

Student tasks

Read the item below:

Met Office yellow flood warning issued for tomorrow!

There are predictions of heavy showers and thunder tomorrow and more than a week's rain is expected to fall in 24 hours.

Showers lasting up to an hour long are expected tomorrow morning as a depression moves across southern England. Met Office forecasters have said up to 50 mm of rain could pour down on Devon, Cornwall and South Wales, with 20 mm possible in one hour in parts of southeast and southwest England and London. In comparison, the average rainfall for October is 150 mm for the entire month!

A spokesperson for the Met Office said, 'People need to be aware and prepared. For example, I would expect traffic to be much slower on the roads due to the increased rainfall'.

He continued, 'People must pay particular attention to their own speed when driving, to avoid causing accidents. They could even consider if their journey is necessary at all'.

The Environment Agency has suggested that there is a low risk of localised flooding in urban areas from fast-responding rivers. It asked people not to attempt to drive through flood water.

The good news is that the weather should improve after tomorrow and then Britain can look forward to a drier and sunnier weekend. Temperatures are forecast to reach 20°C on Saturday and Sunday.

Answer the following questions:

1. Identify the **causes** of the possible flooding.
2. Identify the **effects** of the possible flooding.
3. Identify the **responses** to the possible flooding.



Flooded road in Wales

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Extension tasks

1. What **economic effect** could flooding have on the local economy?
2. Suggest one **environmental effect** of the possible flooding.

Teaching notes

This resource asks students to identify causes, effects and responses, which are a vital KS4 examination skill.

Questions asking students to distinguish between the cause, effect and response are common in KS4 examinations. The feedback from senior examiners in the annual report on the examinations frequently states that candidates are unable to make these distinctions, e.g.

'Effects invited students to describe impacts such as deaths, injuries, buildings and roads collapsing ... Yet the vast majority of students answered a different question, covering either the responses rather than the effects or giving reasons why the effects were more severe in a poorer area'.

The resource could also be used to demonstrate that these questions allow different levels of response. Task 1, for example, 'Identify the **causes** of the possible flooding', allows the following possibilities:

A basic response with a partial explanation and/or an incomplete sequence:

Flooding is likely to be caused by very heavy rainfall.

A clear explanation with a complete sequence and developed and linked points:

Flooding is likely to be caused by very heavy rainfall due to a depression moving across southern England.

A detailed explanation showing a detailed understanding with accurate information:

Flooding is likely to be caused by very intense showers and downpours associated with a depression moving across southern England. A week's rainfall is expected to fall in the space of a few hours, often onto impermeable surfaces.

Additional task

The image below is of two Colorado National Guardsmen responding to the destructive flooding in the state in September 2013, which followed record-breaking rainfall. Students could be asked to script a short conversation between the two soldiers.



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