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| **A-Level – Tectonics** | **Unit Navigator – Tectonics** | | | | |
| **LG1**: Demonstrate knowledge of locations, places, processes, environments and different scales.  **LG2**: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes. The inter-relationships between places, environments and processes.  **LG3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. | Assessment Grades | Key terms: | | | |
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| **Theme** | **Learning Goals/Outcomes/Content** | |  |  |  |
| **L1 – Distribution of Tectonic Hazards** | LG1: To understand the structure of the earth and the movement of tectonic plates. | |  |  |  |
| **L2 – Plate Boundaries** | LG1: To understand the different plate boundary types and their characteristics. | |  |  |  |
| **L3 – EQ and VA Patterns and Exceptions** | LG2: To examine how physical processes lead to the patterns of volcanic and earthquake activity we see globally and to be able to explain the exceptions to the major patterns. | |  |  |  |
| **L4 – History of Plate Tectonics** | LG2: To understand how the theory of plate tectonics developed over time and the key discoveries and people who made them. | |  |  |  |
| **L5 – How Physical Processes Impact on EQ and VA Strength** | LG3: To be able to examine how physical processes, linked to the earthquakes, volcanoes and tsunamis explain the causes of tectonic hazards. | |  |  |  |
| **L6a – Haiti Research** | LG1/2: To develop knowledge and understanding of the physical and human processes that lead to the impacts of the Haiti EQ and how it was responded to. | |  |  |  |
| **L6b – Japan Research** | LG1/2: To develop knowledge and understanding of the physical and human processes that lead to the impacts of the Japanese EQ & Tsunami and how it was responded to. | |  |  |  |
| **L6c – Hazards Vs Disasters** | LG1: to understand the difference between hazards and disasters. To understand the role of vulnerability and resilience in this. | |  |  |  |
| **L7 – PAR Model** | LG1: To understand the PAR model and how it shows the factors that contribute/build towards a disaster and the relationship between them. LG3: To apply the understanding of the PAR model to attempt to explain the impacts of a chosen case study. | |  |  |  |
| **L8 – How do the Impacts of Tectonic Events Vary** | LG2: To understand how level of development influences the level of impacts of a disaster. | |  |  |  |
| **L9a – Hazard Trends and Hazard Profiles** | LG1: To understand the key disaster trends over time. LG3: To understand ow hazard profiles can help with comparing hazards and disaster preparedness. | |  |  |  |
| **L9b – Sichuan Research** | LG1/2: To develop knowledge and understanding of the physical and human processes that lead to the impacts of the Sichuan EQ and how it was responded to. | |  |  |  |
| **L10 – Mega Disasters** | L3: to examine how some disasters can become mega disasters and have impacts over a very wide geographical area. | |  |  |  |
| **L11 – Multiple Hazard Zones** | LG1: To understand the concept of multiple hazard zones and understand their locations globally. | |  |  |  |
| **L12 – Governance** | LG1: To understand the concept of governance. LG3: to be able to examine the role of good/poor governance in examples of natural disasters. | |  |  |  |
| **L13 – Disaster Management Cycle** | LG1: to be able to examine hazard models and frameworks used in disaster management and hazard mitigation. | |  |  |  |
| **L14 – Mitigation and Adaptation** | LG1/2: To understand the range if mitigation and adaptation strategies for different tectonic hazards. LG3: To be able to examine the effectiveness of their use in different areas. | |  |  |  |
| **L15 – Disaster Frameworks** | LG1: To understand the global disaster frameworks and their purpose. | |  |  |  |
| **L16 – Pinatubo Case Study** | LG1/2: To develop knowledge and understanding of the physical and human processes that lead to the impacts of the Pinatubo Volcanic Eruption and how it was responded to. | |  |  |  |

**Links:**

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