



Aspire Achieve Thrive

Autumn Term
Term 1
Geography
Year 11

Name: _____

Tutor: _____

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 |

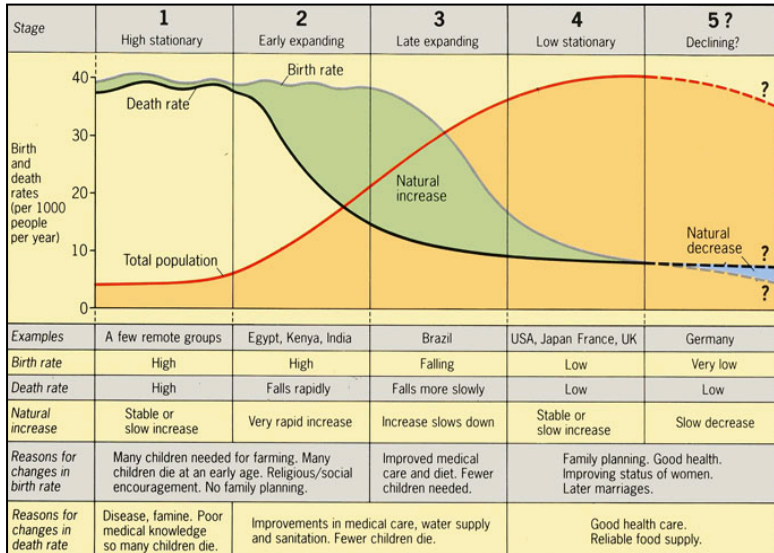
Half Term 1 (8 weeks) - Year 11

| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
|-------------------------------|--|---|
| Week 1 1st September 2025 | Cornell Notes: Measuring development | Question 1: Which of the following is the best definition for 'development'? (1) Question 2: Which is the more effective measure of development, HDI or GNI? Give reasons for your answer. (6) |
| Week 2 8th September 2025 | Cornell Notes: Demographic transition model (DTM) | Question 1: Which of the following is a reason for falling death rates in stage 2 of the DTM. (1) Question 2: Compare the characteristics of countries at stages 1, 3 and 5 of the demographic transition model. (6) |
| Week 3 15th September 2025 | Cornell Notes on: Causes of uneven development (physical, economic and historical) | Question 1: Complete the table below, putting each cause of uneven development in the correct box. (1) Question 2: Explain the link between trade and the development gap. (4) |
| Week 4 22nd September 2025 | Cornell Notes: Reducing the development gap (investment, industrial development and fair trade). | Question 1: What is fair trade? (1) Question 2: How can industrial development and investment reduce the development gap? (6) |
| Week 5 29th September 2025 | Cornell Notes: Reducing the development gap (aid, intermediate technology, microfinance and debt relief). | Question 1: What key geographical concept is this phrase describing? 'Industrial development can generate a _____, bringing employment, with higher incomes and subsequently more tax revenue for the government, which provides opportunities to invest in housing, education, and infrastructure. (1) Question 2: How can fair trade and debt relief reduce the development gap? (6) |
| Week 6 6th October 2025 | Cornell Notes: Reducing the development gap (tourism). | Question 1: Which statement best describes a benefit of transnational corporation (TNC) investment into LICs and NEEs? (1) Question 2: Explain how Jamaica's government is using tourism to reduce the development gap. (6) |
| Week 7 13th October 2025 | Cornell Notes: The location and importance of Nigeria | Question 1: State the location of Nigeria. (1) Question 2: Assess the importance of Nigeria in Africa (regionally) and to the rest of the world (globally). (6) |
| Week 8 20th October 2025 | Cornell Notes: Nigeria's changing political and trading links | Question 1: State one way the political relationship between Nigeria and the wider world has changed. (1) Question 2: Explain how Nigeria's trading relationships are changing (6) |

Half Term 2 (7 weeks) - Year 11

| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
|-------------------------------|---|---|
| Week 9 3rd November 2025 | Cornell Notes: The role of TNC's in Nigeria | Question 1: What is a TNC? (1) Question 2: Outline the advantages of a TNC operating in an LIC/NEE you have studied. (4) |
| Week 10 10th November 2025 | REVISION - Paper 1 Cornell Notes: Tectonic plate margins | Question 1: Name the type of plate margin in Figure 1 Question 2: Explain how earthquakes form at the type of margin in Figure 1. |
| Week 11 17th November 2025 | REVISION - Paper 1 Cornell Notes: Nepal and Chile earthquakes | Question 1: State one primary effect of a tectonic hazard. (1) Question 2: For a tectonic hazard you have studied, assess how effective the responses were. (6) |
| Week 12 24th November 2025 | MOCK EXAMS Cornell Notes: Hazard risk | MOCK EXAMS Question 1: Which of the following is NOT a factor that can increase hazard risk. (1) Question 2: Explain why LIC's are more at risk from natural hazards than HICs. (6) |
| Week 13 1st December 2025 | MOCK EXAMS Cornell Notes on: Reducing the risk from tectonic hazards | MOCK EXAMS Question 1: Which of the following is NOT a strategy to reduce hazard risk? (1) Question 2: |
| Week 14 8th December 2025 | Cornell Notes: Changes in the UK economy | Question 1: Which of the following best defines globalisation? (1) Question 2: Discuss the causes of deindustrialisation in the UK. (6) |
| Week 15 15th December 2025 | Cornell Notes: Post industrial economy | Question 1: Which of the following best defines the secondary industry? (1) Question 2: Suggest why the UK might be described as a post industrial economy. (6) |

Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | Geographical Concepts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|---|---------------|---|---|-----|--|-----------------|-----------------|----------------|----------------|------------|------------|------|------|---------|-----|----------|------------|------|---------------|-------------------|-----|-----|------------------|-------------------------|---------------------|---------------------|-------------------------|---------------|-----------------------------------|--|--|--|---|--|-----------------------------------|---|--|--|---|--|--|
| <div>Week 1</div> <div>Measuring development</div> | <p>Quality of life looks at economic and social measures of a person’s well-being.</p> <p>Social indicator: assess how well a country is developing in key areas such as health, education and diet</p> <p>Economic indicator: relating to money</p> | <p>Development indicators</p> <p>GNI: Gross National Income is an economic measure of development</p> <p>HDI: Human Development Index is social and economic measure that includes GNI, life expectancy and literacy rates.</p> <p>Infant mortality: A social indicator measuring number of babies that die under the age of one year (per 1000 births).</p> <p>Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social).</p> <p>Birth Rate: Measures number of babies born per 1000 per year (social).</p> <p>Death rate: Measures the number of deaths per 1000 per year (social).</p> <p>Life Expectancy: The age you can expect to live until (social).</p> <p>Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social).</p> <p>People per doctor: Measures the number of doctors per 1000 people.</p> | <p>Measuring Development: Development measures how economically, socially, culturally or technologically advanced a country is.</p> <p>Limitations of Development Indicators: A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date.</p> <p>Causes and consequences of uneven development: Africa has 1% of World Wealth; North America has 35% of Global Wealth. Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>Week 2</div> <div>Demographic transition model (DTM)</div> | <p>The demographic transition model shows how a country’s population changes as it becomes more developed from subsistence farming cultures to HICs.</p> | <div></div> <table><tr><th>Stage</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5 ?</th></tr><tr><td></td><td>High stationary</td><td>Early expanding</td><td>Late expanding</td><td>Low stationary</td><td>Declining?</td></tr><tr><td>Birth rate</td><td>High</td><td>High</td><td>Falling</td><td>Low</td><td>Very low</td></tr><tr><td>Death rate</td><td>High</td><td>Falls rapidly</td><td>Falls more slowly</td><td>Low</td><td>Low</td></tr><tr><td>Natural increase</td><td>Stable or slow increase</td><td>Very rapid increase</td><td>Increase slows down</td><td>Stable or slow increase</td><td>Slow decrease</td></tr><tr><td>Reasons for changes in birth rate</td><td>Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.</td><td></td><td>Improved medical care and diet. Fewer children needed.</td><td>Family planning. Good health. Improving status of women. Later marriages.</td><td></td></tr><tr><td>Reasons for changes in death rate</td><td>Disease, famine. Poor medical knowledge so many children die.</td><td>Improvements in medical care, water supply and sanitation. Fewer children die.</td><td></td><td>Good health care. Reliable food supply.</td><td></td></tr></table> | Stage | 1 | 2 | 3 | 4 | 5 ? | | High stationary | Early expanding | Late expanding | Low stationary | Declining? | Birth rate | High | High | Falling | Low | Very low | Death rate | High | Falls rapidly | Falls more slowly | Low | Low | Natural increase | Stable or slow increase | Very rapid increase | Increase slows down | Stable or slow increase | Slow decrease | Reasons for changes in birth rate | Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning. | | Improved medical care and diet. Fewer children needed. | Family planning. Good health. Improving status of women. Later marriages. | | Reasons for changes in death rate | Disease, famine. Poor medical knowledge so many children die. | Improvements in medical care, water supply and sanitation. Fewer children die. | | Good health care. Reliable food supply. | | <p>The Demographic Transition Model and development</p> <p>The Demographic Transition Model (DTM) shows population changes over time. There are five stages in the DTM and these stages can be linked to levels of development.</p> |
| Stage | 1 | 2 | 3 | 4 | 5 ? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | High stationary | Early expanding | Late expanding | Low stationary | Declining? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Birth rate | High | High | Falling | Low | Very low | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Death rate | High | Falls rapidly | Falls more slowly | Low | Low | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural increase | Stable or slow increase | Very rapid increase | Increase slows down | Stable or slow increase | Slow decrease | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reasons for changes in birth rate | Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning. | | Improved medical care and diet. Fewer children needed. | Family planning. Good health. Improving status of women. Later marriages. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reasons for changes in death rate | Disease, famine. Poor medical knowledge so many children die. | Improvements in medical care, water supply and sanitation. Fewer children die. | | Good health care. Reliable food supply. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge |
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| Week 3 Causes of uneven development | Uneven Development: development takes place at different rates in different regions Primary products: goods from primary services e.g. farming, fishing, forestry. Colonialism: control by one power over a dependent area or people e.g. when the UK controlled Nigeria. | <u>Causes of uneven development</u> Physical Environment: Areas without fertile land, natural resources, water and energy suffer. Natural hazards make little progress with development e.g. Haiti. Health: Diseases can make people too weak to work or go to school. LIC's are unable to invest in good quality health care Economic: Trade: Trade blocs e.g. The EU favour its members. Primary products (coffee) sold by LIC's are sold for cheap prices that can fluctuate. HICs make more expensive products so earn more. History: Colonialism: Many countries in Asia, S. America and Africa have spent a lot of time and money on civil wars and political struggles for power since being made separate from European superpowers. <u>Consequence of uneven development</u> Poverty: People have to live without access to safe water, education, inadequate food supplies and unsafe shelters. Migration: The movement of people from place to place. International immigration is across country borders. Migration can be forced or voluntary Immigrant - a person moving into a country / Emigrant - a person moving out of a country. Refugees - a person forced to leave as a result of natural disasters or civil war Economic Migrant - someone who moves for work Health: Lower levels of development affects causes of deaths <ul style="list-style-type: none"> LIC have poor access to medication and a low number of doctors per 1000. |
| Week 4 Reducing the development gap (investment, industrial development, and fair trade) | Multiplier effect: The introduction of a new industry or the expansion of an existing industry in an area also encourages growth in other industrial sectors. This is known as the multiplier effect which in its simplest form is how many times money spent circulates through a country's economy. | <ol style="list-style-type: none"> Investment Both countries and transnational corporations (TNCs) invest money and expertise in LICs to increase their profits. This supports LIC development by providing work, training, new industries, and infrastructure. For example, 10 000 Chinese companies now operate in Africa - many are involved in massive infrastructure projects, including railways, port developments, and communications. Industrial Development Brings employment, higher incomes and opportunities to invest in education and infrastructure. Attracts more industry and a better educated workforce which improves the economy: A multiplier effect. Fairtrade Fairtrade is paying producers a reasonable price for the goods that they produce. Many farmers in LICs are paid very low wages. This means that they cannot escape poverty. Fairtrade gives farmers a better chance in life. |

