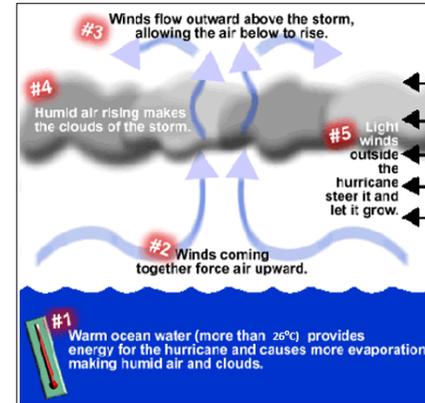


Key Words

| | |
|---------------------------------------|---|
| Weather | The state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc. |
| Human effect | This is something impacting humans e.g. a house being destroyed or people dying. |
| Physical/ environmental effect | This is something that impacts the natural environment e.g. rivers being polluted or 10m high waves. |
| Tropical storm | Also known as hurricanes, typhoons etc. are large, swirling storms with wind speeds of 74 mph or higher. |
| Distribution | Distribution refers to the way something is spread out or arranged over a geographic area. |
| Connective | A word or phrase whose function is to link other parts of a sentence and create more complex sentences. |
| Equator | An imaginary line at 0° dividing the earth into the northern and southern hemispheres |
| Evaporation | The process of turning a liquid into gas e.g. water vapour. |
| Saffir-Simpson Scale | A scale of 1 to 5 based on a hurricane's sustained wind speed. (5 being the highest). |
| Storm surge | The rising of the sea as a result of wind and atmospheric pressure changes associated with a storm or hurricane. |

How do tropical storms (hurricanes) form?



Hurricane Katrina Case Study

Human Effects

- 1800 dead.
- Dead bodies left to rot in the streets.
- \$108 billion worth of damage.
- Louis Armstrong International Airport closed.
- 800,000 houses were destroyed.
- Insurance companies have either raised the cost or stopped insuring homeowners in the area because of the high pay out costs.
- Racial tensions were exposed as many of the victims were black African Americans.
- Thousands of jobs disappeared due to the area being destroyed.

Environmental/Physical Effects

- 85% of New Orleans flooded.
- 11m high storm surge.
- 145mph winds.
- Rivers and lakes were contaminated with sewage.
- Flooding reached 6m high in places.
- The lands that were lost were breeding grounds for marine mammals, brown pelicans, turtles and fish.
- Hurricane Katrina was a category 4 storm.
- The storm caused oil spills which resulted in over 26 million litres of oil being leaked.

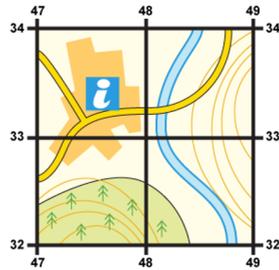
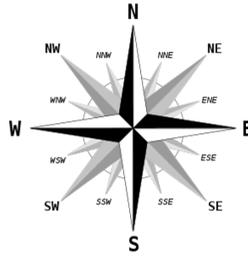
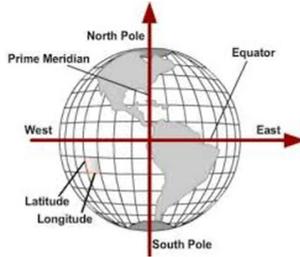
Local Responses

- 33,500 people were rescued by the Coast Guard.
- People searched for their loved ones amongst the flood waters and damaged buildings.
- ½ million people ordered to evacuate.
- 20,000 people were evacuated to the Superdome.

Regional/National Responses

- Spend \$20 billion on the levees to protect against a category 5.
- 60,000 people moved over 1,200km away and were still there one month after the storm.
- FEMA paid for temporary hotel costs of 12,000 individuals.
- 58,000 of the national guard were activated to deal with aftermaths of the storm.

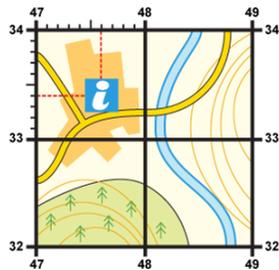




The tourist information office is in grid square 4733.

