

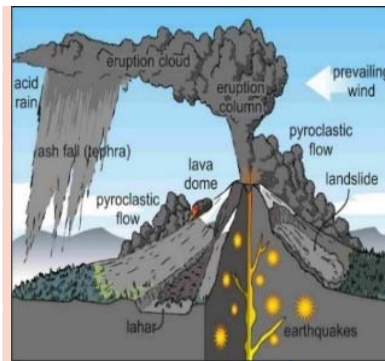


## The structure of the Earth

<b>The Crust</b>	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
<b>The Mantle</b>	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
<b>The Inner and outer Core</b>	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

## Volcanic Hazards

<b>Ash cloud</b>	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
<b>Gas</b>	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
<b>Lahar</b>	A volcanic mudflow which usually runs down a valley side on the volcano.
<b>Pyroclastic flow</b>	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
<b>Volcanic bomb</b>	A thick (viscous) lava fragment that is ejected from the volcano.



## Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

## Convection Currents

## LIC-CS: Haiti Earthquake 2010



The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

**Causes**  
On a conservative plate margin, involving the Caribbean & North American plates. The **magnitude 7.0 earthquake** was only **15 miles** from the capital Port au Prince. With a very **shallow focus of 13km deep**.

**Effects**  
**230,000 people** died and 3 million affected. Many **emotionally affected**. **250,000 homes** collapsed or were damaged. **Millions homeless**. Rubble blocked roads and shut down ports.

**Management**  
Individuals tried to recover people. Many countries **responded with appeals or rescue teams**. Heavily relied on **international aid**, e.g. **\$330 million** from the EU. **98% of rubble** remained after 6 months.

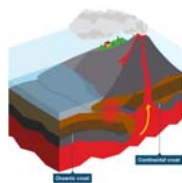
## Unit 1a



# The Challenges of Natural Hazards

## Types of Plate Margins

### Destructive Plate Margin



When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.

### Constructive Plate Margin



Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

### Conservative Plate Margin



A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

## What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

### Geological Hazard

These are hazards caused by land and tectonic processes.

### Meteorological Hazard

These are hazards caused by weather and climate.

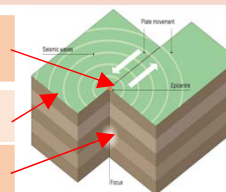
## Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

**SEISMIC WAVES** (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



## PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

## HIC - CS: Eyjafjallajökull (E15) Eruption, Iceland 2010



**Causes**  
The North-American and Eurasian plates move apart on a constructive plates.

The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions from March to October.

**Effects**  
The **thick ice cap** melted which caused major flooding. **No reported deaths**. Airspace closed across Europe, with at least **17,000 flights** cancelled. Costed insurers **£65m** to cancelled flights.



**Management**  
Iceland had a good warning system with **texts being sent** to residents within **30 minutes**. Large sections of **European airspace were closed** down due ash spread over the continent. Airlines developed **ash monitoring equipment**.

Glue here

Y10 Knowledge Organiser  
Autumn 1 – Physical Landscapes



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## Global pattern of air circulation

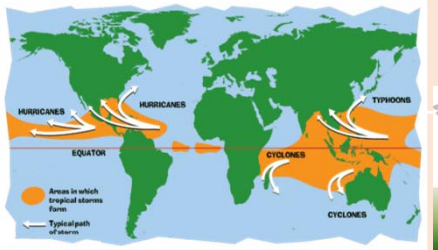
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

<b>Hadley cell</b>	Largest cell which extends from the <b>Equator</b> to between <b>30° to 40° north &amp; south</b> .
<b>Ferrel cell</b>	Middle cell where air flows <b>poleward</b> between <b>60° &amp; 70°</b> latitude.
<b>Polar cell</b>	<b>Smallest &amp; weakness</b> cell that occurs from the poles to the Ferrel cell.



