

Year 11 Guided Revision Support 2019

Revision Week	Date	Students	Guided revision and activities (in addition to class and homework)
Week 11:	Wednesday 27 th Feb	4-5pm invited students from 11g12 or 11g3	<p>Changing Economic World <u>Make revision cards:</u></p> <ul style="list-style-type: none"> • Make a list of 6 different indicators of development. Give an advantage of each one. • What is HDI? Why is it a better method of measuring development? • Describe three ways the world can be divided (e.g. Brandt Line) and the advantages/ disadvantages. • Draw a sketch of the Demographic Transition Model. • Draw a sketch of a population pyramid for each stage and name an example of a country for each. <p>UK Economy <u>Case Study Card:</u></p> <ul style="list-style-type: none"> • What are the main causes of economic change in the UK? • What does it mean to be a post industrial economy? Explain the industries that have been growing in the UK. • Explain the impacts of the North-South divide on the UK. • Describe the impacts of industry on the physical environment. Using an example explain how modern industrial development can be more environmentally sustainable. • Describe and explain the social and economic changes in the rural landscape in one area of population decline. • Give three examples of improvement and new developments in the UK transport infrastructure. • Describe the place of the UK in the wider world. Describe and explain the links through trade, culture, transport and electronic communication and the economic and political links looking specifically at the EU and Commonwealth.
	Thursday 28 th Feb	3-4pm open to anyone from 11g11 and 11g13	
Week 10:	Wednesday 6 th March	4-5pm invited students from 11g12 or 11g3	<p>Changing Economic World <u>Poster:</u></p> <ul style="list-style-type: none"> • Describe and explain how physical, historical and economic factors can cause uneven development. Give an example for each one. • Describe how disparities in wealth and health, and international migration result from uneven development. • Summarise how different strategies can reduce the development gap (investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans). • Example of tourism in a NEE/ LIC that reduces the development gap (Jamaica). <p><u>Case Study Card: NIGERIA</u></p> <ul style="list-style-type: none"> • Describe the relationships Nigeria has with the rest of the world) political and trade). • Describe the impact of aid on Nigeria. • Describe the effects of development on people (quality of life) and the economy.
	Thursday 7 th March	3-4pm open to anyone from 11g11 and 11g13	

Week 9	Wednesday 13 th March	4-5pm invited students from 11g12 or 11g3	<p>Challenge of Resource Management</p> <ul style="list-style-type: none"> Annotate a world map to show the global distribution of food, water, and energy. Explain why food water and energy are fundamental to economic/ social wellbeing. <p><u>Create revision cards:</u></p> <p>For Food:</p> <ul style="list-style-type: none"> Describe how demand for seasonal food has changed in the UK. Define carbon footprint; sustainability; organic food; food miles; agribusiness. Explain the impact of carbon footprints and how they relate to food miles. Outline 3 ways that farming has changed in the UK. <p>For Water:</p> <ul style="list-style-type: none"> Describe how and why demand for water has changed in the UK. Use a UK map to show where water surplus and water deficit are. Explain the human and physical reasons for this. Give 3 strategies for managing water pollution and 3 for managing water supply. <p>For Energy:</p> <ul style="list-style-type: none"> What are the main sources of the UK's energy? How has the UK's energy mix changed since the 1970s? What are the reasons for this? Describe the economic and environmental issues caused by exploiting energy sources. Explain how different energy strategies can increase energy supply.
	Thursday 14 th March	3-4pm open to anyone from 11g11 and 11g13	
Week 8:	Wednesday 20 th March	4-5pm invited students from 11g12 or 11g3	<p>Urban Issues and Challenges</p> <p><u>Mind map:</u></p> <ul style="list-style-type: none"> What is urbanisation? Describe areas in the world where urbanisation is happening rapidly or slowly. Explain the different in urbanisation rates in HICs vs LICs. Define: Natural Increase, Push factor, Pull factor, Megacity, Describe 3 push factors and 3 pull factors that affect migration. Describe the distribution of megacities around the world. <p><u>Case study card:</u></p> <p>RIO</p> <ul style="list-style-type: none"> Where is Rio? Why is an important city in the area, in Brazil and in the world? Why has Rio grown? Describe natural increase and reasons for migration and. Describe the opportunities in Rio (social e.g. health, education, water, economic e.g. employment, industry, trade). Describe the challenges in Rio (e.g. Slums caused by urban growth, sanitation and sewage, access to health & education, reduction of crime and unemployment, environmental issues). <p>Example: Favel Bairro Project – example of urban planning improving quality of life for the urban poor.</p>
	Thursday 21 st March	3-4pm open to anyone from 11g11 and 11g13	

