Geography

LO: 1. Changing UK Landscapes - Main UK Rock Types / Upland and Lowland Landscapes

- In your revision exercise book, produce a **'mind-map'** to show the main characteristics of sedimentary, igneous and metamorphic rock, where they are located in the UK and examples of each.
- Also bullet point the role of geology and past tectonic processes which have developed upland (igneous and metamorphic) and lowland (sedimentary) landscapes.

Define the term geology.

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_____ **(1 mark)**

Compare igneous and sedimentary rocks.

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_____ **(4 marks)**

Describe the characteristics of metamorphic rock.

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_____ **(2 marks)**

Describe the distribution of UK rock types.

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_____ **(4 marks)**

Explain one reason why upland Britain is made up of igneous and metamorphic rock.

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_____ **(2 marks)**

Explain one reason why lowland Britain is made up of sedimentary rock.

(2 marks)

LO: 2. Changing UK Landscapes - Physical Processes and Human Activity

- Produce a **detailed list** of the physical processes which have created upland landscapes (*glacial erosion, weathering, climate, post-glacial river*) and lowland landscapes (*river erosion and deposition*).
- Make **brief notes on a post-it note** about how human activities have shaped the landscape (*agriculture/farming, forestry, settlement*). Use **ONE post-it** note for each activity. Stick these in.
- How could other physical processes interact to create a distinctive landscape?

Explain one change to the landscape caused by forestry.

(2 marks)

Explain why upland landscapes have been altered less by human settlement than have lowland landscapes.

(4 marks)

CHALLENGE:

Assess the importance of human activities in creating distinctive UK landscapes.

(8 marks)

LO 1. Coastal Landscapes and Processes - Physical Processes / Influence of Geology / UK's Weather and Climate

- Put the following physical processes into **pictures (dual coding)**:
  - processes of erosion (*attrition, hydraulic action, abrasion, solution*)
  - transportation (*traction, saltation, suspension, solution, longshore drift*)
  - deposition
  - weathering (*chemical, mechanical, biological*)
  - mass movement (*sliding, slumping, rock fall*)
- Use pages 7-8 to **produce flash cards** for concordant and discordant coastlines, joints and faults, destructive and constructive waves (you could you diagrams, pictures, descriptions etc.).
- The unpredictability of the UK's weather and climate affects the rates of coastal erosion and retreat, impacting on landforms and landscapes. Using page 12, how do *seasons, stormy weather and prevailing winds* affect the coast?

Explain how sliding can cause downhill movement of material.

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_____ **(3 marks)**

Identify two landforms found along a discordant coast.

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_____ **(2 marks)**

Explain one way in which UK storms can impact on coastal landforms.

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_____ **(2 marks)**

Explain the process of deposition of material transported by waves.

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_____ **(2 marks)**

Explain how waves can transport material.

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_____ **(4 marks)**

Suggest how the landforms vary between a coastline made up of hard rocks and a coastline made up of soft rocks.

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_____ **(3 marks)**

LO 2. Coastal Landscapes and Processes - Coastal Erosion and Deposition Landforms

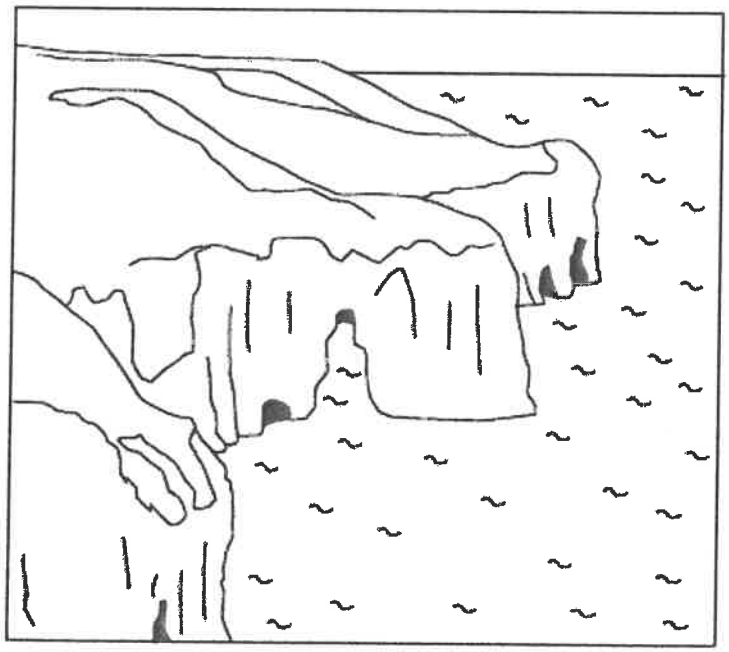
- **Draw and annotate diagrams** to describe and explain the formation of these <u>erosion</u> landforms:

  - Headlands and Bays *- Caves, Arches, Stacks* *- Cliffs* *- Wave-Cut Platforms*

- **Draw and annotate diagrams** to describe and explain the formation of these <u>deposition</u> landforms:

  - Bars *- Beaches* *- Spits*

Mark with an arrow and **label** three coastal landforms on the diagram. **(3 marks)**



Explain how a stack is formed.

