3.1 Living with the physical environment

This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.

The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

**3.1.1 Section A: The challenge of natural hazards**

Students are required to study all the themes in this section.

3.1.1.1 Natural hazards

|  |  |  |  |  |  |  |  |  |  |  |
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|  | Key idea | Specification Content | Objectives | Outcomes | Resources | Time | Activities | Differentiation | Skills, citizenship, links | Homework and assessment |
| 3.1.1.1 Natural hazards | Natural hazards pose major risks to people and property. |  |  |  |  |  |  |  |  |  |
| 3.1.1.2 Tectonic hazards | Earthquakes and volcanic eruptions are the result of physical processes. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| The effects of and responses to tectonic hazards vary between areas of contrasting levels of wealth. |  |  |  |  |  |  |  |  |  |
| Management can reduce the effects of tectonic hazards. |  |  |  |  |  |  |  |  |  |
| ASSESSMENT | | | | | | | | | | |
| 3.1.1.3 Tropical storms | Tropical storms (hurricanes, cyclones,  Typhoons) develop as a result of particular physical conditions. | Global distribution of tropical storms (hurricanes, cyclones, typhoons).  Conditions leading to the formation of a tropical storm.  The structure and features of a tropical storm. | To be able to describe and explain where Hurricanes occur and why  To improve memory skills  To understand what a hurricane or tropical storm is  To be able to explain how a hurricane forms | A completed description and explanation of Tropical Storm Location  A drawn cross section of a tropical storm  A flow chart explaining tropical storm formation | 7. Tropical storms where and why | 1 | C - What is the message of the cartoon?  LOCATION A - Map from memory exercise – Tropical Storm location. Groups of 3, look at picture for 30 seconds, 5 goes a team  A & D - Describe and explain the location of Tropical storms in a paragraph  WHY  A - Back of your books - Take notes on [this video on how hurricanes form,](http://video.nationalgeographic.com/video/player/environment/environment-natural-disasters/hurricanes/hurricanes.html)  A - Draw a cross section of a hurricane  D - Write a flow chart explaining how hurricanes form  [Simulation of tropical storm](http://news.bbc.co.uk/1/hi/sci/tech/7533909.stm) – how does the Saffir Simpson scale work? | SEN – writing frame available for location paragraph, finalised version of flow chart available  GNT – lead role in review | Describing location  Explaining in a sequence  AO1, AO2 | Activities within homework booklet |
|  |  |  |  |  |  |  |  |  |
| Tropical storms have significant effects on people and environments. |  |  |  |  |  |  |  |  |  |
| 3.1.1.4 Extreme weather in the UK | The UK is affected by a number of weather hazards. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Extreme weather events in the UK have impacts on human activity. |  |  |  |  |  |  |  |  |  |
| 3.1.1.5 Climate change | Climate change is the result of natural and human factors. |  |  |  |  |  |  |  |  |  |
| Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). |  |  |  |  |  |  |  |  |  |
| ASSESSMENT | | | | | | | | | | |

Code for activities – **C** = **C**onnect the learning, **S** = **S**tarter/ give new information via VAK, **A** = **A**ctivity, **D** = **D**emonstrate understanding, **R** = **R**eview learning

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