



**Autumn Term
Term 1**

Geography

Year 11

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 11 Homework Timetable

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

Option B
Geography
Psychology
Health and Social Care

Option C
Childcare
Drama
Psychology
Sport

Half Term 1 (8 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 2nd September 2024	Cornell Notes on: Measuring development	Question: Which is the more effective measure of development, HDI or GNI? Give reasons for your answer. (6)
Week 2 9th September 2024	Cornell Notes on: Demographic transition model (DTM)	Question: Compare the characteristics of countries at stages 1, 3 and 5 of the demographic transition model. (6)
Week 3 16th September 2024	Cornell Notes on: Causes of uneven development (physical, economic and historical)	Question: Explain the link between trade and the development gap. (4)
Week 4 23rd September 2024	Cornell Notes on: Reducing the development gap (investment, industrial development, aid and intermediate technology.	Question: How can industrial development and investment reduce the development gap? (6)
Week 5 30th September 2024	Cornell Notes on: Reducing the development gap (fair trade and debt relief).	Question: How can fair trade and debt relief reduce the development gap? (6)
Week 6 7th October 2024	Cornell Notes on: Reducing the development gap (tourism).	Question: Explain why Jamaica's government is using tourism to reduce the development gap. (6)
Week 7 14th October 2024	Cornell Notes on: Exploring Nigeria	Question: Outline why Nigeria has growing global importance. (6)
Week 8 21st October 2024	Cornell Notes on: The global distribution of resources.	Question: Describe the global inequality in the supply and consumption of either food <i>or</i> water <i>or</i> energy. (6)

Half Term 2 (7 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Cornell Notes on: The provision of food and water in the UK.	Question: Evaluate the issue of large-scale water transfers in the UK. (6)
Week 10 11th November 2024	REVISION - Paper 1 and Paper 2 Cornell Notes on: Coastal erosion and landforms	Question: What factors affect the processes operating along a stretch of coastline. (6)
Week 11 18th November 2024	REVISION - Paper 1 and Paper 2 Cornell Notes on: Fluvial processes	Question: To what extent is the size and shape of a river valley the result of the work of the river under flood conditions. (6)
Week 12 25th November 2024	MOCK EXAMS Cornell Notes on: Hard and soft engineering at the coastline.	MOCK EXAMS Cornell Notes on: Coastal landforms at Swanage
Week 13 2nd December 2024	MOCK EXAMS Cornell Notes on: Weather hazards	MOCK EXAMS Cornell Notes on: Tectonic hazards
Week 14 9th December 2024	Cornell Notes on: The provision of energy in the UK.	Question: Explain why the UK's energy mix will include both renewable and non-renewable sources in the future. (6)
Week 15 16th December 2024	Cornell Notes on: The global food supply and factors affecting food supply.	Question: Explain why there is increasing global food insecurity? (6)

Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge	Geographical Concepts																																										
<p>Week 1 Measuring development</p>	<p>Quality of life looks at economic and social measures of a person's well-being. Social indicator: assess how well a country is developing in key areas such as health, education and diet Economic indicator: relating to money</p>	<p>Development indicators GNI: Gross National Income is an economic measure of development HDI: Human Development Index is social and economic measure that includes GNI, life expectancy and literacy rates. Infant mortality: A social indicator measuring number of babies that die under the age of one year (per 1000 births). Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social). Birth Rate: Measures number of babies born per 1000 per year (social). Death rate: Measures the number of deaths per 1000 per year (social). Life Expectancy: The age you can expect to live until (social). Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social). 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>																																										
<p>Week 2 Demographic transition model (DTM)</p>	<p>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"> <thead> <tr> <th>Stage</th> <th>1 High stationary</th> <th>2 Early expanding</th> <th>3 Late expanding</th> <th>4 Low stationary</th> <th>5 ? Declining?</th> </tr> </thead> <tbody> <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 High stationary	2 Early expanding	3 Late expanding	4 Low stationary	5 ? 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>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>
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Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge
<p>Week 3 Causes of uneven development</p>	<p>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.</p>	<p><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.</p> <p><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 migration 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 • LIC have poor access to medication and a low number of doctors per 1000. • Death rates from diseases that are curable in HICs are high.</p>
<p>Week 4 Reducing the development gap (investment, industrial development, aid and intermediate technology</p>	<p>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.</p>	<p>1. 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.</p> <p>2. 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</p> <p>3. 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</p>

