guidance. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |