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| **What will we be learning?**  Physical Unit: Paper 1  Hazards | **Why this? Why now?**  This is taught from January to July of Year 12 and takes you up to the end of the year.  We study this part way through Year 12 so we have all the physical units completed by the end of the year, giving the **option** for a complete Physical Paper for the Year 12 mock.  Teaching this unit after Christmas enables the **consolidation of synoptic links** between Contemporary Urban Environments (Term 1 Year 12) and Water and Carbon (Term 2 Year 12 taught at the same time as hazards) whilst introducing key concepts for upcoming modules: role of **globalisation** (Global Systems) and **exogenous factors** (Changing Places) in aiding responses to hazards and the impact of hazards on people’s **lived experience** (Changing Places). | **Key Words:**  Natural Phenomena  Natural Hazard  Disaster Response Curve (Park Model)  Hazard Management Cycle  Hazard Perception  Plate tectonic theory  Palaeomagnetism  Benioff Zone  Ridge Push Slab Pull  Frequency  Regularity  Intensity  Magnitude  Volcanicity  Seismicity  Globalisation  Exogenous Factors  Lived Experience  Multi Hazardous Environments  This website also has a brilliant list of key terms and definitions:  [AQA Hazards Glossary of Definitions - Hazards - AQA Geography A-level (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fpmt.physicsandmathstutor.com%2Fdownload%2FGeography%2FA-level%2FNotes%2FAQA%2FHazards%2FGlossary%2520of%2520Definitions%2520-%2520Hazards%2520-%2520AQA%2520Geography%2520A-level.pdf) |
| **What will we learn?**   * What are people’s **perceptions** of hazards and how can this affect their **responses**? * How can hazard responses be **modelled** to reduce impacts? * What is the **theory** behind earth structure and plate tectonics? * What is the **nature, distribution, impacts and responses** of the main natural hazards (Volcanic, Seismic, Tropical Storms and Wildfires) * How might a **specific small scale location** respond and perceive a hazard? * How might a **Multi Hazardous Environment** affect a location’s response and perception to hazards? | |
| **What opportunities are there for wider study?**  **Careers:**   * Hazard Management and Risk Management * Urban Planning * Volcanologist * Geo Spatial Mapping: GIS * Meteorologist for Met Office and Environmental Agency   **Trips:**  Iceland Trip Year 13  **Wider Reading:**   * Geographical Review (in Library and Department) This is brilliant for up to date analysis and exam technique. * Muir-Wood R, 2016, **The Cure for Catastrophe: How We Can Stop Manufacturing Natural Disasters**, One World Publications (ISBN 978-1786070050) * Parry R, 2018**, Ghosts of the Tsunami: Death and Life in Japan’s Disaster Zone**, Vintage (ISBN 978-1784704889) * **Costing the Earth** – There are some great podcasts here to pick from on a wide variety of geographical issues <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics, including amongst others.. climate change, carbon, urban greening, deforestation, alternative power, plastics etc.) * **Royal Geographical Society** – “Ask the Geographer” podcasts - <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> - a fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go! | |
| **How will I be assessed?**  This is the longest physical module:   * 4 Marker (Outline/Suggest) * 6 Marker (Analyse) * 9 Marker (Often with Source Material) * 9 Marker (To what extent/Assess) * 20 Marker   The Total for this unit is **48 Marks** | |