Year 9 Unit 2 Overview - Tectonic Hazards

AQA GCSE Geography Paper 1- Living with the Physical Environment

How are people and places affected by earthquakes and volcanoes?

You will learn about:

- The structure of the Earth and how earthquakes and volcanoes are formed
- The causes and impacts of earthquakes and volcanoes in low and high income countries
- Methods used to reduce the risk of earthquakes and volcanoes

You will be able to:

- Gather information to compare a range of places / views
- Make geographical decision analysing evidence
- Use literacy (PEEL, PEAL), numeracy (graph and data skills) and map skills

Lesson Overview:

1. What's inside the Earth?
2. How are earthquakes and volcanoes distributed?
3. What happens when tectonic plates meet?
4. What are the different types of volcanoes and their hazards?
5. What happened in Montserrat? *Interactive*
6. What causes earthquakes?
7. Impacts and responses of the Nepal 2015 earthquake
8. Impacts and responses of the Chile 2010 earthquake
9. How can the risks from tectonic hazards be reduced?
10. Revision/ consolidation
11. Assessment
12. DIT

Key Words:

- **Conservative plate boundary** – where two plates are sliding alongside each other
- **Constructive (transform) plate boundary** – where two plates are moving apart
- **Destructive plate boundary** – where two plates are moving towards one another
- **Distribution** – the pattern of a geographical feature e.g. earthquakes and volcanoes
- **Immediate responses** – search and rescue and keeping survivors alive by providing medical care, food, water and shelter
- **Long-term responses** – re-building and reconstruction, with the aim of returning people's lives back to normal and reducing future risk
- **Primary effects** – happen immediately and are caused by the ground shaking e.g. deaths, injuries and damage to roads and buildings
- **Secondary effects** – are a result of the primary effects (ground shaking) and includes tsunami, fires and landslides.
- **Tectonic hazard** – hazards associated with the movement of tectonic plates e.g. earthquakes, volcanoes and tsunamis

Suggested reading

Fiction:

Ashfall by Mike Mullin

Pompeii by Robert Harris

Shook: An Earthquake, A Legendary Mountain Guide and Everest's Deadliest Day by Jennifer Hull (2015 Nepal Earthquake)

Non-fiction articles available on Showbie

Cross curricular:

- **SMSC:** develop a critical understanding of the social impacts of tectonic hazards and cultural and religious views/appreciations of the natural environment e.g. volcanoes. To show empathy when assessing the impacts of tectonic hazards on people.
- **Literacy**: using key geographical terms accurately, to learn to assess and evaluate impacts of tectonic hazards
- **Numeracy:** to develop an understanding of how magnitude and frequency are measured, to draw and analyse bar charts showing the fatalities of natural disasters and to calculate averages and increases/decreases.

Research	Note-making	Group work & discussion	Memorisation	Precision & accuracy	Independence	Reflection