



Big Question Template / Learning Journey / SOW summary

AoLE: Humanities	Subject: Geography	Year: 9
------------------	--------------------	---------

Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Tsunamis; formation, consequences and mitigation.	Tsunamis are powerful natural hazards caused by underwater earthquakes or volcanic eruptions. Pupils will explore how tsunamis occur, their devastating effects, and the science behind them. Educating students about tsunamis enables them to understand warning systems, evacuation procedures, and emergency preparedness. Studying tsunamis equips Year 9 pupils with essential knowledge about natural disasters, their consequences, and strategies to mitigate risks.	Structure of the Earth Continental drift Earthquakes Economic, Social and Environmental Geography

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can give comprehensive explanations and analysis of how and why places, spaces, environments and landforms have changed over time.</p>	<p>Using map skills and applying previous knowledge, suggest reasons why some countries suffer from tsunami and some do not.</p> <p>Explain the economic, social and environmental effects of a tsunami using connectives to develop an extended answer to a GCSE question.</p> <p>Explain the short, medium and long term responses to a tsunami. Justify reasons why each response has been categorised accordingly.</p>
Advancing	<p>I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.</p> <p>I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.</p> <p>I can make decisions, identify opportunities and plan appropriate action to make my voice heard.</p>	<p>Explain why tectonic plates move.</p> <p>Using key terminology, explain in detail what causes an earthquake.</p> <p>Using key terminology, explain in detail how a tsunami is formed.</p> <p>Suggest and justify why certain effects can come under more than one of the following categories; economic, social and environmental.</p> <p>Prioritise the contents of an emergency tsunami kit. Justify your reasoning.</p> <p>Explain the responses to a tsunami.</p>
Securing	<p>I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.</p> <p>I can give simple descriptions of the processes that lead to change in the natural world.</p> <p>I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</p>	<p><b>Describe</b> and <b>explain</b> what tectonic plates are and <b>describe</b> where earthquakes and volcanoes usually occur.</p> <p>Explain what causes an earthquake.</p> <p><b>Explain</b> how a tsunami is formed.</p> <p>Categorise the effects of a tsunami.</p> <p>Explain what actions to take during a tsunami. Explain certain items you would include in a tsunami kit.</p> <p>Categorise the responses to a tsunami.</p>
Beginning	I can describe how people and the natural world may impact on each other.	<b>Identify</b> the 4 different layers of the Earth and correctly <b>label</b> the Earth's tectonic plates.



	<p>I can recognise the distinctive features of places, environments and landforms, and how these may change.</p> <p>I am beginning to appreciate and care for living things and my own environment.</p>	<p>Add labels to a cross section of an earthquake.</p> <p><b>Describe</b> what a tsunami is and correctly label a cross section diagram of a tsunami.</p> <p>Identify the effects of a tsunami.</p> <p>List items to include in an emergency tsunami kit.</p> <p>List different ways to respond to a tsunami.</p>
--	---	---

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b> Take part in an earthquake drill.</p> <p><b>International links:</b> Identify the distribution of the world's tectonic plates. Investigate the 2004 Indian Ocean and 2011 Japan Tsunami.</p>	<p><b>Literacy:</b> Use oracy skills to explain the effects of a tsunami, suggest what category they belong in and justify reasons why they can come under more than once category? Extended writing with the use of tier 3 vocabulary and connectives to describe and explain the responses that take place following a tsunami. Summarise and structure the effects of a tsunami into paragraphs. Using tier 3 terminology, produce structured descriptions and explanations for the formation of earthquakes and tsunamis.</p>

Assessment (How will we know that students have learnt what we taught them)	
<p><b>Formative Assessment:</b> Label the 4 layers of the earth Label different tectonic plates Explain why tectonic plates move Draw a cross section of the Earth and label features of an earthquake With the use of a diagram, describe and explain how earthquakes are formed. With the use of a diagram, describe and explain how tsunamis are formed. Categorise the effects of a tsunami Describe and explain the effects of a tsunami Identify, describe, explain, prioritise and justify the items included in an emergency tsunami kit. Categorise the responses to a tsunami Using connectives write an extended piece of work justifying actions that should be taken following a tsunami.</p>	<p><b>Summative assessment:</b> Explain how a tsunami is formed. Explain social, economic and environmental impacts of a tsunami. Suggest and justify a response to one of the impacts.</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice