

## Lesson 1: Is our local area a risky place?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - 'geographical imaginations', physical and human characteristics of real places.</p> <p><b>Space</b> –spatial patterns and distributionsd</p> <p><b>Scale</b> – making links between scales to develop understanding of possible links between scales</p>	<p><i>a variety of scales, from personal, local, regional, national,</i></p> <p><i>key aspects of the UK, including its changing human and physical Geography</i></p> <p><i>human geography, built and managed environments and human processes</i></p>	<p>What is risk?</p> <p>Is our local area a risky place?</p> <p>To understand what is meant by 'risky places'</p> <p>To analyse the 'riskiness' of their own local area compared with other local areas and national statistics</p>	<p><b>STARTER:</b> Students write a definition of the term 'risk' or rearrange words to make definition</p> <p><b>MAIN ACTIVITIES</b></p> <p>Generate and study neighbourhood summary</p> <p>Investigate how risky their own local area is in comparison to national statistics</p> <p>What other risks are there?</p> <p><b>PLENARY</b></p> <p>Write a paragraph to describe the level of risk in their own local area</p> <p><b>EXTENSION:</b> should be able to use national comparisons and various criteria from national statistics</p>	<p><b>Downloads:</b></p> <p><a href="#">Definition of risk sheet</a></p> <p><a href="#">Data instruction sheets + matrix</a></p> <p><b>Links:</b> national statistics</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical Enquiry</b> – ask geographical questions, thinking critically, constructively and creatively b collect, record and display information</p> <p><b>Graphicacy and visual literacy</b> - Use a variety of maps and geographical data including published statistics</p>	<p><i>Real and relevant contexts to study place and space for learning about change in the contemporary world using a variety of data</i></p> <p><i>undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team</i></p> <p><i>use pupils' practical and life experiences to extend and deepen their awareness and understanding of a range of geographical ideas,</i></p>			<p>Descriptive paragraph</p> <p><b>Notes</b></p>

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## Lesson 2: Are some places riskier than others?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Scale</b> – <i>making links between scales to develop understanding of possible links between scales</i></p> <p><b>Space</b> – <i>spatial patterns and distributions</i></p> <p><b>Environmental interaction and sustainable development</b> - <i>a Understanding that the physical and human dimensions of the environment are interrelated</i></p> <p><b>Physical and human processes</b> - <i>These processes cause change and development in places and can be used to explain patterns and distributions.</i></p>	<p><i>a variety of scales, from personal, local, regional, national, international and continental, to global</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage future impact.</i></p> <p><i>the location of places and environments</i></p>	<p>What is the 'scale' of risk?</p> <p>Which places in the world are more risky than others?</p> <p>?</p> <p>There are different scales of risk and this is dependent on location.</p> <p>Some areas of the world people are exposed to greater risk from natural and human risks than others.</p>	<p><b>STARTER:</b> Students view PPT and reflect on subjective hierarchy according of 'riskiness'. Compare initial thoughts with a partner</p> <p><b>MAIN ACTIVITIES :</b></p> <p>Diamond 9 using PPT. Change focus of diamond 9 halfway through lesson. (E.g. economic, social, environmental or political focus or short term / long term focus, scale etc....). Teacher could select same 9 places for whole class or allow different groups to choose own 9.</p> <p>Use the Am I a global citizen? Areas at risk from natural hazards interactive to look at risk on a global scale and identify regions or continents at risk from natural and human</p> <p><b>PLENARY:</b> Ripple effect diagram. Riskiest place in centre, biggest reason for this risk in next circle and so on.</p>	<p><b>Interactive:</b> <a href="#">Am I a global citizen? Areas at risk from natural hazards</a></p> <p><b>Downloads:</b> <a href="#">PPT (+ printout)</a></p> <p><a href="#">Card-sort using PPT from lesson 1</a></p> <p><a href="#">Diamond 9 instruction sheet</a></p> <p><a href="#">Ripple effect diagram</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>ask geographical questions, thinking critically, constructively and creatively</i></p>	<p><i>use varied resources, including maps, visual media and geographical information systems</i></p> <p><i>examine geographical issues in the news</i></p>			<p>Verbal assessment – potentially level 7 as opportunities for evaluation exist</p>
				<b>Notes</b>
				<p>Print version of the starter PPT can be found by selecting 'handouts' &amp; 9 slides per page in printing option.</p>

