

Video summary	Before watching the video	During the video
<p>Liz Bonnin introduces a video clip about the 2014 floods in Somerset - the worst for over 100 years.</p> <p>The floods were caused by high rainfall and exacerbated by a lack of dredging of water courses. Matt Baker and Tom Heep revisit the location one year on from the floods to see what has changed.</p> <p>They revisit a farmer whose land was inundated. The farmer describes the effect of the flood, including loss of income. Following the flood the local river was dredged and the people of the area believe this has helped. The film considers some of the other measures that have been taken to prevent flooding or to mitigate its effects.</p>	<p>Locate the Somerset Levels on a map of the UK and ask students to write a locational description.</p> <p>Look at images of the Somerset Levels. Ask students why this area may be prone to flooding. Show students where the Rivers Tone and Parrett are. An OS map may be useful to look at as it will show how low-lying the ground is.</p> <p>A weather report for the time could also be shown to students to help them to understand the impacts of torrential rain.</p> <p>Introduce key terms such as:</p> <p>Dredging: Clearing the river bed by scooping out mud, weeds and rubbish and removing it from the river, deepening the channel.</p> <p>Agriculture: The science or practice of farming.</p> <p>Torrential rain: Extremely heavy rainfall.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> • What happened in 2014? • What is dredging? • Which locations were affected by the flooding? • What were the impacts of the flooding? • What happened to the farmers? • How long was some of the land underwater for? • Why is dredging needed? • What other solutions were there to the flooding? • Is it difficult to prevent flooding?
After watching		
<p>Discuss with students the impacts of flooding on the Somerset Levels, ask them to categorise the impacts into social, economic and environmental. Students could also rank the impacts of flooding.</p>		

Investigate river management strategies such as dredging. Show students images of dredging. Ask them what they believe the advantages and disadvantages of these methods. The class could be split into groups to each investigate a different method of river management, these could then be presented back to the rest of the class.

A case study could then be developed for the Somerset Levels, identifying the cause of flooding, the impacts and the responses. Students could also investigate whether this location has flooded since 2014 and whether the river management strategies had worked.

Curriculum notes	Where next?	Links
<p><i>This topic appears in Geography at KS3 (Hydrology) and KS4 / GCSE (Rivers and water) in England, Wales and Northern Ireland and National 4/5 in Scotland.</i></p>	<p>Ask students to investigate another river flood, this could be that is local to your school. Students should divide their research into the causes of flooding, the impacts and the responses.</p> <p>Students should look at the river management strategies used in that location and how well those strategies work in protecting local people and businesses from flooding.</p>	<p>Rivers and flooding: https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/1</p> <p>What causes a flood? https://www.bbc.co.uk/bitesize/articles/zjcg6v4</p> <p>Flood preparedness: https://www.bbc.co.uk/bitesize/articles/z48w92p</p> <p>Hard engineering: https://www.bbc.co.uk/bitesize/guides/zg4tfrd/revision/3</p>