



## Sky Learning – Six Degrees Could Change the World

*Sky Learning* has teamed up with Richard Allaway, author of [www.geographyalltheway.com](http://www.geographyalltheway.com), to create a Study Aid for students of GCSE and A Level geography.

*There's a mixture of tips, case studies, key points and practice questions developed in line with National Curriculum and exam board criteria to compliment your revision and see you hit your target grades.*

*The Study Aid is based on the National Geographic Channel's latest documentary "Six Degrees Could Change the World", which will air 24<sup>th</sup> February at 7pm on Sky Channel 526. Straight after, you can log on to [Sky Learning](#) where Mark Lynas, author of Six Degrees will be available to participate in a live webchat.*

### Things to think about before watching "Six Degrees Could Change the World"

- **Those nasty questions that examiners ask...**

There are a range of command words used by the writers of geography exams that strike fear into the hearts of unprepared students. A good example of this are questions worded: "You should refer to at least one example which you have studied" or "for a named example...", which are both telling you to use case studies. You will only access the **higher bands** of marks for these questions if you can show the examiner your **knowledge** and **understanding** through the detailed use of well selected examples.

- **Help is here:**

Don't fear – help is on hand. 'Six Degrees Could Change the World' is a goldmine of case studies and examples that you can use in your exams, it's a great tool as a revision guide to help refresh your memory of key case studies for various subject areas, especially global warming, weather hazards and resource depletion. Remember that not all geography exam syllabuses are the same and therefore a topic examined by one exam board, may not be covered by another. Ensure that you are clear about the geography subjects you need to revise. Most exam boards have the exam syllabuses on their websites.

- **Global Warming:**

Global warming is the one continuing theme throughout the programme. You should always be thinking in terms of '**climate change**' rather than global warming as it ensures that you consider the areas of the world that will get **wetter** rather than just those which will get **hotter**.

When thinking about climate change, as discussed in the programme, you should be thinking in terms of the **causes** and the **consequences**.

Could you describe the various sources of greenhouse gases?

Could you discuss the populations that could actually benefit from climate change?

Could you classify the consequences of climate change into:

- Economic (to do with money, jobs etc)
- Social (to do with people, families and homes) and
- Environmental (to do with the environment, wildlife etc.)?

Get those extra marks - Students who are aiming for the higher grades would also be able to suggest **possible solutions** to climate change and have a **personal opinion** about it and it's likely **outcomes**. Is a rise of six degrees really going to happen?



- **How should you approach case studies?**

There is no set way in which you should approach case studies, however using the rule of the 'five Ws' is always a good place to start. The 'five Ws' are:

- **What** happened?
- **When** did it happen?
- **Where** did it happen?
- **Why** did it happen?
- **Who** was affected by it happening?

When you revise a case study or meet new content for the first time you should be thinking about the five Ws:

**What happened?** – Can you recall some background on what actually happened, with some facts and figures?

**When did it happen?** – Have you some idea of the date that the case study happened and if possible the time of day?

**Where did it happen?** – The geographical setting is very important, so can you name the location, the country, could you draw a sketch map to show the location?

**Why did it happen?** – What causes the case study incident to occur? What natural systems were interacting with human activity?

**Who was affected by it happening?** – Which people were affected? How many were affected? Can you say something about the wealth of the people affected? Students aiming for the higher grades will also be able to discuss what the affected people did about the situation. They would be able to discuss the management strategies put in place to reduce the impacts of the case study incident while it was happening and should be able to discuss what could be done to reduce the impacts of any future incident.

Things to pay attention to whilst watching “Six Degrees Could Change the World”

1. **Weather Hazard: Australian Bush Fires, 2001**

[View Video Clip "Six Degrees" Study Clip 1 on sky.com/learning](https://www.sky.com/learning)

Watch the case study while considering the 'five Ws':

- **What happened?** – What caused the bush fires to spread so rapidly?
- **When did it happen?** – You should be able to say the year and the time of year?
- **Where did it happen?** – You should be able to name the parts of Australia that were most badly affected?
- **Why did it happen?** – What natural systems caused the fires and caused them to spread so devastatingly?
- **Who was affected by it happening?** – Focus on the video footage of the residents battling to protect their homes.

Once you have watched the case study have a go at using the information to answer the following exam question:

[www.sky.com/learning](https://www.sky.com/learning)



'Wild fires can have natural or human causes. For a named location discuss the consequences of wild fires'

There have been recent wild fire incidents in both Europe and in North America. Further reading about these from a news source, such as the Sky News website, would help broaden your understanding of this weather hazard and would be especially important for A level students.