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## Lesson 3: How risky is it to live in the UK?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Physical and human processes</b></p> <p><b>Environmental interaction and sustainable development</b> –the physical and human dimensions of the environment are interrelated and together influence environmental change.</p> <p><b>Interdependence</b> - Exploring environmental connections between places.</p>	<p><i>range of investigations, focusing on places, themes or issues</i></p> <p><i>key aspects of the UK, including its changing human and physical</i></p> <p><i>interactions between people and their environments, including causes</i></p> <p><i>and consequences of these interactions, and how to plan for and manage their future impact.</i></p>	<p>How risky is it to live in the UK?</p> <p>The United Kingdom can be a risky place to live in particular for those living on the flood plain</p> <p>To investigate the July 2007 floods in the UK (causes, effects, future)</p>	<p><b>STARTER:</b></p> <p>Pupils log on the Environment agency website and work out whether or not their home and the school are at risk. Teacher could also give a postcode that is definitely at risk and compare flood risk and defences etc</p> <p><b>MAIN ACTIVITIES:</b></p> <p>MI5* – whole-class geographical enquiry into the July floods in the UK. Teacher guides students into thinking of cause, effect and solution questions and answers using a variety of resources.</p> <p><b>PLENARY:</b> MI5 plenary (whole-class discussion) + return to original question</p>	<p><b>Downloads:</b></p> <p><a href="#">MI5 instruction sheet (teacher)</a></p> <p><a href="#">Example questions sheet</a></p> <p><a href="#">Links: Environment Agency</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> - plan geographical enquiries, suggesting appropriate sequences of investigation</p>	<p><i>use a range of approaches to enquiries</i></p> <p><i>use varied resources, including maps, visual media and geographical information systems</i></p> <p><i>examine geographical issues in the news</i></p> <p><i>investigate important issues of relevance to the UK using a range of skills, including ICT</i></p>			<p>Quality of questions generated</p>
				<b>Notes</b>
				<p>*MI5 is based on the Matthew Lipman concept of a Community of Enquiry. Students generate questions on cause, effect and solution. They answer the questions themselves using their existing knowledge (from previous work, the news, other sources etc.) by thinking creatively about solutions. It is an opportunity to show that geography is not just something taught in school but students to feed in from the news and other sources they have been watching and reading.</p>

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## Lesson 4: To what extent are some hazard risks made greater by humans?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Interdependence</b> - Pupils should understand how human action in one place has consequences somewhere else,</p> <p><b>Cultural understanding &amp; diversity</b> - <i>Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</i></p> <p><b>Human &amp; physical processes</b></p>	<p><i>a range of investigations, focusing on places, themes or issues</i></p> <p><i>interactions between people and their environments</i></p>	<p><b>To what extent was Hurricane Katrina was a natural disaster?</b></p> <p>Human mismanagement of a crisis can make the risk much greater</p> <p>To make suggestions as to how the risks could have been better managed</p>	<p><b>STARTER:</b> word-circle (words to do with the 'risky places')</p> <p><b>MAIN ACTIVITY:</b></p> <p>6-hat thinking investigation</p> <p><b>PLENARY:</b></p> <p>Green hat feedback according to 6-hat thinking instruction sheet.</p>	<p><b>Downloads:</b></p> <p><a href="#">Word circle</a></p> <p><a href="#">Newspaper article</a></p> <p><a href="#">Six-hat thinking cards &amp; PPT (+ teacher instruction sheet)</a></p>
<p><b>Key processes</b></p>	<p><b>Curriculum opportunities</b></p>			<p><b>Assessment opportunities</b></p> <p>Opportunities to achieve level 8 thinking during 'green hat / creating' round</p>
<p><b>Geographical enquiry</b> - <i>ask geographical questions, thinking critically, constructively and creatively</i></p> <p><i>identify bias, opinion and abuse of evidence in sources when investigating issues</i></p> <p><i>analyse and evaluate evidence, presenting findings to draw and justify conclusions</i></p>	<p>use a range of approaches to enquiries</p>			<p><b>Notes</b></p> <p>Felt pens A3 paper will also be required for this lesson</p>

## Lesson 5: Can all hazard risk be managed (1)?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Space</b> - <i>Knowing where places and landscapes are located</i></p> <p><b>Physical and human processes</b> - <i>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</i></p>	<p><i>variety of scales, from personal, local, regional, national, international and continental, to global</i></p> <p><i>physical geography, physical processes</i></p> <p><i>interactions between people and their environments</i></p> <p><i>a range of investigations, focusing on places, themes or issues</i></p>	<p><b>What happened on 26 December 2004?</b></p> <p>understand the causes of the Asian Tsunami</p> <p>Understand which countries were affected by the tsunami</p>	<p><b>STARTER:</b> Use the December 26 2004 Interactive to locate countries around the Indian Ocean</p> <p><b>MAIN ACTIVITY:</b></p> <p>Use the Interactive to look at that sequence of events and impacts.</p> <p>Back track to causes of Tsunami. Complete sequencing activity. Produce a picture storyboard from sequencing activity.</p> <p><b>PLENARY:</b> Triangle of knowledge – key causes of Tsunami</p> <p><b>Homework:</b></p> <p>Compile a transcript for the BBC the sequence of event which led to the tsunami.</p>	<p><b>Interactive:</b></p> <p><a href="#">What happened on 24<sup>th</sup> December 2004?</a></p> <p><b>Downloads:</b> <a href="#">world map outline</a></p> <p><a href="#">Causes of the tsunami fact sheet</a></p> <p><a href="#">Sequencing activity</a></p> <p><a href="#">News article to support sequencing activity</a></p> <p><a href="#">Storyboard outline</a></p> <p><a href="#">Triangle of Knowledge outline</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<p><b>Assessment opportunities</b></p> <p>Knowledge of causes and effects</p>
<p><b>Geographical enquiry</b> <i>identify bias, opinion and abuse of evidence in sources investigating issues</i></p> <p><b>Graphicacy and visual literacy</b> - <i>use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data</i></p>	<p><i>use a range of approaches to enquiries</i></p> <p><i>use varied resources, including maps, visual media and geographical information systems</i></p>			<p><b>Notes</b></p> <p>Atlases will be useful for this lesson</p>