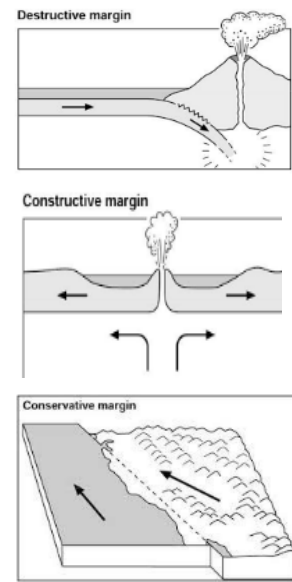
Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | |
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| Week 5 Reducing the development gap (aid, Intermediate technology, microfinance and debt relief) | Infrastructure refers to structures, systems and facilities serving the economy of a business, industry, country, city, town, or area; | Solutions to uneven development: <ol style="list-style-type: none"> AID (given from country to country or by NGOs) Aid can take the form of money, emergency supplies, food and technology. Intermediate Technology Sustainable and appropriate to the needs, knowledge and wealth of the local population. It takes on the form of small scale projects. A hand water pump (e.g. WaterAid) is appropriate because it is cheap to install, cheap to repair and can be fixed by locals Microfinance (small scale financial support loans to LICs) It is available from banks that are set up to help the poor. Microfinance enable people in poverty to start-up small businesses Debt (amount of money which is owed or due) Cancellation In 2005 the G8 (powerful HICs) identified 39 Highly Indebted Poor Countries (HIPC) and agreed to cancelled their debt. Despite debt relief African countries still owe \$300 billion. | <u>International aid: types and impacts on the receiving country</u> Long term aid reduces the development gap by enabling countries to invest in development projects like roads and focusing on health care, education and services at a local scale. A disadvantage is countries can become dependant on aid. + In 2014 the world bank approved \$500m loan for development projects. - Corruption and by receiving aid, countries become dependent. In 2008, the UK gave £50m to the National Malaria Programme which aims to distribute two insecticidal nets to every household. |
| Week 6 Reducing the development gap (tourism) | Agriculture: farming Rastafarian : a religious movement. Rastafarians have distinctive codes of behaviour and dress, including dreadlocks Tourist: a person who is travelling or visiting a place for pleasure. | Reducing the development gap Tourism in Jamaica (NEE) Jamaica is one of the largest islands in the West Indies which is located in the Caribbean. It has a population of 2.7 Million. It has an economy based on a few minerals - Bauxite and Oil. Agriculture is based on sugar and rum. Jamaica suffers from high unemployment and slow growth. However, Jamaica has used its natural landscape, high temperatures and beautiful beaches as an asset to develop its economy through Tourism. The Travel Foundation started working in Jamaica because tourism is a key driver for economic growth. An example of their work is the Rastafarian community, helping them to increase income from tourism. By assisting them in meeting the requirements of the Jamaica Tourist Board they were able to sign a contract with Tui to welcome guests as part of package tours. | <u>Positive impacts of tourism:</u> Economic: Contributes 24% of Jamaica's wealth / Income is \$2 Billion each year / Provides 200 000 jobs both Directly in Hotels and Indirectly local shops. Infrastructure: Investment in roads and ports Quality of Life: In the northern tourist resort of Montego Bay many Jamaicans have a high standard of living. <u>Negative impacts of tourism</u> Economic: Many of the top managerial jobs go to foreign workers from the TNCs who own the hotels. Infrastructure: Some non-tourist areas remain isolated. Quality of life: There are a large number of locals who live in poor housing, with poor access to health and education. |

Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | |
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| Week 7 Nigeria's location and importance | Regional: an area of land that has common features - can be defined by natural or human features. Global scale: broad patterns encompassing the entire world. | Location of Nigeria Nigeria is a NEE (Newly Emerging Economy) in West Africa , just north of the Equator. The capital city is Abuja, Lagos is the most populous. Political, social, cultural and environmental context Political context: Nigeria was ruled by the UK as a colony during the colonial period, independence in 1960. Social context: Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts. Cultural context: The country has a rich film industry (Nollywood) and a successful national football side. Environmental context: Warm wet climate in the south. Mainly rainforest, becomes semi-desert to the north. | Regional and Global importance of Nigeria Regionally: Nigeria is the most populous and economically powerful country in Africa, with Africa's highest GDP. Globally <ul style="list-style-type: none"> • Nigeria supplies 2.7% of the world's oil. • Nigeria is the 21st largest economy in the world (2014) • Nigeria is the 5th largest contributor to UN peacekeeping |
| Week 8 Nigeria's changing political and trading links | | Nigeria's changing political links Until 1960, Nigeria was part of the British Empire. Now it is a member of the British Commonwealth and a leading member of other political and economic groups: <ul style="list-style-type: none"> ○ UN (United Nations) - peacekeeping role ○ WTO (World Trade Organisation) - promoting free trade ○ OPEC (Organisation of the Petroleum Exporting Countries) ○ African Union - economic and peacekeeping role ○ ECOWAS (Economic Community of West African States) - trade group ○ CEN-SAD (Community of Sahel-Saharan States) - trade and sporting links. | Nigeria's global trading relationships Nigeria is a major global trading nation. Its main imports include refined oil from the EU and the USA, cars from Brazil and the USA, and telephones from China. Main exports include crude oil, natural gas, rubber, cocoa, and cotton. However high-quality (low sulphur) crude oil (petroleum) dominates Nigeria's exports, reducing the importance of Nigeria's agricultural products. |

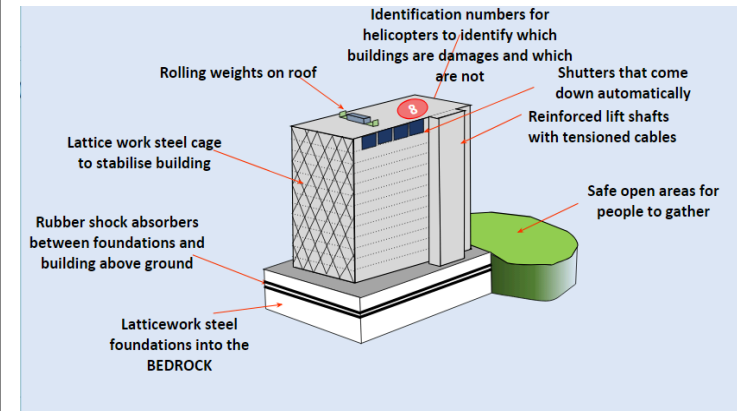
Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | |
|--|---|---|---|
| Week 9 The role of TNC's in the Niger Delta | TNC: Transnational Corporations Companies that operate in several countries around the world. Niger Delta: a vast low-lying region through which the waters of the Niger River drain into the Gulf of Guinea. | <u>The role of TNCs - Example: SHELL OIL</u> Shell Oil is one of the world's largest oil companies, with its headquarters in the Netherlands. Shell oil began operating in Nigeria after oil was discovered in the Niger delta in 1958. Advantages and disadvantages of SHELL + Shell employs 65 000 Nigerian workers and earns 95% of exports from oil. + 250 000 jobs have been created in industries related to Shell + Investment in local infrastructure and education. + In 2013 Shell paid \$20 Billion in overseas taxation. - Working Conditions are often poor and low wages - Weaker environmental laws in LIC/NEES which can be exploited, causing pollution, damaging agriculture and fishing. - Most profits go abroad to the TNC's Headquarters and management Jobs often go to foreign workers. | Environmental impact of TNCs The Bodo Oil Spill: In 2008 and 2009 two large oil spills devastated the livelihoods of farmers and fishermen living around the town of Bodo. 11m gallons of crude oil spilled over a 20 km ² area. In 2015 Shell agreed to pay £55 Million in compensation to individuals and to the community of Bodo. |
| Week 10 MOCK REVISION Tectonic plate margins | Plate margins Constructive: Plates move apart, creating new land in the gap. Cause volcanoes Destructive: Plates move towards each other. The oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes Conservative: Plates slide past each other, cause earthquakes | Plate tectonics: <ul style="list-style-type: none"> The earth's crust is made up of 7 major tectonic plates and several small ones. There are two types of plate - Oceanic (under oceans) and continental (under land or continents) Where the plates meet is called a plate margin/boundary Earthquakes occur at these margins. How do earthquakes form? <ul style="list-style-type: none"> On a conservative plate margin the two plates move in opposite directions. The margins of the plates are not smooth which causes friction so pressure builds up. A threshold is reached and the pressure is released as seismic waves. The seismic waves cause the earthquake. An example is the San Andreas fault in USA. Shallow earthquakes often cause more damage than deep earthquakes |  <p>The diagrams show three types of plate margins. The 'Destructive margin' shows one plate moving under another, with a volcano on the overriding plate. The 'Constructive margin' shows two plates moving apart, with a volcano in the gap. The 'Conservative margin' shows two plates sliding past each other horizontally.</p> |