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_____ **(4 marks)**

Explain how beaches are formed.

(4 marks)

CHALLENGE:

Examine how physical processes work together in the formation of the spit.

(8 marks)

LO 3. Coastal Landscapes and Processes - Coastal Recession and Coastal Flooding

- Create a **spider diagram** to show the human activity (*urbanisation, agriculture, industry*) which can change the landscape, affect people and the environment.
- How has rising sea level affected coastal erosion?
- What are some of the effects on people and environment from coastal recession and flooding?
- **Draw pictures** to show hard engineering (*sea walls, groynes, rip rap)* and soft engineering (*beach replenishment, offshore reef*) techniques, add the **benefits** and **disadvantages** to each in **two different colours.**

Explain how industry has affected the coastal environment.

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_____ **(4 marks)**

Rip rap is an example of hard engineering. **Explain** one way rip rap helps protect coastal landscapes.

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_____ **(2 marks)**

Flooding affects people and the environment in coastal landscapes. **Explain** how one human activity increases the chance of coastal flooding.

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_____ **(2 marks)**

Explain on advantage and one disadvantage of using groynes as a form of coastal management.

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_____ **(4 marks)**

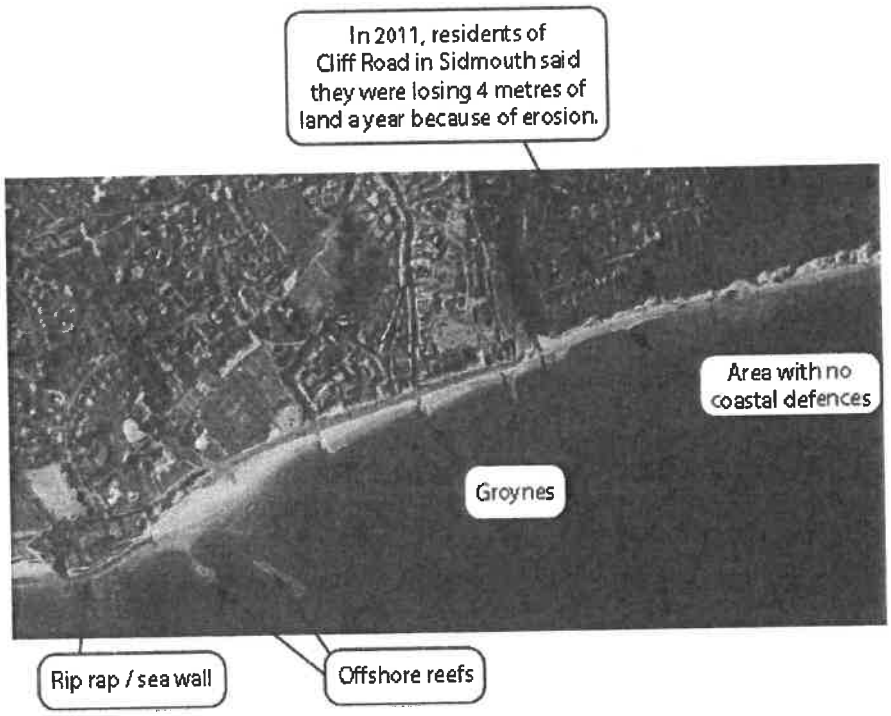

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Figure 2

GIS map extract showing a coastal landscape in Sidmouth, South England

Study **Figure 2** above. **Examine** how different coastal defences affect the rate of coastal erosion in the landscape shown in **Figure 2**.

(8 marks)

LO 4. Coastal Landscapes and Processes – Isle of Purbeck coastline

- Produce a mind map to summarise the key points of this case study:
  - Where is it discordant and where is it a concordant coastline?
  - Is it a coastline of deposition or coastal retreat?
  - How has the coastline been formed (physical and human processes)?
  - What is the most influential factors in its change?

CHALLENGE:

For a named distinctive coastal landscape, **examine** the physical and human factors that are causing it to change.

(8 marks)

LO 1. River Landscapes and Processes - Physical Processes

- Create a **spider diagram** with a definition of each physical process:
  - processes of erosion (*attrition, hydraulic action, abrasion, solution*)
  - transportation (*traction, saltation, suspension, solution*)
  - deposition
  - weathering (*chemical, mechanical, biological*)
  - mass movement (*sliding, slumping*)

Describe the different factors which would cause a river to deposit its load.

(3 marks)

Compare the processes of saltation and suspension.

(4 marks)

Explain the difference between abrasion and attrition.

(4 marks)

Mass movement can occur in river valleys. **Explain** one process of mass movement.

