1 Global Hazards

Scheme of work

GCSE geography OCR B

1.1 Global circulation systems

Summary of content

On this spread students are introduced to hazardous weather and the role of the global circulation system in creating climate zones.

Geographical vocabulary

- tropical storm
- prevailing wind
- low pressure
- high pressure
- climate zone
- Hadley cell
- climate
- insolation
- hazard
- earthquake

Learning outcomes

By the end of this spread, most students should be able to:

- suggest reasons why some people live in hazardous locations
- define the terms 'weather' and 'climate'
- explain how the Sun's rays drive the global circulation system
- explain how the high and low pressure systems associated with the global
- circulation system create climatic zones in bands around Earth

Skills practised

Cartographic skills: interpret and analyse thematic maps

Skills for formulating enquiry and argument: interpret and analyse photos and diagrams

Specification coverage

- Why do we have weather extremes?
- Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones.
- How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 8-9
Teacher Handbook: Pages 14-15

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.1 Practice question – presentation
1.1 Practice question – mark scheme

Practice question
*Explain **one** physical factor that can prevent development progress in a country.* [3 marks]

1 Global Hazards

Scheme of work

1.2 Extreme temperatures

Summary of content

On this spread students find out how different levels of insolation lead to different temperatures around the world, focusing on extremes of hot and cold.

Geographical vocabulary

- radiation
- insolation
- albedo effect

Learning outcomes

By the end of this spread, most students should be able to:

- describe temperature patterns and anomalies using a choropleth map
- understand why some places are hotter than others
- explain why the Lut Desert in Iran is the hottest place in the world
- explain why Antarctica is the coldest place in the world

Skills practised

Cartographic skills: interpret and analyse choropleth and thematic maps; study atlas maps

Numeracy and statistical skills: understand numbers

Skills for formulating enquiry and argument: interpret photos; suggest improvements to, issues with or reasons for using maps

Specification coverage

- Why do we have weather extremes?
- The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 10-11
Teacher Handbook: Pages 16-17

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.2 Practice question – presentation
1.2 Practice question – mark scheme

Practice question
Describe the pattern of global temperatures shown on map A. Use data to support your answer. [3 marks]

1 Global Hazards

Scheme of work

1.3 Extreme winds

Summary of content

On this spread students learn about different types of extreme winds in different locations, including those influenced by jet streams, trade winds and tropical storms.

Geographical vocabulary

- trade wind
- katabatic wind
- jet stream
- tornado
- tropical storm
- anemometer
- Beaufort scale

Learning outcomes

By the end of this spread, most students should be able to:

- explain how wind and air pressure are linked
- identify and give examples of different types of wind including trade winds and jet streams
- understand why wind speeds are particularly high in some locations
- describe how wind speeds are measured
- interpret wind speed and direction using a rose chart

Skills practised

Cartographic skills: interpret and analyse thematic maps

Graphical skills: interpret rose charts

Numeracy and statistical skills: understand numbers and scale

Skills for formulating enquiry and argument: interpret and analyse photos and diagrams

Specification coverage

- Why do we have weather extremes?
- The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 12-13
Teacher Handbook: Pages 18-19

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.3 Practice question – presentation
1.3 Practice question – mark scheme

Practice question
Explain why mountainous areas are often very windy. [3 marks]

1.4 Extreme precipitation

Summary of content

On this spread students find out about different types of rain around the world and extreme precipitation in the Khasi Hills and the Atacama Desert.

Geographical vocabulary

- condenses
- precipitation
- convection current
- front
- rain shadow

Learning outcomes

By the end of this spread, most students should be able to:

- understand that when warm air rises and cools, water vapour condenses and clouds form
- explain why rain falls due to relief, convection currents and the meeting of air masses at a front
- explain why the Khasi Hills are so wet and the Atacama Desert is so dry
- interpret climate graphs to draw conclusions about the climate in different locations

Skills practised

Cartographic skills: interpret and analyse choropleth maps; interpret thematic and atlas maps

Graphical skills: extract information from bar graphs

Numeracy and statistical skills: understand numbers; calculate mean, range and percentages; draw conclusions from statistical data

Skills for formulating enquiry and argument: interpret and analyse diagrams

Specification coverage

- Why do we have weather extremes?
- The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 14-15
Teacher Handbook: Pages 20-21

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.4 Practice question – presentation
1.4 Practice question – mark scheme

Practice question
Describe the pattern of rainfall on map A. Use evidence from the map to support your answer. [3 marks]

1 Global Hazards

Scheme of work

1.5 Tropical storms and droughts

Summary of content

On this spread students investigate where tropical storms and droughts are found and how this may have changed over time.

