

Oakfield Geography Department

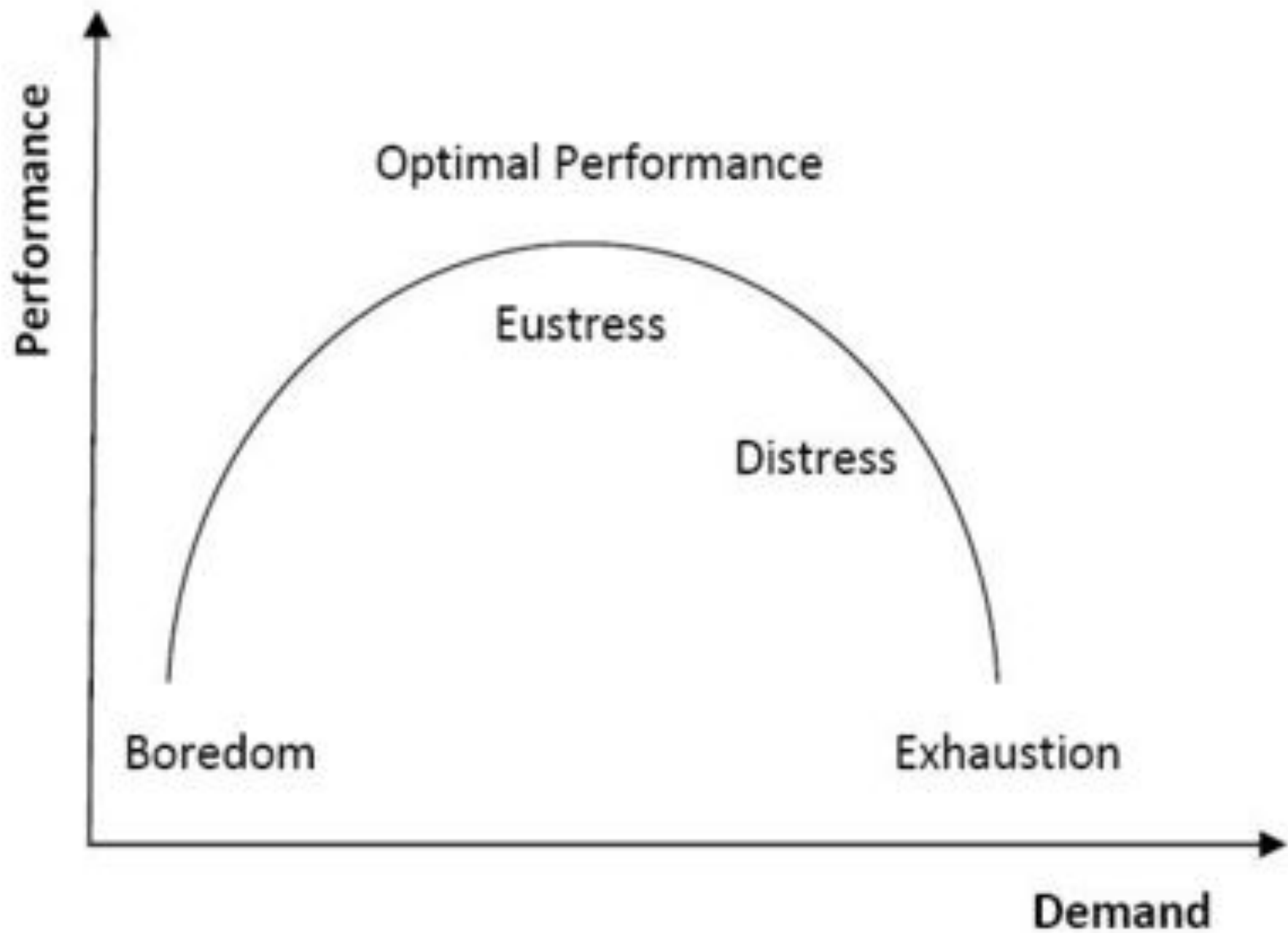


LO: To learn how to successfully destroy and conquer your exams!

What is 'stress'?

Stress is anything that places a demand on us physically, mentally, or emotionally. It makes us change the normal way we live.

Most of us think of stress as a crisis, but not all stress is bad.

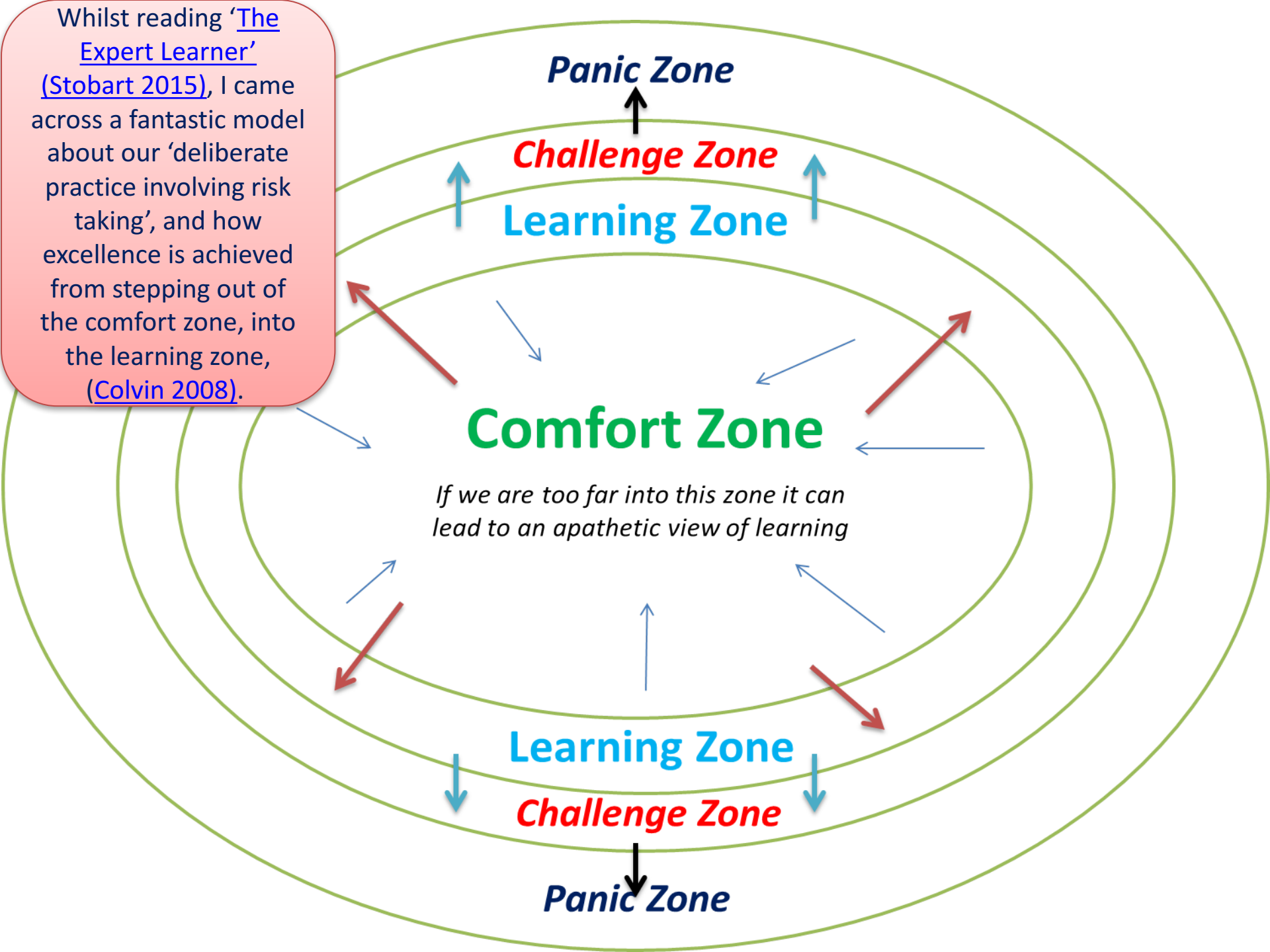


However the word '*stress*' is not applicable here

WE believe it is more about challenge, about being taken out of your comfort zone to recognise you can achieve no matter what your starting point is

That is the purpose of Summative testing (fancy term for exams!!)

Whilst reading '[The Expert Learner](#)' ([Stobart 2015](#)), I came across a fantastic model about our 'deliberate practice involving risk taking', and how excellence is achieved from stepping out of the comfort zone, into the learning zone, ([Colvin 2008](#)).



Exam Format

90 mins= 10 mins reading time

10 mins reflecting time

70 mins successful learning!!

- You will have to choose
- Each is worth a total 25 marks
- There are several different challenges and tasks in each question
- That's a grand total of 115 marks you can achieve

Helpful hints....

- How much is each question worth (*Look at the marks available!!!*)
- Check, Check and Check again!
- What is the question actually asking you to do?!
- **Analyse?** Use the learning to examine and interpret/say what its meaning is
- **Discuss?** *Look at both sides of the point/argument*
- **Reflect?** *Think carefully about the point using the learning as P.E.E.L*
- **Evaluate?** *Form an overall idea about a point using the learning*
- **Detail?** *Provide the relevant information about this point*

Question Themes

A number of questions may involve reading OS maps

- **Volcanoes***(Causes, Affects, Hazards)*

- **Earthquakes and Tsunamis**

(Types, Hazards, Eruption Affects, Structure)

- **Climate Change**

(Greenhouse Effect, Renewable Vs. Non Renewable)

- **Glaciers**

(Glaciers, formations, processes, tourism)

- **Weather**

(Tornadoes, Hurricanes, Hazards, Impacts)

- **Settlements**

(Shopping, housing, economics, crime)

Tools to revise

- Your folders
- Any Textbooks (*that of course have the relevant topics in*)
- The ipads :

<http://www.bbc.co.uk/education/subjects/zrw76sg>

<https://www.doddlelearn.co.uk/>

<http://www.s-cool.co.uk/gcse/geography>

<http://www.geography-site.co.uk/>

<http://www.geography.learnontheinternet.co.uk/>

DO NOT JUST HIGHLIGHT YOUR NOTES/WORK

- Quick Fire Quizzes between yourselves
 - Silent self-quizzing
 - Flash Cards/Mix and Match games
 - Summarising an idea/concept
 - Sketch noting (see examples)
 - Timed Challenges (self/peers)
 - Knowledge organisers (see examples)

Your books hold the most **pertinent (important)** pieces of learning (*bottom of book sections?*)

OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

Home

Academy

Parents

Pupils

Whats On

Homework and Revision

Oakfield's Little Lessons

Scholarship & Greater Depth

Accelerated
Reader



Time Table
Rockstars



My Maths

Homework, its not a bad word!

"The worst thing a child can say about homework is that it is too hard. The worst thing a child can say about a game is it's too easy." Henry Jenkins, Professor of Digital Media at University of Southern California

This quote so true, homework is there to;

- > Challenge what you have already learnt,
- > Allow you to do some '*purposeful practice*' (applying your learning properly),
- > To prepare you for the next lesson/piece of work.

The links down the left hand side are some of the ways we set and assess how well and hard you are working on your homework, and on the right are some key documents and links for each subject to help you be successful. Keep checking back as we will always be

KS2&3 English
Bitesize

Brian Bilston's
Poetry

KS2&3 Maths
Bitesize

UK IXL Maths &
English

Climactic Hazards

What is a storm surge?



Climactic Hazards

How can tropical storms be predicted?



Climactic Hazards

What are the advantages of predicting a storm?



Climactic Hazards

What are some secondary impacts
How do building techniques reduce the impact of tropical storms?



Climactic Hazards

What can governments do to reduce the impact of a tropical storm?



Climactic Hazards

What are the primary effects of tropical storm?





Central tube which the magma travels through

Larger material thrown out by the force of the eruption

Material thrown out by the volcano

Magma, once it reaches the surface

Large underground pool of magma

Bowl-shaped basin in the top of the volcano



The structure of the Earth

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	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.

Convection Currents

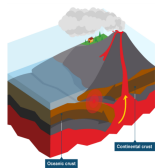
The crust is divided into tectonic plates which are moved by convection currents in the mantle.

- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
- As they move towards the top they cool down, become **more dense** and **slowly sink**.
- These **circular movements** of semi-molten rock are **convection currents**
- Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

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**.



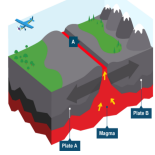
Constructive Plate Margin

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**.



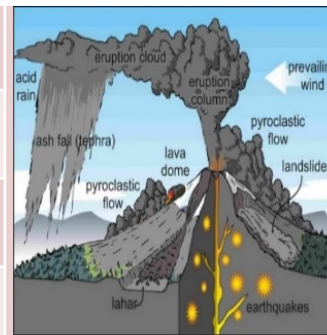
Conservative Plate Margin

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



Volcanic Hazards

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



LIC-CS: Haiti Earthquake 2010



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.



The Challenges of Natural

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.

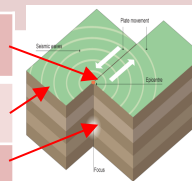
Causes of Earthquakes

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**



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.

Earthquake Management

PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.



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 **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**

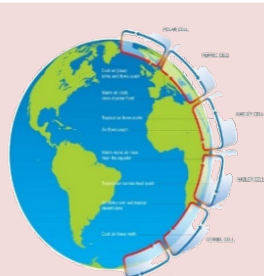
Global pattern of air circulation

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

Hadley cell
Largest cell which extends from the **Equator** to between **30° to 40° north & south**.

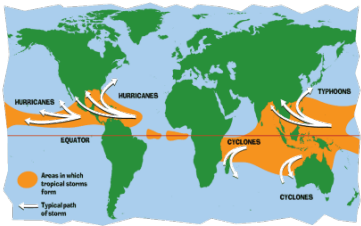
Ferrel cell
Middle cell where air flows **poleward** between **60° & 70°** latitude.

Polar cell
Smallest & weakness cell that occurs from the poles



Distribution of Tropical Storms.