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_____ **(3 marks)**

LO: 2. River Landscapes and Processes - River Valley Changes / Weather and Climate Challenges

- **Draw and annotate** the long profile of a river including information about how the following change from source to mouth:
  - gradient
  - discharge
  - depth
  - channel shape
  - velocity
  - valley profile
  - sediment shape and size
- **Draw and annotate** the cross profile of a river in the upper, middle and lower course.
- Using page 31, make **brief notes on a post-it note** about the impact of climate on rivers (*erosion rate, transport rate, weathering, amount of discharge*). Use **ONE post-it** note for each of the impacts.
- How does the UK's changing weather increase the risk of flooding?

Define the term lag-time.

_____

_____ **(1 mark)**

The UK's weather and climate affects river processes in river landscapes. **Explain** one way the weather and climate can affect river erosion.

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_____ **(2 marks)**

Explain why a river's velocity and discharge increase downstream from its source to its mouth.

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_____ **(4 marks)**

Explain how extreme weather events can increase the risk of river flooding.

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_____ **(3 marks)**

CHALLENGE:

For a named UK river you have studied, **explain** how the local geology affects its long profile.

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_____ **(4 marks)**

3. River Landscapes and Processes - Erosion and Deposition Landforms

- *Interlocking spurs, waterfalls, gorges and river cliffs* are formed by erosion processes and the influence of geology in the upper course a river. **Draw and annotate diagrams** to explain the formation of these landforms.
- Meanders and ox-bow lakes are formed by erosion and deposition processes and the influence of geology in the middle course of a river. **Draw and annotate diagrams** to explain the formation of these landforms.
- Floodplains, levees and point bars are formed by deposition processes in the lower course of a river. **Draw and annotate diagrams** to explain the formation of these landforms.

Explain the formation of a gorge.

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_____ **(4 marks)**

Draw an annotated cross-section to show how the inside bend of a meander is different from the outside bend of a meander.

(4 marks)

Explain how different processes interact to form waterfalls.

(4 marks)

CHALLENGE:

Examine how physical processes work together in the formation of an oxbow lake.

(8 marks)

LO: 4. River Landscapes and Processes - River Flooding

- Causes of river flooding:
  - **Sketch** a flood hydrograph and **label** with the following terms:- *Peak rainfall, peak discharge, rising limb, falling limb, lag time*
  - Create a **spider diagram** to show the human factors (*urbanisation, agriculture, industry*) and physical factors (*rainfall, rock type, previous weather conditions, temperature, relief*) which affect river discharge.
  - What are some of the physical and human effects of river flooding?
- River management:
  - **Draw pictures** to show hard engineering (*dams and reservoirs, channelisation)* and soft engineering (*floodplain zoning, washlands)* techniques, add the **benefits** and **disadvantages** to each in **two different colours**.

CHALLENGE:

Examine how physical processes and human activities affect the risk of river flooding.

(8 marks)

Explain how human activities can affect the frequency of flood events.

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_____ **(4 marks)**

Explain the differences between hard and soft engineering.

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_____ **(4 marks)**

Suggest how soft engineering techniques may lead to changes in river landscapes.

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_____ **(4 marks)**

LO: 5. River Landscapes and Processes – River Wye and the River Creedy

- Using pages 30, 41 and 42, make **brief notes on a post-it note** about the physical and human processes that affect the River Wye, as well as the landscape features in the upper, middle and lower course of the River Creedy. Use **ONE post-it** note for each section of the river.
- How have human and physical factors caused the river to change?

CHALLENGE:

For a named UK river you have studied, **evaluate** how the interaction of physical and human factors is causing changes to the landscape.

(8 marks)

Explain how human processes are contributing to river flooding on one named river.

(3 marks)

For a named UK river, **explain** how the characteristics change from its upper to its lower course.

(4 marks)

LO: 1. Weather Hazards and Climate Change - The Atmosphere

Note down the definitions of the following key terms:

- Weather
- Climate
- Oceanic circulation
- ITCZ
- North Atlantic Drift
- Jet stream
- Trade Winds
- Depressions
- Ocean currents
- Hemisphere
- Troposphere
- Coriolis effect

- **Draw and label a diagram** to show the global circulation cells (pages 60-61).
- Create a **spider diagram** with information on the three circulation cells – Hadley, Ferrel and Polar cells.

Describe the troposphere.

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_____ **(2 marks)**

Describe how atmospheric circulation transfers heat from the Equator to the Polar Regions.

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_____ **(2 marks)**

Explain one reason why atmospheric circulation contributes to the climatic conditions at Tropics.

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_____ **(3 marks)**

Explain how circulation cells and ocean currents redistribute heat energy across the Earth.

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_____ **(4 marks)**

LO: 2. Weather Hazards and Climate Change – Natural Global Climate Change

- Make **brief notes on a post-it note** about how climate has changed in the past over different time scales: glacial and interglacial periods during the Quaternary period.
- Use page 65 to **produce flash cards** for the causes (*Milankovitch cycles, solar variations, volcanism*) and evidence (*ice cores, pollen records, tree rings, historical sources*) of natural climate change (you could you diagrams, pictures, descriptions etc.).

