

Year 8 ILT – Hazards

Learning Task – Over the next few weeks you will be completing an independent learning task; **you need to investigate an earthquake or a volcanic eruption and this should be an event that has happened relatively recently.**

This is an opportunity for you to work independently and structure your own learning. You must complete your ILT on paper and hand it in by the deadline date in the folder you will be given; all your ILTs will go in this folder. You can use a variety of resources to complete this piece of work including your Geography book, the library, newspapers and magazines, the television as well as the internet but do not copy and paste information from the internet, there is no learning involved in this; make sure that you write everything in your own words. Think about the environment if you do type your ILT and use a suitably sized font and only use a few pictures or diagrams that will enhance your ILT.

Final deadline _____

Assignment	B	D	S	P
1) Location Due –	Shade in the country on a world map and mark on the location of the hazard within that country.	Write a paragraph describing the location of the hazard and complete a fact file about the country that the hazard has occurred.	In addition to the maps describing the location of the hazard, look at a map showing the location of the plate boundaries and describe the hazard's location in relation to the plate boundaries.	Write a paragraph describing the type of plate boundary e.g. destructive, and what happens there.
2) What were the <u>causes</u> of the event? Due –	Create a mind map of the causes of your chosen event.	Complete a flow diagram showing the causes of the event. Include Geographical terminology?	Write a paragraph that explains why your event occurred by relating to the wider geographical theory (plates, plate boundaries etc.). Ensure that geographical terminology is included.	Write a paragraph to explain how the location of the event (e.g. focus and the epicentre of earthquake) could link to the level of impact.

<p>3) What were the <u>effects</u> of the earthquake or volcanic eruption?</p> <p>Due –</p>	<p>Create a mind map of the effects of your chosen event.</p>	<p>Create a table of the social, economic and environmental impacts of your event.</p> <p>Explain how the size of the event links to the level of impact.</p>	<p>Explain the short (immediate) and long term (secondary) effects of the earthquake or volcanic eruption</p> <p>On a scale of 1-10 with 1 being the worst, how would you rate the event? Explain your choice.</p> <p>Explain why people live in danger zones.</p>	<p>Explain how earthquakes/eruptions impact different groups of people in different ways (locally and globally)</p> <p>Consider how impacts may vary between rich (MEDC) and poor (LEDC) countries.</p> <p>Explain how people respond to earthquakes/eruptions short and long term.</p>
<p>4) Creative task.</p> <p>Due –</p>	<p>Pictures of the disaster, make sure each one has a suitable title.</p>	<p>A series of pictures with detailed annotations showing the sequence of events leading up to the disaster. You need more than labels.</p>	<p>A model that looks like the volcano that has erupted OR that an earthquake has occurred. This should have detailed labels of all of the features.</p>	<p>Design a volcano or earthquake proof house. This can be drawn or a model.</p> <p>Explain how it can withstand the disaster.</p>

Useful websites

<http://www.fema.gov/kids/volcano.htm>

http://volcano.und.edu/vwdocs/current_volcs/current.html

<http://www.bbc.co.uk/schools/gcsebitesize/geography/platetectonics/volcano/srev1.shtml>

<http://www.fema.gov/kids/quake.htm>

<http://www.thetech.org/exhibits/online/quakes/>

<http://science.howstuffworks.com/earthquake.htm>

<http://earthquake.usgs.gov/eqcentre/recentwqww/Quakes/quakesall.php>