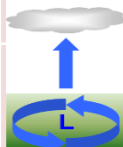
They are known by many names, including **hurricanes** (North America), **cyclones** (India) and **typhoons** (Japan and East Asia). They all occur in a band that lies roughly **5-15°** either side of the Equator.



High and Low Pressure

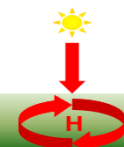
Low Pressure

Caused by **hot air rising**. Causes stormy, cloudy weather



High Pressure

Caused by **cold air sinking**. Causes clear and calm weather



Formation of Tropical Storms

1 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

2 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**.

3 With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.

4 When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.

5 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**.

6 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

Protection
Preparing for a tropical storm may involve construction projects that will improve protection.

Development
The scale of the impacts depends on whether the country has the resources cope with the storm.

Prediction
Constant monitoring can help to give advanced warning of a tropical storm

Aid
Aid involves assisting after the storm, commonly in LIDs.

Planning
Involves getting people and the emergency services ready to deal with the impacts.

Education
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

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

Causes

Started as a tropical depression on **2nd November 2013** and gained strength. Became a Category 5 **"super typhoon"** and made landfall on the Pacific islands of the Philippines.

Effects

- Almost **6,500 deaths**.
- 130,000 homes destroyed**.
- Water and sewage systems destroyed had caused **diseases**.
- Emotional grief** for dead.

Management

- The UN raised **£190m in aid**.
- USA & UK **sent helicopter carrier ships** deliver aid remote areas.
- Education** on typhoon preparedness.

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.

Effect

- People suffered from heat strokes and dehydration.
- 2000 people died from causes linked to heatwave.
- Rail network disrupted and crop yields were low.

Management

- The NHS and media gave guidance to the public.
- Limitations placed on water use (hose pipe ban).
- Speed limits imposed on trains and government created 'heatwave plan'

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.

Global temperature

Average global temperatures have increased by more than **0.6°C** since 1950.

Ice sheets & glaciers

Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by **10% in 30 years**.

Sea Level Change

Average global **sea level has risen by 10-20cms** in the past 100 years. This is due to the additional water

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.

Orbital Changes

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.

Sun Spots

Dark spots on the Sun are called Sun spots. They increase the **amount of energy Earth receives** from the Sun.

Volcanic

Volcanoes release large amounts of **dust containing**

Managing Climate Change

Carbon Capture

This involves new technology designed to reduce climate change.

Planting Trees

Planting trees increase the amount of carbon is absorbed from atmosphere.

International Agreements

Countries aim to cut emissions by signing international deals and by setting targets

Renewable Energy

Replacing fossil fuels based energy with clean/natural sources of energy.

Topic:

Key words:

Key Locations/Case Studies involved:

