

Sunday 2nd February

- Make two direct contrasts between oceanic and continental crust (i.e.: how are they different)
- Draw three labelled diagrams to show Destructive, Constructive and Conservative plate margins
- On revision cards – list four stages that explain what happens at each plate margin
- On revision cards – draw labelled diagrams of a shield and composite volcano
- Make a table and show the differences (at least 5) between shield and composite volcanoes.

Wednesday 5th February

- Recap the work you did on Sunday (remember you can lose up to 80% of your knowledge if you don't revisit it regularly)
- On revision cards - write down what Fold Mountains are, where they are located and how they are formed. Do the same for ocean trenches.
- Using your case study example of the Alps, write down on revision cards how they are used specifically for farming, hydro electric power, mining, tourism and how people have adapted to living there
- On revision cards list how scientists can predict volcanoes

Sunday 9th February

- Recap the work you did on Wednesday – how much of it can you remember?
- Create two mind maps of everything you know about the volcanic eruption in Montserrat and Mt St Helens. (dump all your knowledge on the page)
- Use your book, revision guide, internet research to help you gather more information about the causes, primary and secondary effects (make sure you include positive and negative, human and physical) and responses to each volcanic eruption.
- Give your revision to your parents and try and recreate an organised mind map for each of the two volcanic eruptions. Include facts, cause, primary and secondary effects and immediate and long-term responses. Go through them together and see how much of it you remembered. Well done!

Wednesday 12th February

- Recap the work you did on Sunday.
- On revision cards – draw how super-volcanoes are formed and write down how it happens
- On revision cards – draw a table to show the differences between a volcano and a super-volcano
- Using the case study of Yellowstone write down the possible effects on a local, national and global scale if such an event were to occur. Make sure you can distinguish between local, national and global.

Sunday 16th February

- Recap the work you have done so far – it is half term now so you have much more time to go over and consolidate your knowledge.
- On a revision card – explain how an earthquake happens at each plate margin (destructive, constructive and conservative) give an example of different names of plates at each plate boundary. E.g. North American Plate moves towards the Eurasian Plate at a destructive plate boundary
- On revision cards write a definition of FOCUS and EPICENTRE
- How are earthquakes measured? Make a table with the Mercalli and Richter Scale, listing the features of each. What are the advantages/disadvantages of each?
- Create two mind maps of everything you know about the earthquakes in Haiti and Kobe. (dump all your knowledge on the page)
- Use your book, revision guide, internet research to help you gather more information about the causes, primary and secondary effects (make sure you include positive and negative, human and physical) and responses to each earthquake.
- Give your revision to your parents and try and recreate an organised mind map for each of the two earthquakes. Include facts, cause, primary and secondary effects and immediate and long-term responses. Go through them together and see how much of it you remembered. Well done!
- On revision cards – write down the differences between the two earthquakes. Bare in mind that Haiti is an LEDC and Kobe is in an MEDC.

Wednesday 19th February

- On revision cards explain the causes of the Indian Ocean tsunami
- Create a mind map for the effects and responses to the tsunami, you can use your notes, internet research and the film we watched to supplement your own knowledge. You must include – cause, primary and secondary effects (physical and human) and immediate and long-term responses.
- Now go over everything you have done in the last 3 weeks. Maybe your parents or a friend could ask you some questions and you could impress them with your knowledge!