

Unit 1: Living with the physical environment  
 Section A: The challenge of natural hazards  
**Topic: Natural Hazards (1) & Tectonic Hazards (2)**

Unit content: RAG the following throughout, or at the end of the unit.	R	A	G
<b>Natural hazards pose major risks to people and property.</b>			
Definition of a natural hazard.			
Types of natural hazard.			
Factors affecting hazard risk.			
<b>Tectonic Hazards: Earthquakes and volcanic eruptions are the result of physical processes.</b>			
Plate tectonics theory.			
Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. (Where?)			
Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. What happens at each plate margin? (descriptions, diagrams)			
<b>Convergent margins:</b> Oceanic to oceanic			
<b>Convergent margins:</b> Oceanic to continental			
<b>Convergent margins:</b> Continental to continental			
<b>Divergent margins</b>			
<b>Conservative margins</b>			
Can you draw an annotated diagram to show what happens at each margin type?			
What landforms can be found at different margins?			
How are earthquakes measured?			
What is the difference between the focus and the epicenter of an earthquake?			
<b>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth</b>			
Primary and secondary effects of a tectonic hazard. (earthquake / volcano)			
Immediate and long-term responses to a tectonic hazard. (earthquake / volcano)			
Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.			
<b>Case study:</b>			
<b>Case study:</b>			
<b>Management can reduce the effects of a tectonic hazard</b>			
Reasons why people continue to live in areas at risk from a tectonic hazard.			
How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			
<b>Unit skills</b>			
ICT skills (Word, PowerPoint, Research...)			
Map skills			
High quality literacy skills (can you write with sophisticated fluency?)			
Interpreting data and trends			
High quality evaluation skills (balanced arguments and your own opinions)			
Ability to think synoptically (using content from a range of topics and units)			
<b>Other:</b>			
Understand the meaning of common command words like describe, explain, analyse			
P.E.E.L Technique			

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