

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

School Code	
Practitioner Code	D24
Curriculum Area(s)	Social Studies and Literacy and English
Level	Second
Stage(s)	Primary 7
Specific subject (if applicable)	

Experiences and Outcomes:

- I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b
- Using what I know about the different features of text I can find, select and sort information from a variety of sources. LIT 2-14a

Learning Intentions:

Lesson One

- To find out about extreme weather conditions across the world
- To interpret information from a variety of sources and use this for different purposes

Lesson Two

- To find out about earthquakes and what causes them
- To interpret information from a variety of sources and use this for different purposes

Lesson Three

- To find out about tsunamis and how they are caused
- To interpret information from a variety of sources and use this for different purposes

Lesson Four

- To find out what volcanoes are and how they are formed
- To interpret information from a variety of sources and use this for different purposes

Success Criteria:

Lesson One

- I can identify and name examples of extreme weather
- I can explain why these examples of extreme weather occur
- I can interpret information from a Fact File - Question Hunt
- I can communicate my knowledge in a variety of ways - Matching Activity

Lesson Two

- I can describe what causes earthquakes
- I can state places in the world that are more prone to earthquakes than others
- I can interpret information from a map of the world to identify the location of major earthquakes - World Map Activity
- I can communicate my knowledge in a variety of ways - Plate Tectonics Map Activity

Lesson Three

- I can state that a tsunami is caused by movement of tectonic plates
- I can describe the effects of a tsunami
- I can interpret information from online sources - Indian Ocean Activity
- I can communicate my knowledge in a variety of ways - Ordering Activity

Lesson Four

- I can explain why volcanoes erupt
- I can interpret information from an electronic presentation to describe volcanoes using geographical language - Missing Words Activity
- I can communicate my knowledge in a variety of ways - Acrostic Poem

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson One

- PowerPoint - Introduction to different types of extreme weather such as tropical storms, blizzards, tornadoes
- Fact File Question Hunt - Research Tornado Alley in the USA
- Matching Activity - Children find a corresponding description for the name of each extreme weather condition given

Lesson Two

- PowerPoint - Explanation of how earthquakes are caused by the movement of tectonic plates and where they are most likely to happen
- World Map Activity - Children use an atlas to locate and indicate on a world map where each of the earthquakes detailed on the Earthquake Cards have happened
- Plate Tectonics Map Activity - Using the Plate Tectonics Map children use a scale to show how likely they think that this area will be affected by a major earthquake using an atlas and the internet to find each location

Lesson Three

- PowerPoint - Description of how tsunamis are caused and the effects they can have
- Indian Ocean Activity - Through the use of various sources e.g. books, internet children investigate the 2004 tsunami
- Ordering Activity - Children order the statement cards to correctly describe the stages of a tsunami

Lesson Four

- PowerPoint - Details of how volcanoes are formed and where in the world active volcanoes are
- Missing Words Activity - Children use words from the word box to complete the sentences about volcanoes, in addition to drawing and labelling a picture of an erupting volcano
- Acrostic Poem - Children take time to look through the Volcano Picture Cards and then compose an acrostic poem. Pupils to include geographical language introduced in the PowerPoint and through the previous activity, as well as descriptive language provoked by the picture cards

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say

- I can identify and name examples of extreme weather
- I can explain why these examples of extreme weather occur
- I can describe what causes earthquakes
- I can state places in the world that are more prone to earthquakes than others
- I can state that a tsunami is caused by movement of tectonic plates
- I can describe the effects of a tsunami
- I can explain why volcanoes erupt

Write

- I can interpret information from a Fact File - Question Hunt
- I can interpret information from a map of the world to identify the location of major earthquakes - World Map Activity
- I can communicate my knowledge in a variety of ways - Plate Tectonics Map Activity
- I can interpret information from an electronic presentation to describe volcanoes using geographical language - Missing Words Activity
- I can communicate my knowledge in a variety of ways - Acrostic Poem

Do

- I can communicate my knowledge in a variety of ways - Matching Activity
- I can interpret information from online sources - Indian Ocean Activity
- I can communicate my knowledge in a variety of ways - Ordering Activity

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

- The pupil engaged in self-assessment or peer-assessment against the success criteria throughout all lessons.
- This was followed up by written feedback in the form of two ticks and a next step provided by the Class Teacher.
- In addition regular and immediate oral feedback was provided throughout each lesson by the Class Teacher.
- The pupil showed the ability to make progress throughout the four lessons by continuing to utilise their current set of skills and by acting on the advice given in their next steps.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- Self-assessed using traffic lights
- Peer-assessed using traffic lights
- Provided oral feedback to peer/received oral feedback from peer
- Engaged in discussion with Class Teacher about their learning

Did the learner successfully attain the outcomes? YES/NO

YES

Learner Evidence

I can interpret information from a Fact File.



Question Hunt
Tornado Alley



Question	Answer
1	When warm air meets cold air ✓
2	a couple of minutes ✓ a couple of hours ✓
3	The Fujita Scale ✓
4	207 - 260 mph devastating ✓
5	Severe ✓
6	Incredible ✓
7	Texas, Oklahoma, Kansas, Nebraska ✓
8	20th May 2013 ✓
9	24 ✓

G.K

↑
I can interpret information from a Fact File.

Flood ✓

An overflowing of water beyond its usual limits causing an inundation of the land.

Blizzard ✓

A winter storm with low temperatures, high winds and heavy snow.

Lightning ✓

A natural electrical discharge of high voltage either from a cloud to the ground or from cloud to cloud.

Tornado ✓

A mobile storm of rotating air that causes a funnel descending from a storm cloud.

Hail ✓

Balls of frozen rain up to 12 cm in diameter that fall in showers.

Hurricane ✓

A tropical storm with strong winds and heavy rain that originates in the Atlantic Ocean.

Typhoon ✓

A tropical storm with strong winds and heavy rain that originates in the Pacific Ocean.

Cyclone ✓

A tropical storm with strong winds and heavy rain that originates in the Indian Ocean.

I can identify and name examples of extreme weather.

I can explain why these examples of extreme weather occur.

I can communicate my knowledge in a variety of ways.

100%

Lesson One - Extreme Weather

Learning Intention

- To find out about extreme weather conditions across the world
- To interpret information from a variety of sources and use this for different purposes

Success Criteria - Self Assessment

- I can identify and name examples of extreme weather
- I can explain why these examples of extreme weather occur
- I can interpret information from a Fact File - Question Hunt
- I can communicate my knowledge in a variety of ways - Matching Activity

Teacher Assessment



You can identify and name examples of extreme weather.



You can explain why these extreme weather conditions occur.



Remember to answer using full sentences when showing your interpretation of information.

Lesson Two

I can interpret information from a map of the world to identify the location of major earthquakes.



I can state places in the world that are more prone to earthquakes than others.

I can communicate my knowledge in a variety of ways.



Lesson Two - Earthquakes

Learning Intention

- To find out about earthquakes and what causes them
- To interpret information from a variety of sources and use this for different purposes

Success Criteria - Peer Assessment

- I can describe what causes earthquakes
- I can state places in the world that are more prone to earthquakes than others
- I can interpret information from a map of the world to identify the location of major earthquakes - World Map Activity
- I can communicate my knowledge in a variety of ways - Plate Tectonics Map Activity

Teacher Assessment



You can describe what causes earthquakes.



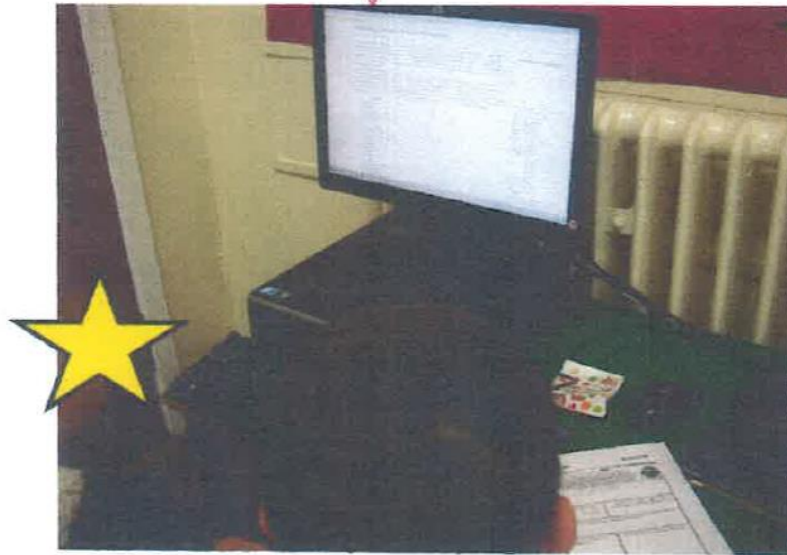
You can identify the location of major earthquakes.



Use the knowledge that you have gained to state other places in the world that are prone to earthquakes.

Lesson Three

I can interpret information from online sources



I can communicate my knowledge in a variety of ways



I can state that a tsunami is caused by the movement of tectonic plates.

I can describe the effects of a tsunami.

I can interpret information from online sources.

Extreme Earth: Geography

Worksheet 5A



Name: Seacey

Date: 7/9/16

The Indian Ocean tsunami of 2004 was the worst tsunami in recent years. Find out as much as you can about it, then answer these questions.



What caused this tsunami?
 It was caused by an earthquake measuring more than magnitude 9. The earthquake caused the seafloor to uplift.

When did the tsunami take place?
 On the 26th of December 2004, Boxing Day.

Where was the epicentre of the earthquake that caused the tsunami?
 The epicentre was off the west coast of Sumatra, Indonesia.

Which countries were affected by the tsunami?
 In total 14 countries were affected. These were, India, Indonesia, Malaysia, the Maldives, Myanmar, Somalia, Sri Lanka, Thailand, Bangladesh, South Africa, Madagascar, Kenya, Tanzania, and the Seychelles.

How did the tsunami affect the landscape?

- Some smaller islands in the Indian Ocean were completely destroyed.
- Fishing villages were completely destroyed.
- Lines of communication were cut off including phones and electrical power lines.

