



## MAGHULL HIGH SCHOOL – CURRICULUM MAP- Hazards- Year 12 Term 2 and 3

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
LESSON TOPIC QUESTION(S)	Natural Hazards – introduction	Plate tectonics	Plate margins	Volcanic hazards	Impacts and responses to volcanoes	Seismic hazards	Seismic hazards – impacts and responses
	Week 8	Week 9	Week 10	Week 11			
	Storm hazards	Wildfires	Multi-hazard case study – Philippines	Hazardous setting – Italy			
Knowledge & Skills development	Knowledge	<ol style="list-style-type: none"><li>1. To investigate meteorological, seismic and tectonic hazards</li><li>2. To investigate plate tectonic theory</li><li>3. To investigate the different types of plate margins and associated physical processes and landforms</li><li>4. To investigate the key characteristics of volcanoes including location and distribution</li><li>5. To investigate primary and secondary impacts of volcanoes and mitigation/responses</li><li>6. To investigate the key characteristics of earthquake events</li><li>7. To investigate impacts of and responses to earthquakes in HICs and LICs. To investigate the impact of a tsunami</li><li>8. To investigate the impact of tropical storms and weather events including a Case Study</li><li>9. To investigate the characteristics and impacts of wildfires</li><li>10. To investigate the Philippines as a multi-hazard environment</li><li>11. To investigate Italy as a tectonic hazard zone</li></ol>					
	Skills	<p>Cartographic Skills</p> <p>Map interpretation: Reading and analysing OS maps, especially for identifying coastal landforms. Sketch maps and field sketches: Representing coastal features or management strategies visually. Use of GIS (Geographical Information Systems): Mapping erosion rates, flood risk zones, or land use changes.</p>					

	<p>Evaluative and Decision-Making Skills</p> <ul style="list-style-type: none"> <li>• Cost-benefit analysis: Weighing up economic vs. environmental consequences of defences.</li> <li>• Conflict matrix: Identifying and analysing stakeholder perspectives (residents, councils, conservationists).</li> </ul> <p>Synoptic skills</p> <p>Sustainability evaluation: Judging whether a coastal strategy balances economic, environmental, and social factors. Linking <b>physical processes</b> (e.g. erosion, deposition) to <b>human responses</b> (e.g. building sea defences). Evaluating management strategies in the context of climate change and rising sea levels. Using case studies to apply place-specific knowledge and broader geographical theory</p>				
<b>Assessment / Feedback Opportunities</b>	<p>Exam-style questions (structured, data response, and essay)</p>	<p>Structured, data response, and essay style questions to assess evaluative and synoptic skill</p> <p>In class or set as homework</p> <p>Timed questions in class</p>	<p>Walk and talk through exam style questions</p> <p>Wagoll</p> <p>Mark scheme/Mark criteria familiarisation</p> <p>Peer marking</p>	<p>Geofile factsheets with set questions</p>	<p><b>Summative assessment</b></p> <p>End of a topic test based on past paper questions</p> <p>Mock exam Full paper1 coasts section</p>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>○</li> <li>• <b>Disaster</b> – A major hazard event that causes significant disruption to a community or region.</li> <li>• <b>Fatalism</b> – A view that people cannot influence or shape the outcome of a hazard and therefore do nothing to mitigate it.</li> <li>• <b>Hazard</b> – A perceived natural event which has the potential to threaten both life and property.</li> <li>• <b>Hazard perception</b> – The way in which an individual or group views the threat of a hazard.</li> <li>• <b>Integrated risk management</b> – The process of considering the social, economic and political factors involved in risk analysis; determining the acceptability of damage/disruption; deciding on the actions to be taken to minimise damage/disruption.</li> <li>• <b>Mitigation</b> – Actions aimed at reducing the severity of an event and lessening its impacts.</li> <li>• <b>Prediction</b> – The ability to give warnings so that action can be taken to reduce the impact of hazard events.</li> <li>• <b>Preparedness</b> – The ways in which individuals or communities are ready to respond to a hazard event.</li> </ul>				

