



| Topic | Learning Objectives | Key Vocabulary | Learning Sequence | Linked Learning | Home Learning |
|---|---|--|---|--|---|
| Natural hazards | To understand how to describe natural hazards and hazard risk and the factors that increase hazard risk. | Hazard Atmospheric Tectonic Geomorphological Biological Urbanisation poverty | Key word definitions. Sorting images into risk categories. Mapping activity. Using statistics to create pie charts. GCSE exam question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3 | Revise key terms Practice exam questions Research hazard case studies |
| Distribution of earthquakes and volcanoes | To understand how to describe the distribution of earthquakes and volcanoes and to link the distribution of earthquakes and volcanoes to plate tectonics . | Earthquake Volcano Tectonic plates Convection currents Core , Mantle & Crust Plate boundaries | Key word definitions. Describing patterns on a map. Annotated diagrams showing layers of the earth . GCSE question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Exam technique | Revise key terms Practice exam questions Research hazard case studies |
| Physical processes at plate margins | To understand plate tectonics theory and describe and explain the global distribution of volcanic eruptions and earthquakes and their relationships to plate margins. | Continental crust Oceanic crust Constructive margin Destructive margin Conservative margin Subduction zone Oceanic ridge | Annotated diagrams of different plate boundaries showing key physical processes and examples of each. GCSE Question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Research hazard case studies |



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| Chile and Nepal Earthquakes: example of two earthquakes in contrasting countries | To be able to compare in detail the events of two earthquakes and explain how different levels of wealth and development affect the impact of hazards. | Primary effects Secondary effects Seismic waves Richter scale Mercalli scale Social / Economic environmental | Key definitions. Locating places using geographical terminology. Sorting effects into categories. Comparison exercise between the effects and responses of countries with different levels of wealth . GCSE question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3 | Revise key terms Practice exam questions |
| Living with the risk from Tectonic Hazards | To be able to justify why people live in areas at risk from earthquakes and volcanoes . | Risk Monitoring Poverty Settlement Tsunami Geothermal Tourism | Identifying different risks associated with tectonically active areas. Categorising advantages and disadvantages of living in areas at risk. Mapping activity. GCSE question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3 | Revise key terms Practice exam questions Revision for end of unit test |
| Reducing the risk from tectonic hazards | To evaluate the four main management strategies for reducing the risk from tectonic hazards. | Monitoring Prediction Protection Planning Seismicity Geophysical Hydrology | Researching different methods of monitoring, predicting, protection from and planning for volcanic eruptions and earthquakes. Written descriptions and evaluations of different strategies. GCSE question. | Pre-requisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Revision for end of unit test |



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| Global atmospheric circulation | To understand how global atmospheric circulation affects global weather and climate. | Air pressure Trade winds Altitude Coriolis effect Hadley Cell Ferrel Cell Polar Cell | Key word definitions. Annotated diagram of global atmospheric circulation model. Written explanations about how global atmospheric circulation is responsible for different ecosystems GCSE questions | Pre-requisites: Year 8 half term 2—weather and climate Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Ecosystems unit of work half term 3 year 11 | Revise key terms Practice exam questions Research weather hazards |
| Formation and structure of tropical storms | To understand how tropical storms form, their structure and affects of climate change on them. | Friction Evaporation Condensation Precipitation Saffir-Simpson Frequency Intensity | Annotated diagrams of structure and formation of tropical storms Written explanations of distribution of tropical storms Using evidence to make links between climate change with the distribution, frequency and intensity of tropical storms GCSE Question | Pre-requisites: Year 8 half term 2—weather and climate Year 7 half term 4—climate change Describing locations— throughout KS3 What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Research weather hazards case study |
| Case study of a tropical storm | To understand the effects and responses to Typhoon Haiyan | Primary effects Secondary effects Immediate responses Long-term responses Aid | Research activity into Typhoon Haiyan Sorting activity between primary/secondary effects and immediate and long-term responses | Pre-requisites: Year 8 half term 2—weather and climate Development of extended writing What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Research case study examples |



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| Reducing the effects of tropical storms | To understand how the effects of tropical storms can be reduced | Protection Planning Hurricane watch Hurricane warning Cyclone shelter Meteorological | Researching different methods of monitoring, predicting, protection from and planning for tropical storms. Written descriptions and evaluations of different strategies. GCSE question. | Pre-requisites: Year 8 half term 2—weather and climate Development of extended writing What comes next: Development of skills/exam technique | Revise key terms Practice exam questions |
| Weather hazards in the UK | To understand that the UK is affected by a variety of weather hazards | Extreme weather Thunderstorms Prolonged rainfall Drought | Identifying different risks associated with weather hazards. Categorising advantages and disadvantages of living in areas at risk. Mapping activity. GCSE question. | Pre-requisites: Year 8 half term 2—weather and climate Development of extended writing Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Research UK extreme weather events Revise for end of unit test |
| Extreme weather in the UK | To study a case study of an extreme weather event in the UK | Social Economic Environmental Political Dredging Floodwaters Stagnant Re-oxygenated | Identify the reasons for the Somerset Levels Floods (2014) Mapping activity Categorise impacts into social, economic and environmental effects Evaluation of the immediate and long-term responses GCSE Question | Pre-requisites: Year 8 half term 2—weather and climate Describing locations— throughout KS3 Map skills– year 7 term 1 and throughout KS3 Development of extended writing What comes next: Development of skills/exam technique | Revise key terms Practice exam questions Revise for end of unit test |