Geography - Medium Term Plan Year 9 - Extreme Hazards SOW

Unit planning and evaluation sheet:

Year 9 Unit 3	Title: Extreme Hazards	
Why are you teaching it? **What do they need to know? Misconceptions?**	**Links to the KS3 National Curriculum:** To extend students locational knowledge using maps to locate each named example. Understand, using named examples to understand the processes linked to extreme weather events. Evaluate the impact on human activity and methods of management. **Misconceptions:** Students often struggle to understand the difference between and the impact of high and low pressure.	
Why are you teaching it now? What **prior learning** do students have?	**Prior Learning**: Students have previously learnt about tectonic hazards in Y8 and so this module builds on the prior knowledge of physical processes that lead to hazards and the human responses of monitoring, predicting, preparing. Students have been introduced to the concepts of high and low pressure in Y7 during the weather and climate module. Students have studied the Beast from the East. **Why Now?**: Important that students learn about extreme hazards the factors that affect hazard risk. Will support KS4 Geography Paper 1, Section A content.	
	Key words (Highlighted for Frayer model deep dive)	Natural Hazard, geological, meteorological, hazard risk, low pressure, hurricanes, coriolis effect, GAC, Hadley Cell, prediction, protection A5 glossary available for students books for this module.

What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**Oracy** (highlight in yellow for a Frayer model deep dive)	Confidently be able to discuss the issues within this topic. Always aim to **Elicit response from whole class** *All students should respond to questions using either:*
		
		Think - Pair - Share
		Use of Mini whiteboards (Ensure all misconceptions are addressed before moving on)
		
		Type of questions:
		  1. Open questions. E.g What do you think about...?
		  2. Higher order questions. E.g What can you infer…?
		  3. Hinge questions. E.g. **diagnostic questions asked at the point in the lesson** called the 'hinge' where you need to check if your students are ready to move on
		
		Students will use tier 2 & 3 vocabulary in their verbal answers.

	Literacy	Define new key words such as hazard, risk, capacity, vulnerability, frequency, hurricane, monitoring, prediction, preparing. Be able to explain the geography processes of weather systems, how tropical storms develop, high and low pressure weather events. Reading: Use of the three whole school reading strategies where appropriate: 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria. Use of Frayer model to embed understanding of key words.
	SEND	Learning objectives are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons. Activities follow a YRB route to develop knowledge, skills and understanding. Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.
As a result of assessment what % of students can achieve these focus skills.	Mastered (18-25) Secure (13-17) Developing (8-12) Emerging (0-7)	