Essential Processes/Elements learnt

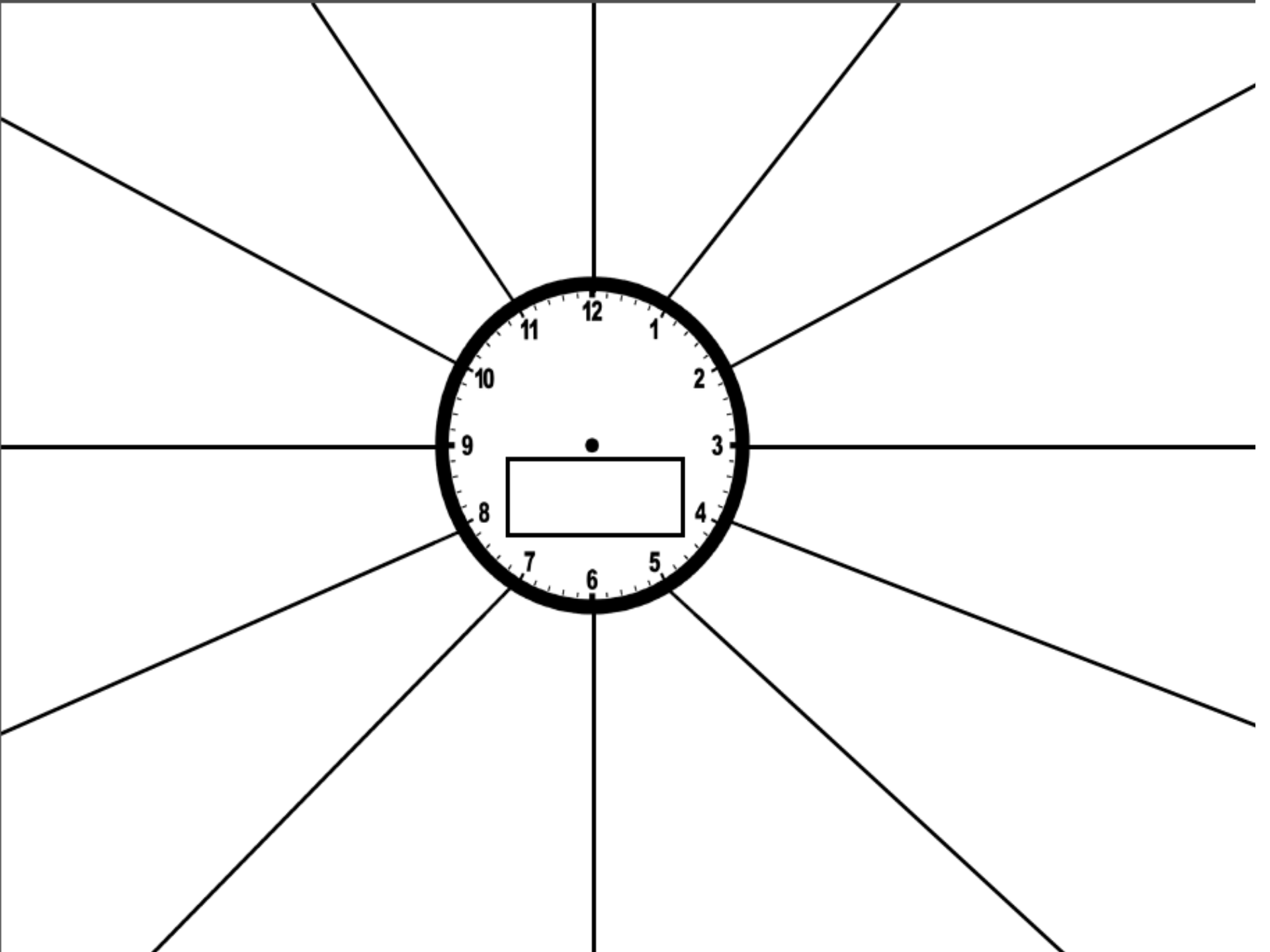
What questions do I think might be asked of me?

What diagrams/ sketches might I need to revise to develop my learning?

Physical/Human parts of the Topic

How confident am I in my learning of this topic?

Red/ Amber or green?



SUSTAINABLE CITIES

Sustainable cities have to have 3 main features
 Sustainable city: An urban area where residents have a way of life that will last a long time.

3 FEATURES

- 1) conserve the historic and natural environment
- 2) disposing and reducing waste safely
- 3) providing adequate open spaces
- 4) involve local people

WASTE IN LEDC URBAN AREAS

- 1) WASTE DISPOSAL: (mostly) made of plastic, glass, paper, metal, food waste, etc. - hard to dispose
- 2) WASTE MANAGEMENT: (mostly) made of plastic, glass, paper, metal, food waste, etc. - hard to dispose
- 3) WASTE DISPOSAL: (mostly) made of plastic, glass, paper, metal, food waste, etc. - hard to dispose
- 4) WASTE MANAGEMENT: (mostly) made of plastic, glass, paper, metal, food waste, etc. - hard to dispose

WASTE POLLUTION

the river Ganges - polluted by domestic and industrial waste
 the Ganga Action Plan (GAP)

MANAGEMENT

attenuate energy emissions
 encourage recycling

ISSUE

the CBD
 People became attracted to visiting out-of-town shopping centres.
 Fear of crime (eg. mugging)
 Rise of AI and GAP stores.

MANAGEMENT

- New shopping centres in city centres (eg. Arndale, Manchester)
- 'Niche' areas created - eg. Northern Quarter/Apicus Palace, Manchester
- MetroLink services to city centre
- Street furniture and open spaces to make city centre look more attractive.

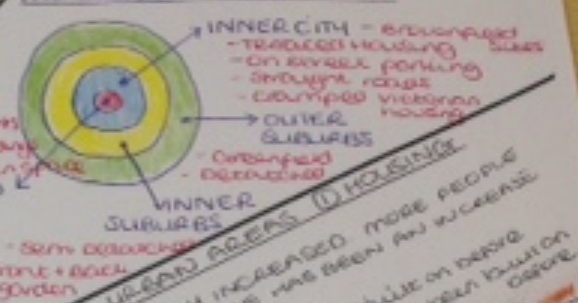
CASE STUDY: CURITIBA, BRAZIL

- 1) Pedestrianised streets in city centre
- 2) Food exchange - waste is recycled in exchange for fruit/veg
- 3) 8 interlocking parks
- 4) Self-help scheme - 30,000 poor households
- 5) The BAT system

Urbanisation: an increasing proportion of people now living in towns and cities
 Urban migration: a process in which people move from the countryside to towns/cities

Issues of Urbanisation
 PUSH: rural areas, low wages, unemployment, poor services, etc.
 PULL: urban areas, high wages, employment, better services, etc.

