Autumn 1 – Year 8
Geography PLC
*Tectonics*

## Knowledge and Skills Check List (For students to R.A.G. rate)

Red - emerging= I know some factual details about this topic, but without my book, this would be very challenging to recall and apply in my assessment.
Amber – developing = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.
Green – secure = I am confident and secure about this. I don't need to refer to any notes. The grasp of the knowledge is excellent as I can refer to factual details with ease and apply these in my assessment.

| Topic / Enquiry | Key knowledge and factual details about: | Key geographical skills | R.A.G Rating Check List R | A | G |
|---|---|---|---|---|---|
| ***Natural Hazards*** | *1. What is the structure of the Earth?* | • To be able to describe the structure of the Earth. | | | |
| | *2. What is the Theory of Continental Drift?* | • To be able to describe the theory of continental drift.<br>• To be able to outline the evidence Wegner used to support his theory.<br>• To be able to explain how we understand plate tectonic movement today. | | | |
| | *3. What are the different types of plate margin?* | • To be able to describe the different types of plate margin.<br>• To be able to describe the distribution of earthquakes and volcanoes. | | | |
| | *4. What are volcanoes?* | • To be able to describe what a volcano is.<br>• To be able to explain the features of a volcano.<br>• To be able to explain why people choose to live close to volcanoes. | | | |
| | *5. How can tectonic activity impact a country?* | • To be able to describe what happened during the Mount Merapi eruption.<br>• To be able to explain the impacts of the eruption. | | | |
| | *6. What is a Supervolcano?* | • To be able to define what a supervolcano is.<br>• To be able to describe how a supervolcano is formed.<br>• To be able to explain the likely effects of a supervolcanic eruption. | | | |

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| | *7. Why are earthquakes so destructive?* | • To be able to define what is an earthquake<br>• To be able to understand why earthquakes happen<br>• To be able to understand where earthquakes occur?To be able to evaluate the use of different hard and soft engineering based on their costs and benefits | | | |
| | *8. Haiti disaster 2010… act of murder or natural hazard?* | • To be able to describe the location of Haiti<br>• To be able to explain the causes of the Haiti earthquake.<br>• To understand the effects of earthquakes<br>• To understand the different responses of Haiti's earthquakes | | | |
| | *9. Why were the after effects of the Japanese earthquake so disastrous?* | • To be able to describe the location of Japan.<br>• To be able to identify the causes of the Japan's earthquake and tsunami.<br>• To be able to explain and evaluate the impacts and responses of Japan's tsunami. | | | |
| | *10. Comparing Earthquakes in Haiti and Japan* | • To understand why earthquakes took place in both Haiti and Japan.<br>• To know the impacts of earthquakes in Haiti and Japan.<br>• To evaluate the reasons for different impacts in both Haiti and Japan. | | | |