

Geography Department

Year 7

Topic: Why do we get Earthquakes and Volcanos?

Learning Journey

Prior learning: Students have briefly looked at the different layers of the Earth. This will provide a foundation for developing their understanding of the process of convection and how this drives plate movement.

Learning sequence – topic title							Endpoint
Main learning steps	Students are introduced to different types of volcano and their key features. They will then think about why they happen and how they affect people. Finally, they will consider how eruptions can be managed through a contemporary case study (La Palma)	Students will be introduced to Earthquakes with a focus on the features of such seismic events. They will then consider why they happen and how they affect people.	Students will start to consider why some earthquakes are worse than others through engaging with a range of contemporary case studies.	Students will examine the cause, effect and response to the 2010 Haiti Earthquake.	Students will be introduced to secondary seismic events with a focus on Tsunamis. They will examine their cause and effect with a focus on a recent Tsunami event (Tohoku)	Students will consider why people might live in seismically active locations despite the inherent dangers and look at how preparation, prediction and response can be used to mitigate risk. A particular focus will be given over to earthquake resistant	Students will be able to explain the causes and consequences of a range of different seismic events and will understand the factors which can lead to differing levels of impact.

						design with the potential for a trip to the NHM to reinforce learning.	
Assessment			Students will look at a contemporary newspaper report of a recent earthquake event. They will consider the language of the report and what made this a good article. They will then write a summary of what makes a good newspaper report. This will support them with their summative assessment.	Having gathered information about the Haiti Earthquake and previously considered what makes a good newspaper report, students will be tasked with completing a newspaper report about this event. This will be their summative assessment.			

Where will we use these ideas again: The idea of natural hazards will be revisited in year 8 when students study extreme weather events such as hurricanes as part of their wider unit on weather and climate. They will then come back to tectonics as part of their GCSE course in the unit “The Challenge of Natural Hazards.”