Teaching notes

Using this issue

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These notes are intended for use with GEOGRAPHY REVIEW Vol. 29, No. 3. They suggest ways in which you might develop further some of the articles in the magazine with your A-level and IB Diploma students.

Tsunamis: is Britain at risk? (page 2)

This article provides A-level and IB diploma students with an in-depth account of an interesting and rarely acknowledged influence on coastal systems: tsunamis. It will be a useful resource for the 2016 A-level course, given that the article draws attention to possible influences on coastal-system dynamics over timescales ranging from centuries to millennia.

Possible follow-up activities

Figure 2 provides an opportunity for students to practise data-analysis skills (AO3) and to apply their knowledge and understanding of coastal systems (AO2). Ask them to:

• Describe the pattern of places known to have been affected by the Storegga tsunami.

• Suggest reasons for this pattern. (Tip: Some affected places are a considerable distance from the sea. This is due to the way that water was funnelled into narrow coastal inlets. Students can apply their knowledge of sea-level changes in Scotland and the existence of fjords.)

• Discuss the possible physical and human impacts of a similar event occurring in the present day. (Tip: While coastal defences might help limit physical impacts compared with 8,200 years ago,

Figure 2 Location of the Storegga slide on the sea bed off Norway
effectiveness may be limited by the scale of the potential event. ‘Impacts’ are not restricted to immediate localised effects. A good answer may discuss the likely recovery period and possible knock-on effects for other people and places, including the UK economy as a whole.)

Measuring poverty: a case study from Asia (page 14)

This article takes a critical look at poverty statistics and the way they are generated by using ‘benchmarking’ measures such as the US$1.25 daily income target.

Possible follow-up activities

1. In recent years, World Bank researchers have proposed changing the way in which poverty is measured and calculated. Some interesting further reading includes:
   - Guardian newspaper report on the introduction of the new US$1.90 poverty benchmark
     http://www.theguardian.com/society/2015/oct/05/world-bank-extreme-poverty-to-fall-below-10-of-world-population-for-first-time
   - World Bank blog on poverty measurement changes:
     http://blogs.worldbank.org/developmenttalk/international-poverty-line-has-just-been-raised-190-day-global-poverty-basically-unchanged-how-even

2. Figure 2 (below) provides students with a good opportunity to practise their graphical skills. Ask them to:
   - Describe the trend shown in Figure 2.
   - Suggest possible reasons for the trend shown. (Tip: Globalisation, tourism and trade have undoubtedly all played a role. So too have poverty-alleviation initiatives, possibly linked to the Millennium Development Goals. This question offers a good opportunity for students to think synoptically and apply a wide range of knowledge and understanding.)

![Figure 2](image-url)

Note: 1990s data are from the following years: Cambodia (1994), Indonesia (1990), Lao PDR (1992), Malaysia (1992), Philippines (1991), Thailand (1990), Vietnam (1993). Data for Brunei, Myanmar and Timor Leste are not available.
Chichester Harbour: case study of a coastal system (page 22)

This article takes an in-depth look at how Chichester Harbour operates as a system of stores and flows. It provides students with a good opportunity to analyse the dynamics of the coastal system, using terminology including input, output and equilibrium.

Possible follow-up activities

1 Use Table 1 as the starting point to synthesise and apply knowledge and understanding of coastal landscapes. The table has around 20 elements. In pairs or small groups, students can work systematically to think of reasons why these elements might vary in size and/or importance over time. The reasons chosen could be:

- short-term or seasonal natural changes
- longer-term natural changes (see tsunami article, page 2)
- human changes, both deliberate (managed) and accidental

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Chichester Harbour as a system</th>
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</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
<td><strong>Processes</strong></td>
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<tr>
<td>Waves</td>
<td>Erosion</td>
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<td>Tides</td>
<td>Transport</td>
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<td>Currents</td>
<td>Deposition</td>
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<td>Sunshine</td>
<td>Sedimentation</td>
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<td>Offshore sediment</td>
<td>Weathering</td>
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<td>Fluvial sediment</td>
<td>Mass movement</td>
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<td>Basin edge and estuary sediment</td>
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<tr>
<td>Beach recharge</td>
<td></td>
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<tr>
<td>Sea-grass and saltmarsh plants</td>
<td></td>
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</tbody>
</table>

2 Figure 3 on page 25 provides a longer-term analysis of the changing size and position of East Head spit. This could provide the stimulus for the following questions:

- How have the characteristics of the spit changed over time?
- What are the reasons for this?
- What personal fieldwork might you undertake to help you study the development and change of East Head spit?

Water stewardship: is the big business approach sustainable (page 30)

Water stewardship is socially equitable, environmentally sustainable and economically beneficial use of water.
Possible follow-up activities

- Coca-Cola has produced a report: [http://www.coca-colacompany.com/sustainabilityreport/world/water-stewardship.html](http://www.coca-colacompany.com/sustainabilityreport/world/water-stewardship.html)