

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

**Half Term 1**

**Extreme environments 1**

- What is an extreme environment, are cold environments under threat, Alaska case study

**Half Term 2**

**Extreme environments 2**

- Extreme environment case studies: La Rinconada, Peru and The Danakil depression, Dictatorships

**Half Term 3**

**Extreme environments 3**

- Life in a refugee camp, how can a refugee camp be improved

**Half Term 4**

**Explosive earth 1**

- What is inside our planet, how is our planet changing, why do we get earthquakes and volcanoes, Haiti earthquake (causes, effects, responses)

**Half Term 5**

**Explosive earth 2**

- What are the causes, effects and responses of the Chile earthquake, Japanese tsunami, Boxing day Tsunami 2004

**Explosive earth 3**

- What are volcanoes, Mt. St Helens case study, Volcano project, supervolcanoes

**Half Term 6**

**Tectonic hazards GCSE intro**

**Feedback, Retrieval & Assessment**

- Self and peer assessment throughout lessons
- On-going formative assessment during lessons by teacher through questioning
- Termly assessed questions
- Regular formal assessments
- Regular quizzes to check knowledge

**Super curriculum opportunities / extra-curricular activities**

- Debates or speaking and listening activities in each unit
- Opportunities for lunchtime revision

**Cultural Capital, SMSC, Careers and Futures**

- Thinking like a manager: disaster planning and risk management
- Practicing working as part of a team as well as leading a team
- Problem solving
- Potential for outside speakers
- Learning essential research and exam skills (ICT)
- Learning essential skills of graphing and data manipulation
- Increasing independence with extended writing
- Learning about new and exciting places that students may not be able to easily visit
- Challenging media representations

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>Talking through vocabulary together as a class</li> <li>Challenging images/texts and what they show</li> <li>Educating students using RUAH principles in lesson during whole class debates/discussions</li> </ul>	<ul style="list-style-type: none"> <li>Regular homework setting for students to revisit prior learning with a mixture of different tasks: questions, quizzes, case study knowledge retrieval</li> <li>Using quizzes and 'memory joggers' in lesson to get students to revisit prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Clearly defined success criteria and use of clear feedback model to show next steps to improve</li> <li>Challenge activities built into each lesson</li> <li>Closing the vocabulary, reading, and writing gap strategies</li> <li>Challenging text/images/graphing used as starters for students</li> </ul>