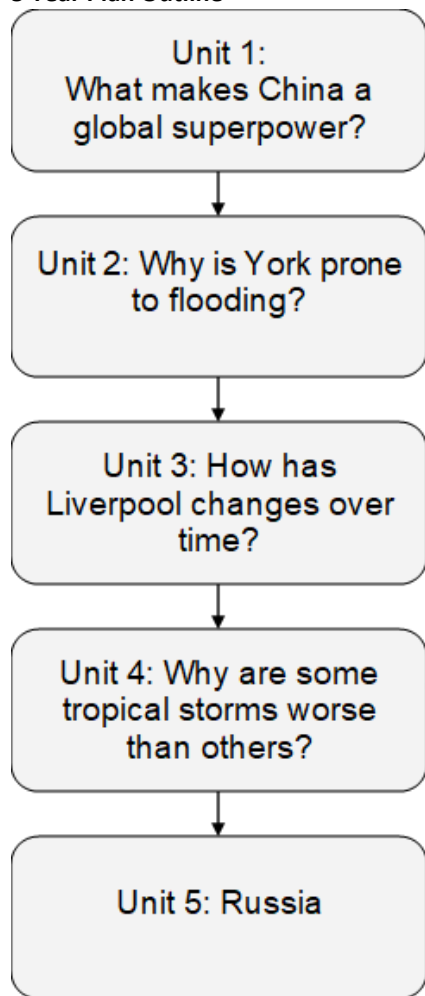


<p>Possible Lesson Breakdown: Lesson 1 - What are tropical storms? Lesson 2 - How do tropical storms form? Lesson 3 - The structure of tropical storms Lesson 4 - Explaining the formation of tropical storms Lesson 6 – Collective feedback The impacts of tropical storms 1 Knowledge test Lesson 7 - The impacts of tropical storms 2 Lesson 8 - Why are some impacts worse than others? Lesson 9 - Differences between tropical storms Lesson 10 – Individual feedback Knowledge test (end of topic)</p>		<p>Unit Knowledge (key terms in bold)</p> <ul style="list-style-type: none"> The location of Liverpool within the UK, Merseyside and NW region. How industry in Liverpool has changed over time (from 1700s to present day): population change and economic change. The structure of cities in HICs and the characteristics of each area: CBD, industrial zone, inner city, suburbs, rural to urban fringe. Causes of deindustrialisation (globalisation and mechanisation). Impacts of deindustrialisation on Liverpool (declining inner city areas, unemployment rates). Impact of regeneration on Liverpool (Albert Dock) 	<p>Writing Tasks</p> <p>Explaining the formation of tropical storms</p> <p>Differences between tropical storms</p>
<p>Assessment: Lesson 4 Knowledge Test Lesson 10 Knowledge Test</p>	<p>Feedback Lesson 6 – Collective feedback Lesson 10 – Individual feedback</p>	<p>Geographical Skills</p> <ul style="list-style-type: none"> Using atlas maps on a range of scales Satellite images Interpreting data 	<p>Reading Tasks Impacts of tropical storms</p> <p>CEIAG</p> <ul style="list-style-type: none"> Use of satellite images Use of different forms of maps and graphs Plotting information on maps Impact of weather and climate change on people Effect of engineering at reducing impacts <p>Careers industry/ sector links Climatology Meteorology Engineering</p>

5 Year Plan Outline



Notes
Students have a good understanding of global climatic factors, this unit helps students link this to other processes that cause the formation of weather systems. Students will also apply their prior knowledge of world development to explore the reasons why hazards have different impacts in countries of varying wealth.

<p>Key Knowledge Themes: Changing weather and climate: The distribution of tropical storms (latitude/Hadley cells). Causes of tropical storms. Global economic development: Reasons why tropical storms are worse in poor countries. Place knowledge: Hurricane Harvey (South USA), Cyclone Ampham (Bangladesh). A connected world: How people interact with natural processes in different places around the world.</p>
<p>Links to Prior Learning: Changing weather and climate: 7.5, 8.1, 8.4 – The different factors that influence climate around the world, how Hadley cells work and the role of high and low pressure on influencing weather patterns. Global economic development: 7.3, 8.3 – the characteristics of countries of differing wealth, development indicators. A connected world: 7.5, 8.3 – Factors that affect world climate, the distribution of wealth worldwide.</p>
<p>National Curriculum Links: Physical geography relating to weather and climate. Human geography relating to international development Understand how human and physical processes interact to influence, and change landscapes, environments and the climate.</p>