State two sources of evidence for natural climate change in the past.

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_____ **(2 marks)**

Explain how the climate of the Earth can change because of natural causes.

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_____ **(3 marks)**

Describe two of Milankovitch's cycles.

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_____ **(4 marks)**

Explain how volcanic activity can cause climate change.

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_____ **(2 marks)**

CHALLENGE:

Explain why the eccentricity cycle affects global climate.

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_____ **(3 marks)**

LO: 3. Weather Hazards and Climate Change - Human Activity Affecting Climate Change

- **Draw and label a diagram** to show what greenhouses gases are and what the enhanced greenhouse effect it.
- Produce a **'mind-map'** to show how human activity (*industry, transport, energy, faming*) produces greenhouse gases.
- Create a **table** to show the negative effects climate change is having on people and the environment (changing patterns of crop yield, rising sea levels, retreating glaciers).

Farming is one example of an activity that produces greenhouse gases. **Explain** one way farming produces greenhouse gases.

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_____ **(3 marks)**

Explain why transport contributes to the enhanced greenhouse effect.

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_____ **(2 marks)**

State two negative effects of climate change on people.

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_____ **(2 marks)**

Explain the negative effects of climate change.

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_____ **(4 marks)**

LO: 4. Weather Hazards and Climate Change - The UK's Climate

- **Draw and annotate a timeline** to show how the climate of the UK has changed over the last 1,000 years.
- Summarise the variations in the UK's climate (*temperature, prevailing wind and rainfall*).
- Use pages 72-74 to produce a **spider diagram** to show how the UK's location affects it climate (*maritime influence, prevailing wind, North Atlantic Drift, circulation cells, altitude*).

Explain one way prevailing wind affects the climate of the UK.

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_____ **(3 marks**

The UK's climate experiences significant variations. **State** one natural cause of climate change in the past.

_____ **(1 mark)**

Explain how different areas of the same country have different climates.

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_____ **(2 marks)**

Explain how the North Atlantic Drift affects the climate of the UK.

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_____ **(2 marks)**

Explain the importance of the UK's geographical position in relation to its climate.

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_____ **(3 marks**

LO: 5. Weather Hazards and Climate Change - Tropical Cyclones

- Produce a **storyboard** with diagrams and information to explain how and where a tropical cyclone forms.
- Use page 77 and your exercise book to produce a **mind map** to show the characteristics of a cyclone, the frequency of cyclones and the location of cyclones and how these change over time.

Explain two reasons for the link between sea surface temperatures and cyclone distribution.

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_____ **(4 marks)**

Explain the sequence of the formation of a tropical cyclone.

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_____ **(4 marks)**

CHALLENGE:

Explain why tropical cyclones cause high winds and intense rainfall.

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_____ **(4 marks)**

LO: 6. Weather Hazards and Climate Change - Hurricane Sandy in the USA (a developed county)

- Make **brief notes on a post-it note** about the hazards of a tropical cyclone (*high winds, intense rainfall, storm surges, coastal flooding, landslides*). Use one post-it note for each hazard.
- Summarise the Saffir-Simpson Hurricane Wind Scale for classifying tropical cyclones.
- Produce a **spider diagram** to show the social, economic and environmental impacts of Hurricane Sandy.
- Produce a **table** to show the responses of the Hurricane (*individuals, organisations, government*).

Explain one economic impact of tropical cyclones (hurricanes and typhoons) on a developed country.

(3 marks)

Explain the social impacts of a tropical cyclone on a name developed country.

(4 marks)

CHALLENGE: Evaluate different responses to the environmental impacts of tropical cyclones in a named developed country.

(8 marks)

LO: 7. Weather Hazards and Climate Change - Typhoon Haiyan (emerging/developing country)

- Produce a **spider diagram** to show the social, economic and environmental impacts of Hurricane Sandy on Cuba
- Produce a **table** to show the responses to the Hurricane (*individuals, organisations, government*).

CHALLENGE: Evaluate the following statement; *'Responses to tropical cyclones are more effective in developed countries than in developing countries'*.

(8 marks)

CHALLENGE: Evaluate the different social and environmental impacts of tropical cyclones in a named emerging or developing country.

(8 marks)

LO: 8. Weather Hazards and Climate Change - Drought

- Use page 83 to produce a **table** to show the differences between an arid environment and drought.
- Describe the locations of arid environments.
- Make **brief notes on a post-it note** about the causes of drought (*meteorological, hydrological, dams, deforestation, agriculture*)
- Why does global circulation make some areas more vulnerable to drought?
- How are global winds effecting the most vulnerable areas?
- Produce a **spider diagram** to show the social, economic and environmental impacts of droughts.

