



Bishop Hogarth Catholic Education Trust

Year 6 Transition Project 2020

Japanese Tsunami

2011



Name.....

Primary School.....

Secondary School.....



In this project, you will be learning all about the Japanese tsunami of 2011. Use the slides and other resources such as, the internet, atlases and any useful books to complete the tasks in this booklet.

## Part 1 - Where is Japan?

### Task 1

Watch the video on the fist slide and write down 8 interesting facts about Japan.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



## **Task 2**

Use the blank map of the world below to locate and label the UK and Japan.



Q: Which Hemisphere is Japan found in and in which continent?

Label the latitude and longitude for the city of Tokyo, which is the capital of Japan.



### **Task 3**

On a separate map of Japan label the 4 main islands of Japan – Hokkaido, Honshu, Shikoku and Kyushu.



Now label the cities of Sapporo, Sendai, Tokyo, Yokohama, Kobe, Kyoto, Hiroshima and Nagasaki.

Q: Are the main cities on the East or West of Japan?

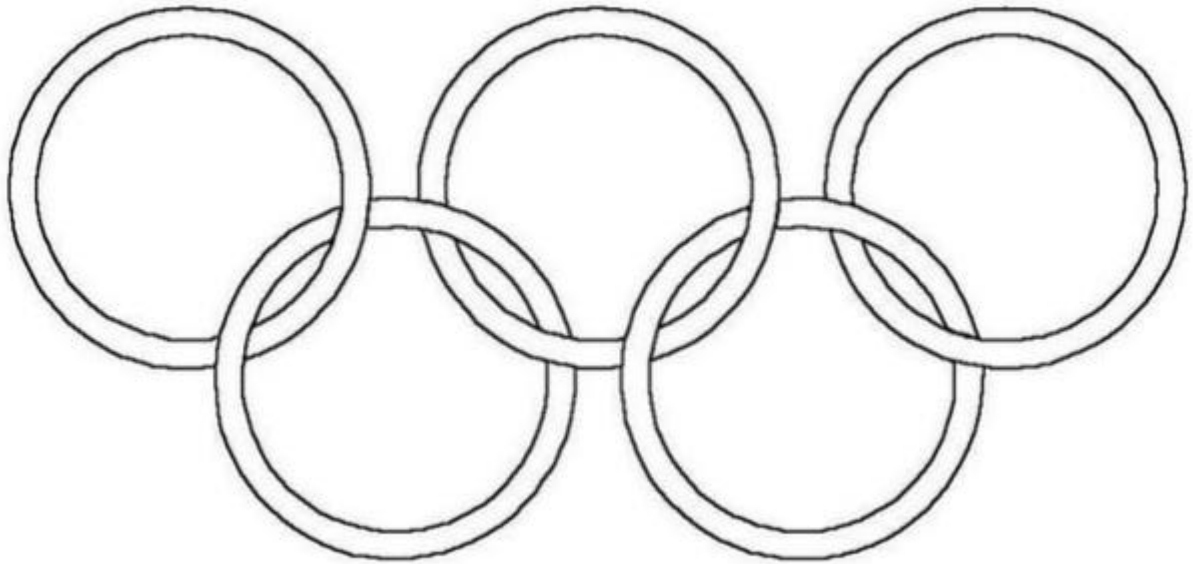
On the map above, label:

- the Pacific Ocean
- the East China Sea
- the Sea of Japan



#### **Task 4**

Now, either draw around your hand or use the Olympic rings; in each finger or ring write the following headings: Hemispheres, Continents and Oceans, Latitude and Longitude, Islands, Cities and then 'Fascinating Facts' on the palm or below the rings.



Now, write under each heading, the information you have learnt this lesson.



## **TASK 5**

Use the geographical vocabulary you have learned today to write a paragraph to describe the location of Japan on a global and local scale. Make sure you include:

- in which hemisphere it is located
- the continent it is on and the seas which surround it
- the Latitude and Longitude of its capital city, Tokyo
- any Islands which are part of it
- major cities
- any 'Fascinating Facts' which you may have also discovered.



