



Aspire Achieve Thrive

**Spring Term**  
**Term 3**

# **Geography**

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	Science Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Modern Britain Task 1
<b>Wednesday</b>	English Task 1	Science Task 2	Option C Task 2
<b>Thursday</b>	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
<b>Friday</b>	Modern Britain Task 2	English Task 2	Sparx Maths

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Option C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

**Half Term 5 (6 weeks) - Year 11**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 1 15th April 2024	<b>Cornell Notes on:</b> Familiar and unfamiliar fieldwork.	<b>Question:</b> Suggest why one set of data you collected in your physical fieldwork enquiry may not have been accurate. (2) Identify one potential risk in your physical geography fieldwork and explain how the risk was reduced. (3)
Week 2 22nd April 2024	<b>Cornell Notes on:</b> Data collection	<b>Question:</b> Justify one primary data collection method used in your <b>human</b> geography enquiry. (3) Justify one primary data collection method used in your <b>physical</b> geography enquiry. (3)
Week 3 29th April 2024	<b>Cornell Notes on:</b> Fieldwork methods and presentation	<b>Question:</b> Write the title of your physical geography fieldwork enquiry.  Assess the effectiveness of your data collection method(s). (6)
Week 4 6th May 2024	<b>Cornell Notes on:</b> Lyme Regis	<b>Question:</b> Explain how hard engineering can be used to protect coastal areas. Use an example(s) you have studied. (6)
Week 5 13th May 2024	<b>Cornell Notes on:</b> Tropical storms	<b>Question:</b> Describe the primary and secondary effects of a tropical storm. Use a named example and your own knowledge. (9)
Week 6 20th May 2024	<b>Cornell Notes on:</b> Climate Change	<b>Question:</b> To what extent is climate change the result of human actions? (9)