State two characteristics of arid environments.

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_____ **(2 marks)**

Explain one human cause of drought.

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_____ **(2 marks)**

Explain one meteorological cause of drought.

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_____ **(2 marks)**

Explain why global circulation makes some locations more likely to be affected by drought than others.

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_____ **(4 marks)**

LO: 9. Weather Hazards and Climate Change - California, USA

- Read over the California case study on pages 87-88. Write down the following words: Location/Causes, impacts of people, impacts on the environment, responses of government, responses of organisations and responses of individuals. Try to **recall** as much of the information and put it under the **correct heading**. Read back through the case study and **add anything you have missed**. You only need simple, condensed facts.

Explain reasons why droughts in California can be hazardous.

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_____ **(4 marks)**

Suggest one impact of drought for people living in a developed country.

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_____ **(3 marks)**

Explain two ways people have responded to drought in a developed country.

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_____ **(4 marks)**

LO: 10. Weather Hazards and Climate Change - Namibia, Africa

- Read over the Namibia case study on pages 85-86. Write down the following words: Location/Causes, impacts of people, impacts on the environment, responses of government, responses of organisations and responses of individuals. Try to **recall** as much of the information and put it under the **correct heading**. Read back through the case study and **add anything you have missed**. You only need simple, condensed facts.

Suggest possible impacts of severe droughts, such as the drought of 2013, on ecosystems in Namibia.

(4 marks)

CHALLENGE: Assess the following statement. *Drought presents a greater threat to people living in developing countries rather than those living in developed countries.*

(8 marks)

LO: 1. Ecosystems, Biodiversity and Management – The World's Ecosystems/ The Biosphere

- What is an ecosystem, what is a biome and what is climate?
- Produce a **mind map** to describe the distribution (*where they are, examples*) and characteristics (*climate and vegetation types*) of the world's large-scale ecosystems (*tropical rainforest, temperate forests, boreal forests, tropical grasslands, temperate grasslands, deserts and tundra*).
- Produce a **table** to show the climate and local factors influencing the distribution of large-scale ecosystems (climate factors include *latitude, global atmospheric circulation, distance from oceans*, local factors include *altitude, soils, humans*)
- Use pages 92-94 and your exercise book to summarise **brief notes on a post-it note** about the resources provided by the biosphere (*energy, mineral resources, water*).
- How are energy water and mineral resources from the biosphere being exploited?

Large scale ecosystems, such as tundra, are found in different parts of the world. **State** two characteristics of a tundra ecosystem.

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_____ **(2 marks)**

Identify two countries where a tundra ecosystem is found.

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_____ **(2 marks)**

Describe one way that climate influences the distribution of large-scale ecosystems.

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_____ **(2 marks)**

Name one local factor which affects ecosystems.

_____ **(1 mark)**

In ecosystems, abiotic and biotic components are interdependent. **Define** the term 'biotic'.

_____

_____ **(2 marks)**

State two resources provided by the biosphere.

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_____ **(2 marks)**

Explain how the biosphere provides fuel resources.

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_____ **(2 marks)**

Explain how the biosphere provides medicines for people.

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_____ **(4 marks)**

Explain one problem caused by the increased exploitation of water resources.

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_____ **(2 marks)**

LO: 2. Ecosystems, Biodiversity and Management – The UK's Main Ecosystems

- Produce **a spider diagram** to show the distribution (*location and examples*) and characteristics (*details*) of the UK's main terrestrial (land) ecosystems – *moorlands, heaths, woodlands and wetlands.*
- What are marine ecosystems why are they important?
- Use pages 97-98 to summarise **brief notes on a post-it note** about how human activities are degrading marine ecosystems.

Explain why marine ecosystems are important to the UK as a resource.

(4 marks)

Explain how the distribution of a natural ecosystem in the UK, such as woodland or moorland, is affected by how humans use the land.

(4 marks)

CHALLENGE: Assess the use of very large windfarms in the UK's marine ecosystem (give reasons for and against their construction).

(4 marks)

LO: 3. Ecosystems, Biodiversity and Management – Tropical Rainforests

- Produce a **table** to show the biotic characteristics (plants, animals, humans) and abiotic characteristics (climate, soil, water) of the tropical rainforest ecosystem.
- What is biomass?
- **Draw and label** a Gersmehl model to show the nutrient cycle in the tropical rainforest.
- Read page 101. Why do rainforests have very high biodiversity?
- Read through page 100 and **produce some labelled diagrams/ drawings** to show how plants (*stratified layers, buttress roots, drip tips*) and animals (*strong limbs, modified wings and breaks, camouflage*) have adapted in the rainforest.
- Produce a **table** to show the goods and services provided by the tropical rainforest ecosystems (*food, medicines, timber, recreation*).
- Produce a **spider diagram** to show the changes to structure, functioning and biodiversity of tropical rainforests caused by climate change.
- **Summarise** the economic and social causes of deforestation onto **post-it notes** (*population pressure, agriculture, resource extraction*).
- Use pages 104-106 and your notes to produce **a mind map** to show the political and economic factors that have contributed to the sustainable management of the rainforest in Costa Rica.