How did the tsunami affect people?
 While an immediate effect of a tsunami also create a health crisis. The tsunami wipe out buildings and carry many things in their path and they leave behind a "crippled" infrastructure that makes it extremely difficult to provide services to the people who survived. 250,000 die

What made this tsunami one of the most devastating in recent times?
 It was the deadliest in recent history.
 It killed at least 220,000.
 It was on Boxing Day when it happened and 250,000 people died

What was done to try and rebuild the places affected by the tsunami?

Tectonic plates move towards each other under the ocean floor.

1st



The tectonic plates meet and are forced together, creating an earthquake.

2nd

The earthquake under the sea causes shockwaves to ripple through the sea.

3rd

Although the ripples travel at a speed of up to 400mph (645kph), boats on the sea barely feel them at first.

4th

As the ripples get closer to the shore they slow down and start to create a giant wave.

5th

As the wave gets closer to the shore, the water on the coast is sucked back towards the sea.

6th

The giant wave towers over the coast and then crashes to the shore.

7th

The water travels far inland, flooding vast areas.

8th

Water from the wave destroys everything in its path, including buildings.

I can state that a tsunami is caused by the movement of tectonic plates.

I can describe the effects of a tsunami.

I can communicate my knowledge in a variety of ways.



Eventually, the force of the wave dissipates and the the water returns to the sea, carrying debris with it.

← 10th

Lesson Three - Tsunamis

Learning Intention

- To find out about tsunamis and how they are caused
- To interpret information from a variety of sources and use this for different purposes

Success Criteria - Self Assessment

- I can state that a tsunami is caused by movement of tectonic plates
- I can describe the effects of a tsunami
- I can interpret information from online sources - Indian Ocean Activity
- I can communicate my knowledge in a variety of ways - Ordering Activity

Teacher Assessment



You can describe the stages of a tsunami
eg the movement of tectonic plates and its effects.



You can interpret information from
online sources.



Use a variety of sources to find answers
to questions that you have chosen with
regards to the Indian Ocean tsunami of
2004.

Lesson Four

I can explain why volcanoes erupt.

I can interpret information from an electronic presentation to describe volcanoes using geographical language

I can communicate my knowledge in a variety of ways



I can communicate my knowledge in a variety of ways.

Extreme Earth: Geography

Volcano Acrostic

Name: Stacey

Date: _____

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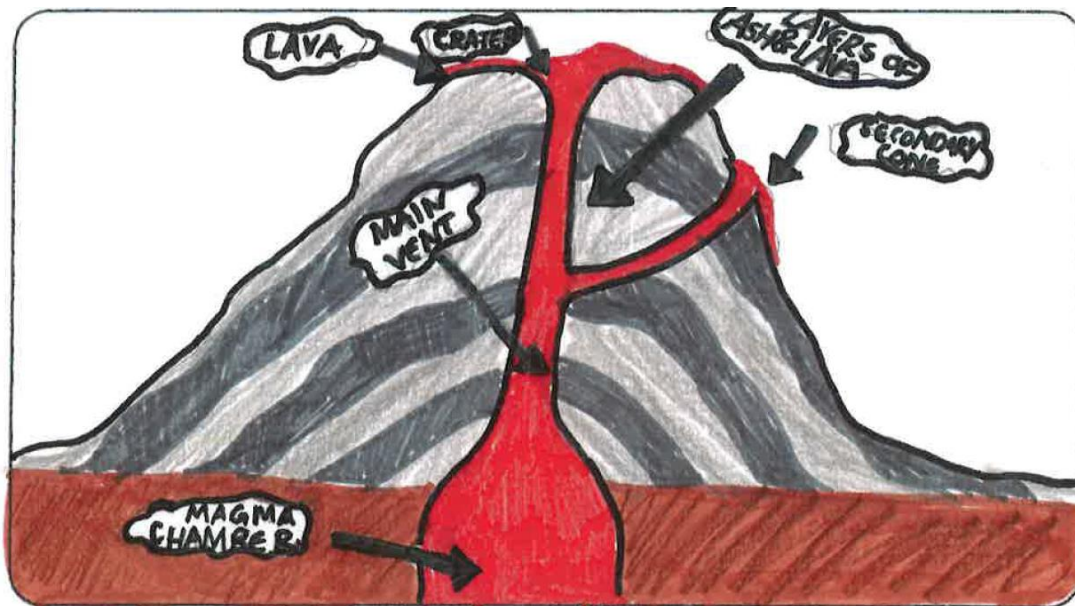
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Lesson Four - Volcanoes

Learning Intention

- To find out what volcanoes are and how they are formed
- To interpret information from a variety of sources and use this for different purposes

Success Criteria - Peer Assessment

- I can explain why volcanoes erupt
- I can interpret information from an electronic presentation to describe volcanoes using geographical language - Missing Words Activity
- I can communicate my knowledge in a variety of ways - Acrostic Poem

Teacher Assessment



You can explain why volcanoes erupt.



You describe volcanoes using geographical language.



Try to add more descriptive language to your poem, use the picture cards or other stimuli to help.