## What is Japan like?

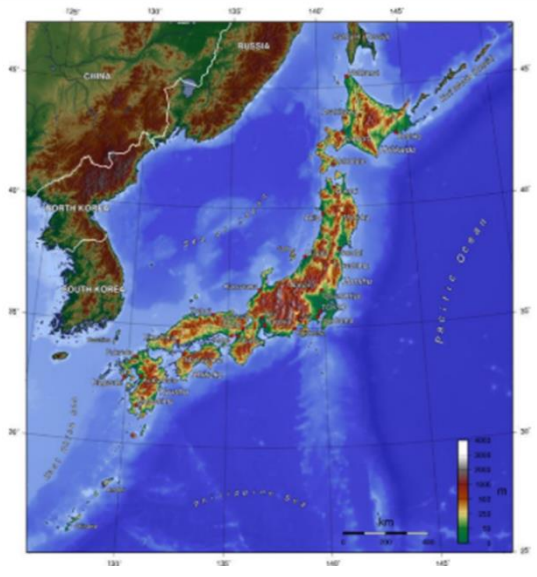
### Task 6



This is a map of Japan at night. What do you think the white bits are?



Here we can see the lights more clearly. Why do you think there is such a large cluster where the arrow is pointing?



Look at the topographical map and compare to the photograph.

What do you think the brown/green bits are?

Why do you think Japan is only lit up around the edges?





## Task 7

For each of the images below;

Can you describe this place? Is it urban or rural, densely populated or sparsely populated. Would you like to visit here?





