



# Year 11 Geography – Natural hazards and weather hazards – Summer Term 1 – KNOWLEDGE ORGANISER

Year group: 9	Unit: Rivers		Date (from and to): 4 <sup>th</sup> January to 26 <sup>th</sup> February	
Week beginning:	Big question / concept:	Learning intentions:	Resources	
			Offline:	Online including links on how to access these:
12 <sup>th</sup> April	<p><b>A growing percentage of the world's population lives in urban areas.</b></p>	<ul style="list-style-type: none"> <li>Know the global patterns of urban change.</li> <li>Describe the urban trends in HICs and LICs</li> <li>Explain the factors that affect the rate of urbanisation.</li> <li>Understand the emergence of megacities.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 148 - 151.</p> <p>Read the information on the pages answer the 'activities' in both sections.</p>	<p>Check on Microsoft Teams (<i>Year 11 Geography Team</i>) for resources prepared by Westborough Teachers</p> <p><b><u>BBC Bitesize website:</u></b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/3">https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/3</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/2">https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/2</a></p>
	<p><b>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</b></p>	<ul style="list-style-type: none"> <li>Understand the challenges in Lagos (managing urban growth, providing clean water, access to services, reducing unemployment and crime, managing environment issues.</li> <li>Know the features of sustainable urban living (water and energy conservation, waste recycling and creating green space</li> </ul>	<p>GCSE Geography AQA (Hodder) Textbook pages: 208 - 211.</p> <p>Read the information on the pages answer the 'activities' in both sections.</p>	<p><b><u>Oak National Academy Videos:</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/global-urban-change-c9h68t">https://classroom.thenational.academy/lessons/global-urban-change-c9h68t</a></p> <p><a href="https://classroom.thenational.academy/lessons/factors-affecting-the-rate-of-urbanisation-cdj38d">https://classroom.thenational.academy/lessons/factors-affecting-the-rate-of-urbanisation-cdj38d</a></p>
	<p><b>An example of an urban regeneration project to show the reasons why the area needed and the main features of the project.</b></p>	<ul style="list-style-type: none"> <li>Understand the reasons why the East Village London needed regeneration.</li> <li>Know the main features of the project.</li> </ul>	<p>GCSE Geography AQA (Hodder) Textbook pages: 224 - 227.</p> <p>Read the information on the pages answer the 'activities' in both sections.</p>	<p><a href="https://classroom.thenational.academy/lessons/megacities-c8r62e">https://classroom.thenational.academy/lessons/megacities-c8r62e</a></p>
19 <sup>th</sup> April	<p><b>What do I know about Urban issues and Changing Economic World?</b></p>	<ul style="list-style-type: none"> <li>Be able to complete Urban Issues and Challenge and Changing Economic World final exam.</li> </ul>	<p>Final exam for this section set in class.</p>	<p>Check on Microsoft Teams (<i>Year 11 Geography Team</i>) for resources prepared by Westborough Teachers</p> <p><b><u>BBC Bitesize website:</u></b></p>
	<p><b>Distinctive coastal landforms are the result of rock type, structure and</b></p>	<ul style="list-style-type: none"> <li>Understanding the formation and characteristics of landforms created by erosion</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 98 and 99, and 106-109.</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zyfd2p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zyfd2p3/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z2234j6/revision/1">https://www.bbc.co.uk/bitesize/guides/z2234j6/revision/1</a></p>

