STOKE DAMEREL

Aspire Achieve Thrive

Summer Term

Term 3

Geography

Year 10

Name: _____

Tutor: _____

GREENSHAW LEARNING TRUST

Year 10 Homework Timetable

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

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
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 5 (6 weeks) - Year 10		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 1 15th April 2024	**Cornell Notes on:** Physical characteristics of cold environments	**Question**: Explain the features of plants and soils in the tundra environment (6)
Week 2 22nd April 2024	**Cornell Notes on:** Adaptations to cold environments	**Question**: Explain how plants and animals adapt to a specific climate. (6)
Week 3 29th April 2024	**Cornell Notes on:** Opportunities for development in Svalbard	**Question**: Explain how fishing and energy development create opportunities for development in a cold environment you have studied. (6)
Week 4 6th May 2024	**Cornell Notes on:** Challenges to development in Svalbard	**Question:** Explain how cold environments like Svalbard provide challenges for development (6)
Week 5 13th May 2024	**Cornell Notes on:** Cold environments under threat	**Question**: Outline three possible environmental impacts of economic development on cold environments. (6)
Week 6 20th May 2024	**Cornell Notes on:** Managing cold environments	**Question:** Using a case study, explain how different strategies can help reduce environmental damage in cold environments. (9)

Half Term 6 (7 weeks) - Year 10		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 7 3rd June 2024	**Cornell Notes on:** Global atmospheric circulation	**Question**: Explain how the global atmospheric circulation system affects the weather and climate in the tropics. (6)
Week 8 10th June 2024	**Cornell Notes on:** Where and how tropical storms form	**Question**: Explain how tropical storms form. (4)
Week 9 17th June 2024	**Cornell Notes on:** Typhoon Haiyan - A Tropical storm	**Question**: Describe the primary and secondary effects of a tropical storm. Use a named example and your own knowledge. (9)
Week 10 24th June 2024	**Mock Exams** Revision 1: Nepal earthquake, 2015 (LIC)	**Mock Exams** Revision 2: Chile earthquake, 2010 (HIC)
Week 11 1st July 2024	**Mock Exams** Revision: Coastal management at Lyme Regis	**Mock Exams** Managing river floods in Exeter
Week 12 8th July 2024	**Cornell Notes on:** Reducing the effects of tropical storms	**Question**: Explain why planning and being prepared is the best option for reducing the effects of tropical storms. (6)
Week 13 15th July 2024	**Cornell Notes on:** Somerset Levels floods	**Question**: Evaluate the impacts of a major climatic event in the UK. (6)

