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| **Geography - Year 10 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **Unit (Paper) 1** | **AQA Geography A: Section C and A:** Physical Landscapes in the UK and the Challenge of Natural Hazards | | | | | **Number of lessons in sequence** | **25 x 1 hour lessons** |
| **Overarching Curricular Goals** | | This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.  **By the end of this unit students will have:**  Developed an understanding of the tectonic, geomorphological, and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Developed and extended their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material) Gained an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)  **Knowledge students will secure: \*** The coast is shaped by a number of physical processes. \* Distinctive coastal landforms are the result of rock type, structure and physical processes. \* Different management strategies can be used to protect coastlines from the effects of physical processes.  **\*** Natural hazards pose major risks to people and property. \* Earthquakes and volcanic eruptions are the result of physical processes.  \* The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. \* Management can reduce the effects of a tectonic hazard.  **Skills students will develop:**  Develop and extend their competence in a range of skills in using maps, photographs, graphs, and GIS including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions (study like a geographer)  Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography) | | **Links to National Curriculum**  **Links to & building upon prior learning** | **KS4:** 2. – ‘Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.’ 1.8 - Locational knowledge and contextual knowledge of the world’s continents, countries, regions and their physical, environmental and human features should be developed, including: appreciation of different spatial, cultural and political contexts, recognition of important links and inter-relationships between places and environments at a range of scales from local to global, and contextual knowledge of any countries from which case studies and exemplars are chosen.4.15, 4.16 Geomorphic processes and landscape - Geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space  2.10 – The use of a range of maps, atlases, satellite imagery and other graphic and digital material to analyse the changes we are seeing in coastal landscapes, tectonic activity and features of the Earth’s surface.  **KS3 curriculum links**: Year 7 – Unit 1: Tectonic activity, effects and responses to tectonic hazards, living in danger zones/ Unit 2: Migration due to natural hazards/ Unit 3: erosion of the land by weathering, features of the UK’s landscapes created by coastal and fluvial processes, coastal defences Year 8 – Unit 2: significance of coastal areas for development/ Unit 3: global atmospheric circulation and increasingly extreme weather | | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | ***Opportunities for wider reading/Listening/watching*** | | | |
| Coastal Landscapes: erosion, deposition, transportation, hydraulic action, abrasion, attrition, corrosion, traction, saltation, mass movement, fetch, landslide/ rockslide, slumping, chemical weathering, mechanical weathering, longshore drift, prevailing wind, swash, backwash, constructive waves, destructive waves, spit, headland, bay, wave-cut platform, wave-cut notch, managed retreat, hard engineering, soft engineering, groyne, rock armour, beach nourishment, dune regeneration  Tectonic Hazards: natural hazard, HIC, LIC, primary effect, secondary effect, immediate response, long-term response, monitoring, prediction, protection, planning, earthquake, liquefaction, tectonic plate, tectonic hazard, destructive plate boundary, constructive plate boundary, conservative plate boundary, magnitude, subduction, friction, Richter scale, convection currents, crust, mantle, outer, core  **social, economic, environmental, political**  KO - | | **Knowledge support** – Knowledge organisers provided as a foundation for accessing new content, particularly in relation to tectonic processes and case studies of tectonic events  Extended revision alongside KOs to provide more detailed material and visuals for revising case studies and inter-related processes  Classroom displays also utilised as a support for students locational knowledge and vocabulary.  **Reading support -**Key features in all extended text put in bold, highlighters provided for reading through together. Use of the visualiser to read through as a class, then ask students to identify any words they don’t know and discuss meanings as a class and annotate.  **Support** – Sentence starters for 3 and 4 mark questions, writing frames for 6 mark and 9 mark questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. If available, a pre-completed task in a different class exercise book or my own exercise book used as a model.  **Skill** | **Opportunities for inclusion of challenging content -** Geological process in the UK’s landscape – understanding the concept that weathering and erosion are constantly occurring physical processes that are shaping the land. Every area of natural landscape around us has been destroyed and created over time by erosion and weathering.  