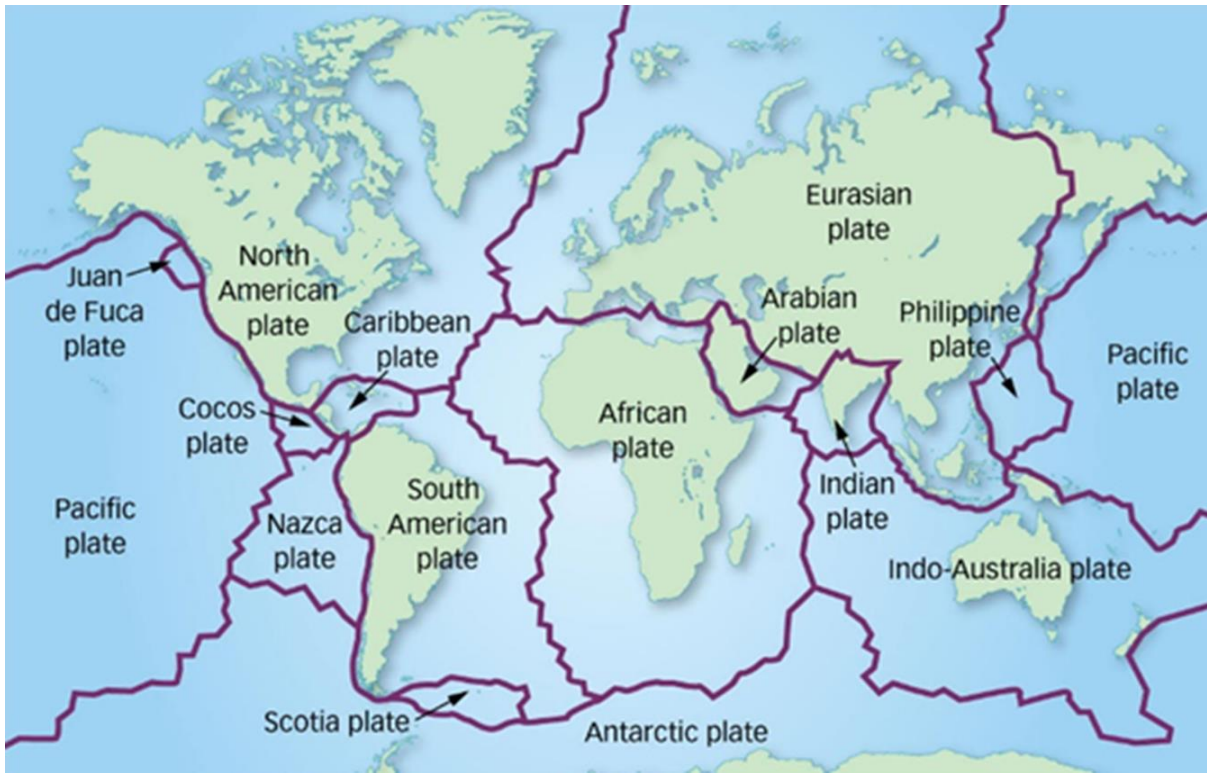
### **TASK 8**

On your map of Japan, match each of these images to an area on the map where you think you are most likely to find them. One of the places is Mt Fuji, one is Tokyo, one is Enoshima beach, one is the Sapporo snow festival and one is a bridge in Sendai province.





## Part 2 - The Causes of the Japanese Tsunami



Look at the world map above which shows the tectonic plate boundaries. Why do you think Japan is so prone to earthquakes?



## **Task 9**

Draw a labelled diagram of a Destructive Plate Boundary with the labels of:

- Oceanic Crust
- Continental Crust
- Subduction
- Volcano
- Earthquake



## **Task 10**

Rearrange the sentences below in the order of how a Tsunami forms. Draw an image next to each of them to help you remember what is happening.

- The sea above the earthquake is displaced.
- This creates ripples in the deep ocean which can travel up to 500 miles per hours towards the coastline.
- At a destructive plate boundary, a megathrust earthquake occurs, which lifts the seabed.
- The back of the wave catches up to the front and crashes into the coastline causing massive devastation.
- As the wave approaches the shore, friction with the seabed slows the front of the wave.



### **Part 3 – Effects and Responses to the Tsunami**

What were the primary and secondary effects of the Tsunami?

Primary effects:

Impacts and problems that occur due to a disaster straightaway and as the disaster is happening e.g. ground shaking and buildings collapsing (within 24-48 hours).

Secondary effects:

Impacts and problems that occur due to a disaster as a knock-on effect and as the disaster is happening e.g. people are made homeless due to their homes collapsing.

What kind of effects can we see?

- Social – effects to do with people and society
- Economic – effects to do with money and businesses
- Environmental – effects to do with nature and wildlife

#### **Task 11**




Can you design an emoji to represent each key term?

Write out each key word with its definition and draw your own emoji.



### Task 12

What can you see? Is it a Social, Economic or Environmental effect? Look back at the definitions of primary and secondary effects. Which group do you think this effect would be in? Complete the table.

	Social, Economic or Environmental	Primary or Secondary effect?
		
		
		







### **Task 13**

To help you with your final piece of work you need to create a table (you can just draw this out like the one below) and write in as many effects from the images in the different categories as you can think of. This will help you plan your final piece of work.

Social	Economic	Environmental

- 20,000 deaths
- 2500 missing
- 500,000 homeless
- Bullet train stopped only 15 seconds after the initial earthquake
- 90% of deaths occurred from drowning
- Fukushima – nuclear meltdown and release radioactive materials
- Rice production declined, impacting on the economy
- 120,000 building destroyed
- The waves travelled up to 6 miles in land
- The trees are all flattened
- 10% of Japanese households were without electricity
- 1 million without water
- Sendai airport is swept away
- Postponed the world figure skating championships
- Loss of tourism over a long period of time
- Toyota, Nissan and Honda suspended their production

## What were the responses to the Japanese tsunami?

Immediate responses:

Help that is received within 24-48 hours (1-2 days) of the disaster happening

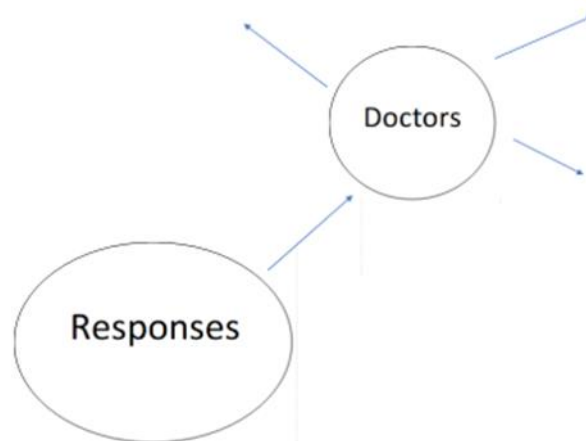
Long-term responses:

Help that is received within weeks to months of the disaster happening

### Task 14

Think about who would be involved in the emergency response?

