

<b>Title:</b> What happens when tectonic plates move?		<b>Year:</b> 7	<b>Half Term:</b> 4	<b>Duration:</b> 6 weeks
<b>Overview:</b> Students will look at the movement of tectonic plates, the effects of these movements in causing earthquakes and volcanic eruptions. Student will also consider the effect of these on people and the built environment in different countries at varying levels of development. The key questions: What are tectonic plates and why do they move? What is an earthquake? What is a volcano? Why do these not occur in Britain? What are the effects on people and places? How do these effects differ globally? 3e, f				
<b>Learning Outcomes:</b>				
<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and locate the plate boundaries on a map</li> <li>Describe the processes with key terms</li> <li>Identify some of the effects on people and places on one scale</li> <li>Identify a pattern between the intensity and effect of earthquakes using data</li> </ul> <p>Level 4</p>	<p>Most students will be able to:</p> <ul style="list-style-type: none"> <li>Describe processes in detail</li> <li>Identify where these occur and give reasons why they occur only in these places</li> <li>Explain how earthquakes and volcanoes effect the people on one scale</li> <li>Identify and describe the pattern between the intensity and effect of earthquakes using data, and suggest reasons</li> </ul> <p>Level 5</p>	<p>Some students will be able to:</p> <ul style="list-style-type: none"> <li>Explain why Britain is not directly affected by volcanoes and earthquakes</li> <li>Explain how earthquakes and volcanoes effect people and places on different scales with reference to wider implications</li> <li>Explain why patterns between the intensity and effect of earthquakes occur</li> </ul> <p>Level 6</p>		
<b>Key Concepts:</b> 1.1a, b, 1.2b, 1.3a,b, 1.4a, 1.5, 1.6, 1.7a,b		<b>Key Processes/Skills:</b> 2.1a, b, c, d, e, f, g 2.3, 2.4a		
<b>Transferable Skills:</b> Using data – maths functional skill; PL+T skills – independent enquirers				
<b>Assessment:</b> Students can start the enquiry process based on the ‘enquiry wheel’, and measure their own progress as they go along to complete the enquiry. Teacher can use trigger questions: what does the data show? Can you describe any patterns? Why do you think this is? How could we investigate this?				