Coastal management – human disruption and interference with physical processes to protect economies only shift the issue to other areas, disrupting physical processes means transferring problems to another stage of natural cycles  Geological Timescales and the Climate Crisis – geological evidence through fossil study and carbon dating presents us with information about the six mass extinctions of the Earth’s history, relating to tectonic events as well as temperatures connected to levels of greenhouse gas in the atmosphere. The climate crisis is causing sea levels to rise and increased coastal erosion, threatening UK coastlines and urban spaces with future flooding  Impacts of natural hazards – wealth is an important factor in a country’s ability to cope with tectonic hazards, however a number of different physical factors that are much less in our control have huge implications for impacts. For example, magnitude, location of the focus and epicentre, and topography. Data can display these different factors for us to study. Supervolcanoes and Tsunamis – as a result of the earth’s tectonic activity within the mantle, supervolcanoes pose the threat of widespread extinction, and are difficult to prepare for. However, volcanoes are also essential to life on earth and have made our planet inhabitable. Tsunamis can also cause huge damage to coastal areas.  **Useful websites to stretch students** Internet Geography - <https://www.internetgeography.net/topics/what-is-coastal-erosion/>  Friends of the Earth, projections of future coastal flooding -  <https://friendsoftheearth.uk/climate/flood-map-england-and-wales-areas-risk-flooding>  Coastal processes -   <https://www.nps.gov/subjects/geology/coastal-processes.htm>  World geology - <http://www.onegeology.org/extra/kids/geology_around_the_world.html>  Volcanic eruptions - <https://geology.com/volcanoes/>  Continental drift -  <https://www.nationalgeographic.org/encyclopedia/continental-drift/> | **Read** – Recent articles to be identified to provide stretch and challenge for higher ability students, encouraging awareness of current affairs and contemporary climate and tectonic events, e.g.: History of UK coastal flooding - <https://nerc.ukri.org/planetearth/stories/1812/>  Coastal flooding and climate change - <https://www.pbctoday.co.uk/news/planning-construction-news/climate-change-and-coastal-flood/87401/>  India and coastal flooding - <https://www.financialexpress.com/opinion/skating-on-thinning-ice-india-faces-a-double-whammy-of-coastal-inundation-and-drying-glaciers/2180256/>  Britain’s collapsing coastline - <https://www.theguardian.com/environment/2019/dec/01/climate-crisis-leaves-british-coastlines-inches-from-disaster>  Looking back on the Haiti Earthquake - <https://haitiantimes.com/2021/01/12/retrospective-on-the-11th-anniversary-of-the-haiti-earthquake/> Werley Nortreus, Haitian intellectual and earthquake survivor thriving in academia - <https://www.broadwayworld.com/bwwmusic/article/Meet-The-Youngest-Haitian-Intellectual-In-The-World-20210127>  Italy’s geology - <https://www.theguardian.com/science/2016/nov/06/geology-italy-earthquakes-apennines-tectonic-plates-norcia-terrawatch#:~:text=Italy%20sits%20on%20the%20boundary%20between%20the%20African%20and%20Eurasian,to%20the%20east%20of%20Italy>.  **Listen –** USGS variety of podcasts about earthquakes, including ‘How do you prepare for an earthquake?’ and ‘What is the Ring of Fire?’ - <https://www.usgs.gov/natural-hazards/earthquake-hazards/science/earthquake-podcasts?qt-science_center_objects=0#qt-science_center_objects>  Looking back on the Haiti earthquake and lasting consequences (listen option available)  <https://www.miamiherald.com/news/nation-world/world/americas/haiti/article248450275.html>  **Watch** – Documentaries available on YouTube, Netflix and BBC iPlayer including ‘Planet Earth’, ‘One Planet’, ‘A Perfect Planet’ ‘After the Earth Shook’ Haiti Documentary - <https://www.youtube.com/watch?v=MMx_jEoTLaE>  National Geography – ‘Lava Driven World’ - <https://www.youtube.com/watch?v=ZdB4cxFp8is> | | | |

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| **Coastal Landscapes (Section C)** | **Sequence of Learning: Lesson Title** | Key Concepts **Skills** Case studies/ Examples | **Assessment** | **Homework** | **Furthering Cultural Capital/**  **Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **1** | Wave types and their characteristics | Both constructive and destructive waves shape the land. Waves have different characteristics depending on the weather | 2 mark question: peer-assessed Figure study |  | *Opportunity to read article on India’s increasing coastal flooding* | Year 7 Unit 3 coastal processes |  |
| **2** | Weathering and mass movement | Chemical and mechanical weathering weaken the land, causing the three different types of mass movement |  | *Opportunity to read article on UK history of coastal flooding* | Exploring significant geologies of our country | Year 7 Unit 3 coastal processes |  |
| **3** | Coastal erosion processes and landforms | Erosion by the sea creates specific coastal landforms out of headlands, which eventually become stacks  **Understanding and explaining photographs** | 4 mark question: peer-assessed Figure study | Key vocab flashcards | Exploring how the land around us has changed through geological time, on a local and national scale | *DO NOW: Re-cap task on Year 9 erosional river landforms* Year 8 Unit 2 impacts of climate change |  |
| **4** | Coastal erosional landforms | **Exam practice & D.I.R.T.** |  |  |  |  |  |
| **5** | Coastal transportation and long-shore drift | Waves transport material repeatedly in a process called longshore drift. Longshore drift and deposition create spits  **OS map reading, grid references** | Self-assessed low-stakes quiz |  |  | Year 7 Unit 1 and 3 grid references |  |
| **6** | Coastal depositional landforms | Deposition also creates salt marshes, bars, and sand dunes  **OS map reading, grid references** | 4 mark question: peer-assessed Figure study |  |  | *DO NOW: Re-cap task on Year 9 depositional river landforms* Year 7 Unit 1 and 3 grid references |  |
