

Geography Department

Year 10

Topic: Challenge of Natural Hazards

Learning Journey

Prior learning: This is the first topic for paper 1 of the GCSE geography course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. This includes a brief introduction to extreme weather as part of the year 7 weather and climate unit, a detailed study of Tectonic and Atmospheric Hazards in year 9 and an introduction to climate change, its effects and how it can be managed in year 8.

This unit will build on this foundation and develop upon these themes in line with the requirements of the AQA GCSE geography course.

Learning sequence – topic title							Endpoint
Main learning steps	Students are introduced to what is meant by a natural hazard and the different ways in which they can be classified.	Students develop their understanding of tectonic processes and related hazards with a key focus on Earthquakes. They will consider the case, effects and management of these hazards focusing on	Students develop their understanding of atmospheric processes and related hazard with a key focus on Tropical Storms. They will consider the cause, effects and management of these hazards focusing on the	Students will consider the reasons why people might risk living in a region susceptible to natural hazards. They will consider how poverty, sense of place, economic gains and concepts such as fatalism might result in people	Students are introduced to the idea of ‘extreme weather’ and how this is defined. They will consider whether the UK’s weather is becoming more extreme and consider they this might be the case by introducing the idea of global	Students will look at evidence for climate change and its driving causes, both natural and anthropogenic. They will then consider how climate change might be managed through mitigation and adaptation.	Students will be able to demonstrate the extent to which they have understood the challenges presented by natural hazards and the ways in which they can be managed. They will also be able to

		two key case studies, Nepal in 2015 and New Zealand in 2016.	case study of the 2013 Typhoon Haiyan in the Philippines.	continuing to live in such dangerous environments despite the inherent dangers.	warming and climate change. They will complete a detailed study on the 2014 Somerset levels floods.		demonstrate where they are in terms of exam technique by answering GCSE style questions.
Assessment				Students will be working on “ <i>explain</i> ” style questions with a focus on how connectives can be used to demonstrate a deeper level of understanding. Topic we will be looking at is the different reasons people choose to live in areas vulnerable to natural		Students carry out an assessment of evidence for climate change where they are asked to examine the relative strengths and weaknesses of different types of evidence through a diamond 9. They also do a mini key term	End of unit test – 30 minutes completed under formal exam conditions on section A of paper 1. This will be marked by teacher and then reviewed in subsequent lesson with an opportunity to improve on answers with purple pen.

				hazards. This will be self assessed with guidance in the form of a modelled answer, allowing students to improve upon their work with purple pen.		test focusing on important key terminology for the unit of work in preparation for their end of unit exam. This will be peer assessed with a mark out of 20	
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Where will we use these ideas again:

Students will look at the impact of climate change when studying ecosystems, considering how it can have a detrimental impact on these environments. They will also look at hazards briefly in the context of development in year 11 thinking more deeply about how levels of development are tightly linked to vulnerability. Finally, they will consider issues of climate in terms of global resource management, thinking about how this impacts upon availability of food, water and energy.