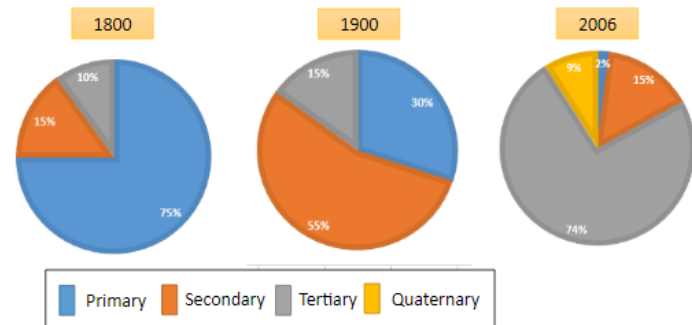
Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | |
|---|--|---|--|
| Week 11 MOCK REVISION Nepal and Chile earthquakes | NEPAL EARTHQUAKE (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 |
| | CHILE EARTHQUAKE (HIC) | | |
| | Date: February 2010 Magnitude: 8.8 Shallow focus (35km) Plate margin: Destructive - Nazca Plate subducting beneath the South American plate | Primary effects 500 killed, 120,000 injured, 800,000 people affected. Significant destruction of buildings and infrastructure. Power, water and communications cut. US\$30 billion damage. Secondary effects Communities cut off by landslides Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations | Immediate responses: Swift and effective response by emergency services Key roads repaired within 24 hours Most power and restored within 10 days US\$60 million national appeal built 30,000 emergency wooden shelters Long term responses: Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years |

Knowledge Organiser: Changing Economic World

| Session | Key terms | Specific knowledge | |
|--|--|--|---|
| Week 12 MOCK WEEK Hazard risk | Risk: the chance of a natural hazard happening and affecting people. | There are three major factors which can increase the risk to people: <ol style="list-style-type: none"> physical factors - the magnitude of the event and the type of event social factors - the number of people living in an area near to a hazard (proximity) economic factors - the vulnerability of people affected by an event - this is also linked to poverty | Why are LIC's more at risk? <u>Lack of services:</u> Typically, people in LIC's are more at risk from natural hazards due to the lack of health care, lack of emergency services. <u>Poor infrastructure:</u> Many people in LIC's live in poorly built houses and therefore are more vulnerable to hazards. <u>Population density:</u> Often LIC cities have a high population density (lots of people living in cramped conditions) <u>Warning systems:</u> LIC's often do not have access to news or telephone lines to receive warnings and therefore experience greater loss of life. <u>Education:</u> Some people in LIC's have poor access to education and therefore are not aware of how to act in the event of a hazard, leading them to be more vulnerable. |
| Week 13 MOCK WEEK Reducing risk and living with risk | Reducing the risks from tectonic hazards <ul style="list-style-type: none"> ● Monitoring: Using scientific equipment to detect warning signs. Seismometers measure earth movement. Volcanoes also give off gases which can be monitored. ● Prediction: Using historical evidence and monitoring, scientists can make prediction about when a tectonic hazard may occur, this can allow evacuation before event ● Protection: Designing buildings that will withstand tectonic hazards. ● Planning: Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills. | Earthquake proof buildings  <p>The diagram illustrates a building designed for seismic resistance. Key features labeled include: <ul style="list-style-type: none"> Rolling weights on roof: Located on top of the building to allow it to slide during an earthquake. Identification numbers for helicopters to identify which buildings are damaged and which are not: A system for post-earthquake assessment. Shutters that come down automatically: Designed to protect the building's facade during a quake. Reinforced lift shafts with tensioned cables: To ensure vertical movement is controlled and safe. Safe open areas for people to gather: Designated zones on the ground floor. Lattice work steel cage to stabilise building: A central core that provides structural integrity. Rubber shock absorbers between foundations and building above ground: To reduce the transfer of seismic energy. Lattice work steel foundations into the BEDROCK: Anchoring the building into a stable base. </p> | |

Knowledge Organiser: The changing UK economy

| Session | Key terms | Subject knowledge | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|------------|---------|-----------|----------|------------|------|-----|-----|-----|----|------|-----|-----|-----|----|------|----|-----|-----|----|
| Week 14 Changes in the UK economy | Primary industry: based on producing / extracting raw materials; eg farming. Secondary: Manufacturing industries; Car factories, Power stations. Tertiary: Service Based Industries; Armed Forces, Teaching, Chef Footballer. Quaternary: Research and Development; Research Scientist. | 3 causes of economic change in the UK; 1. De-industrialisation - The decline of traditional manufacturing industries such as manufacturing due to; <ul style="list-style-type: none">Machines and technology replacing people andOther countries produce cheaper goods e.g. China. 2. Globalisation - The spread of technology, culture and ideas around the world. <ul style="list-style-type: none">Many people now work for Global Brands in the IT sector.Importing goods has become cheaper. 3. Government Policies. 1945-79: Unprofitable state run businesses, e.g. British Rail propped up the Government. 1979-2010: State businesses sold off (privatisation). Improve efficiency and reduce costs. Unprofitable closed down. 2010+: Rebalancing the economy. Increase manufacturing - encourage new businesses, by improving transport. | Sectors of the Economy The UK has shifted from an agricultural primary economy In 1800s through a secondary manufacturing economy following the Industrial Revolution in the 1900s to a Present day post-industrial economy  <table><thead><tr><th>Year</th><th>Primary</th><th>Secondary</th><th>Tertiary</th><th>Quaternary</th></tr></thead><tbody><tr><td>1800</td><td>75%</td><td>15%</td><td>10%</td><td>0%</td></tr><tr><td>1900</td><td>30%</td><td>55%</td><td>15%</td><td>0%</td></tr><tr><td>2006</td><td>2%</td><td>15%</td><td>74%</td><td>9%</td></tr></tbody></table> | Year | Primary | Secondary | Tertiary | Quaternary | 1800 | 75% | 15% | 10% | 0% | 1900 | 30% | 55% | 15% | 0% | 2006 | 2% | 15% | 74% | 9% |
| Year | Primary | Secondary | Tertiary | Quaternary | | | | | | | | | | | | | | | | | | | |
| 1800 | 75% | 15% | 10% | 0% | | | | | | | | | | | | | | | | | | | |
| 1900 | 30% | 55% | 15% | 0% | | | | | | | | | | | | | | | | | | | |
| 2006 | 2% | 15% | 74% | 9% | | | | | | | | | | | | | | | | | | | |
| Week 15 Post-industrial economy | Post-industrial economy: Manufacturing is replaced by tertiary and quaternary. Science park: Scientific and technical businesses on a single site. Business park : land occupied by a cluster of businesses. | 3 reasons the UK has moved to a post industrial economy. 1. Development of Information Technology IT has grown massively over the last 20 years. (1.3M work in IT). Internet connections give people the option to work from home. 2. Services and Finance The quaternary sector has grown since the 1970's, 79% of UK GDP (finance accounting for 10% of GDP). 3. Research Science and business parks. Research employs over 60 000 highly qualified people and are estimated to contribute £3 Billion to the economy. | Example: Plymouth Science Park <ul style="list-style-type: none">Located close to Derriford Hospital and the University of Plymouth so they can share expertise and equipment.Shared labs and central reception to reduce cost to the small businesses.Cheap land on the outskirts so an open landscaped site could be created.Easy access to the A38 so workers and products can move easily in and out of the park. | | | | | | | | | | | | | | | | | | | | |