Geography Year 10 Knowledge Organiser: Cold environments and weather hazards			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 1 Physical characteristics of cold environments	**Climate:** The average weather pattern over a long period of time (30 years). **Permafrost:** Permanently frozen ground, found in polar and tundra regions **Polar:** The most extreme cold environment with permanent ice. Regions around the North pole (Arctic Sea) or South pole (Antarctica) **Tundra:** A vast, flat, treeless Arctic region of Europe, Asia and North America where the subsoil is permanently frozen	**<u>Polar</u>** **Climate** - Winter temperatures often fall below - 50°C. Very low precipitation. **Soils** - Permanently frozen in permafrost **Plants** - Some moss found at fringes of ice **<u>Tundra</u>** **Climate -** Winter temperatures drop to - 20°C. High precipitation at coast (mainly snow) **Soils -** Permafrost – mostly frozen but will melt near the surface in summer. Infertile, often waterlogged **Plants -** Low growing (bearberry and arctic moss) Some low bushes and small trees may grow in warmer regions **<u>Alpine</u>** **Climate -** Temperature decreases 0.6°C for every 100m altitude. Both tundra and Polar environments are present depending on altitude.	**Distribution:** Most of the world's cold environments are found close to the **poles** in the Arctic and Antarctic. **Biodiversity:** The Variety of life in the world or in a particular ecosystem. Cold environments have very low biodiversity, this means there are fewer species of plants and animals than most other environments. **Interdependence:** Different parts of the cold environment ecosystem are closely linked together and depend on each other, especially in a such a harsh environment. For example, Plants gain nutrients from the soil and provide nutrients to the animals that eat them. The animals spread the plants seeds helping them to grow.
Week 2 Adaptations to cold environments	**Adaptations:** The evolutionary process whereby an organism becomes better able to live in its habitat or habitats.	**<u>Plants:</u>** Few plants are found in polar regions. A wide variety are found in tundra regions. These have adapted to cope with low temperatures, strong winds and dry conditions. An example is the Bearberry. **Bearberry adaptations** • **Low growing (5-15cm)** to survive strong winds. • **Hairy stems** to retain heat. • **Bright red berries** eaten by birds to distribute seeds. • **Small waxy leaves** reduce water loss	**<u>Animals</u>** • **Polar bears** are well adapted to the polar environment. Thick fur, insulating layer of fat, black nose and footpads to absorb sun. • **Arctic fox** changes its coat from white to brown as the snow melts. It's bushy tail is used to keep it warm
Week 3 Opportunities for development in Svalbard	**Opportunities for development** The process of a country in terms of economic growth, the use of technology and human welfare	**Svalbard** is located in the Northern Hemisphere in the Arctic Circle. It is in the continent of Europe and is an archipelago of islands north of Norway. To the West of Svalbard is Greenland. The Ocean surrounding Svalbard is the Arctic Ocean, to the East of Svalbard is the Barent Sea. Much of Svalbard has a polar climate with 60% being covered with glaciers.	**Opportunities for Development in Svalbard** • **Mineral extraction -** more than 300 people employed in coal mines. New mine opened in 2014 near Svea. • **Energy developments -** Svalbard is located close to the Mid-Atlantic ridge and could develop **geothermal energy** • **Fishing -** 150 species of fish. The Barents Sea is one of the richest fishing grounds in the world. • **Tourism -** In 2011 70,000 people visited Longyearbyen. Harbour was recently enlarged with a new terminal. Tourism provides 300 jobs and could be developed further

Geography Year 10 Knowledge Organiser: Cold environments and weather hazards			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 4 Challenges in Svalbard	**Infrastructure** The basic equipment and structures (roads, utilities, water, sewage) that are needed for a region to function properly	**Challenges in Svalbard** **Extreme temperature:** Winter temperatures can drop below -30°C in Longyearbyen. In the winter, there is limited sunlight, the sea freezes and roads become very dangerous. **Construction:** Due to harsh conditions most construction has to be done in the brief summer period. The frozen ground (permafrost) can provide a solid foundation but if it melts it can be very dangerous as it becomes unstable and can cause houses and roads to collapse or crack. **Services** (water, electricity, sanitation etc.) : Most services here are provided to individual buildings by overground heated water and sewage pipes. These pipes need to be kept off the ground to prevent thawing of the permafrost. **Accessibility:** Located in a remote part of the world and can only be reached by plane or ship and there is only one airport which is located at Longyearbyen. There are only 50 km of roads in Longyearbyen and the rest of the island has no roads. Most people use snowmobiles to get around the area, especially in winter.	
Week 5 Cold environments under threat	**Wilderness areas** Wilderness areas are unspoilt and remote regions of the world **Fragile environment:** An environment that is both easily disturbed and difficult to restore	**Why cold environments need protecting;** • Tundra vegetation takes a very long time to become established. • Wild beauty and potential for adventure activities attracts tourism and benefits local economies • Tundra is a delicate ecosystem which is easily disturbed by human activities, such as off-road driving. This can cause thawing of Permafrost which then takes decades to recover • Tundra is home to indigenous people who depend on the wildlife for survival. The **Antarctic Treaty** was signed in 1959 by countries with territorial claims to Antarctica. Its main aim is to protect the natural environment of the largest wilderness on Earth.	
Week 6 Management for economic development	**Economic development** Chances for people to improve their standard of life through development **Conservation** Managing the environment in order to preserve, protect or restore it **Management Strategies** Techniques of controlling, responding to, or dealing with an event	**Economic development in Alaska:** The Trans-Alaskan pipeline carries oil from the ground which is very hot (49°C). This could melt the soil. The pipeline crosses caribou migration routes. The Trans-Alaskan pipeline carries a risk of cracking due to earthquakes, which could cause oil leaks. Off road driving is popular in Alaska. Usually taking place in summer when snow has melted. Vehicles leave deep tyre tracks and destroy vegetation. **Strategies in Alaska** **Technology:** The pipeline is raised and insulated to retain heat and prevent it melting the ground. It was needed to raise the pipe above the ground allowing migrating Caribou to continue their pattern. Technology allows the pipeline to move and slide if earthquakes happen. The flow is automatically cut off if there is a leak. **Governments:** The National Environmental Policy Act ensure companies involved with oil must protect the environment and recognise the rights of native people. The USA have created the Western Arctic Reserve, a 9 million hectare protected wilderness where drilling for oil and tourism is banned. **International agreements:** Agreement on the Conservation of Polar Bears, Oslo, 1973. THis was signed by USA and Norway (Svalbard) and other countries to to ban hunting of Polar Bears unless for scientific purposes. **Conservation groups:** The World Wildlife Fund is a conservations group that helps to protect Arctic environments in Canada. It works with local communities, oil companies to manage ecosystems. They work with Alaska Native communities to help them find solutions	