Compare biotic components and abiotic components of the tropical rainforest.

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_____ **(3 marks)**

Suggest one reason why tropical rainforests have high levels of biodiversity.

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_____ **(2 marks)**

State one example of a service provided by tropical rainforests.

_____ **(1 mark)**

Explain why resource extraction is causing the deforestation of tropical rainforests.

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_____ **(4 marks)**

Explain one reason why tropical rainforests require sustainable management.

(2 marks)

CHALLENGE: Assess the following statement; 'Population growth is the most important cause of tropical rainforest deforestation'.

(8 marks)

LO: 4. Ecosystems, Biodiversity and Management – Deciduous Woodlands

- **Summarise** the biotic characteristics (*humans, plants, animals*) and abiotic characteristics (*climate, soil, water*) onto **post-it notes.**
- **Draw and annotate** a diagram to show the Gersmehl model (use page 109 for help).
- What is biodiversity?
- Why do deciduous woodlands have moderate biodiversity?
- Use page 108 and your notes to produce **a mind map** to show how plants (*leaf size/structure, water conservation*) and animals (*migration, hibernation, food storage*) are adapted to their environment.
- Produce a **table** to show the goods and services provided by the deciduous woodlands ecosystems (*timber, fuel, conservation & recreation*).
- Read page 111. How could climate change have an impact on the structure, function and biodiversity of the deciduous woodland ecosystem?
- Produce a **spider diagram** to show the causes of deforestation (*urbanisation & population growth, timber extraction, agricultural change*).
- Which of these causes are economic and which are social?
- Using pages 113-115, summarise the different approaches to the sustainable use and management of The Wyre Forest.

State one characteristic of deciduous woodlands.

_____ **(1 mark)**

Explain two ways in which plants have adapted to living in deciduous woodlands.

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_____ **(4 marks)**

Suggest one way animals living in deciduous woodlands are adapted to their environment.

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_____ **(2 marks)**

Explain how climate change presents a threat to deciduous woodlands.

(4 marks)

Explain two causes of deforestation in deciduous woodlands.

(4 marks)

CHALLENGE: Assess the following statement; 'Sustainable management of tropical rainforests and deciduous woodlands is vital for their future existence'.

(8 marks)

LO: 1. Changing Cities – An Urban World

- What is meant by a developed, emerging and developing country?
- What are urbanisation and industrialisation?
- Using pages 118-119, **summarise** the global trends in urbanisation since 1950 of developed, emerging and developing countries onto **post-it notes**. What trends/patterns do you see?
- Using pages 118-120, **copy and complete the table** below:

	How has urbanisation occurred? (rapidly?)	When has urbanisation occurred?	Why has urbanisation occurred?	Effects of urbanisation
Developed Countries				
Emerging Countries				
Developing Countries				

Suggest one reason for urbanisation in developed countries.

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_____ **(2 marks)**

Explain the very rapid growth of megacities in developing or emerging countries.

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_____ **(4 marks)**

Explain two problems caused by rapid urbanisation in developing countries.

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_____ **(4 marks)**

Explain one factor that has caused variations in urbanisation rates between emerging and developed countries.

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_____ **(2 marks)**

LO: 2. Changing Cities – UK Urbanisation

- Using page 122, **summarise** the distribution of urban population in the UK onto **post-it notes.**
- **Summarise** the reasons why population density varies from page 123.

Explain how political factors affect the distribution of population in the UK.

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_____ **(4 marks)**

Explain two factors that cause the degree of urbanisation to vary between regions in the UK. (4 marks)

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_____ **(4 marks)**

LO: 3. Changing Cities – Liverpool

- Give the definitions of the following key terms:
  - Site
  - Situation
  - Connectivity
  - CBD
  - Cultural
  - Environmental
  - Suburbanisation
  - Counter-urbanisation
  - Re-urbanisation
- What is the site, situation and connectivity of Liverpool?
- **Draw and annotate a diagram** to show the structure of Liverpool (*CBD, inner city, suburbs, urban-rural fringe).*
- Where are the oldest and youngest buildings in Liverpool?
- **Draw and annotate a timeline** to show the sequence of change in Liverpool (*urbanisation, suburbanisation, counter-urbanisation, re-urbanisation*).
- Using your notes on Liverpool, **produce a spider diagram** to show the causes of national and international migration and the impacts on different parts of Liverpool.
- **Summarise** the population characteristics of Liverpool onto **post-it notes.**
- What is migration? **Summarise** the reasons for population growth in Liverpool onto **post-it notes.**
- What is deindustrialisation?
- Produce a **mind map** to show the causes of deindustrialisation (*globalisation, de-centralisation, technological advances, developments in transport*) in Liverpool.
- What is inequality?
- Look at your notes on Liverpool. Describe the inequality and difference in quality in life in Liverpool. Why is there increasing inequality?
- **Summarise** the information about recent changes in retailing and their impact on Liverpool.
- Using your notes, **produce a spider diagram** to show the strategies aimed to making urban living more sustainable and improving quality of life (*recycling, employment, education, health, transport, affordable and energy-efficient housing*).