**Year 11 Term 1 Geography: Fieldwork and Paper 1 revision**

Session	Keywords	Knowledge	Geographical concepts															
1 Fieldwork	<p><b>Familiar fieldwork</b> - Questions based on fieldwork you have done. Tavistock and Cadover Bridge</p> <p><b>Unfamiliar fieldwork</b> - questions about on fieldwork on unfamiliar locations</p>	<p>The paper will ask a range of questions on the fieldwork enquiry. These questions will tend to ask about the geographical skills that you used, and will expect you to think critically about what you did.</p> <p>Unfamiliar fieldwork questions differ in style from familiar fieldwork. Questions will be on how you have applied your knowledge.</p>	<p><b>Types of questions you might be asked:</b>                      Explain one advantage of the location used for your human fieldwork enquiry.                      Justify one method that you used to present your primary data in your physical geography enquiry.                      Assess the validity of your conclusions as a result of your human geography investigation.</p>															
2 Collecting fieldwork	<p>Primary data</p> <p>Secondary data</p> <p>Quantitative data</p> <p>Qualitative data</p>	<p>Data collected first hand</p> <p>Data collected by someone else.</p> <p>Numerical data that comes from taking measurements eg. pebble size</p> <p>Asking people's opinions</p>	<p><b>Sampling</b>  <b>Sample size</b> - it is important to know whether the data you collected was representative.  <u>Different types of sampling</u>  <b>Random</b> - means samples are chosen without pattern. E.g every pebble has an equal chance of being selected.  <b>Systematic</b> - means having a system to collect data. Eg. Every 10 cm across a river  <b>Stratified</b> - a sample made up of different parts. Eg. selecting different pebble sizes from from a river so a whole range is included.</p>															
3 Fieldwork Methods and presentation	<p>Cartography - maps</p> <p>GIS - Geographical Information system</p>	<p>You need to know about a range of visual, graphical and cartographic methods of presentation. How to select and use methods of presentation accurately and how to describe , explain and adapt different methods of presenting data.</p>	<table border="1"> <thead> <tr> <th>Method</th> <th>When you'd use it</th> <th>Advantages</th> </tr> </thead> <tbody> <tr> <td><b>Maps/ Cartography</b></td> <td>Shows locations and patterns</td> <td>It is easier to compare patterns at location.</td> </tr> <tr> <td><b>GIS and photographs</b></td> <td>Shows change over time (e.g. coastal erosion, or changes to a town).</td> <td>Used to map data (e.g. census data) or aerial photos.</td> </tr> <tr> <td><b>Table(s) of data</b></td> <td>Can show raw data that you and your group collected.</td> <td>Can help to identify anomalies (any data which looks unusual).</td> </tr> <tr> <td><b>Graphs and charts</b></td> <td>When a picture tells a story better than a table (e.g. comparing two places).</td> <td>Show data and patterns clearly - easier to read and compare than a table.</td> </tr> </tbody> </table>	Method	When you'd use it	Advantages	<b>Maps/ Cartography</b>	Shows locations and patterns	It is easier to compare patterns at location.	<b>GIS and photographs</b>	Shows change over time (e.g. coastal erosion, or changes to a town).	Used to map data (e.g. census data) or aerial photos.	<b>Table(s) of data</b>	Can show raw data that you and your group collected.	Can help to identify anomalies (any data which looks unusual).	<b>Graphs and charts</b>	When a picture tells a story better than a table (e.g. comparing two places).	Show data and patterns clearly - easier to read and compare than a table.
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4 Coasts revision	<b>Example: Lyme regis (Coastal management)</b>	<p><b>Location and Background:</b> Lyme Regis is a small coastal town on the south coast of England, famous for its fossils! Much of the town is built on unstable cliffs. The coastline is eroding rapidly</p> <p>Phase 1: 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilised cost £1.4m</p> <p>Phase 2: 2005 - 2007, further sea walls and promenade built, wide shingle beach created with shingle dredged from the English channel and imported from France and rock armour added to The Cobb. Total cost: £22m</p> <p>Phase 3: Not undertaken. As the costs outweighed the benefits, it was decided that the area west of The Cobb should be left alone.</p> <p>Phase 4: 2013 - 2015, a second sea wall is constructed in front of the first to provide extra protection. Extensive nailing and drainage completed on the cliffs to stabilise the rock and protect 480 homes. Total cost £20m</p>	<p><b>Positive outcomes:</b></p> <ul style="list-style-type: none"> <li>• New beaches have increased visitor numbers and seaside businesses are thriving</li> <li>• New defences have stood up to recent storms</li> <li>• The harbour is now better protected, benefitting boat owners and fishermen.</li> </ul> <p><b>Negative outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased visitor numbers has lead to conflict with locals as traffic and pollution have increased.</li> <li>• Some people think the new defences have spoilt the natural coastal landscape</li> <li>• Stabilising the cliffs prevents landslips which reveal new, important fossils</li> </ul>			
5 Tropical Storms	<p><b>Tropical Storms</b></p> <p>Occur in low latitudes between 5 and 30 degrees north and south of equator. Ocean temperature needs to be above 27 degrees C. Happen between summer and autumn</p>	<p><b>Sequence of a Tropical Storm</b></p> <ol style="list-style-type: none"> <li>1. Air is heated above warm tropical oceans</li> <li>2. Air rises under low pressure conditions</li> <li>3. Strong winds form as rising air draws in more air and moisture causing torrential rain</li> <li>4. Air spins due to Coriolis effect around a calm eye</li> <li>5. Cold air sinks in the eye so it is clear and dry</li> <li>6. Heat is given off as it cools powering the storm</li> <li>7. On meeting land, it loses source of heat and moisture so loses power.</li> </ol> <p>Deposition occurs due to a loss of velocity rather than there being too much sediment.</p>	<p><b>Typhoon Haiyan, November 2013 - Cat 5 storm! 170mph wind</b></p> <table border="1"> <tr> <td> <p><b>Primary Effects</b></p> <p>6,300 killed in storm surge 40,000 homes destroyed Wind damaged power lines 90% of Tacloban destroyed</p> <p><b>Secondary Effects</b></p> <p>6m jobs lost (fishing / farming) Flooding caused landslides - blocking roads and restricting aid Looting and violence in Tacloban Shortages of water leads to disease</p> </td> <td> <p><b>Immediate Responses</b></p> <p>Overseas aid from NGOs US helicopters assisted search and rescue Field hospitals for injured</p> <p><b>Long-term Responses</b></p> <p>Oxfam help re-establish fishing and rice industries quickly UN and international financial aid, supplies and medical support Rebuilding infrastructure</p> </td> </tr> </table>		<p><b>Primary Effects</b></p> <p>6,300 killed in storm surge 40,000 homes destroyed Wind damaged power lines 90% of Tacloban destroyed</p> <p><b>Secondary Effects</b></p> <p>6m jobs lost (fishing / farming) Flooding caused landslides - blocking roads and restricting aid Looting and violence in Tacloban Shortages of water leads to disease</p>	<p><b>Immediate Responses</b></p> <p>Overseas aid from NGOs US helicopters assisted search and rescue Field hospitals for injured</p> <p><b>Long-term Responses</b></p> <p>Oxfam help re-establish fishing and rice industries quickly UN and international financial aid, supplies and medical support Rebuilding infrastructure</p>
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<p>6 Climate Change</p>	<p><b>Evidence for Change</b>  <b>Ice Cores:</b> Gases trapped in layers of ice.  <b>Tree Rings</b> are thicker in warm, wet conditions.  <b>Shrinking glaciers and melting ice:</b> Arctic sea ice has thinned by 65% since 1975.</p>	<p><b>Natural causes of climate change</b>  <b>Orbital changes</b> – The sun’s energy on the Earth’s surface changes as the Earth’s orbit is elliptical its axis is tilted.  <b>Solar Output</b> – sunspots increase to a max every 11 years  <b>Volcanic activity</b> – volcanic ash can block out the sun, reducing global temperatures.</p>	<p><b>Human causes of climate change</b>  <b>Fossil fuels</b> – Releasing excessive greenhouse gasses (Carbon dioxide and Methane) intensifies the greenhouse effect.  <b>Agriculture</b> – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for meat and rice increase contribution  <b>Deforestation</b> – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.</p>