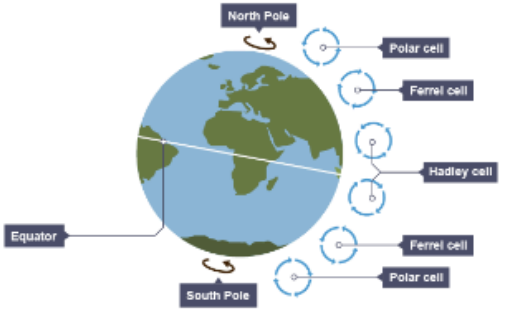
Geography Year 10 Knowledge Organiser: Cold environments and weather hazards

<table>
<tr><th>Session</th><th>Key terms</th><th colspan="4">Subject knowledge</th></tr>
<tr><td>Week 7

Global atmospheric circulation system</td><td>Natural hazards are physical events such as earthquakes and volcanoes that have the potential to do damage to humans and property. Hazards include tectonic hazards, tropical storms and forest fires.</td><td colspan="2">Global atmospheric circulation
High pressure = dry / Low pressure = wet
As the air heats it rises – causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the Coriolis effect (the turning of the Earth)

Global atmospheric circulation creates winds across the planet and leads to areas of high rainfall, like the tropical rainforests, and areas of dry air, like deserts.</td><td>The system is driven by the equator, which is the hottest part of the Earth. Air rises at the equator, leading to low pressure.

When the air reaches the edge of the atmosphere, it cannot go any further and so it travels to the north and south. The air becomes cold and falls to create high pressure and dry conditions at around 30° north and south of the equator.

Large cells of air are created in this way. Air rises again at around 60° north and south and descends again around 90° north and south.</td><td> 
</td></tr>
<tr><td>Week 8

Where and how are tropical storms formed?</td><td>Tropical storm: Also known as a hurricane, typhoon or cyclone. A large mass of cloud brining high winds and heavy rain.</td><td colspan="2">Conditions required for a tropical storm to form;
• Tropical storms form where oceans are above 27°C.
• Tropical storms form 5° to 15° north and south of the equator, but not at the equator, as there is no coriolis force present.
The central part of the tropical storm is known as the eye. It is an area of light wind speeds and no rain. It contains descending air.
Large towering cumulonimbus clouds surround the eye. These are caused by warm moist air condensing as it rises. This leads to very heavy rainfall and wind speeds of up to 320 km/h.</td><td colspan="2">Formation of Tropical Storms
1. Air is heated above warm tropical oceans
2. Air rises under low pressure conditions
3. Strong winds form as rising air draws in more air and moisture causing torrential rain
4. Air spins due to Coriolis effect
5. Cold air sinks in the eye so it is clear and dry
6. On meeting land, it loses source of heat and moisture so loses power.</td></tr>
<tr><td>Week 9

Typhoon Haiyan</td><td>Typhoon Haiyan - A tropical storm that hit the Philippines
Date: November 2013
Strength: One of the strongest cat 5 storms!
170mph wind</td><td>Primary Effects
6,300 killed, most by the storm surge
40,000 homes destroyed
400mm of rain caused major floods
600,000 people displaced
Wind damaged power lines
90% of Tacloban (a city in the Philippines) destroyed</td><td>Secondary Effects
6m jobs lost (fishing / farming)
14 million people affected
Flooding caused landslides - blocking roads and restricting aid
Looting and violence in Tacloban
Infrastructure destroyed
Shortages of power, water, food and shelter leads to disease</td><td>Immediate Responses
Overseas aid from NGOs
US helicopters assisted search and rescue
Field hospitals for injured
1200 evacuation centers</td><td>Long-term Responses
Oxfam help re-establish fishing and rice industries quickly
UN and international financial aid, supplies and medical support
Rebuilding infrastructure
More cyclone shelters built</td></tr>
</table>