Geographical vocabulary

- tropical storm
- hurricane
- cyclone
- typhoon
- drought
- evaporates
- evapotranspiration

Learning outcomes

By the end of this spread, most students should be able to:

- understand what tropical storms and droughts are
- identify where tropical storms and droughts occur
- explain the causes of drought
- discuss the changes in patterns of tropical storms and droughts over time

Skills practised

Cartographic skills: extract information from thematic maps; study atlas maps

Graphical skills: interpret and analyse bar and line graphs

Numeracy and statistical skills: understand numbers and percentages

Skills for formulating enquiry and argument: interpret, analyse and evaluate diagrams

Specification coverage

- Why do we have weather extremes?
- The distribution and frequency of tropical storms and drought, and whether these have changed over time.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 16-17
Teacher Handbook: Pages 22-23

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.5 Practice question – presentation
1.5 Practice question – mark scheme

Practice question
Name two areas of the world that often suffer droughts. [2 marks]

1.6 Tropical storms and extreme weather

Summary of content

On this spread students explore the causes of tropical storms and related extreme weather conditions, and find out how such storms are measured.

Geographical vocabulary

- Coriolis effect
- Saffir-Simpson scale
- flash flooding
- landslide
- storm surge

Learning outcomes

By the end of this spread, most students should be able to:

- explain the causes of tropical storms
- identify the Saffir–Simpson scale for measuring tropical storms
- suggest ways that the extreme weather associated with tropical storms may affect people
- interpret satellite images and numerical data related to tropical storms

Skills practised

Numeracy and statistical skills: understand numbers and scale; interpret tables of data; draw and justify conclusions from numerical data

Skills for formulating enquiry and argument: interpret and analyse photos and diagrams

Specification coverage

- Why do we have weather extremes?
- Outline the causes of the extreme weather conditions associated with tropical storms.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 18-19
Teacher Handbook: Pages 24-25

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.6 Practice question – presentation
1.6 Practice question – mark scheme

Practice question
Outline the causes of the extreme weather conditions associated with tropical storms. [6 marks]

1.7 Drought, El Niño and La Niña

Summary of content

On this spread students find out what El Niño and La Niña events are, and learn about their impacts on global rainfall patterns and drought.

Geographical vocabulary

- El Niño
- La Niña

Learning outcomes

By the end of this spread, most students should be able to:

- describe El Niño and La Niña events
- explain how the strength of trade winds is related to these events
- discuss the impacts El Niño and La Niña events have on rainfall patterns
- outline the causes of the extreme weather conditions of El Niño/La Niña that lead to drought

Skills practised

Cartographic skills: interpret and analyse choropleth and thematic maps

Skills for formulating enquiry and argument: interpret and analyse diagrams

Specification coverage

- Why do we have weather extremes?
- Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 20-21
Teacher Handbook: Pages 26-27

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.7 Practice question – presentation
1.7 Practice question – mark scheme

Practice question
Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought. [6 marks]

1.8 Typhoon Haiyan – a tropical storm

Summary of content

On this spread students investigate the causes of Typhoon Haiyan in 2013 and consider how the Philippines being a densely populated EDC influenced the impact of the typhoon.

Geographical vocabulary

- emerging and developing country (EDC)

Learning outcomes

By the end of this spread, most students should be able to:

- describe the location, size and impacts of Typhoon Haiyan
- explain why Typhoon Haiyan was so powerful
- discuss the impact of population density and level of development on the damage caused by the typhoon

Skills practised

Cartographic skills: interpret and analyse route maps; interpret geo-spatial data in a GIS framework

Numeracy and statistical skills: understand magnitude and percentage; interpret tables of data

Specification coverage

- When does extreme weather become a hazard?
- **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:
  - flash flooding or tropical storms
  - heat wave or drought.

