

Year 10 Unit 2 Overview – Weather Hazards

Completion date 28th October Test date w/b 16th Dec

Target grade for tests:



You will learn about:

- Location, formation and weather hazards of tropical storms
- Impacts and responses to Typhoon Haiyan
- Reducing the impacts of tropical storms

You will be able to:

- Use case studies/examples to explain processes.
- Carry out research.
- Use and create graphs/diagrams/maps to describe information.
- Use literacy (PEEL and PEAL).

<p>Lesson Overview:</p> <ol style="list-style-type: none"> 1. DIT on previous assessment. 2. The causes of weather and climate – the global atmospheric circulation pattern 3. Distribution and formation of tropical storms and how climate change will influence them 4. The weather hazards and features associated with tropical storms 5. Super Typhoon Haiyan – impacts and responses 6. Reducing the impacts of tropical storms: monitoring, prediction, preparation and planning. 7. Weather Hazards in the UK & Extreme Weather in the UK 8. Extreme Weather named example – Somerset Level Floods 2014 9. Consolidation / Revision 		<p>Key Words:</p> <p>Coriolis effect – the effect of the earth’s rotation which makes a tropical storm spin as it moves north and south of the equator (above 5 degrees)</p> <p>Eye – the centre of a tropical storm, created by intense low pressure, where calm conditions are experienced (no wind or rainfall)</p> <p>Eye wall – the clouds surrounding the central eye of the storm, this where the most intense weather conditions are experienced e.g. strong winds and torrential rainfall</p> <p>Hurricane warning – advises that hurricane conditions are expected and that people should take immediate action e.g. evacuate to higher ground</p> <p>Hurricane watch – advises that hurricane conditions are possible</p> <p>Primary impacts – the impacts that happen straight away due to a tropical storm e.g. winds damaging buildings</p> <p>Saffir-Simpson scale – the scale used to measure the power of tropical storms (1-5)</p> <p>Secondary impacts – impacts that happen as a result of the primary impacts e.g. homelessness</p> <p>Storm surge – a wave/series of waves created due to low atmospheric pressure of a tropical storm (they are around 5m high)</p> <p>Tropical Storm (hurricane, cyclone, typhoon) – an area of low pressure with winds moving in a spiral around a calm central point called the eye of the storm – winds are powerful (over 175km per hour) and rainfall is heavy.</p>				
<p>Suggested reading or support available:</p> <ul style="list-style-type: none"> - Extreme weather: what the UK can expect – Sambrook and Richardson - Starfish in Kent, in the cold - NHM 		<p>Cross curricular:</p> <ul style="list-style-type: none"> • SMSC: develop a critical understanding of the social and environmental impacts of tropical storms and how they impact different parts of the World. • Literacy: using key geographical terms, PEAL to write well balanced explanations and comparisons. Accurate SPAG. • Numeracy: to analyse compound line graphs for example showing years and tropical storm intensity and to calculate averages and increases/decreases. 				
Research	Note-making	Group work & discussion	Memorisation	Precision & accuracy	Independence	Reflection

