|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Living with the Physical Environment: Natural hazards (Tectonics) | Red | Amber | Green | have notes and named examples | revised | completed practice questions |
| Define natural hazard |  |  |  |  |  |  |
| Types of natural hazards |  |  |  |  |  |  |
| Factors affecting risk-urbanisation-level of development-climate change-magnitude-location |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Structure of the earth |  |  |  |  |  |  |
| plate tectonics |  |  |  |  |  |  |
| location of plate boundaries |  |  |  |  |  |  |
| types of crust |  |  |  |  |  |  |
| hotspots |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| **Boundaries** |  |  |  |  |  |  |
| Constructive |  |  |  |  |  |  |
| Collision |  |  |  |  |  |  |
| Destructive |  |  |  |  |  |  |
| Conservative |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| **Nepal** |  |  |  |  |  |  |
| Primary and secondary effects |  |  |  |  |  |  |
| Short term and long term responses |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Chile** |  |  |  |  |  |  |
| Primary and secondary effects |  |  |  |  |  |  |
| Short term and long term responses |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| **Why do effects and responses differ between Nepal and Chile?** |  |  |  |  |  |  |
| Depth of focus, distance from epicentre |  |  |  |  |  |  |
| Type of plate margin, magnitude |  |  |  |  |  |  |
| Population density, Building density |  |  |  |  |  |  |
| Time of year, date and time of day |  |  |  |  |  |  |
| Monitoring and prediction |  |  |  |  |  |  |
| Training, emergency and medical services |  |  |  |  |  |  |
| Construction standards and corruption |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Management of effects of tectonic activity** |  |  |  |  |  |
| Reasons for living in tectonic areas |  |  |  |  |  |  |
| Monitoring EQs and volcanoes  |  |  |  |  |  |  |
| Predicting EQs and volcanoes |  |  |  |  |  |  |
| Planning for EQs and volcanoes |  |  |  |  |  |  |
| Protecting against EQs and volcanoes |  |  |  |  |  |  |