4 Figure Grid references: When you give a grid reference, always give the easting first: **“Along the corridor and up the stairs”**

1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.



The tourist information office is located at 476334.

6 Figure Grid references:

1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
4. You now have a six figure grid reference.

Key Words/ Key Concepts/ Processes

Definition

Physical Geography

Is the study of the natural environment including processes and patterns in the natural environment like the atmosphere, oceans and different ecosystems.

Human Geography

Is the geography that deals with the world, people and their concerns, cultures and economies.

Continents

There are 7 continents. These are: Europe, South America, North America, Asia, Antarctica, Australasia, Africa.

Latitude

Lines of latitude measure north-south position between the poles. The equator is defined as 0°, the North Pole is 90° north, and the South Pole is 90° south of the equator.

Longitude

Imaginary lines going from the North pole to the South pole.

Triangular Pillars/ Trig Points

Are triangles that show height in metres above sea level.

Spot Heights

Are Black/Brown dots that show exact height above sea level in metres.

Contour Lines

Are brown lines that join places of the same elevation (height above sea level)

A Field Sketch - SNOT

Scale, Notes, Orientation, Title.

Scale

Is used to measure distance on a map. The most common Ordnance Survey maps use a 1:25,000 or a 1:50,000 scale.

The Ordnance Survey (OS)

The OS are the national mapping agency for Great Britain.

Northings and Eastings

A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.

Key Words/ Key Concepts/ Processes

Tourism in the UK? Why stay in the UK?

Definition

Easy travel, more affordable, may have a fear of flying.

Different types of holiday

Beach, skiing, horse riding, safari, cruise, city break etc.

National Parks

Are areas protected by the government, people live and work in National parks.

The Country Code

The concept used to protect our countryside e.g. keep dogs on a lead, shut gates behind you.

Tourism Advantages

Creates jobs, improves opportunities in the local area, supports economic development.

Tourism Disadvantages

Can create litter, loss of culture in the area, creates environmental impacts.

Sustainable Tourism

Meeting the need of the present without reducing the ability of future generation to meet their own needs. It is good for the environment, good for local people and is long lasting.

Motorways

A road designed for fast traffic, with relatively few places for joining or leaving.

Conurbation

An extended urban area, typically consisting of several towns merging with a central city e.g. Manchester.

Recreation

An activity done for enjoyment e.g. walking, horse riding.

Range

Difference between the highest and lowest value.

Mean

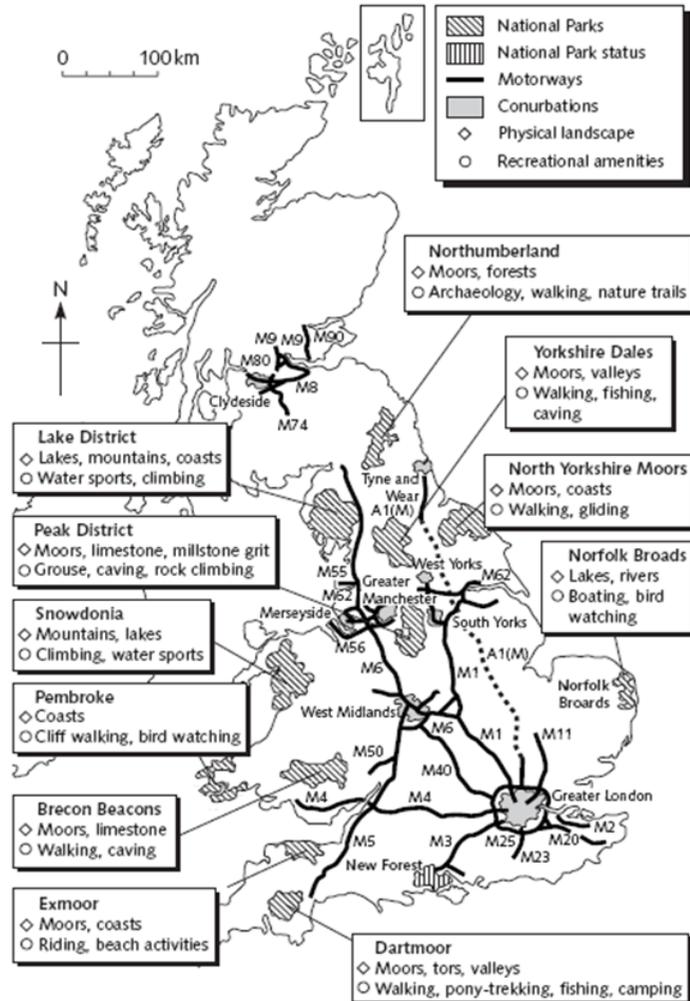
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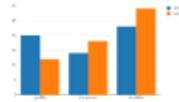
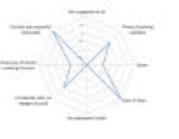
Mode

The most common piece of data - the one that occurs the most

Median

The middle value - Put the data sets in order and identify the middle value.



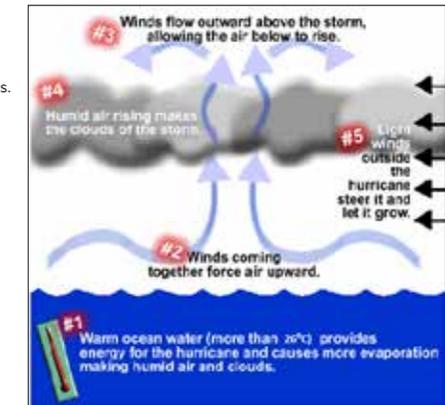
| Key vocabulary | Definition | |
|---------------------------------|--|---|
| Hypothesis | A specific testable prediction | |
| Primary data | Data you have collected yourself as a geographer. | |
| Secondary data | Data collected by someone else. Aim to use reliable sources. | |
| Bipolar survey | Data collection method that looks at the extreme viewpoints about an area | |
| Bar chart | a diagram in which the numerical values of variables are represented by the height or length of lines or rectangles of equal width |  |
| Proportional symbols map | The size of the symbols is proportional to the value of the data |  |
| Radial diagram | A graphical method of displaying multivariate data in the form of a two-dimensional chart |  |

| Key vocabulary | Definition |
|-------------------------|--|
| Place | A space that has meaning and attachment to people. |
| Places can be... | Places we've seen in the media, home, places we've been on holiday or where family & friends live. |
| Near place | Could be geographically, culturally near or somewhere you feel comfortable, like an insider. |
| Far place | The opposite of a near place, it could be geographically far away or culturally very different. |
| Placeless | Somewhere that is not unique. It could be anywhere. |
| Topophilia | A strong sense of place |
| Topophobia | A fear of places or situations |
| Insiders | Feel like they belong to a place e.g. you as a student at PGS |
| Outsiders | Feel like they are "out of place" e.g. a student from another school visiting PGS |
| Positionality | People having different perspectives depending on whether they are insiders or outsiders |
| Culture | Ideas, customs and behaviour of society. |