Knowledge Organiser: Changing Economic World

Session	Key terms	Specific knowledge	
<p>Week 5 Reducing the development gap (fair trade and debt relief)</p>	<p>Infrastructure refers to structures, systems and facilities serving the economy of a business, industry, country, city, town, or area;</p>	<p>Solutions to uneven development:</p> <ol style="list-style-type: none"> 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. AID (given from country to country or by NGOs) Aid can take the form of money, emergency supplies, food and technology. 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. 	<p><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.</p>
<p>Week 6 Reducing the development gap (tourism)</p>	<p>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.</p>	<p>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.</p>	<p><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.</p>

Knowledge Organiser: Changing Economic World

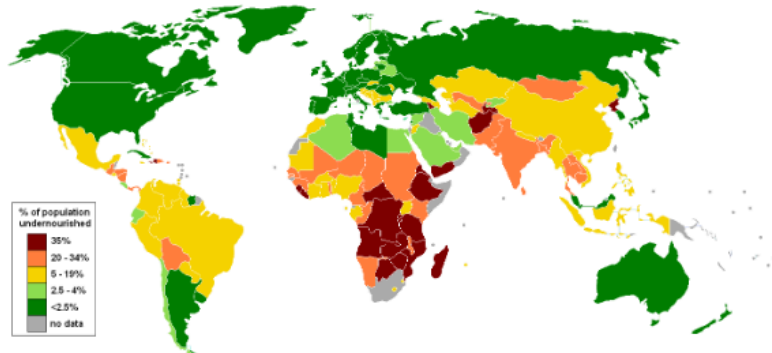
Session	Key terms	Specific knowledge	
<p>Week 7 Exploring Nigeria</p>	<p>Regional: an area of land that has common features - can be defined by natural or human features.</p> <p>Global scale: broad patterns encompassing the entire world.</p>	<p><u>Location of Nigeria</u> Nigeria is a NEE (Newly Emerging Economy) in West Africa, just north of the Equator. The capital city is Abuja, Lagos is most populous.</p> <p><u>Political, social, cultural and environmental context</u> 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.</p>	<p><u>Regional and Global importance of Nigeria</u> Regionally: Nigeria is the most populous and economically powerful country in Africa, with Africa's highest GDP.</p> <p>Globally</p> <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
<p>Week 8 The global distribution of resources.</p>	<p>Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.</p>	<p>Resources such as food, energy and water are what is needed for basic human development.</p> <p>FOOD: Without enough nutritious food, people can become malnourished. This can make them ill. This can prevent people working.</p> <p>WATER: People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.</p> <p>ENERGY: A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.</p>	<ul style="list-style-type: none"> • As LICs and NEEs develop further, they require more energy for industry. • LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources.

Knowledge Organiser: The challenges of resource management

Session	Key terms	Subject knowledge	
<p>Week 9 The provision of food and water in the UK.</p>	<p>Demand: the quantity of a good or service the consumer is willing and able to purchase at various price levels.</p> <p>Agribusiness: Is when farming is treated like a large industrial business.</p> <p>Sustainability: Actions that meet the needs of the present day without reducing the ability of future generations to meet their needs.</p>	<p>Food in the UK Growing Demand: UK imports about 40% of its food. This increases people's carbon footprint. There is growing demand for greater choice of exotic foods. Many food types are unsuitable to be grown in the UK. Impact of Demand: Importing food adds to our carbon footprint. However, it supports workers with an income and families in LICs. Agribusiness: + Intensive farming maximises the amount of food produced. - Only employs a small number of workers. Sustainable Foods: Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> • Reduces emissions by only eating food from the UK. • Buying locally sourced food supports local shops and farms. 	<p>Water in the UK Growing Demand: The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020. This is due to; A growing UK population / water intensive appliances / Industrial and leisure use. Impact of demand: The north and west have a water surplus (more water than is required). The south and east have a water deficit (more water needed than is actually available). Water Transfer: involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London). Opposition includes:</p> <ul style="list-style-type: none"> • Effects on land and wildlife. • The amount of energy required to move water over long distances. <p>Pollution and Quality: Cause and effects include:</p> <ul style="list-style-type: none"> • Chemical run-off from farmland can destroy habitats and kills animals. • Oil from boats and ships poisons wildlife. <p>Management UK has strict laws that limit the amount of discharge from factories and farms.</p>
<p>Week 10-13</p>	<p>REVISION Mock Exam Week You will sit both Paper 1 and Paper 2</p>	<p>Paper 1 topics Natural hazards (including tectonic hazards and weather hazards) Ecosystems and tropical rainforests Cold environments Rivers and Coasts</p>	<p>Paper 2 topics The urban world (Rio and Bristol) The Changing economic world (Development gap, Nigeria and The changing UK economy) Resource Management (Water)</p>

