



Aspire Achieve Thrive

**Spring Term**  
**(Half Term 3 and 4)**  
**Geography**  
**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

### Year 11 Homework Timetable

<b>Monday</b>	Ebacc Option D Task 1	Option C Task 1	Option A Task 1	
<b>Tuesday</b>	English Task 1	Tassomai Daily Goal 1	Option B Task 1	
<b>Wednesday</b>	Sparx	Science Task 1	Option C Task 2	
<b>Thursday</b>	Ebacc Option D Task 2	Tassomai Daily Goal 2	Option B Task 2	
<b>Friday</b>	Sparx	Science Task 2	English Task 2	Option A Task 2

Block A	Block B	Block C	Block D
Art Dance Drama Media Studies Music Photography	Business Studies Child Development Catering Computer Science Drama Health & Social Care IT Media Studies Sociology Sport	Art Business Studies Geography Health & Social Care History Catering Photography Sport Travel & Tourism	French Geography History

**Tassomai - 2 Daily Goals per week**  
**Sparx - 4 tasks of Sparx per week**

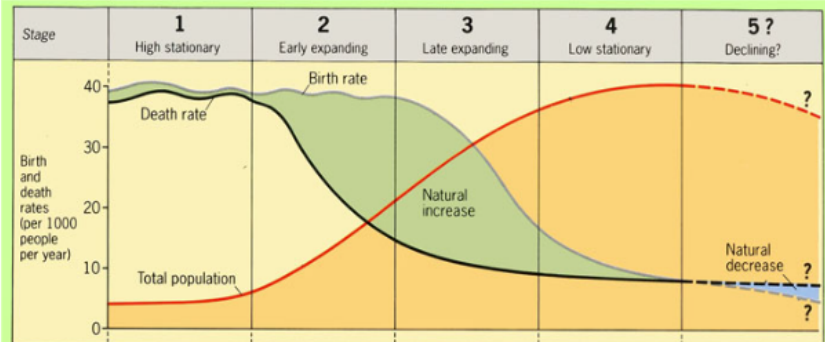
### Geography Half Term 3 - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 15 2nd January	<b>Cornell Notes on:</b> Measuring development	<b>Question:</b> Which is the more effective measure of development, HDI or GNI? Give reasons for your answer. (6)
Week 16 9th January	<b>Cornell Notes on:</b> Demographic transition model (DTM)	<b>Question:</b> Compare the characteristics of countries at stages 1, 3 and 5 of the demographic transition model. (6)
Week 17 16th January	<b>Cornell Notes on:</b> Causes on uneven development (physical, economic and historical)	<b>Question:</b> Explain the link between trade and the development gap. (4)
Week 18 23rd January	<b>Cornell Notes on:</b> Uneven development, health, wealth and migration.	<b>Question:</b> Describe the global inequalities in health and wealth. (4)
Week 19 30th January	<b>Cornell Notes on:</b> Reducing the development gap (investment, industrial development, aid and intermediate technology.	<b>Question:</b> How can industrial development and investment reduce the development gap? (6)
Week 20 6th February	<b>Cornell Notes on:</b> Reducing the development gap (fair trade and debt relief).	<b>Question:</b> How can fair trade and debt relief reduce the development gap? (6)

**Geography Half Term 4 - Year 11**

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 21 20th February	<b>Cornell Notes on:</b> Reducing the development gap (tourism).	<b>Question:</b> Explain why Jamaica's government is using tourism to reduce the development gap. (6)
Week 22 27th February	<b>Cornell Notes on:</b> Exploring Nigeria	<b>Question:</b> Outline why Nigeria has growing global importance. (6)
Week 23 6th March	<b>REVISION</b> Mock Exam Paper 1 and Paper 2	<b>REVISION</b> Mock Exam Paper 1 and Paper 2
Week 24 13th March	<b>REVISION</b> Mock Exam Paper 1 and Paper 2	<b>REVISION</b> Mock Exam Paper 1 and Paper 2
Week 25 20th March	<b>Cornell Notes on:</b> The impact of transnational corporations (TNC's) in Nigeria.	<b>Question:</b> Assess the costs and benefits of TNC's in Nigeria. (9)
Week 26 27th March	<b>Cornell Notes on:</b> Managing environmental issues.	<b>Question:</b> Explain how economic growth can have harmful impacts on the environment. (6)

## Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge	Geographical Concepts																																																
Week 15	<p><b>Quality of life</b> looks at economic and social measures of a person's well-being.</p> <p><b>Social indicator:</b> assess how well a country is developing in key areas such as health, education and diet</p> <p><b>Economic indicator:</b> relating to money</p>	<p><b>Development indicators</b></p> <p><b>GNI:</b> Gross National Income is an economic measure of development</p> <p><b>HDI:</b> Human Development Index is social and economic measure that includes GNI, life expectancy and literacy rates.</p> <p><b>Infant mortality:</b> A social indicator measuring number of babies that die under the age of one year (per 1000 births).</p> <p><b>Literacy Rate:</b> Measures the number of people in a country who have basic reading and writing skills (social).</p> <p><b>Birth Rate:</b> Measures number of babies born per 1000 per year (social).</p> <p><b>Death rate:</b> Measures the number of deaths per 1000 per year (social).</p> <p><b>Life Expectancy:</b> The age you can expect to live until (social).</p> <p><b>Access to safe water:</b> Identifies the percentage of people who have access to safe/clean/potable water (social).</p> <p><b>People per doctor:</b> Measures the number of doctors per 1000 people.</p>	<p><b>Measuring Development:</b> Development measures how economically, socially, culturally or technologically advanced a country is.</p> <p><b>Limitations of Development Indicators:</b> 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><b>Causes and consequences of uneven development:</b> 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>																																																
Week 16		<p><b>Measuring Population:</b> The demographic transition model shows how a country's population changes as it becomes more developed from subsistence farming cultures to HICs.</p>  <table border="1" data-bbox="539 1189 1361 1444"> <thead> <tr> <th>Stage</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5 ?</th> </tr> </thead> <tbody> <tr> <td>High stationary</td> <td>High stationary</td> <td>Early expanding</td> <td>Late expanding</td> <td>Low stationary</td> <td>Declining?</td> </tr> <tr> <td>Examples</td> <td>A few remote groups</td> <td>Egypt, Kenya, India</td> <td>Brazil</td> <td>USA, Japan France, UK</td> <td>Germany</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>Improved medical care and diet. Fewer children needed.</td> <td>Family planning. Good health. Improving status of women. Later marriages.</td> <td></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>Good health care. Reliable food supply.</td> <td></td> <td></td> </tr> </tbody> </table>	Stage	1	2	3	4	5 ?	High stationary	High stationary	Early expanding	Late expanding	Low stationary	Declining?	Examples	A few remote groups	Egypt, Kenya, India	Brazil	USA, Japan France, UK	Germany	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><b>The Demographic Transition Model and development</b></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>
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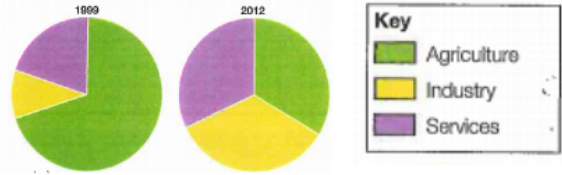
## Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge
Week 17	<p><b>Uneven Development:</b> development takes place at different rates in different regions</p> <p><b>Primary products:</b> goods from primary services e.g. farming, fishing, forestry.</p> <p><b>Colonialism:</b> control by one power over a dependent area or people e.g. when the UK controlled Nigeria.</p>	<p><b>Causes of uneven development</b></p> <p><b>Physical Environment:</b> Areas without fertile land, natural resources, water and energy suffer. Natural hazards make little progress with development e.g. Haiti.</p> <p><b>Health:</b> Diseases can make people too weak to work or go to school. LICs are unable to invest in good quality health care</p> <p><b>Economic: Trade:</b> Trade blocs e.g. The EU favour its members. Primary products (coffee) sold by LICs are sold for cheap prices that can fluctuate. HICs make more expensive products so earn more.</p> <p>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.</p>
Week 18	<p><b>Uneven Development:</b> development takes place at different rates in different regions</p>	<p><b>Consequence of uneven development</b></p> <p><b>Poverty:</b> People have to live without access to safe water, education, inadequate food supplies and unsafe shelters.</p> <p><b>Migration:</b> The movement of people from place to place. International immigration is across country borders. Migration can be forced or voluntary</p> <p><b>Immigrant</b> - a person moving into a country</p> <p><b>Emigrant</b> - a person moving out of a country.</p> <p><b>Refugees</b> - a person forced to leave as a result of natural disasters or civil war</p> <p><b>Economic Migrant</b> - someone who moves for work</p> <p><b>Health:</b> Lower levels of development affects causes of deaths</p> <ul style="list-style-type: none"> <li>• LIC have poor access to medication and a low number of doctors per 1000.</li> <li>• Death rates from diseases that are curable in HICs are high.</li> </ul>
Week 19	<p><b>Multiplier effect:</b> 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 <b>multiplier effect</b> which in its simplest form is how many times money spent circulates through a country's economy.</p>	<ol style="list-style-type: none"> <li>1. <b>Industrial Development</b> 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.</li> <li>2. <b>Intermediate Technology</b> 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</li> <li>3. <b>Microfinance</b> (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</li> </ol>

## Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge	
Week 20	<p><b>Infrastructure</b> refers to structures, systems and facilities serving the economy of a business, industry, country, city, town, or area;</p>	<p><b>Solutions to uneven development:</b></p> <ol style="list-style-type: none"> <li><b>Debt</b> (amount of money which is owed or due) <b>Cancellation</b> 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.</li> <li><b>AID</b> (given from country to country or by NGOs) Aid can take the form of money, emergency supplies, food and technology.</li> <li><b>Fairtrade</b> 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.</li> </ol>	<p><b><u>International aid: types and impacts on the receiving country</u></b></p> <p>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.</p> <p>A disadvantage is countries can become dependant on aid.</p> <p>+ In 2014 the world bank approved \$500m loan for development projects.</p> <p>- Corruption and by receiving aid, countries become dependent.</p> <p>In 2008, the UK gave £50m to the National Malaria Programme which aims to distribute two insecticidal nets to every household.</p>
Week 21	<p><b>Agriculture:</b> farming</p> <p><b>Rastafarian</b> : a religious movement.</p> <p>Rastafarians have distinctive codes of behaviour and dress, including dreadlocks</p> <p><b>Tourist:</b> a person who is travelling or visiting a place.</p>	<p><b>Reducing the development gap Tourism in Jamaica (NEE)</b></p> <p>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.</p> <p>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.</p>	<p><b><u>Positive impacts of tourism:</u></b></p> <p><b>Economic:</b> Contributes 24% of Jamaica's wealth / Income is \$2 Billion each year / Provides 200 000 jobs both Directly in Hotels and Indirectly local shops.</p> <p><b>Infrastructure:</b> Investment in roads and ports</p> <p><b>Quality of Life:</b> In the northern tourist resort of Montego Bay many Jamaicans have a high standard of living.</p> <p><b><u>Negative impacts of tourism</u></b></p> <p><b>Economic:</b> Many of the top managerial jobs go to foreign workers from the TNCs who own the hotels.</p> <p><b>Infrastructure:</b> Some non-tourist areas remain isolated.</p> <p><b>Quality of life:</b> There are a large number of locals who live in poor housing, with poor access to health and education.</p>
Week 22	<p><b>Regional:</b> an area of land that has common features - can be defined by natural or human features.</p> <p><b>Global scale:</b> broad patterns encompassing the entire world.</p>	<p><b><u>Location of Nigeria</u></b></p> <p><b>Nigeria is a NEE (Newly Emerging Economy) in West Africa</b>, just north of the Equator. The capital city is Abuja, Lagos is most populous.</p> <p><b><u>Political, social, cultural and environmental context</u></b></p> <p><b>Political context:</b> Nigeria was ruled by the UK as a colony during the colonial period, independence in 1960.</p> <p><b>Social context:</b> Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts .</p> <p><b>Cultural context:</b> The country has a rich film industry (Nollywood) and a successful national football side.</p> <p><b>Environmental context:</b> Warm wet climate in the south. Mainly rainforest, becomes semi-desert to the north.</p>	<p><b><u>Regional and Global importance of Nigeria</u></b></p> <p><b>Regionally:</b> Nigeria is the most populous and economically powerful country in Africa, with Africa's highest GDP.</p> <p><b>Globally</b></p> <ul style="list-style-type: none"> <li>Nigeria supplies 2.7% of the world's oil.</li> <li>Nigeria is the 21st largest economy in the world (2014)</li> <li>Nigeria is the 5th largest contributor to UN peacekeeping</li> </ul>