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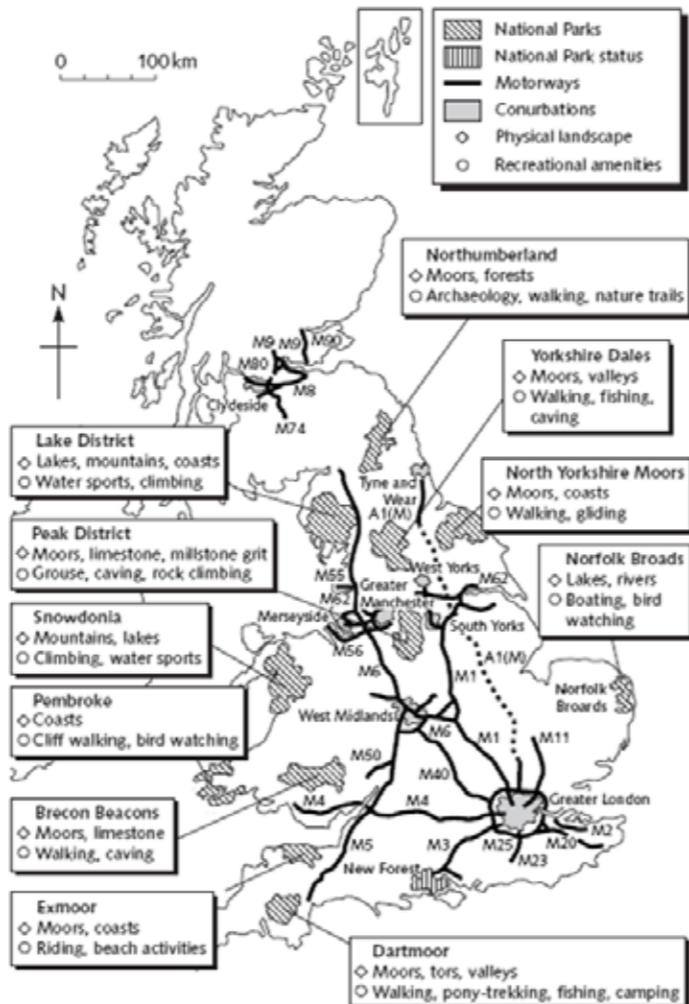
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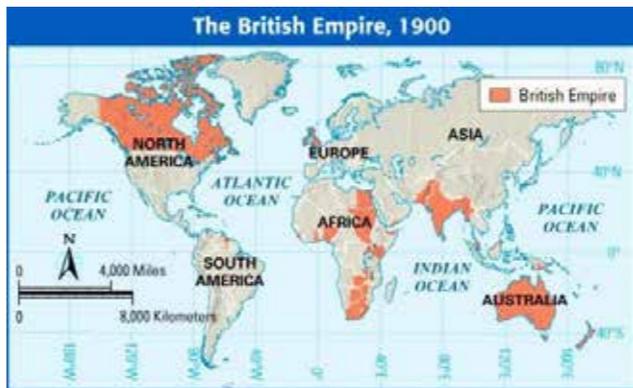
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| | |
|-----------|--|
| 1607 | Britain sets up its first colony in America |
| 1612 | Britain sets up its first trading post in India |
| 1619 | the British began transporting people from African colonies as slaves to the Americas |
| 1770 | Captain Cook sailed to Australia and claimed it for the British |
| 1775-1783 | The American War of Independence: America fought to become independent from the British Empire |
| 1787 | The British start to use Australia as a penal colony (somewhere to send criminals) |
| 1857 | Indian mutiny against the British |
| 1833 | Slavery ends in British colonies |
| 1947 | India gained freedom from Britain |



The British Empire covered 1/3 of the world

Objective:

to be able to explain the causes for and consequences of the British Empire. To be able to explain the way that the Empire had shaped modern Britain.

Key words

- Empire** A group of countries ruled over by one monarch
- Native** Someone born in a particular place, rather than moving there later
- Resources** Items of value which can be used or traded
- Settlers** People who go to a new country to live there permanently
- Significant** Being important or having a big effect over time
- Sepoy** Indian men serving in the British army
- Mutiny** Members of the armed forces refusing to fight
- Oppression** Controlling a group of people in a way that takes away their freedoms and choices
- Independence** Having the ability to make decisions about your own life rather than doing what somebody tells you
- Conquer** To take control of an area using force

Key historical skills we are developing:

Interpretation—a view on a specific event. What do they think? Why do they have that view? How is their view different to someone else's? Why?

Usefulness—How can an historical source be used by an historian? What can it tell us about the past? Who produced it and why? Does this effect it's usefulness? What else do you know about the subject of the source? Does it tell us everything we need to know?

Extended writing to explain—Give more than one reason why an event happened. Write in paragraphs. What extra knowledge/detail could you include to develop your writing? Can you add a conclusion about the most important reason for an event?