Create a spider diagram or think of the people that would help in the aftermath of a disaster. You could also list these.





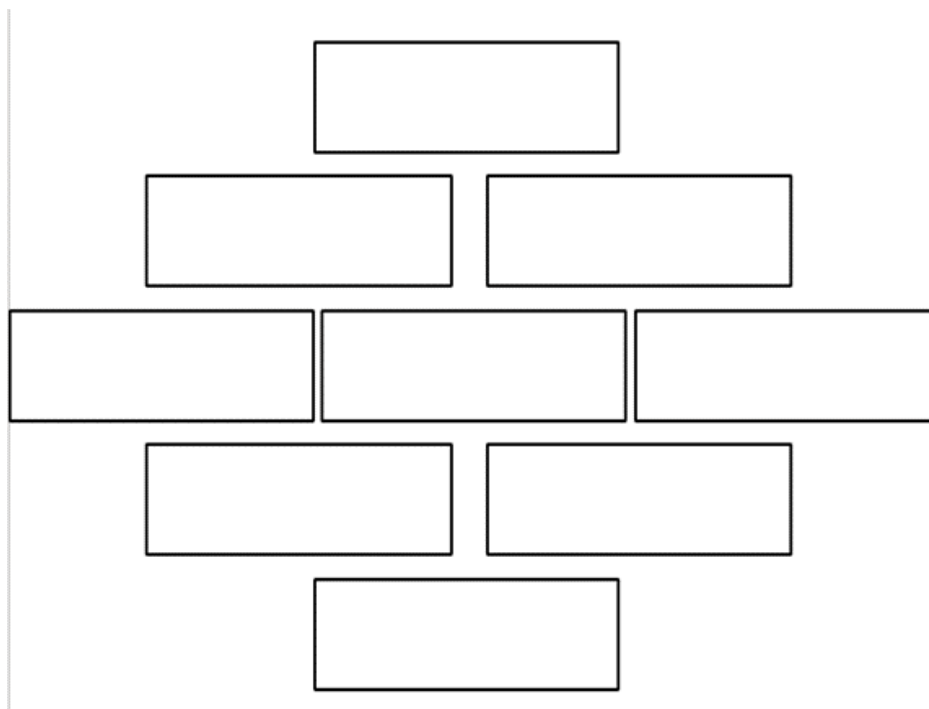
### **Task 15**

Below is a list of roles involved in the emergency response.

1. Order the people involved from most important to least important.
2. Write a paragraph to give reasons for your order especially your top and bottom choice.
3. Remember this is your own opinion so there is no wrong answer – however you need to be able to explain your choices.

- Ambulance/Helicopter rescue
- Police
- Travel agents
- Fire brigade
- Builders
- Aid workers/charities
- Commercial brands
- Government
- Councillors

You could structure this like a 'Diamond 9' order if you would prefer.





## What do you think would happen in the first 15 mins after the earthquake?

Japan has the most advanced earthquake early-warning system in the world.

A nationwide online system launched in 2007, it detects tremors (small shaking in the earth's crust/ground), calculates an earthquake's epicentre (where the earthquake is felt on the ground) and sends out brief warnings from its 1,000-plus seismographs scattered throughout the country, one of the most earthquake-prone nations on the planet.

Seismographs – Advanced pieces of technology that can create a graph showing the movement of the ground from earthquakes and tremors

Tsunami warnings take longer because more calculations are involved. A regional tsunami warning was made nine minutes after the quake struck. In the areas hardest hit by the tsunami, residents probably had only about 15 minutes of warning.

What do we think would happen in those 15 minutes?

