Year 7 Topic 3 - Hydro Meteorological Hazards 11 Lessons

Aims: This unit explores various hydro-meteorological hazards. It explores the various processes involved in the formation and causes of different hazards, as well as the impacts and the responses. Such hazards include hurricanes, tornadoes, flooding, droughts and wildfires. This unit examines the role of El Nino and considers what future hazards could be like. Students focus in detail on a hurricane case study and examine the secondary impacts and the recovery, as well as how we can predict and prepare for such hazards. Whilst this unit looks at hydro-meteorological hazards around the world (depending on the places that experience the hazards), it also examines hazards in the UK, including storms and floods.

Links To KS3 National Curriculum:
Understand the processes that give rise to key physical geographical features of the world (including hazards), how these are interdependent and how they bring about spatial variation and change over time. They should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. This unit will focus on the role of weather and climate and will understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Links to KS4:
Edexcel B, Paper 1, Topic 1 – Hazardous Earth
Edexcel B, Paper 2, Topic 4 – UK's Evolving Physical Landscape – Rivers
Edexcel B, Paper 3, Topic 8 – Forests Under Threat

Key Skills	Literacy Links:	Numeracy Links:
• Analyse and communicate with a range of data • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Build on their knowledge of globes, maps and atlases • Topographical and other thematic mapping, and aerial and satellite photographs • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	Key Words • Hurricane; tornado; meteorological; drought; preparation; prediction;	• Interpretation of figures / graphs

<table>
<tr><th>Assessment</th><th>Cross-Curricular Links</th></tr>
<tr><td rowspan="2">An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answer, multiple choice, longer written answers and interpretation and use of given figures and data.</td><td>Science
Previous topics of Water (hydrological cycle) and Biomes (climate zones)</td></tr>
<tr><td>SMSC opportunities and British values
An understanding of how citizens can influence decision-making
Understanding the role of governments in response to natural hazards
Understanding consequences (e.g. preparedness)</td></tr>
<tr><th colspan="2">Opportunities for further learning</th></tr>
<tr><td colspan="2">Option 1: Revise Core Facts for the unit from your knowledge organiser
Option 2: GCSE Pod (Hazardous Earth; UK’s evolving physical landscape – rivers)
Option 3: Seneca Learning (Hazardous Earth; UK’s evolving physical landscape – rivers)
Option 4: BBC Bitesize KS3 Geography – Natural hazards, focusing on rivers and flooding, tropical storms and natural hazards in Asia (https://www.bbc.co.uk/bitesize/topics/zn476sg)
Option 5: Watching BBC News / Newsround, to keep up-to-date about natural hazards impacting different areas of the world (e.g. wildfires; drought; floods; hurricanes)</td></tr>
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