

**Year 11 GCSE Geography Revision & Intervention Schedule (March - April 2021)**

<b>Paper 1 - Physical Geography</b>  <b>Tuesday 27th April - AM</b>	<b>Paper 2 - Skills and Pre-release Booklet</b>  <b>Wednesday 28th April PM</b>																																	
<ul style="list-style-type: none"> <li>- Rivers</li> <li>- Coasts</li> <li>- Natural Hazards</li> <li>- Tectonic Hazards</li> <li>- Weather Hazards</li> <li>- Climate Change</li> <li>- Ecosystems</li> </ul> <p><b>Remember your case studies!</b></p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Geographical Skills</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d4af37;">Basic Skills</td> <td style="background-color: #d9534f;">Investigative Skills</td> <td style="background-color: #2e75b6; color: white;">Cross Profiles – Beach</td> </tr> <tr> <td style="background-color: #f1c232;">Concept Maps</td> <td style="background-color: #d9534f;">Risk Assessment</td> <td style="background-color: #2e75b6; color: white;">Histograms</td> </tr> <tr> <td style="background-color: #f1c232;">Sketches</td> <td style="background-color: #d9534f;">Quantitative and Qualitative</td> <td style="background-color: #2e75b6; color: white;">Scatter Graphs</td> </tr> <tr> <td style="background-color: #548235;">Cartographic Skills</td> <td style="background-color: #d9534f;">Data Collection</td> <td style="background-color: #2e75b6; color: white;">Line Graphs</td> </tr> <tr> <td style="background-color: #548235;">Four Figure Map Skills</td> <td style="background-color: #2e75b6; color: white;">Graphical Skills</td> <td style="background-color: #a6a6a6;">Statistical Skills</td> </tr> <tr> <td style="background-color: #548235;">Six Figure Map Skills</td> <td style="background-color: #2e75b6; color: white;">Kite Diagrams</td> <td style="background-color: #a6a6a6;">Mode, Middle and Range</td> </tr> <tr> <td style="background-color: #548235;">Flow Lines</td> <td style="background-color: #2e75b6; color: white;">Percentages &amp; Degrees</td> <td style="background-color: #a6a6a6;">Chi-Squared Test</td> </tr> <tr> <td style="background-color: #548235;">Proportional Symbols Map</td> <td style="background-color: #2e75b6; color: white;">Pie Charts</td> <td style="background-color: #a6a6a6;">Mann Whitney U Test</td> </tr> <tr> <td style="background-color: #548235;">Desire Lines</td> <td style="background-color: #2e75b6; color: white;">Compound Line Graphs</td> <td style="background-color: #a6a6a6;">Student’s T-test</td> </tr> <tr> <td style="background-color: #548235;">Choropleth Maps</td> <td style="background-color: #2e75b6; color: white;">Compound Bar Graphs</td> <td style="background-color: #a6a6a6;">Spearman’s Rank</td> </tr> <tr> <td style="background-color: #548235;">Layer Shading</td> <td style="background-color: #2e75b6; color: white;">Radar Graphs</td> <td></td> </tr> </table> </div>	Basic Skills	Investigative Skills	Cross Profiles – Beach	Concept Maps	Risk Assessment	Histograms	Sketches	Quantitative and Qualitative	Scatter Graphs	Cartographic Skills	Data Collection	Line Graphs	Four Figure Map Skills	Graphical Skills	Statistical Skills	Six Figure Map Skills	Kite Diagrams	Mode, Middle and Range	Flow Lines	Percentages & Degrees	Chi-Squared Test	Proportional Symbols Map	Pie Charts	Mann Whitney U Test	Desire Lines	Compound Line Graphs	Student’s T-test	Choropleth Maps	Compound Bar Graphs	Spearman’s Rank	Layer Shading	Radar Graphs	
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	<b>Revision at home</b>
Week 1 (week beginning Mon 15th March)	<p><b>Identifying areas of strength and weakness</b></p> <p>a) Using the exam specification for paper 1 and paper 3 (Skills), RAG rate your areas of strength (green), unsure (amber/yellow) and don’t know (red).</p> <p>b) Research and Revise the areas of weakness from the exam.</p> <ul style="list-style-type: none"> <li>- <u>Create</u> flashcards for topics of weakness e.g. Coastal Landforms, River Landforms, Hydrographs</li> <li>- <u>Create</u> factual quizzes or “jeopardy” style quizzes (you get the answer but you have to come up with the relevant question) or <u>create</u> a digital quiz like Kahoot. e.g. quizzes about how coastal or river landforms are created; quizzes on what hydrographs are and how to read them.</li> <li>- <u>Review</u> your learning by using digital apps like Seneca and PIXL apps.</li> </ul> <p><b>Physical Landscapes of the UK- Rivers</b></p> <ol style="list-style-type: none"> <li>1. Create a set of flashcards for rivers keywords showing erosional, transportation and deposition processes. Then, ask somebody to test you on these and keep going over them</li> </ol>