## Distribution of Tropical Storms. High and Low Pressure

They are known by many names, including **hurricanes (North America)**, **cyclones (India)** and **typhoons (Japan and East Asia)**. They all occur in a band that lies roughly **5-15°** either side of the **Equator**.



<b>Low Pressure</b>	<b>High Pressure</b>
Caused by <b>hot air rising</b> . Causes <b>stormy, cloudy weather</b> .	Caused by <b>cold air sinking</b> . Causes <b>clear and calm weather</b> .



## Formation of Tropical Storms

- The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
- Once the **temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
- With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
- When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
- With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
- When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

## Changing pattern of Tropical Storms

Scientists believe that global warming is having an impact on the **frequency and strength of tropical storms**. This may be due to an **increase in ocean temperatures**.

## Management of Tropical Storms

<b>Protection</b> Preparing for a tropical storm may involve construction projects that will improve protection.	<b>Aid</b> Aid involves assisting after the storm, commonly in LIDs.
<b>Development</b> The scale of the impacts depends on the whether the country has the resources cope with the storm.	<b>Planning</b> Involves getting people and the emergency services ready to deal with the impacts.
<b>Prediction</b> Constant monitoring can help to give advanced warning of a tropical storm	<b>Education</b> Teaching people about what to do in a tropical storm.

## Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.

## Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- Businesses are damaged** or destroyed causing employment.
- Shortage of food as **crops are damaged**.

## Case Study: Typhoon Haiyan 2013

<b>Causes</b> Started as a tropical depression on <b>2<sup>nd</sup> November 2013</b> and gained strength. Became a Category 5 " <b>super typhoon</b> " and made landfall on the Pacific islands of the Philippines.	<b>Management</b> <ul style="list-style-type: none"> <li>The UN raised <b>£190m in aid</b>.</li> <li>USA &amp; UK sent <b>helicopter carrier ships</b> deliver aid remote areas.</li> <li><b>Education</b> on typhoon preparedness.</li> </ul>
<b>Effects</b> <ul style="list-style-type: none"> <li>Almost <b>6,500 deaths</b>.</li> <li><b>130,000 homes destroyed</b>.</li> <li>Water and sewage systems destroyed had caused <b>diseases</b>.</li> <li><b>Emotional grief</b> for dead.</li> </ul>	

## Case Study: UK Heat Wave 2003

**Causes**  
The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.

<b>Effect</b> <ul style="list-style-type: none"> <li>People suffered from heat strokes and dehydration.</li> <li>2000 people died from causes linked to heatwave.</li> <li>Rail network disrupted and crop yields were low.</li> </ul>	<b>Management</b> <ul style="list-style-type: none"> <li>The NHS and media gave guidance to the public.</li> <li>Limitations placed on water use (hose pipe ban).</li> <li>Speed limits imposed on trains and government created 'heatwave plan'.</li> </ul>
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## What is Climate Change?

**Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.**

## Recent Evidence for climate change.

<b>Global temperature</b>	Average global temperatures have increased by more than <b>0.6°C</b> since <b>1950</b> .
<b>Ice sheets &amp; glaciers</b>	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by <b>10% in 30 years</b> .
<b>Sea Level Change</b>	Average global <b>sea level has risen by 10-20cms</b> in the past 100 years. This is due to the additional water from ice and thermal expansion.

## Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

## Evidence of natural change

<b>Orbital Changes</b>	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
<b>Sun Spots</b>	Dark spots on the Sun are called Sun spots. They increase the <b>amount of energy Earth receives</b> from the Sun.
<b>Volcanic Eruptions</b>	Volcanoes release large amounts of <b>dust containing gases</b> . These can <b>block sunlight</b> and results in cooler temperatures.

## Managing Climate Change

<b>Carbon Capture</b> This involves new technology designed to reduce climate change.	<b>Planting Trees</b> Planting trees increase the amount of carbon is absorbed from atmosphere.
<b>International Agreements</b> Countries aim to cut emissions by signing international deals and by setting targets.	<b>Renewable Energy</b> Replacing fossil fuels based energy with clean/natural sources of energy.

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