

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

This scheme of work includes a personal project where students have the chance to research geographical facts for themselves and use a range of presentation methods to help them answer their project title. This will enable students to develop their independence whilst gaining success as this forms part of their entry level qualification. By using a range of methods to meet the learning objectives (e.g. Clicker, posters and writing) students will also develop their communication skills. Link Priorities explore during this topic are: **10. Transfer and generalise skills** – able to apply knowledge and skills they learn at school to different activities and environments. **14. Personal safety** – able to see hidden risks by recognising less obvious intentions of others- making safe choices.

	Topic	Learning Objectives	Tasks	Assessed LO
W1	Structure of the earth	I understand why some places in the world are more dangerous than others.	<ul style="list-style-type: none"> • Draw a diagram of the Earth's layers • Draw diagrams of different types of plate boundary • Locate earthquake and volcano zones on a world map 	I can: <ul style="list-style-type: none"> • Understand the structure of the Earth • Know that the Earth's crust is broken up into tectonic plates and that these plates move • Know the location of earthquake and volcanic zones
W2	Tectonic movement	I understand how tectonic movement can be hazardous.	<ul style="list-style-type: none"> • Create a mind map displaying hazards associated with earthquakes and volcanoes • Design a poster to help people predict and prepare for an earthquake or volcano 	I can: <ul style="list-style-type: none"> • Know the hazards associated with earthquakes and volcanoes • Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world

W3	<p>Hazardous environments</p> <p>PERSONAL PROJECT</p>	I understand why some people choose to live in hazardous places.	Personal Project: poster/power point or written project about an earthquake or volcano.	<p>I can:</p> <ul style="list-style-type: none"> • Locate the earthquake or volcanic eruption • Understand why the earthquake or volcanic eruption occurred • Describe the impacts of the earthquake or volcanic eruption on people and the place • Know the different responses to the earthquake or volcanic eruption • Understand simple ways the place prepares for earthquakes or volcanic eruptions
W4	Natural and human flood factors.	I understand which natural and human factors can cause flooding.	<ul style="list-style-type: none"> • Sorting natural and human factors game • Create a mind map displaying natural and human flood factors 	<p>I can:</p> <ul style="list-style-type: none"> • Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. • Understand how human activities increase the risk of flooding, such as the built environment and deforestation
W5	Impacts of flooding.	I understand the impacts of flooding.	<ul style="list-style-type: none"> • Create a poster showing the impacts a flood can have on a country • Compare a flood in a developed country and a flood in a developing country 	<p>I can:</p> <ul style="list-style-type: none"> • Describe the impacts of flooding such as damage to homes and loss of livestock • Understand how flooding can have different impacts on people in contrasting parts of the world
W6	Flooding hazards.	I understand how hazardous flooding can be.	<ul style="list-style-type: none"> • Case study of one flood event • Create a fact file of a flood event • Describe how a country can prepare for flooding 	<p>I can:</p> <ul style="list-style-type: none"> • Locate the flood event • Understand why the flood event occurred • Describe the impacts of the flood event on people and the place

				<ul style="list-style-type: none">• Know the different responses to the flood event• Understand simple ways the place prepares for flooding
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