	<ul style="list-style-type: none"> <li>• <b>Prevention</b> – Actions aimed at preventing a hazard event from occurring (often unrealistic for natural hazards).</li> <li>• <b>Protection</b> – Actions taken before a hazard event to reduce its impact, such as building design or land-use planning.</li> <li>• <b>Resilience</b> – The sustained ability of individuals or communities to be able to utilise available resources to respond to, withstand and recover from the effects of natural hazards.</li> <li>• <b>Risk</b> – The probability of a hazard event occurring and creating loss of lives and/or livelihoods.</li> <li>• <b>Risk sharing</b> – The idea that the costs of reducing the hazard, the costs of not reducing the hazard and the benefits gained from living in a hazardous area can be shared, usually through insurance.</li> <li>• <b>Vulnerability</b> – The potential for loss. This varies over time and space and among different social groups.</li> </ul>
<b>Literacy/Reading opportunities</b>	<p>Literacy and reading are essential in A Level Geography—not just for comprehension, but for developing critical thinking, evaluation, and communication skills. Geography bridges science and the humanities, so strong literacy is key to success in exams, coursework, and wider understanding.</p> <p><b>Extended Writing in Exam Questions</b></p> <ul style="list-style-type: none"> <li>• <b>Essay-style responses</b> are common, especially in topics like:</li> <li>• Students must develop arguments, use evidence, and evaluate different perspectives.</li> <li>• <b>Reading Academic and Non-Fiction Texts</b> Geography students are expected to read widely beyond the textbook, including: <ul style="list-style-type: none"> <li>◦ <b>Case study reports</b> (e.g. UN climate reports, NGO publications)</li> <li>◦ <b>Government policy documents</b> (e.g. DEFRA flood management strategy)</li> <li>◦ <b>Articles from journals</b> (e.g. <i>Geography Review</i>, <i>Geographical</i>, <i>New Internationalist</i>)</li> </ul> </li> <li>• Geography students are expected to read widely beyond the textbook, including: <ul style="list-style-type: none"> <li>◦ <b>Case study reports</b> (e.g. UN climate reports, NGO publications)</li> <li>◦ <b>Government policy documents</b> (e.g. DEFRA flood management strategy)</li> </ul> </li> </ul>

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<b>Cross-Curricular Themes</b>	<p>Science and Technology • Understanding tectonic processes, atmospheric circulation, and climate systems. • Use of GIS (Geographic Information Systems), satellite imagery, and hazard prediction technologies.</p> <p>Mathematics • Interpreting and constructing graphs, maps, and statistical data (e.g., hazard frequency, magnitude, risk analysis). • Calculating risk, probability, and cost-benefit analysis in hazard management.</p> <p>Economics • Economic impacts of natural disasters. • Cost of mitigation vs. cost of recovery. • Insurance and risk-sharing strategies.</p>

	<p>Fieldwork and Inquiry Skills • Investigating local or regional hazard risks. • Collecting and analyzing primary and secondary data</p>
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<p>Citizenship and Ethics • Evaluating government and community responses to hazards. • Ethical considerations in disaster aid, relocation, and development in hazard-prone areas</p> <p>Global and Cultural Awareness • Case studies from both LICs and HICs to compare vulnerability and response. • Cultural attitudes toward risk and hazard perception</p>
<b>Career Opportunities</b>	<p><b>Disaster and Emergency Management</b></p> <ul style="list-style-type: none"> <li>a. Roles: Emergency planner, disaster response coordinator, crisis management officer.</li> <li>b. Employers: Local councils, government agencies (e.g. Environment Agency), NGOs like the Red Cross.</li> </ul> <p><b>Environmental Consultancy</b></p> <ul style="list-style-type: none"> <li>c. Focus: Risk assessments, hazard mapping, environmental impact assessments.</li> <li>d. Employers: Private consultancies, DEFRA, Natural England.</li> </ul> <p><b>Geological and Volcanology Research</b></p> <ul style="list-style-type: none"> <li>e. Roles: Volcanologist, seismologist, geoscientist.</li> <li>f. Employers: British Geological Survey, universities, research institutions.</li> </ul> <p><b>Meteorology and Climate Science</b></p> <ul style="list-style-type: none"> <li>g. Roles: Meteorologist, climate analyst, hazard modeler.</li> <li>h. Employers: Met Office, BBC Weather, international climate bodies.</li> </ul>