  There must be **one** UK based and **one** non-UK based natural weather hazard event. For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 22-23
Teacher Handbook: Pages 28-29

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.8 Practice question – presentation
1.8 Practice question – mark scheme

Practice question
Describe and explain the causes of a natural weather hazard (Typhoon Haiyan) that you have studied.
[6 marks]

1.9 Typhoon Haiyan's path of destruction

Summary of content

On this spread students explore the primary and secondary consequences of, and the emergency and long-term responses to, Typhoon Haiyan.

Geographical vocabulary

- emergency (short-term) aid
- long-term aid

Learning outcomes

By the end of this spread, most students should be able to:

- give examples of the primary and secondary consequences of the Typhoon
- categorise these consequences as social, economic or environmental impacts
- explain how warning systems are used to make people in the Philippines aware of the level of threat from tropical storms
- categorise short-term and long-term responses to Typhoon Haiyan

Skills practised

Numeracy and statistical skills: understand numbers; interpret tables of data

Skills for formulating enquiry and argument: interpret and analyse photos

Specification coverage

- When does extreme weather become a hazard?
- **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:
  - flash flooding or tropical storms
  - heat wave or drought.

  There must be **one** UK based and one non-UK based natural weather hazard event. For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 24-25
Teacher Handbook: Pages 30-31

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.9 Practice question – presentation
1.9 Practice question – mark scheme

Practice question
Discuss the responses to a natural weather you have studied hazard (Typhoon Haiyan). [6 marks]

1.10 Drought in the UK

Summary of content

On this spread students consider the causes, consequences and responses to the drought that hit the UK in 2012.

Geographical vocabulary

- wildfire

Learning outcomes

By the end of this spread, most students should be able to:

- describe the drought that affected parts of England and Wales in 2012, identifying specific rainfall data
- explain the human and physical causes of this drought
- describe the social, economic and environmental consequences of the drought and give examples of responses to the drought
- comment on how water is used in households and suggest ways of using less
- draw conclusions on whether droughts or tropical storms will become the greater challenge to the world

Skills practised

Cartographic skills: interpret and evaluate thematic and choropleth maps

Graphical skills: interpret and analyse pie charts

Numeracy and statistical skills: understand area, proportion and percentages; draw conclusions from statistical data

Skills for formulating enquiry and argument: interpret photos; suggest reasons for using maps

What's on Kerboodle?

Digital books

Student Book: Pages 26-27

Teacher Handbook: Pages 32-33

Resources

1 Glossary

1 Glossary worksheet

Assessment

1 Test yourself

1 On your marks

Specification coverage

- When does extreme weather become a hazard?
- **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:
  - flash flooding or tropical storms
  - heat wave or drought.

  There must be **one** UK based and one non-UK based natural weather hazard event. For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

1 Global Hazards

Scheme of work

1.11 Hazards fieldwork

Summary of content

On this spread students use a questionnaire to investigate if drought in the UK has made people more likely to conserve water.

Geographical vocabulary

- hypothesis

Learning outcomes

By the end of this spread, most students should be able to:

- design a questionnaire to test a hypothesis, using open and closed questions well
- explain the importance of piloting questionnaires and gathering data from as large a sample as possible
- analyse data using graphs and tables and draw conclusions supported by data
- evaluate research, methods and how effectively the data has enabled them to accept, reject or modify their hypothesis

Skills practised

Graphical skills: construct graphs

Numeracy and statistical skills: understand numbers and frequency; design and use data collections sheets

Enquiry and argument skills: study diagrams; suggest improvements to statistical techniques

Fieldwork skills: understand the kinds of questions and the geographical enquiry processes for fieldwork; use appropriate enquiry techniques; present fieldwork data in graphs; analyse data; draw conclusions; reflect critically on methods and conclusions

Specification coverage

- When does extreme weather become a hazard?
- **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:
  - flash flooding or tropical storms
  - heat wave or drought.

  There must be **one** UK based and one non-UK based natural weather hazard event. For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 28-29
Teacher Handbook: Pages 34-35

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks

1.12 Plate tectonics – shaping our world

Summary of content

On this spread students explore Earth's structure, tectonic plate boundaries and the global distribution of earthquake and volcanoes.