THE URBAN LAND USE MODEL



ISSUES IN MEDC URBAN AREAS
 CAUSE: POPULATION HAS GROWN INCREASED MORE PEOPLE NOW LIVE ALONE AND THERE HAS BEEN AN INCREASE IN THE DIVORCE RATE.
 MANAGED BY: GREENFIELD SITES - never been built on before
 BROWNFIELD SITES - land that has been built on before
 DRAINAGE: need cleaning first
 INFRASTRUCTURE: roads already exist
 SOME GOVERNMENTS offer incentives to build here



1) THE INNER CITY Area has become run-down as many factories/industries have closed down

2) LONDON DECLANDED (LEDC) Improved economy when in 1980s + 90s. 20% of private investment in 10,000 new homes

3) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

4) THE INNER CITY Area has become run-down as many factories/industries have closed down

5) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

6) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

7) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

8) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

9) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

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11) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

12) TRAFFIC: Problems caused: Air Pollution, Noise Pollution, Buildings discoloured, impact on port and rail scheme

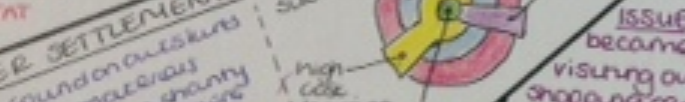
CASE STUDY OF SQUATTER SETTLEMENT: FIBERA

largest slum in Kenya. located in Nairobi
 when 800,000 and 3 million
 per sq. ft. floor space per person.
 100,000 squatters - this in part due to the AIDS epidemic
 - corrugated metal, cramped
 - no sewage / water supply

MOVEMENTS

self-help scheme - people given materials to improve their own houses

LEDC URBAN LAND USE MODEL



ISSUE

the CBD
 People became attracted to visiting out-of-town shopping centres.
 Fear of crime (eg. mugging)
 Rise of AI and GAP stores.

MANAGEMENT

- New shopping centres in city centres (eg. Arndale, Manchester)
- 'Niche' areas created - eg. Northern Quarter/Apicus Palace, Manchester
- MetroLink services to city centre
- Street furniture and open spaces to make city centre look more attractive.

CITY CHALLENGE (SHULAN)

The residents were demolished
 637 million
 value of 1000 people taken into account
 new shopping centre

MANAGEMENT

manage traffic in towns + cities
 improve public transport - eg. MetroLink

CONGESTION

pedestrianise city centres
 bus lanes + cycle lanes

MANAGEMENT

Encourage community involvement
 English lessons - help to find higher paid work
 Multi-faith schools

MANAGEMENT

- Encourage community involvement
- English lessons - help to find higher paid work
- Multi-faith schools

ISSUE

Segregation: a particular ethnic group choose to live with others from the same ethnic group.
 SOME REASONS: safety in numbers, familiar culture, employment factors (poor wage -> poor housing)

MANAGEMENT

Encourage community involvement
 English lessons - help to find higher paid work
 Multi-faith schools

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EXPENSIVE, BUT RELIABLE eg dams
 CHEAP, ENV FRIENDLY eg afforestation

UK WATER MANAGEMENT

Surplus - area with too much
 Deficit - area with not enough

CASE STUDY OF A WATER TRANSFER SCHEME

LAKE VYNNYI ZHANI

Water surplus - reservoir
 Deficit - Liverpool
 Pipeline built by USSR

Issues: 1) New village had to be built
 2) Loss of farmland + livelihoods
 3) Loss of wildlife

100 river dolphins lost in the area
 60,000 hectares of farmland

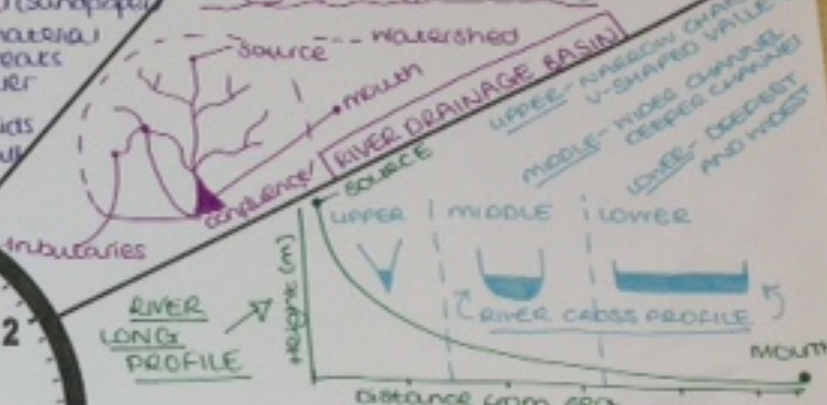
EROSION

Hydraulic action - force of water against bed + banks
 Abrasion - wearing away of material (sandpaper)

