

Y8 GEOGRAPHY

TECTONICS- Why is the world so restless?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:	
<ul style="list-style-type: none"> This unit will build on prior learning of physical geography. It will look at the processes acting on the earth, forming volcanoes and earthquakes along with the landscapes formed & how this impacts the lives of many people living near to tectonic regions. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography. The unit will build on the knowledge of timescales in glaciation to look at the formation of the earth & how the planets has changed over its 4.6 billion year history. 	<ul style="list-style-type: none"> Tectonic landscapes, the processes acting on them, the landforms & events produces from different types of volcanoes. How geology is linked to tectonics and the different landforms produced as a result. Living with the hazard- human involvement in the methods used to monitor and protect hazardous areas, as well as those areas not protected. How living near a hazard can have its advantages e.g. vineyards on the slopes of Vesuvius in Italy. 	<p>Volcano Earthquake Tectonics Magma Lava Pyroclastic flow Eruption Constructive Destructive Collision Richter scale Seismology, Seismometer, Seismograph Mantle</p>	<p>Lithosphere Continental Oceanic</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:	
<ul style="list-style-type: none"> Some pupils will progress further and start to describe and begin to explain tectonic processes relating to tectonic hazards and the associated landforms produced. Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students. Success criteria and mark schemes. Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> This unit will look at tectonic formation, protection & management via social, environmental and economic effects & impacts of it. In examining real life examples locally & nationally. The dilemma of which areas are protected and which are not & the consequences of this- those counties that can afford protection V those that cannot (HICs v LICs). 	<ul style="list-style-type: none"> How money is made from tectonics, but also how money is spent on protecting the landscape. How the human impact can be enriched by tectonics e.g. excavation of precious metals/minerals, use of volcanoes to study the formation of the earth. Tourism and tectonics- how money can be made. 	

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> How tectonics have change the face of the earth over time. How communities pull together in times of trouble/lost homes/damaged homes through tectonic activity. Communities that ‘worship’ volcano ‘gods’. 	<ul style="list-style-type: none"> Science- the formation of the earth from the ‘Big Bang’ theory to the present day, continental drift & the structure of the earth Numeracy –reading and interpreting data. Literacy – use of keywords in context, reading & writing extended answers. 	<p>The formation of different landforms at different tectonic boundaries. The process of continental drift and human interactions with tectonics & tectonic areas.</p>
Assessment timeline:		
<ul style="list-style-type: none"> Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes. Extended writing tasks for the eruption of Mt St Helens. End of topic assessment on tectonics with mark scheme. 		
Home learning		
<ul style="list-style-type: none"> Research into landform formation, location and processes. Revision for tests Tasks, questions, extended writing. 		
Feedback		
<ul style="list-style-type: none"> F4 from baseline assessment & end of unit assessment test. Oral feedback is given regularly. Feedback will follow school policy and include live feedback using the iscan. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													