Geography Year 10 Knowledge Organiser: Cold environments and weather hazards			
Session	**Key terms**	**Subject knowledge**	
Week 10 Revision 1 Nepal earthquake, 2015 (LIC)	**Date:** 25 April 2015 **Magnitude:** 7.9 **Epicentre:** 50miles NW of Kathmandu **Plate margin:** Indo-Australian plate colliding with the Eurasian plate	**Primary effects** 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US$5 billion damage **Secondary effects** Landslides/avalanches cut off villages Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.	**Immediate responses** Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter **Long-term responses** Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages
Week 10 Revision 2 Chile earthquake 2010 (HIC)	**Date:** 27 February 2010 **Magnitude:** 8.8 **Epicentre:** Off the coast of central Chile **Plate margin:** Nazca plate subducting under the South American plate	**Primary effects** 500 killed, 12,000 injured - most people were killed by the tsunami Destruction of buildings and roads, although these were repaired quickly. Power, water, communication cut It is estimated that the total costs was US$30 billion damage **Secondary effects** Landslides cut towns off Tsunami damaged coastal towns Chemical plant near Santiago evacuated	**Immediate responses** Roads repaired in 24 hrs, particularly Route 5, the main road into Santiago. This helped the quick recovery. Water/power restored in 10 days US$60 million was raised in an appeal and built 30,000 substantial wooden shelters Swift response by emergency services saved many lives **Long-term responses** No need for foreign aid as the country is a HIC Government reconstruction plan helped 200,000 households Full recovery in 4 years.
Week 11 Revision 1 Coastal management at Lyme Regis	**Location and Background**: 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 Phase 1: 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabalised cost £1.4m 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 Phase 3: Not undertaken. As the costs outweighed the benefits, it was decided that the area west of The Cobb should be left alone. 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 stabalise the rock and protect 480 homes. Total cost £20m		**Positive outcomes:** • New beaches have increased visitor numbers and seaside businesses are thriving • New defences have stood up to recent storms • The harbour is now better protected, benefitting boat owners and fishermen. **Negative outcomes:** • **I**ncreased visitor numbers has lead to conflict with locals as traffic and pollution have increased. • Some people think the new defences have spoilt the natural coastal landscape • Stabalising the cliffs prevents landslips which reveal new, important fossils

Geography Year 10 Knowledge Organiser: Cold environments and weather hazards					
Session	**Key terms**	**Subject knowledge**			
Week 11 Revision 2 Flooding- causes and costs (Exeter example)	***Physical:* Prolong & heavy rainfall** - Long periods of rain causes soil to become saturated increasing runoff ***Physical:* Relief -** Steep-sided valleys channels water to flow quickly into rivers causing greater discharge. ***Physical:* Geology** - Impermeable rocks causes surface runoff to increase ***Human:* Land Use** - Tarmac and concrete are impermeable. This prevents infiltration & causes runoff.		**How has Exeter been affected by flooding?** In 1960 and in 2012 there was major flooding in Exeter. In 1960 1,000 properties were affected. **What has been done to reduce the risk of flooding?** £32m flood defence scheme. The flood defences will reduce the risk of flooding to more than 3,200 homes and businesses in Exeter. Strategies based around increasing flow and capacity include; new relief channel, raised flood defence wall, flood gates at The Quay.		
Week 12 Reducing the effects of tropical storms	**Path**: The direction a tropical storm takes (also known as the track).	**Monitoring** Monitoring wind patterns allows the path of a tropical storm to be predicted. Use of satellites to monitor path to allow evacuation, meaning less people would be impacted by the storm.	**Protection** To protect against tropical storms people can: - Use sandbags to protect against flooding and board up windows to protect against the high winds. - Avoid building in high risk areas - Practice emergency drills and evacuation routes	**Planning** Planning involves building structures that will protect people in high risk areas. These can include; Reinforced buildings and stilts to make safe from floodwater Flood defences eg levees and seawalls	
Week 13 Somerset Levels Floods	**The Somerset Levels floods -** An extreme weather event in the UK **Date:** January 2014	The Somerset Levels area of low-lying land in SW England. **Causes:** Record rainfall in January and February (350mm). The River Parrot had not been dredged for 20 years. High tide and storm surge swept up rivers from the Bristol Channel	**Social Effects:**600 houses flooded and 16 farms evacuated. Villages such as Moorland cut off - disrupting work, schools and shopping. Power supply, roads and railway cut off **Economic Effects:** £10 million damage, 14,000ha of farmland flooded and 1,000 livestock evacuated. Bristol to Taunton railway line closed **Environmental impacts:** Floodwaters contaminated with sewage, oil and chemicals. Stagnant water that had collected for months had to be reoxygenated before being pumped back into rivers	**Immediate responses:** Cut-off villagers used boats for transport to go to school and for shopping. Community groups gave support	**Long-term responses:** £20 million Flood Action Plan launched by Somerset County Council and Environment Agency to reduce future risk. In March 2014, 8km of the Rivers Tone and Parrot dredged River banks raised and strengthened and more pumping stations built