Explain why there are differences in the age of buildings and functions in a cross section from the centre of a major UK city to the outskirts.

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_____ **(4 marks)**

Explain how international migration can impact on cities.

(4 marks)

Explain two causes of deindustrialisation in UK cities.

(4 marks)

Suggest how internet shopping can impact on retailing in cities.

(2 marks)

Explain why economic change in a major UK city has increased inequality.

(4 marks)

Explain one strategy used by a UK city to improve standards of living.

(2 marks)

LO: 4. Changing Cities – Sao Paulo

- What is the site, situation and connectivity of Sao Paulo?
- **Draw and annotate a diagram** to show the structure of Sao Paulo (*CBD, inner city, suburbs, urban-rural fringe).*
- Where are the oldest and youngest buildings in Sao Paulo?
- Using pages 143-145, summarise the reasons for past and present trends in population growth.
- Using your notes and pages 144-145, **produce a spider diagram** to show the causes of national and international migration and the impacts on different parts of Sao Paulo.
- Look at pages 145-146. Describe the inequality and difference in quality in life in Sao Paulo. Why are there areas of extreme wealth and extreme poverty?
- **Summarise** the effects of rapid urbanisation on page 147.
- **Produce a table** to show the advantages and disadvantages of bottom-up and top-down approaches to solving the problems in Sao Paulo and improving quality of life.

Explain the site and situation of an emerging or developing city.

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_____ **(3 marks)**

Define the term squatter settlement.

_____ **(1 mark)**

Explain why squatter settlements are found in major cities in developing or emerging countries.

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_____ **(4 marks)**

Explain why the quality of life can vary so much between people living in a major city in a developing or emerging country.

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_____ **(4 marks)**

CHALLENGE: You have studied a major city in a developing or emerging country. **Evaluate** the success of different development projects used to improve the lives of people living in the city.

(8 marks)

LO: 1. Global Development – Defining and Measuring Development

- What is development?
- Using page 151, **summarise** the factors affecting human development of a country *(economic, social, technological, cultural, food and water security)* onto **post-it notes.**
- Use page 152, **produce a spider diagram** to show how development is measured in different ways *(Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption).*

Define the term development.

_____ **(1 mark)**

Suggest two ways in which a low income country might develop.

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_____ **(4 marks)**

State one factor that contributes to increasing the human development of a country.

_____ **(1 mark)**

Explain one reason why food security contributes to the human development of a country.

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_____ **(2 marks)**

Suggest how indices of political corruption might be used to measure development.

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_____ **(2 marks)**

Explain how measures of inequality can be used as a measure of development.

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_____ **(4 marks)**

LO: 2. Global Development – Patterns and Uneven Development

- What is the general pattern of development across the world (which countries are highly developed and which countries have low development)?
- Use page 155 to copy and complete the table below to describe the factors affecting development across the world:

Physical Factors	Historical Factors	Economic Factors

- How does development vary across the UK? Which parts are more developed than others?
- Use page 156 to copy and complete the table below to describe the factors affecting development across the UK:

Physical Factors	Historical Factors	Economic Factors

- **Summarise** the impacts of uneven development on quality of life in different parts of the world from page 157 *(access to housing, health, education, employment, technology, and food and water security).*

Describe the global distribution of HDI.

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_____ **(3 marks)**

Explain two reasons for spatial variations in levels of economic development in the UK.

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_____ **(4 marks)**

Define the term quality of life.

_____ **(1 mark)**

Suggest why uneven development has an impact on people's health.

_____

_____

_____ **(2 marks)**

Explain why uneven development has an impact on food and water security.

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_____ **(4 marks)**

LO: 3. Global Development – Strategies

- **Produce a table** to show a range of international aid strategies attempts to reduce uneven development *(official government aid, multilateral aid, bilateral aid, short-term emergency aid, long-term development aid and voluntary aid)*.
- Using pages 161-162 and your notes, **summarise** the top-*down (government or transnational corporation (TNC) led)* and bottom-up *(community led)* development projects onto **post-it notes**.
- **Summarise** the advantages and disadvantages of each type of development project.

Explain what is meant by the term international aid.

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_____ **(2 marks)**

Explain two way international aid can help development.

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_____ **(4 marks)**

Explain how top-down development projects help to promote development.

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_____ **(4 marks)**

Suggest why Africa is the largest recipient of UK bilateral aid.

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_____ **(2 marks)**

Explain the advantages and disadvantages of top-down led development projects.

