



Year 9 Geography: Weather Hazards

Learning Outcomes	This scheme of learning aims to provide all students with a secure knowledge and understanding of the challenge of extreme weather and the writing skills to respond effectively to complex geographical questions about the causes, consequences and responses to extreme weather events. Each lesson begins with a re-cap of facts and ideas from previous sessions and goes on to introduce new geographical skills, ideas and language in a logical sequence of activities. Students are required to check their progress throughout each session to ensure they become confident and secure in their knowledge and understanding.
Key Questions	What are the causes and consequences of extreme weather events in different parts of the world? 1. What is the Global Atmospheric Circulation model? 2. What is the Global Atmospheric Circulation model and links to tropical storms? 3. Where do hurricanes, cyclones and typhoons occur? 4. What causes a tropical storm to form? 5. How could climate change affect tropical storms? 6. What were the effects of Typhoon Haiyan? 7. What were the responses to Typhoon Haiyan? 8. How can tropical storms be managed? 9. What extreme weather does the UK experience? 10. What were the causes and effects of Storm Desmond? 11. What were the responses to Storm Desmond? 12. What evidence is there that weather in the UK is becoming more extreme? 13. How to write a 9-mark answer? 14. Could anyone have saved Preciosa Santos? (Decision making exercise)
Knowledge	The course begins with a detailed examination of the global atmospheric circulation model and goes on to explain the location, formation and characteristics of tropical storms. Students then investigate the causes and consequences of Typhoon Haiyan in the Philippines and evaluate the effectiveness of immediate and long-term responses to this disaster. The course goes on to identify and explain extreme weather events in the UK and study the impact of Storm Desmond in Cumbria. Key Skills: • Apply the knowledge of key processes • Identify key characteristics from photographs and OS maps

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	• Interpret statistics and data • Annotate photographs • Read from graphs to support their answers to exam questions • Decision making • Oral literacy and debating • Literacy Key Concepts: • Global Atmospheric Circulation • Storm formation • Risk management • Sustainability Key Terms: <table><tr><td>Hazard risk</td><td>Economic impact</td><td>Primary effects</td><td>Immediate responses</td></tr><tr><td>Natural hazard</td><td>Environmental impact</td><td>Protection</td><td>Long-term responses</td></tr><tr><td>Global atmospheric circulation</td><td>Extreme weather</td><td>Secondary effects</td><td>Low/High pressure</td></tr><tr><td>Management strategies</td><td>Planning</td><td>Prediction</td><td>Hadley/ Ferrel/Polar Cells</td></tr></table>	Hazard risk	Economic impact	Primary effects	Immediate responses	Natural hazard	Environmental impact	Protection	Long-term responses	Global atmospheric circulation	Extreme weather	Secondary effects	Low/High pressure	Management strategies	Planning	Prediction	Hadley/ Ferrel/Polar Cells
Hazard risk	Economic impact	Primary effects	Immediate responses														
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Ongoing Assessment	Assessment is an integral part of every lesson and includes a re-cap of prior knowledge, discussion of new concepts and terminology and modelling of successful writing. Students also prepare and complete a range of short and long exam-style questions throughout the course with the focus carefully chosen to reflect new learning in each lesson. There a sample exam-style questions throughout the course planned into lessons frequently.																
Key Assessment	Key Assessment: This is an end of topic assessment that is 65 marks and the time permitted is 50 minutes. It is comprised of 40 multiple choice questions. This unit is assessed using range of questions involving factual recall, data response, geographical interpretation and extended writing.																
Sequencing	The course content is clear and well-organised into a logical sequence of activities which develop geographical knowledge, understanding and skills. Students are introduced to a new focus each time and every lesson begins with a re-cap of facts and ideas from previous sessions. The lessons then go on to introduce new geographical skills, ideas & language as appropriate. There is a systematic building of vocabulary during lessons as new terms are identified, discussed and defined and then tested in a subsequent session.																
Links to Careers																	

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	The focus of this course is extreme weather events which can lead to discussion of related careers including meteorology and technology relating to hazard monitoring and prediction. Students also discuss the role of aid agencies, Non-Governmental Organisations (NGOs) and government departments in relation to hazard management and recovery programmes. The back of the subject handbook also directly relates to the career paths of geographers.
Diversity and Inclusion	Elements of the diversity and inclusion agenda are addressed through discussion of the relationship between wealth and development and the ability to respond effectively to extreme weather events in different parts of the world. Students are encouraged to be confident and secure in their knowledge by exploring geography through different lenses. We encourage empathy and use De Bono's thinking hats to challenge the normal perspective. Finally, we often get students to pause and reflect on how their opinions are formed and question how their socio-economic backgrounds may affect their view on responses to a particular weather hazard. In our lessons, we aim to critically examine and deconstruct the dominant Eurocentric narratives that have traditionally shaped UK geography classrooms, it is essential to embrace diverse voices, indigenous knowledge systems, and global perspectives. By doing so, we can foster a more inclusive understanding of geographical issues, one that values the interconnectedness of all regions and recognises the contributions of historically marginalised communities in shaping our world. This is particularly poignant when exploring the responses to Typhoon Haiyan but also the regional differences of responding to storm hazards in the north and south of the UK.
Support	This course is very well planned and resourced to ensure free and open access for all students. Teaching and learning resources can be access on SharePoint or through MS Teams. All handbooks, lesson PowerPoints and worksheets are on there. All students are provided with a printed copy of the worksheets that cover all the notes in the PowerPoints. The subject handbook gives a list of all of the key words for each topic with a specification checklist to show how student learning ties in with key assessments and formal examinations. We subscribe to magazines through the department and ensure there are copies in the library for all students to access. We systematically send positive postcards home to students who have made excellent progress and also contact home to offer support to those who haven't made the expected progress.
Challenge	Blue and purple challenge activities are built into all of our geography lessons to stretch the more able and a wide range of extension activities are provided for students throughout the course. These include wider reading, watching news reports and articles, films and documentaries and targeted research assignments. Activities are shared with students through the lesson resource packs. The following links provide further challenge. • Internet Geography The Challenge of Natural Hazards - Internet Geography • Cool Geography Coolgeography - GCSE - Challenge of Natural Hazards • Wider reading can be found the Geography SharePoint Page. Weather Hazards Y9 and Y13

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- Wide World Magazine- Copies of these can be found in the library or on our Geography SharePoint Page [Geography - Wide World Magazine - All Documents](#)

We also encourage all students to watch, read or listen to the news to bring real stories into class to add to their learning.

Year 9 are invited to 'The Geographical Society' which is led by the Year 12 geography students where they have the opportunity to write articles for our magazine, the 'Nonsuch Geographic' and to take part in geography games and competitions