## Knowledge Organiser: Changing Economic World

Session	Key terms	Subject knowledge	
Week 23 and 24	<b>REVISION</b> Mock Exam Week You will sit both Paper 1 and Paper 2	<p><b>Paper 1 topics</b></p> <p>Natural hazards (including tectonic hazards and weather hazards) Ecosystems and tropical rainforests Cold environments Rivers and Coasts</p>	<p><b>Paper 2 topics</b></p> <p>The urban world (Rio and Bristol) The Changing economic world (Development gap, Nigeria and The changing UK economy) Resource Management (Water)</p>
Week 25	<p><b>TNC:</b> Transnational Corporations Companies that operate in several countries around the world.</p> <p><b>Niger Delta:</b> a vast low-lying region through which the waters of the Niger River drain into the Gulf of Guinea.</p>	<p><b>The role of TNCs - Example: SHELL OIL</b></p> <p>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.</p> <p><b>Advantages and disadvantages of SHELL</b></p> <ul style="list-style-type: none"> <li>+ Shell employs 65 000 Nigerian workers and earns 95% of exports from oil.</li> <li>+ 250 000 jobs have been created in industries related to Shell</li> <li>+ Investment in local infrastructure and education.</li> <li>+ In 2013 Shell paid \$20 Billion in overseas taxation.</li> <li>- Working Conditions are often poor and low wages</li> <li>- Weaker environmental laws in LIC/NEES which can be exploited, causing pollution, damaging agriculture and fishing.</li> <li>- Most profits go abroad to the TNC's Headquarters and management Jobs often go to foreign workers.</li> </ul>	<p><b>Environmental impact of TNCs</b></p> <p><b>The Bodo Oil Spill:</b> 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 spilt over a 20 km<sup>2</sup> area. In 2015 Shell agreed to pay £55 Million in compensation to individuals and to the community of Bodo.</p>
Week 26	<p><b>Multicultural:</b> relating to or containing several cultural or ethnic groups within a society</p> <p><b>HDI:</b> Human Development Index</p>	<p><b>Changing industrial structure</b></p>  <p><b>Nigeria's economy is developing because of</b></p> <ol style="list-style-type: none"> <li>1) Advances in technology</li> <li>2) Greater concern for the environment.</li> <li>3) Information technology is beginning to drive the economy rather than oil.</li> </ol>	<p><b>Changing political links with the rest of the world</b></p> <p><b>Trade with the USA:</b> The USA which was the main importer of Nigeria oil but due to unrest, has now turned towards markets Canadian oil. Nigeria's main partner for manufactured goods is now <b>China</b>. In 2014 China won a \$12b contract to develop a railway 1,400 km along the coast of Nigeria. In 2014 a Chinese company invested \$10b in oil exploration in the Niger Delta.</p> <p><b>Effects of development on the population</b></p> <p>HDI has increased steadily since 2005 / Life expectancy has increased from 46 to 53 years / Schooling years have increased from 7 to 9.</p>



## 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 15: Cornell Notes (Homework task 1)

Date / /	Topic: Measuring development	Revision guide pages 110-111
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<b>Bitesize links</b>  	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 15: Exam Question (Homework task 2)

Date.....

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

Answer: \_\_\_\_\_

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## WEEK 15: Exam Question review and improvement (Classwork)

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

Answer: \_\_\_\_\_

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# WEEK 16: Cornell Notes (Homework task 1)

Date     /     /	<b>Topic:</b> Demographic transition model (DTM)	Revision guide page 112
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 17: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> Causes on uneven development (physical, economic and historical)	Revision guide page 114
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 18: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> Uneven development, health, wealth and migration.	Revision guide page 115-116
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 19: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> Reducing the development gap (investment, industrial development, aid and intermediate technology.	Revision guide page 117-118
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 20: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> Reducing the development gap (fair trade and debt relief).	Revision guide page 119-120
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 21: Cornell Notes (Homework task 1)

Date     /     /	<b>Topic:</b> Reducing the development gap (tourism).	Revision guide page 121
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<b>Bitesize links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



## WEEK 22: Cornell Notes (Homework task 1)

Date     /     /	Topic: Exploring Nigeria	Revision guide page 122-123
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Bitesize links	Notes
Questions	

**Summary**













## WEEK 25: Cornell Notes (Homework task 1)

Date     /     /	<b>Topic:</b> The impact of transnational corporations (TNC's) in Nigeria.	Revision guide page 126
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Bitesize link	Notes
<b>Questions</b>	

**Summary**







# WEEK 26: Cornell Notes (Homework task 1)

Date    /    /	Topic: Managing environmental issues.	Revision guide page 128
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Bitesize link	Notes
<b>Questions</b>	

**Summary**





Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire Achieve Thrive