**Web links:**

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## Lesson 6: Can all hazard risk be managed (2)?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Scale</b> - from personal and local to national, international and global. <i>Making links between scales to develop understanding of geographical ideas.</i></p> <p><b>Physical and human processes</b> - <i>Understanding how sequences of events and activities in the physical and human worlds lead to change</i></p> <p><b>Environmental interaction and sustainable development</b> <i>Understanding that the physical and human dimensions of the environment are interrelated</i></p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global</p> <p><i>a range of investigations, focusing on places, themes or issues</i></p> <p><i>Making links between people and their environments at different scales helps pupils understand interdependence</i></p>	<p>What &amp; where were the main impacts of the Tsunami?</p> <p>What was the scale of the impact?</p> <p>Could the effects of the tsunami have been managed?</p> <p>Evaluate the scale of impact and judge whether it could have been managed</p>	<p><b>STARTER:</b> Chosen students to perform transcripts from homework from previous lesson</p> <p><b>MAIN ACTIVITY:</b> Show students examples of map symbols and scaling.</p> <p>Give out info sheet with more detail of impacts.</p> <p>Students to devise key to reflect scale and type of impact.</p> <p>Discuss ways that effects could have been managed differently</p> <p><b>PLENARY:</b> o/x – impacts of the Tsunami</p> <p><b>EXTENSION:</b> Was the tsunami a 'telegenic' disaster? What impact did the date and media coverage have on the international response? Is this usual for Natural disasters in Asia?</p>	<p><b>Downloads:</b></p> <p><a href="#">Scale of impact sheet</a></p> <p><a href="#">example maps with symbols</a></p> <p><a href="#">o/x outline</a></p>
				<b>Assessment opportunities</b>
				Quality of map & presentation skills
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy &amp; visual literacy</b></p> <p><b>Geographical communication</b></p>	<p><i>use a range of approaches to enquiries</i></p> <p><i>use varied resources, including maps, visual media and geographical information systems</i></p>			<b>Notes</b>

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## Lesson 7: Does location affect how hazard risks are managed?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Space</b> - <i>Knowing where places are located why and the implications for people.</i></p> <p><b>Cultural understanding &amp; diversity</b> - <i>Appreciating how people's values and attitudes differ and may influence environmental and political issues.</i></p> <p><b>Physical and human processes</b> - <i>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</i></p> <p><b>Environmental interaction and sustainable development</b> - Understanding the dynamic interrelationship between the physical and human worlds</p>	<p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p> <p><i>different parts of the world in their wider settings and contexts and regions or countries in different states of development</i></p>	<p>Does location affect how hazard risks are managed?</p> <p>LEDCs continue to lose more lives to natural hazards, due to inadequate planning and preparation</p> <p>In MEDCs 'Less Economically Developed Communities' or vulnerable groups are often most at risk</p>	<p><b>STARTER:</b></p> <p>A-Z of risky places - Set this as a competition – first pair to complete all 26 words or 5 minutes to get as many words as possible. 'Winning' pair read out their list and other students can challenge their validity.</p> <p><b>MAIN ACTIVITY:</b></p> <p>(Compare / contrast 3) Venn diagram to compare 'riskiness' of 3 case studies Indonesia (LEDC) and UK/USA (MEDC) including information about aid and response to the disasters.</p> <p><b>PLENARY:</b> Discussion as to why human responses differ according to location.</p> <p><b>EXTENSION:</b> use development indicators to give supported reasons for differences in response and management of risk, both physical and human</p>	<p><b>Downloads:</b></p> <p><a href="#">A-Z sheet</a></p> <p><a href="#">CC3 outline</a></p> <p><a href="#">Teacher profiling sheet</a></p> <p><b>Assessment opportunities</b></p> <p><b>Levelled assessment:</b> 'Why do people continue to live in risky places?'</p>
<p><b>Key processes</b></p> <p><b>Geographical enquiry</b> - <i>solve problems and make decisions to develop analytical skills and creative thinking about geographical issues</i></p> <p><i>analyse and evaluate evidence, presenting findings to draw and justify conclusions</i></p>	<p><b>Curriculum opportunities</b></p> <p><i>make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.</i></p>			<p><b>Notes</b></p> <p>Atlas with development indicators in</p>