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: Measuring development

Revision guide page: 154

Links



Notes

What is the development gap?

Gross National Income (GNI)

Human Development Index (HDI)

Other measures of development

Summary

WEEK 1: Exam Question (Homework task 2)

Question 1: Which of the following is the best definition for 'development'? (1)

| | | |
|---|--|--|
| A | The number of transnational companies (TNC's) in the country | |
| B | How rich a country is. | |
| C | The progress a country has made economically and socially. | |
| D | The number of factories and office buildings the country has built | |

Question 2: Which is the more effective measure of development, HDI or GNI? Give reasons for your answer.
(6)

[illegible]

WEEK 1: Exam Question review and improvement (Classwork)

Question 1: Which of the following is the best definition for 'development'? (1)

| | | |
|---|--|--|
| A | The number of transnational companies (TNC's) in the country | |
| B | How rich a country is. | |
| C | The progress a country has made economically and socially. | |
| D | The number of factories and office buildings the country has built | |

Question 2: Which is the more effective measure of development, HDI or GNI? Give reasons for your answer.
(6)

[illegible]

WEEK 2: Cornell Notes (Homework task 1)

Topic: Demographic transition model (DTM)

Revision guide page 155

Links



Notes

What is the Demographic Transition Model

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Draw a diagram of the DTM

WEEK 2: Exam Question (Homework task 2)

Question 1: Which of the following is a reason for falling death rates in stage 2 of the DTM. (1)

| | | |
|---|--|--|
| A | An increase in conflict (war) between neighbouring countries | |
| B | More people work from home | |
| C | Famine causes malnutrition in the population | |
| D | Hygiene and healthcare improves thanks to economic development | |

Question 2: Compare the characteristics of countries at stages 1, 3 and 5 of the demographic transition model. (6)

[illegible]

WEEK 2: Exam Question review and improvement (Classwork)

Question 1: Which of the following is a reason for falling death rates in stage 2 of the DTM. (1)

| | | |
|---|--|--|
| A | An increase in conflict (war) between neighbouring countries | |
| B | More people work from home | |
| C | Famine causes malnutrition in the population | |
| D | Hygiene and healthcare improves thanks to economic development | |


Question 2: Compare the characteristics of countries at stages 1, 3 and 5 of the demographic transition model. (6)

[illegible]

WEEK 3: Cornell Notes (Homework task 1)

Topic: Causes on uneven development (physical, economic and historical)

Revision guide page 114

| | |
|--|--|
| Links  | Notes |
| | Physical causes of uneven development |
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| | Economic causes of uneven development |
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| | |
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| | Historical causes of uneven development |
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| | Other causes of uneven development |
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Summary

WEEK 3: Exam Question (Homework task 2)

Question 1: Complete the table below, putting each cause of uneven development in the correct box. (1)

- Poverty prevents improvements to infrastructure
- Many LIC's have a history of being exploited by colonial countries
- Landlocked countries are cut off from sea trade opportunities

| Physical causes of uneven development | Economic causes of uneven development | Historical causes of uneven development |
|---|--|--|
| 1. Harsh relief make it difficult to build infrastructure | 1. Trade is stacked in HIC's favour as they can dictate prices | 1. Following independence, power struggles have led to civil war holding back development. |
| 2. | 2. | 2. |

Question 2: Explain the link between trade and the development gap. (4)

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WEEK 3: Exam Question review and improvement (Classwork)

Question 1: Complete the table below, putting each cause of uneven development in the correct box. (1)

- Poverty prevents improvements to infrastructure
- Many LIC's have a history of being exploited by colonial countries
- Landlocked countries are cut off from sea trade opportunities

| Physical causes of uneven development | Economic causes of uneven development | Historical causes of uneven development |
|---|--|--|
| 2. Harsh relief make it difficult to build infrastructure | 3. Trade is stacked in HIC's favour as they can dictate prices | 2. Following independence, power struggles have led to civil war holding back development. |
| 4. | 3. | 3. |

Question 2: Explain the link between trade and the development gap. (4)

[illegible]

Week 4: Cornell Notes (Homework task 1)

Topic: Reducing the development gap (investment, industrial development and fair trade).

