

Unit 1: Living with the physical environment

Section A: The challenge of natural hazards

Topic: Weather Hazards (3)

| Unit content: RAG the following throughout, or at the end of the unit. | R | A | G |
|---|---|---|---|
| Global atmospheric circulation helps to determine patterns of weather and climate. | | | |
| General atmospheric circulation model: pressure belts | | | |
| General atmospheric circulation model: surface winds | | | |
| Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. | | | |
| Global distribution of tropical storms (hurricanes, cyclones, typhoons). | | | |
| An understanding of the relationship between tropical storms and general atmospheric circulation. | | | |
| Causes of tropical storms and the sequence of their formation and development. | | | |
| The structure and features of a tropical storm. | | | |
| How climate change might affect the distribution, frequency and intensity of tropical storms | | | |
| Tropical storms have significant effects on people and the environment. | | | |
| Primary and secondary effects of tropical storms. | | | |
| Immediate and long-term responses to tropical storms. | | | |
| Use a named example of a tropical storm to show its effects and responses. | | | |
| How monitoring, prediction, protection and planning can reduce the effects of tropical storms. | | | |
| The UK is affected by a number of weather hazards. | | | |
| An overview of types of weather hazard experienced in the UK. | | | |
| Extreme weather events in the UK have impacts on human activity. | | | |
| An example of a recent extreme weather event in the UK to illustrate: | | | |
| • causes | | | |
| • social, economic and environmental impacts | | | |
| • how management strategies can reduce risk | | | |
| Evidence that weather is becoming more extreme in the UK. | | | |
| Unit skills | R | A | G |
| 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) | | | |
| Other: | R | A | G |
| Understand the meaning of common command words like describe, explain, analyse | | | |
| P.E.E.L Technique | | | |