Geographical vocabulary

- continental crust
- oceanic crust
- mantle
- lithosphere
- core
- tectonic plate
- plate boundary
- ridge push
- slab pull
- earthquake
- volcano
- lava

Learning outcomes

By the end of this spread, most students should be able to:

- describe the layers that make up Earth's structure
- describe and explain the global distribution of earthquakes and volcanoes in relation to plate boundaries
- identify which plates are moving apart and which are moving together
- explain the processes causing plate movement, showing an awareness that there is uncertainty about the importance of these processes

Skills practised

Cartographic skills: interpret and analyse thematic maps

Graphical skills: construct diagrams; study cross-sections

Numerical and statistical skills: understand numbers and scale

Skills for formulating enquiry and argument: interpret diagrams; suggest improvements to diagrams

Specification coverage

- What processes occur at plate boundaries?
- The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 30-31
Teacher Handbook: Pages 36-37

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks

1 Global Hazards

Scheme of work

1.13 Destructive and collision plate boundaries

Summary of content

On this spread students learn about the processes at work at destructive and collision plate boundaries, including the formation of fold mountains.

Geographical vocabulary

- destructive plate boundary
- deep ocean trench
- collision plate boundary
- fold mountains
- fault
- subduction

Learning outcomes

By the end of this spread, most students should be able to:

- explain the processes at work at destructive and collision plate boundaries
- give examples of destructive and collision plate boundaries and related tectonic activity
- compare and contrast the tectonic activity at collision and destructive plate boundaries
- draw a diagram to show how fold mountains formed at the Himalayas

Skills practised

Cartographic skills: interpret and analyse thematic maps; study atlas maps

Graphical skills: study cross-sections

Skills for formulating enquiry and argument: interpret and analyse diagrams

Specification coverage

- What processes occur at plate boundaries?
- The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 32-33
Teacher Handbook: Pages 38-39

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.13 Practice question – presentation
1.13 Practice question – mark scheme

Practice question
Draw a diagram to show the processes that take place at destructive plate boundaries. [4 marks]

1.14 Constructive and conservative plate boundaries

Summary of content

On this spread students learn about the processes at work at constructive and conservative plate boundaries, including mid-ocean ridges and rift valleys.

Geographical vocabulary

- constructive plate boundary
- mid-ocean ridge
- rift valley
- fissure
- conservative plate boundary

Learning outcomes

By the end of this spread, most students should be able to:

- identify examples of constructive and conservative plate boundaries and related tectonic activity
- explain the processes at work at conservative and constructive plate boundaries
- discuss the earthquake hazard along the San Andreas Fault
- compare and contrast the key processes and tectonic activities that occur at all four types of plate boundary

Skills practised

Cartographic skills: interpret and analyse thematic maps

Graphical skills: study cross-sections

Skills for formulating enquiry and argument: interpret and analyse diagrams and photos

Specification coverage

- What processes occur at plate boundaries?
- The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 34-35
Teacher Handbook: Pages 40-41

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.14 Practice question – presentation
1.14 Practice question – mark scheme

Practice question
Outline the processes that take place at constructive plate boundaries. [4 marks]

1 Global Hazards

Scheme of work

1.15 How earthquakes happen

Summary of content

On this spread students find out how earthquakes are measured and how tectonic plates movement causes shallow and deep focus earthquakes.

Geographical vocabulary

- focus
- epicentre
- aftershock
- magnitude
- Richter scale
- deep focus
- earthquake
- geographical information system (GIS)
- seismic (shock) wave
- shallow focus earthquake
- Mercalli scale

Learning outcomes

By the end of this spread, most students should be able to:

- explain the causes of earthquakes
- describe how earthquakes are measured using the Richter and Mercalli scales
- compare and contrast the effects and features of deep and shallow focus earthquakes

Skills practised

Graphical skills: study cross-sections

Numeracy and statistical skills: understand scale and magnitude; draw and justify conclusions from tables of data

Enquiry and argument skills: interpret and analyse diagrams

Specification coverage

- What processes occur at plate boundaries?
- How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 36-37
Teacher Handbook: Pages 42-43

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.15 Practice question – presentation
1.15 Practice question – mark scheme

Practice question
Explain how the movement of tectonic plates causes shallow focus earthquakes. [4 marks]

1.16 Why volcanoes erupt

Summary of content

On this spread students learn how the movement of plates causes shield and composite volcanoes, including volcanoes on plate boundaries and hotspots.