| **7** | Coastal landforms on the Jurassic Coast | The Jurassic Coast has features unique landforms created by erosion and deposition  **UK map and thematic map reading** Jurassic Coast |  |  | Exploring how the land around us has changed through geological time, on a local and national scale | *DO NOW: Re-cap task on Year 9 how a river changes as it goes downstream* |  |
| **8** | Managing coastal erosion: hard engineering | Hard engineering is used to effectively interrupt coastal processes to protect valuable land. It has advantages and disadvantages |  | Key vocab and case study flashcards | *Opportunity to read article on Britain’s collapsing coastline* | Year 7 Unit 3 managing coasts |  |
| **9** | Managing coastal erosion: soft engineering and managed retreat | Soft engineering works with natural processes to protect coastal areas, and managed retreat allows natural processes to take place with some controlled factors  **Interpreting satellite images** |  |  | Developing understanding of intersectionality and the interconnectedness of climate and human struggle | Year 8 Unit 1 the role of trees in ecosystems |  |
| **10** | Coastal Management at Lyme Regis | On the Jurassic Coast, Lyme Regis town needed protection. In four stages, the coastline was stabilised using both hard and soft engineering. There were successes and failures  Lyme Regis coastal management | 6 mark question: teacher-marked extended writing to evaluate coastal management |  | Skills of evaluation to come to an opinion | Year 7 Unit 3 coastal defences |  |
| **Tectonic Hazards (Section A)** | **Sequence of Learning: Lesson Title** | Key Concepts Case studies/ Examples **Skills** | **Assessment** | **Homework** | **Furthering Cultural Capital/**  **Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **11** | What are natural hazards? | Natural hazards can be categorised into atmospheric, geological and flooding. Natural hazards pose hazard risks, and are only considered 'disasters' when they cause damage to people's lives. Some factors increase hazard risks. |  |  |  | Year 7 Unit 1 and Year 8 Unit 2 natural hazards |  |
| **12** | Distribution of earthquakes and volcanoes | The earth is split up into four layers. The crust is broken into tectonic plates, on the margins of those plates is where the majority of tectonic activity occurs **World map reading** |  |  | *Opportunity to listen to podcast on the Ring of Fire* | *DO NOW: Re-cap task on Year 9 global distribution of resources* Year 7 Unit 1 tectonic plates |  |
| **13** | Physical processes at plate margins | Constructive, destructive and conservative plate margins cause tectonic hazards |  | Key vocab mindmap | *Opportunity to watch documentary ‘Lava Driven World’* | Year 7 Unit 1 tectonic plates and tectonic hazards |  |
| **14** | Physical processes at plate margins continued | **Exam practice & D.I.R.T.**  **Interpreting diagrams and photographs** | 6 mark question: peer-assessed Figure study |  |  |  |  |
| **15** | LIC Earthquake | The Haiti earthquake of 2010 caused a number of primary and secondary effects, with some responses. The effects were devastating as a result of its poverty  **Interpreting data** Haiti Earthquake |  | *Opportunity to read article on looking back at the Haiti Earthquake* | Empathising with communities across the world experiencing hardship | *DO NOW: Re-cap task on Year 9 water insecurity and increasing water supply* |  |
| **16** | HIC Earthquake | The central Italy earthquake of 2016 had a variety of primary and secondary effects which were minimal in comparison, with some effective responses that reflect its wealth as a HIC **Analysing photographs,** Central Italy Earthquake |  | Key vocab and case study mindmap | *Opportunity to read article on Italy’s geology* | Year 7 Unit 1 tectonic hazards |  |
| **17** | 9 mark technique and analysis | 9 mark answers require a structure, involving AO1 and AO2. AO3 is required when a Figure is involved  **Assessing and critical thinking, use of data to demonstrate detailed AO1** Haiti earthquake, Central Italy earthquake | 9 mark question: teacher-marked extended writing to compare the effects of both earthquake case studies | *Opportunity to read article on Haitian intellectual* | Skills of evaluation to come to a well-informed opinion |  |  |
| **18** |  | **D.I.R.T.** | Improving 9 mark question and self-assessed low-stakes quiz |  |  |  |  |
| **19** | Living with the risk from tectonic hazards | People live in tectonic danger zones for a number of economic and social reasons, such as having jobs from the fertile soil and tourism  Iceland |  |  | Developing understanding of intersectionality and the interconnectedness of climate and human struggle, developing knowledge of geography and energy | Year 7 Unit 1 danger zones |  |
| **20** | Reducing the risk from tectonic hazards | The 3 Ps (Prediction, Protection, Planning) and monitoring are used to reduce the effects of tectonic hazards. Prediction is not exact for earthquakes, however planning and protection can be effective | 4 mark question: peer-assessed Figure study |  | *Opportunity to watch the Haiti documentary ‘After the Earth Shook’* | *DO NOW: Re-cap task on Year 9 reducing flooding* Year 8 Unit 2 reducing the damage from weather hazards |  |
| **Revision Week** |  | Revision of Section A Tectonic Hazards |  |  |  |  |  |
| **Revision Week** |  | Revision of Section C River Landscapes and Weather Hazards |  |  |  |  |  |
| **Assessment Week (AP1)** |  |  | Mock exam style: Paper 1 Tectonic Hazards from Section A, Coastal Landscapes from Section C, Rivers and Resource Management from Year 9 |  |  | *Recap of all Paper 1 since Year 9 River Landscapes* |  |