STOKE DAMEREL

Aspire Achieve Thrive

Summer Term

Term 3

Geography

Year 11

Name: _____

Tutor: _____

GREENSHAW LEARNING TRUST

Year 11 Homework Timetable

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

Sparx Science

• Complete 100% of their assigned homework each week

Sparx Maths

• Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

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

Half Term 5 (5 weeks) - Year 11		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 1 21st April 2025	**Cornell Notes on:** Nepal and Chile earthquakes	**Question**: To what extent does wealth differences affect responses to earthquakes? (9)
Week 2 28th April 2025	**Cornell Notes on:** Typhoon Haiyan	**Question**: Evaluate the immediate and long term responses to a tropical storm. (9)
Week 3 5th May 2025	**Cornell Notes on:** Somerset Levels floods	**Question**: Evaluate the effects of a UK weather hazard you have studied. (9)
Week 4 12th May 2025	**Cornell Notes on:** Lyme Regis	**Question:** To what extent do you agree that coastal management schemes are effective in protecting the coastline from physical processes? (6)
Week 5 19th May 2025	**Cornell Notes on:** Climate change	**Question**: To what extent is climate change the result of human actions? (9)

Geography Year 11 Term 3 Revision			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 1 Nepal and Chile earthquakes	**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
	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 2 Typhoon Haiyan	**Typhoon Haiyan -** A tropical storm that hit the Philippines **Date**: November 2013 **Strength:** One of the strongest cat 5 storms! 170mph wind	**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	**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
		Immediate Responses Overseas aid from NGOs US helicopters assisted search and rescue Field hospitals for injured / 1200 evacuation centers	**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

Geography Year 11 Term 3 Revision			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 3 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
Week 4 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:** • Increased 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

<table>
<tr><th colspan="4">Geography Year 11 Term 3 Revision</th></tr>
<tr><th>Session</th><th>Keywords</th><th>Knowledge</th><th>Geographical concepts</th></tr>
<tr><td rowspan="2">5

Climate change</td><td>Climate Change: Long term changes in the earth's temperature and weather patterns</td><td colspan="2">Evidence for Climate Change
Ice and Sediment Cores: Ice sheets are made up of layers of snow – one per year. If you drill down you can analyse gases trapped in layers of ice for the past. Ice cores from Antarctica show changes over the last 400 000 years. Tree Rings A tree grows one new rind each year. Rings are thicker in warm, wet conditions.
Shrinking glaciers and melting ice: Arctic sea ice has thinned by 65% since 1975 it was at an all time low in 2014
Visible effects: Historical temperature records date back to the 1850s show a gradual warming of the climate. Low-lying islands such as the Maldives and Tuvalu are under threat from sea level rise. Skiing industry in Alps threatened by less snow.</td></tr>
<tr><td></td><td>Natural causes of climate change
Orbital changes – The sun’s energy on the Earth’s surface changes as the Earth’s orbit is elliptical its axis is tilted.
Solar Output – sunspots increase to a max every 11 years
Volcanic activity – volcanic ash can block out the sun, reducing global temperatures temporarily. Short term impact of 1-2 years.</td><td>Human causes of climate change: The greenhouse effect is a naturally occurring process where greenhouse gasses such as Carbon Dioxide and Methane trap heat in our atmosphere.
• Fossil fuels – Releasing excessive greenhouse gasses intensify this process and warm the earth’s climate. Carbon dioxide accounts for 60% of the enhanced greenhouse effect.
• Agriculture – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for meat and rice increase contribution
• Deforestation – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.</td></tr>
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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)

Topic: Nepal and Chile earthquakes

Links Nepal Chile **Questions**	**Notes**

Summary

WEEK 1: Exam Question (Homework task 2)

Question: To what extent does wealth differences affect responses to earthquakes? (9)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question: To what extent does wealth differences affect responses to earthquakes? (9)

Answer:

WEEK 2: Cornell Notes (Homework task 1)

Topic: Typhoon Haiyan	Revision guide page 19

Links **Questions**	**Notes**

Summary

WEEK 2: Exam Question (Homework task 2)

Question: Evaluate the immediate and long term responses to a tropical storm. (9)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question: Evaluate the immediate and long term responses to a tropical storm. (9)

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Somerset Levels floods	Revision guide page 27

Links **Questions**	**Notes**

Summary

WEEK 3: Exam Question (Homework task 2)

Question: Evaluate the effects of a UK weather hazard you have studied. (9)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question: Evaluate the effects of a UK weather hazard you have studied. (9)

Answer:

WEEK 4: Cornell Notes (Homework task 1)

Topic: Lyme Regis coastal management	Revision guide page 98

Links  **Questions**	**Notes**

Summary

WEEK 4: Exam Question (Homework task 2)

Question: To what extent do you agree that coastal management schemes are effective in protecting the coastline from physical processes? (6)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question: To what extent do you agree that coastal management schemes are effective in protecting the coastline from physical processes? (6)

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Climate change	Revision guide page 38-39

Links **Questions**	**Notes**

Summary

WEEK 5: Exam Question (Homework task 2)

Question: To what extent is climate change the result of human actions? (9)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question: To what extent is climate change the result of human actions? (9)

Answer:

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Develop your character

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