Corrosion - material soluble + breaks into smaller pieces
 Solution - acids in water will dissolve material

TRANSPORTATION

- 1) Traction
- 2) Saltation
- 3) Suspension
- 4) Solution



STUDY OF FLOOD MANAGEMENT:

3 DAMS IN CHINA

Along the Yangtze river between upstream
 why was it needed?
 Reduce flooding from 1m to 1m today

FLOODING CASE STUDIES:

BRUNNEN FLOODS (2004)
 70% of Bangladesh is less than 1m above sea level
 Showed in the Himalayas, monsoon rains
 Deposition in Nepal
 over 1,200 killed
 37% of land destroyed by floodwater
 25 million homeless
 effect on farming industry - affect food supply

FLOODING CASE STUDIES: LEIC - BANGLADESH

Multi-purpose projects
 HEP same power as B nuclear power stations (14% of China's power)
 Environmental
 100 river dolphins lost in the area
 60,000 hectares of farmland

7 million names disappeared
 Inhabited areas in floodwater
 Snakes in floodwater
 12 million people affected
 given by UN
 feeding during night
 1000 people

houses on stilts - 12
 intervention aid
 given by UN
 feeding during night
 1000 people

FLOODING CASE STUDIES: MEIC - TENNESSEE

GLoucestershire - JULY 2007
 High rainfall, river Severn burst its banks
 Tewkesbury at confluence of Severn and Avon
 development on the floodplain

3 people died, 350,000 lost access to running water
 water treatment works closed, motorists stranded on nearby motorway (M5)
 Debate on future of building floodplains

RAF rescue helicopters sent to rescue people
 flood fund set up to raise money for affected residents, Red Cross
 1000 people

RAF rescue helicopters sent to rescue people
 flood fund set up to raise money for affected residents, Red Cross
 1000 people

FACTORS AFFECTING DISCHARGE

Relief - steeper the land = more surface runoff
 Impermeable - water cannot infiltrate more surface runoff
 Deposition - if beds are rising, water is to infiltrate

WATER ON THE LAND

WATER ON THE LAND

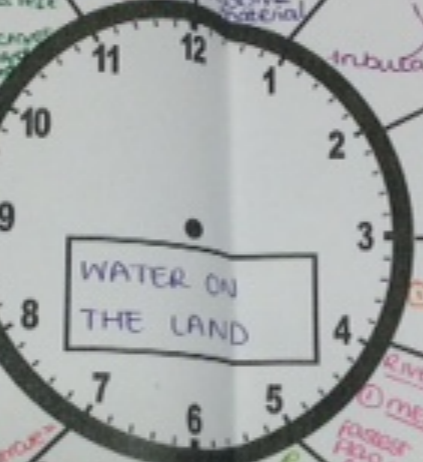
WATER ON THE LAND

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WATER ON THE LAND

WATER ON THE LAND



RIVER LANDFORMS IN THE UPPER COURSE

1) Water falls + gorges
 2) leaves behind an overhang
 3) This will collapse
 4) soft rock is undercut by hydraulic action
 5) material is scoured around to form a pool

Waterfall retreats to form a gorge
 Hard rock
 Soft rock

RIVER LANDFORMS IN THE MIDDLE COURSE

1) Meanders
 2) Floodplains + levees
 3) Ox-bow lakes
 4) Deposition + deposition
 5) Erosion
 6) Ox-bow lakes
 7) Deposition

fastest flow = erosion
 slow current = deposition

fastest flow = erosion
 slow current = deposition

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 slow current = deposition

fastest flow = erosion
 slow current = deposition

fastest flow = erosion
 slow current = deposition

fastest flow = erosion
 slow current = deposition

fastest flow = erosion
 slow current = deposition

RIVER HYDROLOGICAL CYCLE

precipitation
 surface runoff
 infiltration
 groundwater flow
 evaporation
 condensation
 transpiration

precipitation
 surface runoff
 infiltration
 groundwater flow
 evaporation
 condensation
 transpiration

precipitation
 surface runoff
 infiltration
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 transpiration

WATER HYDROGRAPH

Peak discharge
 lag time
 rising limb
 falling limb
 base flow

Peak discharge
 lag time
 rising limb
 falling limb
 base flow

Peak discharge
 lag time
 rising limb
 falling limb
 base flow

Peak discharge
 lag time
 rising limb
 falling limb
 base flow

Peak discharge
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Peak discharge
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 falling limb
 base flow

Peak discharge
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 falling limb
 base flow

WISO = INTERCEPTION

EVERYONE
CAN DO IT

BUT WHY
SHOULD I?