- Emergency is declared
- Sirens sound
- Police drive around with loudspeakers to issue warnings
- All TV channels stop and issue warnings
- 270,000 people were evacuated and sent to higher ground

Immediate Responses:

- Due to the nuclear power plant at Fukushima a nuclear emergency was declared.
- Helicopters were sent in to rescue stranded survivors
- UNICEF provided food and shelters in the form of tents
- USA sent aid (help like medicines, food, water and shelters)
- Roads were cleared of debris (bricks and mud)
- \$1.1million clothes from Gap.



Long term responses and rehabilitation:

- 14 ports were rebuilt to receive goods
- Fukushima was decontaminated and clean up took place
- 10-year time frame set up for reconstruction was formed and in 2016
- 60,000 people were still in temporary homes.

The charity shelter box sent 500 disaster relief boxes containing tents, sleeping bags, cooking equipment in the first 3 weeks of the disaster.	At Fukushima the subsequent tsunami disabled emergency generators required to cool the reactors.
Two nuclear plants on the Pacific coast in Fukushima were automatically shut down	Just 6 days after the quake a motorway was repaired – this shows the incredible rapidity with which the Japanese can work with their capacity to cope.
The Japanese government responded by sending in specially trained people such as the Self-Defence Forces, a domestic response to help co-ordinate the rescue and rebuilding effort.	the Japanese Meteorological Agency issued warnings along the Sendai coast
The JMA gave warning giving people 20 minutes to get to safety	Over 340,000 displaced people in the region needed catering for, and issues included shortages of food, water, shelter, medicine and fuel for survivors.
The bullet trains were immediately stopped by sensors along the track to prevent further injury or damage	Residents within a 20 km radius of the Fukushima Plant were evacuated.
40% of Japan’s coastline has sea walls of up to 10m high to withstand incoming tsunami waves for example.	A Tsunami warning was issued 3 minutes after the earthquake.

**Task 16**

Print/draw/write or list the responses in the table above. Can you colour code or group these into responses that happen immediately and the responses that happen into the long term?

Who would carry out these responses? Which job roles? E.g. Builders, doctors.



## Your Final Task

Remember!!!

This work will be considered and used in the judging of a winner when you go into year 7 in your secondary school. The best, most detailed, well presented, creative and informative piece of work will win.

Good luck!!!

### **Task 17**

Using all your information and understanding of the effects and responses to the Japanese tsunami you will need to create a story from the perspective of a survivor.

You could complete this in the following ways:

- Written story focusing on your writing skills
- Storyboard with images and explanations with what is happening
- Newspaper article where you are either writing the article or being interviewed

To be the best you need to remember to include:

- Set the scene – what is happening?
- Time scale of effects with primary effects before secondary effects
- Using your key terms and categories (social/economic/environmental)
- How you feel, what you see, what is happening to others around you, what do you do
- How you, other people and the country/world responds to the disaster with immediate responses before long term responses
- Images or symbols of the steps in the 'tsunami story' or your own catchy title.



## Examples for the layout

**Panel 1:** Meet John, a Customer Services manager at CCF. John rolls up online resources for up-to-date information to help him manage his team and day-to-day activities...

**Panel 2:** John's call centre, like most in the UK is busy. He tries where possible to maximise his work time productively.

**Panel 3:** John launches Google.com

**Panel 4:** Call Centre portal is activated

**Panel 5:** John finds a button on CCF which says "REGISTER NOW". This looks interesting... let's have a look.

**Panel 6:** John enters email address: john@email.com

**Panel 7:** John completes his personal details + continues

**Panel 8:** DEMOGRAPHICS

**Panel 9:** ... to the end of the form.

**Panel 10:** At last! At last!

**Panel 11:** The email arrives

**Panel 12:** John subscribes to the CCF Newsletter after agreeing T&Cs (CPM) and completes the process

**Panel 13:** John is now registered as a visitor (! website too)

**Panel 14:** Welcome back if not from elsewhere

**Panel 15:** John can now:

**Panel 16:** CCF is so cool! I love it... Thanks

