



Big Question

AoLE: Humanities	Subject: Geography	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How are volcanoes formed and what hazards do they possess?	This Big Question investigates the structure of the earth and allows pupils to use the skill of identifying specific places in the world using latitude and longitude. Students will be learning about tectonic plates, why they move and what happens and why at different plate boundaries. The structure of a volcano along with its hazards will be investigated along with different ways humans can protect themselves from future eruptions. Finally, students will be consolidating their knowledge whilst working on a group DME task around the volcanic island of Montserrat.	Structure of the Earth Economic, Social and Environmental viewpoints

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 evaluate and reflect on my findings, synthesise information, predict possible outcomes (where appropriate), and present well-supported and justified conclusions.</p> <p>I can give comprehensive explanations for the distinctive features of places, spaces and landscapes along with the processes at work.</p> <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 have identified, planned, reflected upon and evaluated the impact of action I have taken, either individually or collaboratively. Within that context, I critically examine my attitudes, assumptions and behaviours.</p>	<p>Pupils budget and justify their decisions during a decision making exercise linked to the island of Montserrat.</p> <p>Pupils make a decision on the sustainable future development of Montserrat. Pupils apply geographical knowledge to their decision, evaluate and justify their chosen option.</p> <p>Describe, explain and connect particular volcanic hazards to the effects of the Montserrat eruption.</p>
Advancing	<p>I can analyse, present and reflect on my findings, describing patterns and explaining relationships across data and sources.</p> <p>I can describe and explain the distinctive features of places, spaces and landscapes at a variety of scales, in my locality and in Wales, as well as in the wider world, along with the</p> <p>I can understand and explain the range of factors that affect the interrelationships between humans and physical processes.</p> <p>I can make decisions, identify opportunities and plan appropriate action to make my voice heard.</p> <p>I can analyse and explain the impact of decisions made on people and the environment.</p>	<p>Map / plot and suggest the location of specific volcanoes on a map using latitude and longitude. Compare, contrast and comprehend reasons for the different types of eruptions at opposing plate boundaries.</p> <p>Pupils examine the island of Montserrat and make informed decisions by applying their knowledge and understanding to a real life scenario.</p> <p>Connect and argue how economic, social or environmental factors apply to a single effect of a volcanic eruption.</p> <p>Describe and explain in detail using geographical terminology the effects of the Montserrat eruption.</p>
Securing	<p>I have had opportunities to participate in enquiries, both collaboratively and independently.</p>	<p>Describe the distribution of the world's volcanoes.</p> <p>Map / plot specific places on a map using latitude and longitude.</p>



	<p>I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.</p> <p>I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.</p> <p>I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.</p> <p>I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.</p> <p>I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.</p> <p>I can participate in decision-making, and I can share opinions and evidence</p> <p>I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part.</p>	<p>Describe the characteristics of different types of volcano.</p> <p>Describe and explain the formation of volcanoes at different plate boundaries.</p> <p>Identify and describe the different features of a volcano's structure.</p> <p>Categorise the effects of the Montserrat eruption.</p> <p>Describe and explain the effects of the Montserrat eruption.</p>
Beginning	<p>I have had opportunities to participate in enquiries, both collaboratively and with growing independence.</p> <p>I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.</p> <p>I can recognise the distinctive features of places, environments and landforms.</p> <p>I can give simple descriptions of the processes that lead to change in the natural world.</p>	<p>Identify and describe the different layers of the Earth.</p> <p>Identify specific places on a map using latitude and longitude.</p> <p>List features of a volcano.</p> <p>Identify the different features of a volcano's structure.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Pupils use coke and mentos to demonstrate a volcanic eruption. They apply their knowledge of volcanoes to the experiment and share their knowledge in a verbal context. Pupils investigate and take part in a decision based exercise linked to the volcanic island of Montserrat.</p> <p>Local links: Pupils apply their knowledge of Pangaea to the formation of Mount Snowdon.</p> <p>International links: Pupils describe the distribution of the World's volcanoes. Pupils investigate and research the island of Montserrat.</p>	<p>Numeracy: Pupils apply their knowledge of latitude and longitude to identify, map and plot specific features on a variety of maps. Pupils use their budgeting skills during a decision making exercise linked to the island of Montserrat. Calculate, compare and contrast the speed of lava against the speed of humans.</p> <p>Literacy: Use oracy skills to describe the features of a volcano in a 'Volcano Hot Seat' task. Use of tier 3 vocabulary to describe the formation of a volcano. Persuasive writing linked to the redevelopment of Montserrat. Extended writing with the use of tier 3 vocabulary and connectives focused on the effects of the Montserrat eruption.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative Assessment:

Identify and describe the layers of the Earth.
Use latitude and longitude to plot features onto various maps.
Identify and describe the features of a volcano.
Describe the geographical distribution of the world's volcanoes.
Describe and explain the formation of volcanoes at different plate boundaries.
Identify, describe and explain how volcanic hazards pose a threat to people and the environment.
Demonstrate a volcanic eruption using coke and mentos. Pupils verbally apply their understanding of tectonics to the experiment.
Apply knowledge to a decision making exercise based around the volcanic island of Montserrat.
Decide how to redevelop the island of Montserrat. Create a budget and supporting speech.
Categorise the effects of a volcanic eruption.

Summative assessment:

Describe and explain the effects of the 1997 Montserrat eruption.

Evaluation (to be completed 2024)

Strengths

Areas for Development

Pupil Voice