## 2. Resource Depletion: The Carbon Footprint of Cheeseburgers

[View Video Clip "Six Degrees" Study Clip 2 on sky.com/learning](https://www.sky.com/learning)

Watch this case study and consider these key questions:

**What** is a carbon footprint?

**Where** is this case study based upon?

**Who** will be affected by the increasing size of our carbon footprint?

How does the case study highlight ways in which you could reduce your carbon footprint? – and not just by stopping eating cheeseburgers!

Once you have watched the case study have a go at using the information to answer the following exam question:

'Describe and explain the environmental impact of one aspect of human life. You should refer to at least one example at a national or international scale'

There are always plenty of news articles written about the carbon footprint of people's lives and the footprint of certain events such as sporting fixtures. The further reading of such news articles, on a news website such as Sky News would broaden your understanding of this important subject.

## 3. Weather Hazard: The European Heat Wave 2003

[View Video Clip "Six Degrees" Study Clip 3 on sky.com/learning](https://www.sky.com/learning)

Watch the case study while considering the 'five Ws':

**What happened?** – What is a heat wave? How long does it have to last and how hot does it need to be?

**When did it happen?** – You should be able to quote the month and the year.

**Where did it happen?** – The case study discusses the 'European Heat Wave' but which city does it focus upon?

**Why did it happen?** – The heat wave caused the deaths of many people. What human systems caused the death rate to be so high?

**Who was affected by it happening?** – The impacts of the heat wave were particularly harsh upon one section of the population? Which section of the population was it? You should also be able to explain why.

Once you have watched the case study have a go at using the information to answer the following exam question:

[www.sky.com/learning](https://www.sky.com/learning)



'Describe the impacts of **one** extreme weather event. You should refer to at least one named example which you have studied.'

#### 4. Weather Hazard / Resource Depletion / Deforestation: Drought, Amazon Basin 2005

[View Video Clip "Six Degrees" Study Clip 4 on sky.com/learning](#)

Watch the case study while considering the 'five Ws':

**What happened?** – There are many excellent geographical themes in this case study. Try and focus on the drought and its impact upon the rainforest.

**When did it happen?** – You should be able to quote both a year and a time of year.

**Where did it happen?** – Brazil is a vast country. Can you state with more precision the location of this case study?

**Why did it happen?** – It could be argued that both human and natural systems had a role in causing this incident, make sure that you discuss both systems separately and how they relate to each other.

**Who and what was affected by it happening?** Again – think both human and natural!

Once you have watched the case study have a go at using the information to answer the following exam question:

'Explain the natural and human threats to a named ecosystem you have studied.'

Ecosystems and human uses and impacts upon them are important themes in many geography exam syllabuses. Ensure you understand the definition of the word ecosystem and can discuss the structures and interrelationships that exist within them.

#### 5. Weather Hazard: Hurricane Katrina, USA, 2005

[View Video Clip "Six Degrees" Study Clip 5 on sky.com/learning](#)

Consider the 'Five Ws' while watching this case study keeping in mind that there is no proven link that Hurricane Katrina was caused by global warming:

**What happened?** – Can you sequence the events of Hurricane Katrina and its landfall? **When did it happen?** – Hurricane Katrina existed for several days – the key date to have here is when it struck New Orleans.

**Where did it happen?** Can you draw a sketch map of the United States of America and locate New Orleans upon it?

**Why did it happen?** There are two things to focus upon here – the causes of the hurricane and the causes of the flooding in New Orleans.

**Who was affected by it happening?**

Once you have watched the case study have a go at using the information to answer the following exam question:

'Millions of the world's population live in settlements at risk from weather hazards. Describe the consequences of a named and located weather hazard.'



The exam question above is broad. You could answer it using many of the case studies featured in 'Six Degrees that Could Change the World' but make an effort to answer it using just Hurricane Katrina and its impacts upon the Southern United States of America.

## 6. Global Warming / Sea Level Change / Weather Hazards: The Threat to New York, USA

[View Video Clip "Six Degrees" Study Clip 6 on sky.com/learning](#)

This case study is all about the predicted consequences of future sea level change. Consider the 'Five Ws' while watching this case study:

**What could happen?** What would be the impacts of sea level change coupled with extreme weather events upon New York?

**When could it happen?** - What time scales are the scientists making their predictions over?

**Where could it happen?** - This case study is focused on New York. Can you locate New York on a map of the United States of America?

**Why would it happen?** - What are the components that could come together to cause future flooding events in New York?

**Who would be affected by it happening?**

Once you have watched the case study have a go at using the information to answer the following exam question:

'Sea level change is an accepted consequence of climate change. Describe the likely impacts of sea level change upon a named settlement you have studied.'

This case study is based upon New York in the United States of America. It would be beneficial for you if you could also discuss the impacts of sea level change upon a less developed, low lying country such as Bangladesh.