Week 7:	Wednesday 27 th Mar	4-5pm invited students from 11g12 or 11g3	<p>Natural Hazards <u>Create revision cards:</u></p> <ul style="list-style-type: none"> • What is the difference between geological and meteorological hazards? Give 3 examples of each. • Explain how vulnerability, capacity to cope and the nature of natural hazards all affect hazard risk. <p>Climate Change <u>Poster:</u></p> <ul style="list-style-type: none"> • Summarise 3 pieces of evidence for climate change. • Compare three natural and three human causes of climate change. • Draw a diagram to show how the enhanced greenhouse effect works. • Mitigation: Describe 3 strategies used to reduce global warming. <p>Adaptation: Describe 3 strategies used to reduce global warming.</p>
	Thursday 28 th Mar	3-4pm open to anyone from 11g11 and 11g13	
Week 6:	Wednesday 3 rd Apr	4-5pm invited students from 11g12 or 11g3	<p>Weather Hazards <u>Create revision cards:</u></p> <ul style="list-style-type: none"> • Draw a diagram showing the global atmospheric circulation model – explaining how it leads to high and low pressure belts. • Describe and explain the distribution of tropical storms. • Draw a cross section of a tropical storm to show the causes, structure and direction of movement. • Explain how climate change might affect tropical storms (intensity and distribution). • Typhoon Haiyan – Primary and Secondary Effects; Immediate and Long-Term responses. • List 6 examples of extreme weather that the UK can experience. • Describe how weather in the UK is becoming more extreme. • UK Extreme Weather Event example – Beast from the East 2018.
	Thursday 4 th Apr	3-4pm open to anyone from 11g11 and 11g13	
Week 5:	Wednesday 24 th Apr	4-5pm invited students from 11g12 or 11g3	<p>Tectonic Hazards <u>Poster:</u></p> <ul style="list-style-type: none"> • What are characteristics of oceanic crust and continental crust? • Draw and label diagrams for destructive, constructive and conservative plate margins. Explain how earthquakes occur at each boundary including a named location for each boundary type and an earthquake. • Define focus and epicentre and describe the two ways that earthquakes are measured • Draw a labelled diagram, of shield and composite volcanoes. • Make a table to show the differences (at least 5) between shield and composite volcanoes. • Give 2 primary and 2 secondary effects of a volcano. • Explain why people live in areas prone to tectonic hazards. • Describe how management (the 3 Ps) can reduce the effects of tectonic hazards. <p>Example: causes, effects and responses for Nepal 2015 and Chile 2013</p>
	Thursday 25 th Apr	3-4pm open to anyone from 11g11 and 11g13	

Week 4:	Wednesday 1 st May	4-5pm invited students from 11g12 or 11g3	UK Landscapes <u>Mind map:</u> <ul style="list-style-type: none"> Annotate a map of the UK with major rivers, upland/ lowland areas and located major cities. River Landscapes in the UK <u>Mind map:</u> <ul style="list-style-type: none"> Give the difference between vertical and lateral erosion and where you would expect these to be dominant on the river's course. Name and describe the 4 processes of erosion and 4 processes of transportation. Draw a diagram showing the river's long profile and cross profiles for each stage of the river upper, middle and lower course and refer to landforms found there (Example River Tees) Factors affecting discharge – how does each factor affect the volume of water in the river. Draw an annotated hydrograph to show how lag time and peak discharge are affected by factors in the catchment. Create a table to explain all the hard and soft engineering strategies. For each give 2 advantages and 2 disadvantages. Example: Banbury Flood Management Scheme: why needed, how it works, social, economic and environmental issues creates
	Thursday 2 nd May	3-4pm open to anyone from 11g11 and 11g13	
Week 3:	Wednesday 8 th May	4-5pm invited students from 11g12 or 11g3	River Landscapes in the UK <ul style="list-style-type: none"> Draw a diagram of a waterfall and add the following labels – hard rock, soft rock, plunge pool, undercutting. Annotate to explain how they form. Draw a meander cross profile and plan view with the following labels – slip off slope, river cliff, fastest flow, slowest flow, erosion and deposition. Draw a diagram to show how Levees are formed. Draw a diagram to show how floodplains are formed.
	Thursday 9 th May	3-4pm open to anyone from 11g11 and 11g13	
Week 2:	Wednesday 15 th May	4-5pm invited students from 11g12 or 11g3	Coastal Landscapes <u>Poster:</u> <ul style="list-style-type: none"> Explain how waves break and the features of waves. Draw and label the features of both destructive and constructive waves. Define the following weathering processes, freeze thaw, mass movement. How does weathering and mass movement affect the coastline. List and define the 4 coastal processes and the 4 coastal transportation processes.
	Thursday 16 th May	3-4pm open to anyone from 11g11 and 11g13	