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)

Date: 15th April 2024	**Topic:** Physical characteristics of cold environments	Revision guide page: 57

Links **Questions**	**Notes**
	Polar (climate / soils / plants)
	Tundra (climate / soils / plants)
	Alpine

Summary

WEEK 1: Exam Question (Homework task 2)

Date: 15th April 2024

Question: Explain the features of plants and soils in the tundra environment (6)

Answer: _____

WEEK 1: Exam Question review and improvement (Classwork)

Question: Explain the features of plants and soils in the tundra environment (6)

Answer: _____

WEEK 2: Cornell Notes (Homework task 1)

Date: 22nd April 2024	**Topic:** Adaptations to cold environments	Revision guide page: 58

Links **Questions**	**Notes**
	Plants (Bearberry)
	Animals (Polar Bear and Arctic Fox)

Summary

WEEK 2: Exam Question (Homework task 2)

Date: 22nd April 2024

Question: Explain how plants and animals adapt to a specific climate. (6)

Answer: _____

WEEK 2: Exam Question review and improvement (Classwork)

Question: Explain how plants and animals adapt to a specific climate. (6)

Answer: _____

WEEK 3: Cornell Notes (Homework task 1)

Date: 29th April 2024	**Topic:** Opportunities for development in Svalbard	Revision guide page: 59

Links **Questions**	**Notes**
	Where is Svalbard?
	Mineral extraction
	Energy development
	Fishing
	Tourism

Summary

WEEK 3: Exam Question (Homework task 2)

Date: 29th April 2024

Question: Explain how fishing and energy development create opportunities for development in a cold environment you have studied. (6)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question: Explain how fishing and energy development create opportunities for development in a cold environment you have studied. (6)

Answer:

WEEK 4: Cornell Notes (Homework task 1)

Date: 6th May 2024	**Topic:** Challenges to development in Svalbard	Revision guide page: 60

Links **Questions**	**Notes**
	What is infrastructure?
	Extreme temperatures
	Construction
	Services
	Accessibility

Summary

WEEK 4: Exam Question (Homework task 2)

Date: 6th May 2024

Question: Explain how cold environments like Svalbard provide challenges for development (6)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question: Explain how cold environments like Svalbard provide challenges for development (6)

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Date: 13th May 2024	**Topic:** Cold environments under threat	Revision guide page: 61

Links **Questions**	**Notes**
	Why cold environments need protecting
	The Antarctic treaty

Summary

WEEK 5: Exam Question (Homework task 2)

Date: 13th May 2024

Question: Outline three possible environmental impacts of economic development on cold environments. (6)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question: Outline three possible environmental impacts of economic development on cold environments. (6)

Answer:

WEEK 6: Cornell Notes (Homework task 1)

Date: 20th May 2024	**Topic:** Managing cold environments	Revision guide page: 62

Links **Questions**	**Notes**
	Economic development in Alaska
	Strategies to manage risks in Alaska
	Technology
	Governments
	International agreements
	Conservation groups