SKETCHNOTING

NO FANCY
TOOLS
NEEDED



HELPS YOU
UNDERSTAND
MATERIAL



HELPS YOU
REMEMBER
WHAT YOU'RE
LEARNING



OVER TIME
YOU WILL
DISCOVER
your own

VISUAL LIBRARY



ITALY



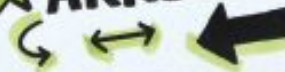
ONLY YOU
NEED TO UNDERSTAND
YOUR DRAWINGS

USE:

★ SHAPES



★ ARROWS



★ TYPOGRAPHY

THIN



★ GROUPS



PRACTICE
&
Have **FUN**

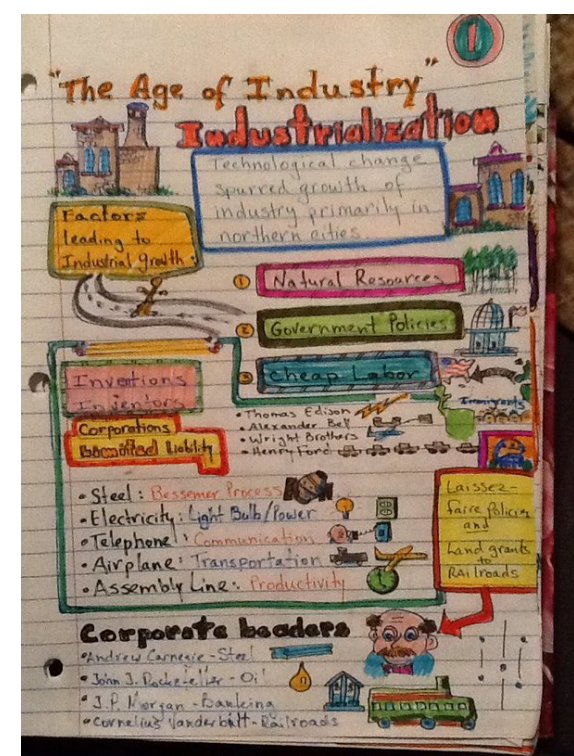
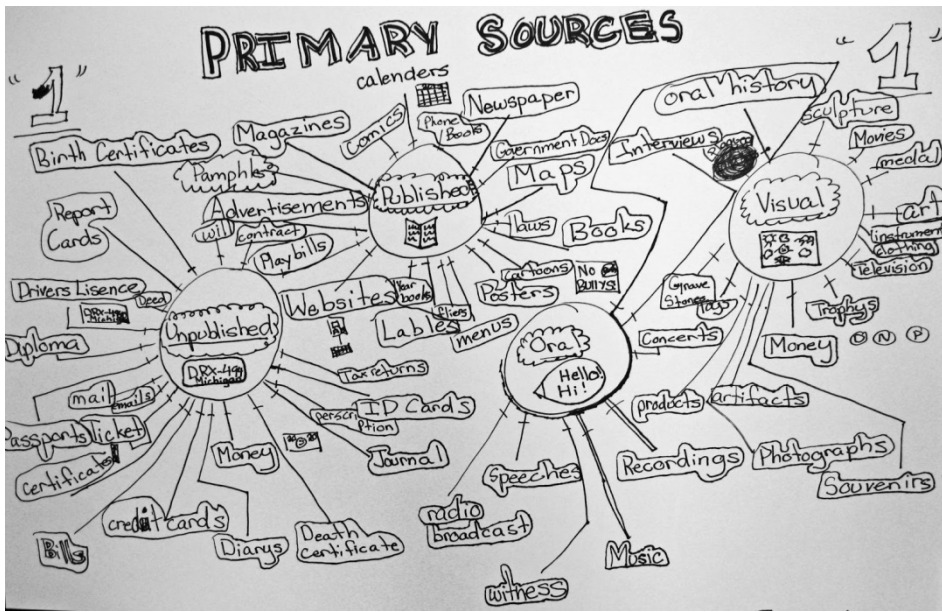
COFFEE!

BY @MATT RAGLAND



- PROS**
- DELICIOUS
 - POWER-FREE
 - 6-8 cups
- CONS**
- TIME
 - ATTENTION TO BREW
- 1 → Boil WATER to 195-205° (HINT: BRING TO BOIL, THEN SIT 45 SECONDS)
 - 2 → GRIND COFFEE! FOR CHEMEX, A MEDIUM-COARSE GRIND IS BEST (KINDA CHUNKY)
 - 3 → INSERT FILTER, THEN COFFEE. 1 TB COFFEE = 1/2 WATER. (REMEMBER TO TAKE NOTES!)
 - 4 → POUR WATER! DO THIS STEADILY UNTIL WATER IS EMPTIED FROM KETTLE
 - 5 → Enjoy!





Homework

- To revise in the best way for you!
 - You will be set a number of Doodle quizzes to support you, use these in a way that works for you