Knowledge Organiser: The challenges of resource management

Session	Key terms	Subject knowledge	
<p>Week 14 The provision of energy in the UK.</p>	<p>Energy mix: Range of energy sources of a region or country, both renewable and non-renewable.</p> <p>Energy security: Uninterrupted availability of energy sources at an affordable price.</p>	<p>Energy in the UK</p> <p>Growing Demand: The UK consumes less energy than compared to the 1970s despite a smaller population, due to the decline of industry.</p> <p>Energy Mix: The majority of UK's energy mix comes from fossil fuels. By 2020, the UK aims for 15% of its energy to come from renewable sources. These renewable sources do not contribute to climate change.</p> <ul style="list-style-type: none"> • 75% of the UK's oil and gas has been used up. • Coal consumption has declined. <p>Significance of Renewables</p> <ul style="list-style-type: none"> + The UK government is investing more into low carbon alternatives. + UK government aims to meet targets for reducing emissions. + Renewable sources include wind, solar and tidal energy. - Although infinite, renewables are still expensive to install and have visual impacts on the landscape. - Shale gas deposits may be exploited in the near future 	
<p>Week 15 The global food supply and factors affecting food supply.</p>	<p>Food security - having access to enough affordable, nutritious food to maintain a healthy life.</p>	<p style="text-align: center;">The global food supply</p> <p>Global patterns of food consumption Canada, USA and Europe consume the most calories. Global food consumption is increasing due to growing populations, increasing levels of development and improved transport and storage.</p> <p>Global patterns of food supply.</p>	<p>What factors affect food supply?</p> <p>Human causes</p> <ul style="list-style-type: none"> • Technology in HICs, mechanisation and agribusiness give high levels of productivity. • Poverty prevents poorer families affording technology, irrigation or fertilisers. • Conflict can lead to the destruction of crops and livestock. • Water-stress - lack of water affects many areas that suffer food scarcity. <p>Physical causes</p> <ul style="list-style-type: none"> • Climate regions experiencing extreme temperatures and rainfall struggle to produce food. • Pest and diseases spread from the Tropics with rising temperatures.



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: 2nd September 2024	Topic: Measuring development	Revision guide page:110-111
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links   Questions	Notes

Summary

WEEK 2: Cornell Notes (Homework task 1)





Date 9th September 2024	Topic: Demographic transition model (DTM)	Revision guide page 112
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	Questions	

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WEEK 3: Cornell Notes (Homework task 1)


Date: 16th September 2024	Topic: Causes on uneven development (physical, economic and historical)	Revision guide page 114
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Week 4: Cornell Notes (Homework task 1)

Date 23rd September 2024	Topic: Reducing the development gap (investment, industrial development, aid and intermediate technology.	Revision guide page 117 - 118
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WEEK 5: Cornell Notes (Homework task 1)

Date: 30th September 2024	Topic: Reducing the development gap (fair trade and debt relief).	Revision guide page 119-120
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WEEK 6: Cornell Notes (Homework task 1)

Date 7th October 2024	Topic: Reducing the development gap (tourism).	Revision guide page 121
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WEEK 7: Cornell Notes (Homework task 1)

Date: 14th October 2024	Topic: Exploring Nigeria	Revision guide page 122
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Questions	

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WEEK 8: Cornell Notes (Homework task 1)


Date: 21st October 2024	Topic: The global distribution of resources.	Revision guide page 141
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links  Questions	Notes

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WEEK 9: Cornell Notes (Homework task 1)



Date: 4th November 2024	Topic: The provision of food and water in the UK.	Revision guide page 142-143
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links  Questions	Notes

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WEEK 10: Cornell Notes (Homework task 1)

Date 11th November 2024	Topic: Coastal erosion and landforms	Revision guide page 61-62
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  Questions																

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WEEK 11: Cornell Notes (Homework task 1)

Date: 18th November 2024	Topic: Fluvial processes	Revision guide page:71
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links	Notes
Questions	

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WEEK 12: Assessment Week Revision (Homework task 1)

Date: 25th November 2024	Topic Hard and soft engineering at the coastline.
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WEEK 13: Assessment Week Revision (Homework task 1)


Date: 2nd December 2024	Topic Weather hazards
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WEEK 13: Assessment Week Revision (Homework task 2)

Date: 2nd December 2024	Topic Tectonic hazards
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WEEK 14: Cornell Notes (Homework task 1)


Date: 9th December 2024	Topic: The provision of energy in the UK.	Revision guide page 144
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links 	Notes
Questions	

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WEEK 15: Cornell Notes (Homework task 1)

Date 16th December 2024	Topic: The global food supply and factors affecting food supply.	Revision guide page 145
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link  Questions	Notes

Summary

