



Year 10/11

Humanities

Autumn/Spring

Volcanoes, Earthquake and Tsunami

Learning Intention: This unit aims to enable learners to identify areas of the world that are affected by tectonic events (earthquakes, volcanoes and tsunamis) and know how people are affected by, and respond to, the hazards posed by the tectonic events.

Key knowledge that should be learned during this SoW

All (Pathway 2)

Most (Pathway 3)

Some (Pathway 4)

Concept:

Pupils will know the key features of tectonic events (earthquakes, volcanoes, tsunamis). Pupils will be taught the affects tectonic events have on people and the environment and how this has an impact on the communities and landscape. We will be looking at how people respond to tectonic events in different situations and areas around the globe.

Knowledge:

- Recognise tectonic events.
- Recognise areas of the world affected by tectonic events.
- Identify effects of tectonic events on people.
- Suggest aid that can be given by people in the UK to countries after a tectonic event.
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- Outline some features of one tectonic event.
- Identify effects of tectonic events on the environment.
- Identify help that is needed after a tectonic event.
- Identify ways of warning people about impending tectonic events.
- Give some effects of a tectonic event on people's health and well being.
- Give some effects of a tectonic event on the infrastructure of an affected area.

- Identify and name areas of the world vulnerable to tectonic events.
- Give some effects of a tectonic event on the economy of an area affected by a tectonic event
- Outline how an individual in the UK can help people and countries affected by tectonic events.
- Outline a range of aid that can be given by the British government.
- Outline the work of a British charity or NGO that provides aid to people and areas

			<p>affected by tectonic events.</p> <ul style="list-style-type: none"> ● Give ways in which the risks associated with a tectonic event may be reduced.
Key Skills:	<ul style="list-style-type: none"> ● To be able to use IT equipment for research purposes. ● To use listening and speaking skills in class with both staff and peers. ● To work on reading and comprehension skills when working with research. 	<ul style="list-style-type: none"> ● Be able to compile a case study/research on a powerpoint to present to the class. ● Use language skills to discuss and present to peers. ● To work on reading and comprehension skills when working with research. 	<ul style="list-style-type: none"> ● To use a wide range of media to present to the class in a way the pupil feels is suitable. ● Use language skills to discuss and present to peers. ● To work on reading and comprehension skills when working with research.
Language and/or communication skills:	Volcano, Earthquake, Tsunami	Effects, aid	Government, tectonic
Curricular Links	<ul style="list-style-type: none"> ● PSHCE : Myself, Community, Culture ● Geography : Our local area ● Science 		