Summary

WEEK 6: Exam Question (Homework task 2)

Date: 20th May 2024

Question: Using a case study, explain how different strategies can help reduce environmental damage in cold environments. (9)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question: Using a case study, explain how different strategies can help reduce environmental damage in cold environments. (9)

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Date: 3rd June 2024	**Topic:** Global atmospheric circulation	Revision guide page: 24

Links **Questions**	**Notes**

Summary

WEEK 7: Exam Question (Homework task 2)

Date: 3rd June 2024

Question: Explain how the global atmospheric circulation system affects the weather and climate in the tropics. (6)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question: Explain how the global atmospheric circulation system affects the weather and climate in the tropics. (6)

Answer:

WEEK 8: Cornell Notes (Homework task 1)

Date: 10th June 2024	**Topic:** Where and how tropical storms form	Revision guide page: 25

Links **Questions**	**Notes**
	Conditions required for tropical storms to form
	What is the eye?
	Formation of a tropical storm

Summary

WEEK 8: Exam Question (Homework task 2)

Date: 10th June 2024

Question: Explain how tropical storms form. (4)

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question: Explain how tropical storms form. (4)

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Date: 17th June 2024	**Topic:** Typhoon Haiyan - A Tropical storm	Revision guide page

Links **Questions**	**Notes**
	Typhoon Haiyan details
	Primary effects
	Secondary effects
	Immediate responses
	Long-term responses

Summary

WEEK 9: Exam Question (Homework task 2)

Date: 17th June 2024

Question: Describe the primary and secondary effects of a tropical storm. Use a named example and your own knowledge. (9)

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question: Describe the primary and secondary effects of a tropical storm. Use a named example and your own knowledge. (9)

Answer:

WEEK 10: Assessment Week Revision 1 (Homework task 1)

Date: 24th June 2024	**Topic:** Revision 1: Nepal earthquake, 2015 (LIC)	Revision guide page: 19-20

links **Questions**	**Notes**
	Nepal earthquake details
	Primary effects
	Secondary effects
	Immediate responses
	Long-term responses

Summary

WEEK 10: Assessment Week Revision 2 (Homework task 2)

Date: 24th June 2024	**Topic:** Revision 2: Chile earthquake, 2010 (HIC)	Revision guide page: 19-20

links **Questions**	**Notes**
	Chile earthquake details
	Primary effects
	Secondary effects
	Immediate responses
	Long-term responses

Summary

WEEK 11: Assessment Week Revision 1 (Homework task 1)

Date: 1st July 2024	**Topic:** Revision: Coastal management at Lyme Regis	Revision guide page: 75

links **Questions**	**Notes**
	Location and background (what are the issues)
	Management of the coastline (4 phases)
	Positive and negative outcomes

Summary

WEEK 11: Assessment Week Revision (Homework task 2)

Date: 1st July 2024	**Topic:** Managing river floods in Exeter	Revision guide page: 82

links **Questions**	**Notes**
	Causes of flooding
	How has Exeter been affected by flooding
	River management along the River Exe (in Exeter)

Summary

WEEK 12: Cornell Notes (Homework task 1)

Date: 8th July 2024	**Topic:** Reducing the effects of tropical storms	Revision guide page: 29

Links **Questions**	**Notes**
	Monitoring
	Prediction
	Protection

Summary

WEEK 12: Exam Question (Homework task 2)

Date: 8th July 2024

Question: Explain why planning and being prepared is the best option for reducing the effects of tropical storms. (6)

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question: Explain why planning and being prepared is the best option for reducing the effects of tropical storms. (6)

Answer:

WEEK 13: Cornell Notes (Homework task 1)

Date: 15th July 2024	**Topic:** Somerset Levels Floods	Revision guide page: 32

Links **Questions**	**Notes**
	Causes
	Social impacts
	Economic impact
	Environmental impacts
	Responses

Summary

WEEK 13: Exam Question (Homework task 2)

Date: 15th July 2024

Question: Evaluate the impacts of a major climatic event in the UK. (6)

Answer:

WEEK 13: Exam Question review and improvement (Classwork)

Question: Evaluate the impacts of a major climatic event in the UK. (6)

Answer:

Aspire ACHIEVE Thrive

Develop your character

STOKE DAMEREL

Aspire | Achieve | Thrive