Geographical vocabulary

- shield volcano
- hotspot
- mantle plume
- composite volcano
- pyroclastic flow
- lahar

Learning outcomes

By the end of this spread, most students should be able to:

- describe and compare shield and composite volcanoes
- explain the processes leading to the formation of shield and composite volcanoes
- give examples of shield and composite volcanoes

Skills practised

Cartographic skills: construct maps; study atlas maps

Graphical skills: study cross-sections

Enquiry and argument skills: interpret and analyse photos and diagrams

Specification coverage

- What processes occur at plate boundaries?
- The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.
- How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 38-39
Teacher Handbook: Pages 44-45

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.16 Practice question – presentation
1.16 Practice question – mark scheme

Practice question
Explain how the movement of tectonic plates causes different types of volcano.
[6 marks]

1.17 Earthquake disaster in Nepal – 1

Summary of content

On this spread students discover the causes of the 2015 earthquake in Nepal and how it was followed by earthquakes and landslides.

Geographical vocabulary

- low-income developing country (LIDC)

Learning outcomes

By the end of this spread, most students should be able to:

- describe Nepal in terms of location and development
- describe the 2015 Nepal earthquake and its aftershock
- explain why a shallow focus earthquake struck this area in 2015
- explain why the earthquake was followed by landslides and aftershocks
- describe what it would be like to experience an earthquake

Skills practised

Cartographic skills: interpret thematic and sphere of influence maps; interpret

and analyse geo-spatial data in a GIS framework

Graphical skills: study proportional symbols

Numeracy and statistical skills: understand numbers, area, magnitude and percentage; draw conclusions from statistical data

Skills for formulating enquiry and argument: analyse photos

Specification coverage

- How can tectonic movement be hazardous?
- A **case study** of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 40-41
Teacher Handbook: Pages 46-47

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.17 Practice question – presentation
1.17 Practice question – mark scheme

Practice question
Explain the specific causes of a tectonic event that you have studied (Nepal earthquake in 2015). [6 marks]

1.18 Earthquake disaster in Nepal – 2

Summary of content

On this spread students explore the primary and secondary consequences of the earthquake and how people responded to it in the short and long term.

Geographical vocabulary

- non-governmental organisation (NGO)

Learning outcomes

By the end of this spread, most students should be able to:

- explain how the combination of physical and human geography led to such devastating consequences in Nepal in April 2015
- categorise consequences of the earthquake as primary or secondary
- compare the significance of primary and secondary consequences in rural and urban areas
- discuss the short- and long-term responses to the earthquake, including the role of NGOs, giving specific examples

Skills practised

Skills for formulating enquiry and argument: analyse photos

Specification coverage

- How can tectonic movement be hazardous?
- A **case study** of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 42-43
Teacher Handbook: Pages 48-49

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks
1.18 Practice question – presentation
1.18 Practice question – mark scheme

Practice question
With reference to a tectonic event you have studied (Nepal earthquake in 2015), discuss the consequences of the event.
[6 marks]

1 Global Hazards

Scheme of work

1.19 Saving lives in earthquake zones

Summary of content

On this spread students find out how building design and prediction, preparation and warning systems can help to reduce earthquake damage.

Geographical vocabulary

- advanced country (AC)
- mitigation
- seismic gap

Learning outcomes

By the end of this spread, most students should be able to:

- explain how buildings can be designed to mitigate the effects of earthquakes
- give examples of how recording plate movement can provide data to help identify where future earthquakes might occur
- give an example of how people can be warned about an imminent earthquake
- explain measures that can be taken to prepare for coping when an earthquake does strike

Skills practised

Cartographic skills: construct maps

Graphical skills: study cross-sections

Enquiry and argument skills: interpret and analyse photos and diagrams

Specification coverage

- How does technology have the potential to save lives in hazard zones?
- How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.

Exam link

Paper 1
Our Natural World

Section A
Global Hazards

What's on Kerboodle?

Digital books
Student Book: Pages 44-45
Teacher Handbook: Pages 50-51

Resources
1 Glossary
1 Glossary worksheet

Assessment
1 Test yourself
1 On your marks