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164

Links



Notes

Investment

Industrial development

Fair trade

Summary

WEEK 4: Exam Question (Homework task 2)

Question 1: What is fair trade? (1)

Question 2: How can industrial development and investment reduce the development gap? (6)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 4: Exam Question review and improvement (Classwork)

Question 1: What is fair trade? (1)

Question 2: How can industrial development and investment reduce the development gap? (6)

[illegible]

WEEK 5: Cornell Notes (Homework task 1)

Topic: Reducing the development gap (aid, intermediate technology, microfinance and debt relief).

Revision guide page
166

Links



Aid

Intermediate technology

Microfinance

Debt relief

Summary

WEEK 5: Exam Question (Homework task 2)

Question 1: What key geographical concept is this phrase describing? 'Industrial development can generate a _____, bringing employment, with higher incomes and subsequently more tax revenue for the government, which provides opportunities to invest in housing, education, and infrastructure. (1)

| | | |
|---|-------------------|--|
| A | Greenhouse effect | |
| B | Multiplier effect | |
| C | Coriolis effect | |
| D | Sustainability | |

Question 2: How can fair trade and debt relief reduce the development gap? (6)

[illegible]

WEEK 5: Exam Question review and improvement (Classwork)

Question 1: What key geographical concept is this phrase describing? 'Industrial development can generate a _____, bringing employment, with higher incomes and subsequently more tax revenue for the government, which provides opportunities to invest in housing, education, and infrastructure. (1)

| | | |
|---|-------------------|--|
| A | Greenhouse effect | |
| B | Multiplier effect | |
| C | Coriolis effect | |
| D | Sustainability | |

Question 2: How can fair trade and debt relief reduce the development gap? (6)

[illegible]

WEEK 6: Cornell Notes (Homework task 1)

| | |
|---|-------------------------|
| Topic: Reducing the development gap (tourism). | Revision guide page 165 |
|---|-------------------------|

[illegible]

Summary

WEEK 6: Exam Question (Homework task 2)

Question 1: Which statement best describes a benefit of transnational corporation (TNC) investment into LICs and NEEs? (1)

| | | |
|---|--|--|
| A | TNCs have been known to create poor working conditions. | |
| B | TNCs provide work, training, and infrastructure. | |
| C | TNC profits are often returned to their country of origin. | |
| D | TNCs may bring in managers from other countries. | |

Question 1: Explain how Jamaica's government is using tourism to reduce the development gap. (6)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 6: Exam Question review and improvement (Classwork)

Question 1: Which statement best describes a benefit of transnational corporation (TNC) investment into LICs and NEEs? (1)

| | | |
|---|--|--|
| A | TNCs have been known to create poor working conditions. | |
| B | TNCs provide work, training, and infrastructure. | |
| C | TNC profits are often returned to their country of origin. | |
| D | TNCs may bring in managers from other countries. | |

Question 1: Explain how Jamaica's government is using tourism to reduce the development gap. (6)

[illegible]

WEEK 7: Cornell Notes (Homework task 1)

Topic: Nigeria's location and importance

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Links



Notes

What is the location of Nigeria?

Shade in Nigeria on this map and describe it's location



What is the global importance of Nigeria?

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What is the regional importance of Nigeria?

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WEEK 7: Exam Question (Homework task 2)

Question 1: State the location of Nigeria. (1)

Question 2: Assess the importance of Nigeria in Africa (regionally) and to the rest of the world (globally). (6)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 7: Exam Question review and improvement (Classwork)

Question 1: State the location of Nigeria. (1)

Question 2: Assess the importance of Nigeria in Africa (regionally) and to the rest of the world (globally). (6)

[illegible]

WEEK 8: Cornell Notes (Homework task 1)

Topic: Nigeria's changing political links

Revision guide page 175

| Links | Notes |
|-------|--|
| | How are Nigeria's political relationships changing? |
| | |
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| | How are Nigeria's trading relationships changing? |
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| | What relationship did Nigeria have with Britain? |
| | |
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| | |
| | What influence does China have on Nigeria's economy? |
| | |
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Summary

WEEK 8: Exam Question (Homework task 2)

Question 1: State **one** way the political relationship between Nigeria and the wider world has changed. (1)

Question 2: Explain how Nigeria's trading relationships are changing (6)

WEEK 8: Exam Question review and improvement (Classwork)


Question 1: State **one** way the political relationship between Nigeria and the wider world has changed. (1)

Question 2: Explain how Nigeria's trading relationships are changing (6)

WEEK 9: Cornell Notes (Homework task 1)

Topic: The role of TNC's in Nigeria

Revision guide page 171

| Links | Notes |
|--|--|
| | |
|  | TNC's in Nigeria |
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| | Advantages of TNC's in Nigeria |
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| | Disadvantages of TNC's in Nigeria |
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| | Shell in the Niger Delta |
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Summary

WEEK 9: Exam Question (Homework task 2)

Question 1: What is a TNC? (1)

Question 2: Outline the advantages of a TNC operating in an LIC/NEE you have studied. (4)

WEEK 9: Exam Question review and improvement (Classwork)

Question 1: What is a TNC? (1)

Question 2: Outline the advantages of a TNC operating in an LIC/NEE you have studied. (4)

WEEK 10: Cornell Notes (Homework task 1)

