Year 10
Subject: Geography
Topic/Unit: The challenge of natural hazards - tectoni
When: HT2

Huntington School
Learn and succeed

Overview: 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. The aims of this unit are to develop an understanding of the tectonic 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.

Why this? Why now? In the previous unit, students learned that there is a development gap. This unit considers how the physical processes are not the only factors which have an impact of the amount of damage caused in a natural disaster and it is also strongly linked to the level of development of a country.

Building on...building to: In Year 8 students learned the principles of plate tectonics and continental drift. This adds depth to those processes and consider the reasons for plate movement. In Year 8 the focus was on volcanoes where this unit considers the causes and impacts of seismic activity. It leads onto the study of hazard management in year 13.

Sequence summary:

- The theory of plate tectonics and the physical processes that lead to tectonic hazards
- The effects and responses to seismic hazards in two areas of contrasting development
- The reasons for choosing to live in a tectonically hazardous area are varied
- How monitoring, prediction, planning and preparation can help to reduce the impact of tectonics hazards

Key Vocabulary:

- Tectonic hazard - A natural hazard caused by movement of tectonic plates (including volcanoes and earthquakes)
- Primary effect - The initial impact of a natural event on people and property, caused directly by it
- Secondary effect - The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
- Immediate responses - The reaction of people as the disaster happens and in the immediate aftermath
- Long term responses **-** Later reactions that occur in the weeks, months and years after the event.

Assessments: Regular recall and retrieval tasks on whiteboards throughout each lesson to check understanding and dispel misconceptions. End of unit assessment exam questions from past papers.

Able and interested: Watch *Fire of love* on National Geographic (Disney+). This National Geographic Documentary Films project that chronicles the extraordinary lives of French volcanologists Katia and Maurice Krafft. For two decades, the couple fearlessly chased active eruptions and documented spectacular lava footage. Read *The Volcano, Montserrat and Me: Twenty Years with an Active Volcano* by Lally Brown which chronicles the author's harrowing and deeply personal experience living through the catastrophic awakening of the Soufrière Hills Volcano.

Inclusion, Personal Development and Wider Skills: Tasks are scaffolded to build confidence. Longer exam questions are explicitly broken down into sections. Students learn to link concepts together between human geography concepts of development and physical geography concepts of landscape development.

Homework and Independent Learning: Homework is set weekly. Tasks may include completing graphs, interpreting maps and graphs, creating revision material and answering exam questions