

## Paper 1, Unit 1 - The challenge of natural hazards

	Prior knowledge	😊	😐	☹️	Revision undertaken
<b>Natural hazards</b>					
I can define a <b>natural hazard</b> and give some examples of the different types.					
I can explain the different factors that affect <b>risk</b> .					
<b>Tectonic hazards</b>					
I can describe the distribution of <b>earthquakes</b> and <b>volcanoes</b> .					
I explain the differences between <b>destructive</b> , <b>constructive</b> and <b>conservative</b> plate margins.					
I know the main features of an <b>earthquake</b> and how you can measure earthquakes.					
Using named examples of a tectonic hazard in both HIC and LIC countries ( <b>Chile and Nepal</b> ) I can:					
(1) Explain why the <b>tectonic hazard</b> happened there,					
(2) Describe the effects that resulted from the <b>earthquakes</b> both primary and secondary.					
(3) Describe what was done after the <b>earthquake</b> (responses), both in the long and short term.					
I can explain why <b>earthquakes</b> cause more loss of life in poor than in rich countries.					
I can explain why people continue to live in areas at risk of <b>tectonic hazards</b> .					
I can explain how monitoring, planning and prediction of <b>tectonic hazards</b> can reduce their effects.					
<b>Weather hazard</b>					
I can describe the <b>global atmospheric circulation model</b> .					
I can explain how the <b>global atmospheric circulation</b> model affects weather around the world.					
I can describe the distribution of <b>tropical storms</b> .					
I can explain the causes of a <b>tropical storm</b> .					
Using a named example ( <b>Typhoon Haiyan</b> ) I can describe and explain the primary and secondary impacts of <b>tropical storms</b> .					
I can assess and evaluate methods of responses <b>tropical storms</b> in both the long and the short term using a named example ( <b>Typhoon Haiyan</b> ).					
I can explain how <b>tropical storms</b> might be affected by <b>climate change</b> .					
I can explain how monitoring, planning and prediction of <b>tropical storms</b> can reduce their effects.					
I can explain the cause of an <b>extreme weather</b> event using an example ( <b>Somerset Levels Floods 2014</b> ).					
I can describe and explain the social, economic and environmental using an example ( <b>Somerset Levels Floods 2014</b> ).					
I can identify evidence of the weather becoming more extreme using an example ( <b>Somerset Levels Floods 2014</b> ).					
I can explain how extreme events can be managed to reduce the impacts.					
<b>Climate change</b>					
I can explain the evidence both for and against <b>climate change</b> .					
I can explain both the <b>natural</b> and <b>human</b> causes of climate change.					
I can identify the impacts of climate change – social, environmental, economic and political					
I can describe and evaluate the <b>mitigation</b> strategies (alternative energy production, carbon capture, planting trees and international agreements) used to reduce the impact of global <b>climate change</b> .					
I can describe and evaluate the <b>adaption</b> strategies (change in agricultural systems, managing water supply and reducing the risk from rising sea levels) used to reduce the impact of global <b>climate change</b> .					