Topic: Tectonic plate margins

Revision guide page
61-62

Links



Questions

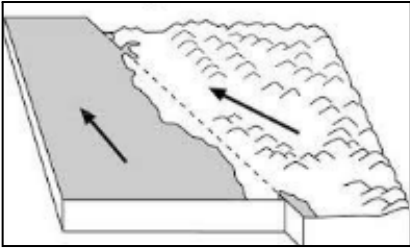
Notes

Summary

WEEK 10: Exam Question (Homework task 2)

Question 1: Name the type of plate margin in Figure 1. (1)

Figure 1



Question 2: Explain how earthquakes form at the type of margin in Figure 1. (4)



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Question 1: Name the type of plate margin in Figure 1. (1)

[illegible]

WEEK 11: Cornell Notes (Homework task 1)

Topic: Nepal and Chile earthquakes

| Links | Notes |
|---|-----------------------------------|
| | Nepal Earthquake facts |
| Nepal  | |
| | |
| Chile  | Primary and secondary effects |
| | |
| | |
| | |
| | Immediate and long-term responses |
| | |
| | |
| | |
| | |
| | Chile Earthquake facts |
| | |
| | |
| | |
| | Primary and secondary effects |
| | |
| | |
| | |
| | Immediate and long-term responses |
| | |
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| | |

Summary

WEEK 11: Exam Question (Homework task 2)

Question 1: State one primary effect of a tectonic hazard. (1)

Question 2: For a tectonic hazard you have studied, assess how effective the responses were. (6)

WEEK 11: Exam Question review and improvement (Classwork)

Question 1: State one primary effect of a tectonic hazard. (1)

Question 2: For a tectonic hazard you have studied, assess how effective the responses were. (6)

WEEK 12: Assessment Week Revision (Homework task 1)

| | |
|--------------------|------------------------|
| Topic: Hazard risk | Revision guide page 10 |
|--------------------|------------------------|

| Links | Notes |
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Summary

WEEK 12: Assessment Week Revision (Homework task 2)

Question 1: Which of the following is **NOT** a factor that can increase hazard risk. (1)

| | | |
|---|------------------------------|--|
| A | High population density | |
| B | Early warning systems | |
| C | Poor infrastructure | |
| D | Lack of education and drills | |

Question 2: Explain why LIC's are more at risk from natural hazards than HICs. (6)

[illegible]

Question 1: Which of the following is **NOT** a factor that can increase hazard risk. (1)

Question 2: Explain why LIC's are more at risk from natural hazards than HICs. (6)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 13: Assessment Week Revision (Homework task 1)

| | |
|---|------------------------|
| Topic Reducing the risks from tectonic hazards | Revision guide page 10 |
|---|------------------------|

[illegible]

WEEK 13: Assessment Week Revision (Homework task 2)

Question 1: Which of the following is **NOT** a strategy to reduce hazard risk? (1)

| | | |
|---|--|--|
| A | Using satellites to monitor changes to volcanoes and predict potential eruptions | |
| B | Plan and practice evacuations | |
| C | Build earthquake proof structures | |
| D | Build are with lots of people living closely packed together | |

Question 2: Explain how monitoring and planning strategies can reduce hazard risk. (4)

[illegible]

Question 1: Which of the following is **NOT** a strategy to reduce hazard risk? (1)



Question 2: Explain how monitoring and planning strategies can reduce hazard risk. (4)

[illegible]

WEEK 14: Cornell Notes (Homework task 1)

Topic: Changes in the UK economy

Revision guide page 180

| Links | Notes |
|---|---|
| | How has the industrial structure of the UK changed? |
| Economic change in the UK | |
| | |
|  | |
| | |
| Deindustrialisation in the UK | |
| | |
|  | |
| | |
| | What impact does globalisation have on the UK economy? |
| | |
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| | How have government policies addressed economic change in the UK? |
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Summary

WEEK 14: Exam Question (Homework task 2)

Question 1: Which of the following best defines globalisation? (1)

| | | |
|---|---|--|
| A | The spread of businesses around the world | |
| B | The spread of business, technology, culture and ideas around the world. | |
| C | McDonalds opening up a new restaurant in a new country | |
| D | Transporting goods all around the world | |

Question 2: Discuss the causes of deindustrialisation in the UK. (6)

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Question 1: Which of the following best defines globalisation? (1)

| | | |
|---|---|--|
| A | The spread of businesses around the world | |
| B | The spread of business, technology, culture and ideas around the world. | |
| C | McDonalds opening up a new restaurant in a new country | |
| D | Transporting goods all around the world | |

Question 2: Discuss the causes of deindustrialisation in the UK. (6)

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WEEK 15: Cornell Notes (Homework task 1)

Topic: Post industrial economy

Revision guide page 180

Link



Notes

Which types of industry are growing in the UK?

The development of information technology

The development of service and research industries

Science and business parks in the UK

Summary

WEEK 15: Exam Question (Homework task 2)

Question 1: Which of the following best defines the secondary industry? (1)

| | | |
|---|--|--|
| A | Research and Development; Research Scientist. | |
| B | Service Based Industries; Armed Forces, Teaching, Chef Footballer. | |
| C | Based on producing / extracting raw materials; eg farming. | |
| D | Manufacturing industries; Car factories, Power stations. | |

Question 2: Suggest why the UK might be described as a post industrial economy. (6)

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Question 1: Which of the following best defines the secondary industry? (1)

Question 2: Suggest why the UK might be described as a post industrial economy. (6)

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Develop your character



Aspire Achieve Thrive