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	<p>2. Use a sketch-it outline (on google classroom) to show how each river landform is created. Make sure that, for 1-5 you label these with key words and for 6-9 you annotate them. Landforms you need to cover are: waterfalls, meanders, ox-bow lakes, floodplains and levees. Make sure you are explicit about where in the rivers course they occur and <b>why</b> this is</p>
<p>Week 2 (week beginning Mon 22nd March)</p>	<p><b>Rivers: Case Studies</b></p> <ol style="list-style-type: none"> <li>1. Complete the Rivers Geog your Memory Gym sheet to refresh your knowledge of flooding and management. Complete all boxes to push yourself.</li> <li>2. Causes of flooding:</li> <li>3. River floods for Cockermouth 2009, Bangladesh 2010. Create flash cards for these case studies.</li> <li>4. River management: Create a lotus diagram to show the different methods of flood management including both Hard engineering and Soft Engineering. Then focus in on Banbury and create a poster to show the effectiveness of flood management at Banbury.</li> </ol> <p><b>Physical Landscapes of the UK- Coasts</b> Create flash cards for the following:</p> <ol style="list-style-type: none"> <li>1. The processes that operate at the coast i.e. Longshore drift, hydraulic power, abrasion, solution</li> <li>2. The two types of waves- constructive and destructive</li> <li>3. For each landform of erosion create an individual flash card with an annotated diagramed show formation. Ensure you refer to named processes and named landforms. You should have covered Headland, bay, cave, stack, arch, stump, wave cut notch, wave cut platform.</li> <li>4. For landforms of deposition do as above. You need to include Beaches, Spits, Bars and Sand Dunes</li> </ol> <p>Test yourself using these flash cards until you know the processes and the landforms in detail.</p> <p>Coasts: Case studies</p> <ol style="list-style-type: none"> <li>1. Swanage Geology Case Study (and landforms)</li> <li>2. Holderness: Coastal erosion and management.</li> </ol> <p>Read, cover and revise these case studies until you know them.</p>
<p>Week 3 (week beginning Mon 29th March)</p>	<p><b>The Challenge of Natural Hazards</b></p> <ol style="list-style-type: none"> <li>1. Natural hazards pose major risks to people and property. Write down the definition of a natural hazard. List the different types of natural hazard and the factors affecting hazard risk.</li> </ol> <p><b>Tectonic Hazards</b></p> <ol style="list-style-type: none"> <li>2. Complete the knowledge organiser on the google revision classroom for tectonic hazards including the following;             <ul style="list-style-type: none"> <li>- Plate tectonics theory.</li> <li>- Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>- Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> <li>- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Primary and secondary effects of a tectonic hazard.</li> <li>- Immediate and long-term responses to a tectonic hazard.</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"> <li>- Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> <li>- Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>- How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul> <p><b>Case Studies for Tectonic Hazards:</b> Nepal, Gorkha in 2015, Italy, L'Agulia 2009. Create flash cards for these case studies.</p>
<p>Week 5 HOLIDAY week (week beginning Mon 5th April)</p>	<p><b>Weather Hazards</b></p> <ol style="list-style-type: none"> <li>1. Complete a revision clock on Weather Hazards (Find these on the Revision Google Classroom) to include the following about weather hazards; <ul style="list-style-type: none"> <li>- General atmospheric circulation model: pressure belts and surface winds.</li> <li>- Tropical Storms</li> <li>- Global distribution of tropical storms (hurricanes, cyclones, typhoons).</li> <li>- An understanding of the relationship between tropical storms and general atmospheric circulation.</li> <li>- Causes of tropical storms and the sequence of their formation and development.</li> <li>- The structure and features of a tropical storm.</li> <li>- How climate change might affect the distribution, frequency and intensity of tropical storms.</li> <li>- Primary and secondary effects of tropical storms.</li> <li>- Immediate and long-term responses to tropical storms.</li> <li>- Use the Case Study of the typhoon in Haiyan in the Philippines 2013 to show the effects and responses of a tropical storm.</li> <li>- How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</li> <li>- An overview of types of weather hazard experienced in the UK.</li> <li>- Case Study - Storm Ophelia in 2015 (recent extreme weather event in the UK) use to illustrate: <ul style="list-style-type: none"> <li>• causes</li> <li>• social, economic and environmental impacts</li> <li>• how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.</li> </ul> </li> </ul> </li> </ol> <p><b>Climate Change</b></p> <ol style="list-style-type: none"> <li>2. Complete a revision clock on Climate Change (Find these on the Revision Google Classroom) to include the following; <p>Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change:</p> <ul style="list-style-type: none"> <li>• natural factors – orbital changes, volcanic activity and solar output</li> <li>• human factors – use of fossil fuels, agriculture and deforestation.</li> </ul> <p>Overview of the effects of climate change on people and the environment.</p> <p>Managing climate change:</p> <ul style="list-style-type: none"> <li>• mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul> </li> </ol>

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Week 6  
HOLIDAY  
week  
(week  
beginning  
Mon 12th  
April)

### **ECOSYSTEMS REVISION**

1. Simplified revision and knowledge

Simplify your notes for either the WESTERN DESERT or the THAR DESERT into the following categories. It should fit onto an A3 sheet of paper in readable writing:

- a. Location
- b. Climate and **why** it has that climate
- c. Plant and Animal Adaptations (Pick 2 plants and 2 animals)
- d. Human adaptations for survival
- e. Reasons for desertification in your named desert- Human
- f. Reasons for desertification in your named desert- Physical
- g. Challenges caused by desertification
- h. Opportunities for development
- i. Management of desertification- Green Wall and Appropriate Technology

2. "Read, Cover and Revise" this case study. Talk them through and Test yourself again.

3. Simplified revision and knowledge

Simplify your notes for the Amazon Rainforest into the following categories. It should fit onto an A3 sheet of paper in readable writing:

- j. Location
- k. Climate and **why** it has that climate
- l. Plant and Animal Adaptations (Pick 2 plants and 2 animals)
- m. Goods and Services
- n. Reasons for the destruction of the Amazon- Social
- o. Reasons for the destruction of the Amazon- Economic
- p. Impacts of the destruction- Socio-economic
- q. Impacts of the destruction- Environmental
- r. Strategies to manage the Amazon
- s. Strategies to conserve the Amazon

4. "Read, Cover and Revise" this case study. Talk them through and Test yourself again.