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_____ **(4 marks)**

4. Global Development – Tanzania

- Where is Tanzania located in the world?
- **Summarise** Tanzania's political, social, cultural and environmental context.
- **Produce a table** to compare the level of development in Dar es Salaam with the level of development in Kigoma.
- **Summarise on post-it notes** the reasons why development does not take place at the same rate across all regions of Tanzania.
- **Produce a mind-map** to show the positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of Tanzania's economy.
- **Complete the table** below with descriptions about each key feature in Tanzania:

Characteristics of International Trade	
Characteristics of International Aid	
Public Investment	
Private Investment	
Change in Population Structure in last 30 years	
Change in Life Expectancy in the last 30 years	
Reasons for Increased Inequality	
Reasons for Growing Middle Class	
Reasons for Improved Education	
Impacts of Foreign Policy	
Impacts of Defence	
Impacts of Military Pacts	
Impacts of Territorial Disputes	
Impacts of Technology on Development	

- **Produce a spider diagram** to show the positive and negative social, economic and environmental impacts of rapid development in Tanzania.
- **Summarise on post-it notes** how Tanzania's government and people are managing the impacts of its rapid development to improve quality of life and its global status.

Describe the location of a developing or emerging country by constructing a labelled sketch map below.

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_____ **(3 marks)**

Define the term core.

(1 mark)

Explain why the population structure of an emerging country you have studied has changed.

(4 marks)

CHALLENGE: Evaluate the positive and negative impacts of the changes that have occurred in the sectors of a developing or emerging country's economy.

(8 marks)

Explain what is meant by the term international trade.

(2 marks)

Explain the meaning of the term geopolitics.

(2 marks)

Explain why life expectancy in a named developing or emerging country has changed over the last 30 years.

(4 marks)

Suggest the impacts of a growing middle class and improved education on a developing or emerging country.

(4 marks)

Suggest how the development of a developing or emerging country is affected by geopolitics.

(4 marks)

Explain two negative environmental impacts of rapid development for a developing or emerging country.

(4 marks)

State one positive economic impact of rapid development.

_____ **(1 mark)**

CHALLENGE: Examine how a developing or emerging country's government and people are managing the impacts of rapid development in order to improve the quality of life.

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_____ **(8 marks)**

LO: 1. Resource Management – Natural Resources

- Use page 176 to **copy and complete the table** below about the types of natural resources:

Type or Resource	Description	Examples
Biotic		
Abiotic		
Non-Renewable		
Renewable		

- Using your notes and page 177, **produce a spider diagram** to show how environments are at increasing risk from human exploitation of natural resources *(water, food and energy)*

Compare renewable and non-renewable energy.

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_____ **(3 marks)**

Describe the differences between abiotic and biotic resources.

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_____ **(3 marks)**

Explain two ways in which people exploit the environment.

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_____ **(2 marks)**

Explain why natural environments such as rainforests are exploited by people.

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_____ **(4 marks)**

LO: 2. Resource Management – Distribution and Consumption

- **Summarise** the global variety and distribution of natural resources (soils and agriculture, rocks and minerals, water, forestry and fossil fuels).
- **Summarise** the variety and distribution of natural resources in the UK (soils and agriculture, rocks and minerals, water, forestry and fossil fuels).
- Using pages 183-184, **summarise on a post-it note** the differences in global usage and consumption of energy, food and water.

Suggest two reasons why the energy usage per continent varies greatly.

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_____ **(2 marks)**

Explain two factors that influence the global distribution of agriculture.

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_____ **(4 marks)**

State two places in the UK where fossil fuels can be found.

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_____ **(2 marks)**

Explain why areas of the UK experience serious water stress.

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_____ **(3 marks)**

LO: 3. Water Resource Management:

- Describe using data from pages 204-205 how fresh water availability varies globally, nationally and locally.
- Define and give examples of places that have **water deficit and water surplus.**
- Bullet point why demand for fresh water has increased in emerging/developing countries.
- Bullet point why demand for fresh water has increased in developed countries.

Describe using data how usage of water varies between developing and developed countries

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_____(2 marks)

Outline what domestic water uses is

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_____(1 mark)

Explain why the UK has water supply problems

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_____(4 marks)

Explain why emerging and developing countries have water supply problems

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_____(4 marks)

- Outline how and why the attitudes to the exploitation of water of different stakeholders vary (e.g. head of Coca-Cola, Water Aid, Government of India etc.)
- Produce a factfile to show how desalination technology can help solve water shortage problems in the UK and Saudi Arabia.

Explain why water resources require sustainable management

(4 marks)

Compare the views of individuals, organisations and governments on the management and sustainable use of water resources

(4 marks)

CHALLENGE: Assess the ways in which a developed country you have studied has attempted to manage its water resources in a sustainable way

(8 marks)

CHALLENGE: Evaluate the ways in which a developing or emerging country you have studied has attempted to manage its water resources in a sustainable way

(8 marks)