Week 1:	Wednesday 20 th May	4-5pm	Coastal Landscapes <u>Poster:</u> <ul style="list-style-type: none"> For each of the following landforms (wave cut platform, cave, arch, stack, stump, bay, headlands, spit bars, beaches, sand dunes). <ul style="list-style-type: none"> Identify if they are erosion or deposition. A labelled diagram. An explanation of how they are formed linked to relevant processes. <p>Example East Sussex and Kent Coastline erosional and depositional landforms.</p> <u>Mind map:</u> <ul style="list-style-type: none"> For 3 hard and 3 soft engineering strategies, explain how it works and the benefits and problems. Example: Holderness coastline coastal management: why it is needed, how it has helped, what issues has it created?
		Paper One 1h 30m on the 21 May 2019 pm	
	Thursday 23 rd May	3-4pm open to anyone from 11g11 and 11g13	Urban Issues and Challenges: Sustainability <u>Mind Map</u> <ul style="list-style-type: none"> Describe how urban transport strategies are used to reduce the traffic congestion in London e.g. congestion charging, Boris Bikes Draw and annotate the features of a sustainable settlement e.g. BedZed sustainable living settlement in London – how to make urban living socially, economically and environmentally sustainable Challenge of Resource Management: Energy <u>Mind Map:</u> <ul style="list-style-type: none"> Where are the areas of energy surplus and energy deficit (in UK and globally)? What are the reasons for increasing energy consumption: (economic development, rising population, technology?) Factors affecting the energy supply – physical factors/ cost of extraction/ political factors/ flashpoints) 2 different strategies that can be used to increase energy supplies are using renewable sources and the extraction of fossil fuels. Give three examples of renewable energy and an example to show how the extraction of a fossil fuel has both advantages and disadvantages. Explain how individual energy use can be reduced (e.g. reducing carbon footprint/ transport/ use of efficient technology) Explain how a local energy scheme in a NEE can improve sustainable energy supply (Peru)
	Tuesday 4th June 3-4pm	Paper Two 1h 30m on the 05 June 2019 pm	
	Wednesday 5 th June	4-5pm invited students from 11g12	Paper 3 <u>Atlas:</u> make sure you can read latitude and longitude on any map in the atlas. <u>OS Maps:</u> <ul style="list-style-type: none"> I can use four and 6 figure grid references.

		or 11g3	<ul style="list-style-type: none"> • I can use and understand scale, distance and direction measuring straight and curved lines. • I can identify physical and human features. • I can use gradient, contour and spot height. • I can infer human and physical activities from map evidence.
Thursday 6 th June	3-4pm open to anyone from 11g11 and 11g13		<p><u>Other maps e.g. choropleth</u></p> <ul style="list-style-type: none"> • I can identify patterns and use appropriate vocabulary to describe patterns and relationships on maps. • I can confidently complete and use choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines. <p><u>Photographs & sketches</u></p> <ul style="list-style-type: none"> • I can draw sketches from photographs. • I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement). <p><u>Graphical Skills:</u></p> <ul style="list-style-type: none"> • I can confidently get data from and interpret line charts, bar charts, pie charts, pictograms, histograms, with equal class intervals, divided bar, scatter graphs and population pyramids. • I understand and correctly use proportion and ration, magnitude and frequency.. <p><u>Statistical Skills:</u></p> <ul style="list-style-type: none"> • I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class). • I can calculate percentage increase or decrease and understand the use of percentiles. • I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends. • I can identify weaknesses in selective statistical presentation of data.
Wednesday 12 th June	4-5pm All students	Paper Three: 1h 15m on the 13 June 2019 am	<p>Paper 3:</p> <p>Fieldwork</p> <ol style="list-style-type: none"> 1) What are the impacts of sea defences on Eastbourne Beach? 2) How does the quality of life vary between two parts of Eastbourne? <ul style="list-style-type: none"> • I know the factors that need to be considered when selecting suitable questions. • I understand the geographical theory/ concept underpinning the enquiry. • I know the different sources of primary and secondary evidence including locations. • I know the potential risks and safety advice. • I can explain the difference between primary and secondary data. • I understand different sampling techniques. • I can select, use accurately, describe and explain different presentation methods. • I can describe, analyse and explain the results of the fieldwork data and establish links between data sets. • I draw evidenced conclusions in relation to original aims of the enquiry and link methods, analysis and conclusions. • I can identify problems and limitations of data collection methods. • I can suggest other data that might be useful and explain the extent to which conclusions were reliable.

