Subject: 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)	
What **amendments** are you going to make following evaluation of this module?	Develop assessment to 30 marks	

Topic 1

1. Natural Hazards and Weather

Natural Hazards and Weather	Key content	Student Activities	Key Objective
Lesson 1 What is a natural hazard	The various different kinds of natural hazards	Think, Pair , Share activities	The difference between natural and man made Hazards. Different kinds of hazards
Lesson 2 The risk of natural hazards	Risk factors why some hazards are greater risk than others	Complete a sheet why some hazards pose a greater risk than others	Why some hazards have a greater impact than others
Lesson 3 The causes of tropical storms	What are the main causes of Tropical Storms	Resource sheet and other activities	Main causes of tropical storms
Lesson 4 Hurricane Katrina	Impact of a hurricane on a HIC	Literary resource on facts about Hurricane Katrina	Impact of a hurricane on a HIC
Lesson 5 Typhoon Haiyan	Impact of typhoon and comparison between HIC and LIC	Comparison sheet between two different tropical storms	Show the difference that a natural disaster has on two economically different countries
Lesson 6 Comparison (extension)	Environmental, Economic and social impact comparison between the two tropical storms	Write a longstyle and in depth essay on the differences in impact on the two countries	Impact should be divided into social, economic and environmental

Lesson 7 Heatwaves	What is a heatwave, impact and potential future risk	Read articles and discuss	Impact of heatwaves and its potential danger to people in the UK due to Climate change
Lesson 8 Managing Tropical storms	Prepare, protect and plan and the effectives of these due to economic status	Various activities	How can impact of tropical storms be managed : Prepare, Protect, Plan) How will this be affected by economic status of a country
Lesson 9 Assessment Tropical storms (weather hazards)	Assessment	Assessment	Assessment
Lesson 10 R2F Feedback	Feedback	Green pen	Record data
Lesson 11 Weather and climate	Focus of the differences between weather and climate	Short story : Other activities	The difference between weather and climate
Lesson 12 Recording the weather	Recording equipment, measurements and methods	Various activities to show units, instruments	Focus: Units, measurements and methods
Lesson 13 Who cares about the Weather	Importance of weather and how it impacts our daily lives	Constructing a graph	Show how weather impacts our everyday lives
Lesson 14 What affects the weather in the UK ?	Basic factors that lead to the unstable weather the UK experience	Reading weather charts and graphs	Understand what effects the weather in the UK
Lesson 15 'The Beast from the East '	Case study of the Beast from the East . Extreme weather more and more likely in the UK	Information sheet on the 'Beast from the East'	Case study of a weather event in the Uk and the likelihood of it happening more often due to climate change
Lesson 16 'Why do the UK need a lot of water ? '	Fundamentals about the impact a lack of rain on the UK	Factsheet	Current topic : Understand how a lack of water effects the UK
Lesson 17 Microclimates	Understand what micro climates are and how cities like London can generate their own micro climate	Graph and worksheets	Understand what microclimate is and how cities can generate their own
Lesson 18 Assessment Weather	Assessment	Assessment	Assessment
Lesson 19 R2F	Feedback	Green pen	Record the data

Weather

Year 9 Unit 3	**Title: Weather**	
Why are you teaching it? **What do they need to know? Misconceptions?**	● Geographical importance: ○ Weather affects daily life, human activity, and ecosystems, making it a highly relevant topic for students. ○ Weather and climate underpin many GCSE topics (natural hazards, ecosystems, climate change) and this module strengthens foundational knowledge. ● Skill development:	

	○ Builds map, graph, and data interpretation skills using real-world weather maps, synoptic charts, and satellite imagery. ○ Develops enquiry and investigation skills through data collection and analysis. ● Cultural capital: ○ Helps students understand extreme weather events globally and locally, fostering empathy and global awareness. ○ Builds scientific literacy by linking geography with meteorology, climate science, and sustainability. ● Relevance: ○ Prepares students to critically evaluate media coverage of weather events and climate issues. ○ Provides context for environmental and political discussions around adaptation and resilience.	
Why are you teaching it now? What **prior learning** do students have?	● From Key Stage 2: ○ Basic understanding of seasons, weather patterns, simple water cycle. ○ Map skills (locating continents, countries, key physical features). ● From Year 7 Geography: ○ Introduction to physical processes (water cycle, rainfall types). ○ Map reading, compass points, use of OS maps. ● From Year 8 Geography: ○ Knowledge of rivers and coasts (erosion, deposition, flooding), linking to impacts of extreme rainfall. ○ Familiarity with human-environment relationships (population, hazards). ● Cross-curricular links: ○ Science (heat transfer, water cycle, air pressure, energy). ○ Maths (data handling, interpreting graphs and charts).	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	Progress from reading simple weather symbols to interpreting detailed synoptic charts, analysing satellite imagery, and explaining weather data. Capable of evaluating impacts and responses to extreme weather.	
As a result of assessment what % of students can achieve these focus skills.	Develop deeper understanding of global interdependence (how extreme weather affects different parts of the world). Able to make connections between weather, climate change, and hazards.	
What **amendments** are you going to make following evaluation of this module?	Confidently use evidence from case studies to evaluate management strategies for extreme weather events. Begin structuring extended written responses.	