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

# WEEK 1: Cornell Notes (Homework task 1)

<b>Date:</b> 15th April 2024	<b>Topic:</b> Familiar and unfamiliar fieldwork.	Revision guide page: 200
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 1: Exam Question (Homework task 2)

Date: 15th April 2024

**Question:** Suggest why one set of data you collected in your physical fieldwork enquiry may not have been accurate. (2)

Answer:

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**Question:** Identify one potential risk in your physical geography fieldwork and explain how the risk was reduced. (3)

Answer:

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# WEEK 2: Cornell Notes (Homework task 1)

<b>Date:</b> 22nd April 2024	<b>Topic:</b> Data collection	Revision guide page: 195
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 2: Exam Question (Homework task 2)

Date: 22nd April 2024

**Question:** Justify one primary data collection method used in your **human** geography enquiry. (3)

Answer:

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**Question:** Justify one primary data collection method used in your **physical** geography enquiry. (3)

Answer:

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## WEEK 2: Exam Question review and improvement (Classwork)

**Question:** Justify one primary data collection method used in your **human** geography enquiry. (3)

Answer:

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**Question:** Justify one primary data collection method used in your **physical** geography enquiry. (3)

Answer:

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# WEEK 3: Cornell Notes (Homework task 1)

<b>Date:</b> 29th April 2024	<b>Topic:</b> Fieldwork methods and presentation	Revision guide page: 196
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Links	Notes
<b>Questions</b>	

**Summary**







# WEEK 4: Cornell Notes (Homework task 1)

<b>Date:</b> 6th May 2024	<b>Topic:</b> Lyme Regis	Revision guide page: 75
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 5: Cornell Notes (Homework task 1)

<b>Date:</b> 13th May 2024	<b>Topic:</b> Tropical Storms	Revision guide page: 26
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 6: Cornell Notes (Homework task 1)

<b>Date:</b> 20th May 2024	<b>Topic:</b> Climate Change	Revision guide page:35-36
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**











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