	<p><b>physical processes.</b></p> <p><b>Different management strategies can be used to protect coastlines from the effects of physical processes.</b></p>	<ul style="list-style-type: none"> <li>• Know the costs and benefits of coastal hard and soft engineering.</li> </ul>	<p>Read the information on the pages stated above and answer the 'activities'</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/ztpkqty/revision/3">https://www.bbc.co.uk/bitesize/guides/ztpkqty/revision/3</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zq4tfrd/revision/3">https://www.bbc.co.uk/bitesize/guides/zq4tfrd/revision/3</a></p> <p><b>Oak National Academy Videos:</b></p> <p><a href="https://classroom.thenational.academy/lessons/landforms-of-erosion-1-headlands-and-bays-75k6cc">https://classroom.thenational.academy/lessons/landforms-of-erosion-1-headlands-and-bays-75k6cc</a></p> <p><a href="https://classroom.thenational.academy/lessons/landforms-of-erosion-2-wave-cut-platforms-6xh3jc">https://classroom.thenational.academy/lessons/landforms-of-erosion-2-wave-cut-platforms-6xh3jc</a></p> <p><a href="https://classroom.thenational.academy/lessons/landforms-of-erosion-3-caves-arches-and-stacks-ccwpae">https://classroom.thenational.academy/lessons/landforms-of-erosion-3-caves-arches-and-stacks-ccwpae</a></p> <p><a href="https://classroom.thenational.academy/lessons/coastal-hard-engineering-6tjkgd">https://classroom.thenational.academy/lessons/coastal-hard-engineering-6tjkgd</a></p> <p><a href="https://classroom.thenational.academy/lessons/coastal-soft-engineering-6dj3gr">https://classroom.thenational.academy/lessons/coastal-soft-engineering-6dj3gr</a></p> <p><a href="https://classroom.thenational.academy/lessons/landforms-of-deposition-levees-floodplains-and-estuaries-cmw62c">https://classroom.thenational.academy/lessons/landforms-of-deposition-levees-floodplains-and-estuaries-cmw62c</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-can-rivers-be-managed-using-hard-engineering-strategies-75jp2e">https://classroom.thenational.academy/lessons/how-can-rivers-be-managed-using-hard-engineering-strategies-75jp2e</a></p> <p><a href="https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-1-cdh62e">https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-1-cdh62e</a></p> <p><a href="https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-2-6njp4">https://classroom.thenational.academy/lessons/soft-engineering-river-management-part-2-6njp4</a></p>
	<p><b>Distinctive fluvial landforms result from different physical processes.</b></p> <p><b>Different management strategies can be used to protect river landscapes from the effects of flooding.</b></p>	<ul style="list-style-type: none"> <li>• Know the characteristics and formation of landforms resulting from deposition</li> <li>• Understand how physical and human factors affect flood risk</li> <li>• Know the costs and benefits of hard and soft engineering</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 118 – 121 and 126 – 129.</p> <p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	
26 <sup>th</sup> April	<p><b>What do I know about Physical landscapes?</b></p> <p><b>Earthquakes are the result of physical processes.</b></p>	<ul style="list-style-type: none"> <li>• Be able to complete Coastal landscapes and River landscapes final exam.</li> <li>• Know the physical processes that take place at different plate margins that lead to earthquake and volcanic activity.</li> <li>• Know why people live in areas at risk from a tectonic hazard</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 12 – 13, and 18-21.</p> <p>Read the information on the pages stated above and answer the 'activities'.</p>	<p>Check on Microsoft Teams (<i>Year 11 Geography Team</i>) for resources prepared by Westborough Teachers</p> <p><b>BBC Bitesize website:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z8p9j6f/revision/5">https://www.bbc.co.uk/bitesize/guides/z8p9j6f/revision/5</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/5">https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/5</a></p>

	<p><b>Management can reduce the effects of a tectonic hazard</b></p>	<ul style="list-style-type: none"> <li>• Understand how monitoring, predation, protection and planning can reduce the risks from a tectonic hazard.</li> </ul>		<p><a href="https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/4">https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/4</a></p> <p><b>Oak National Academy Videos:</b></p> <p><a href="https://classroom.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd">https://classroom.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd</a></p> <p><a href="https://classroom.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c">https://classroom.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c</a></p> <p><a href="https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d">https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d</a></p> <p><a href="https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c">https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-do-tropical-storms-form-and-develop-cmvp6r">https://classroom.thenational.academy/lessons/how-do-tropical-storms-form-and-develop-cmvp6r</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-might-tropical-storms-be-affected">https://classroom.thenational.academy/lessons/how-might-tropical-storms-be-affected</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-the-effects-of-and-responses-to-tropical-storms-cdhp2c">https://classroom.thenational.academy/lessons/what-are-the-effects-of-and-responses-to-tropical-storms-cdhp2c</a></p> <p><a href="https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-1-61hkjc">https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-1-61hkjc</a></p> <p><a href="https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-2-cnhp8t">https://classroom.thenational.academy/lessons/mitigation-against-climate-change-part-2-cnhp8t</a></p> <p><a href="https://classroom.thenational.academy/lessons/adaptation-against-climate-change-ccu30d">https://classroom.thenational.academy/lessons/adaptation-against-climate-change-ccu30d</a></p>
	<p><b>Tropical storms develop as a results of a particular physical conditions.</b></p> <p><b>Tropical storms have significant effects on people and the environment.</b></p>	<ul style="list-style-type: none"> <li>• Know the global distribution of tropical storms.</li> <li>• Understand the cause of tropical storms and the sequence of their formation and development, structure and features.</li> <li>• Know the primary and secondary effects of tropical storms</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 25, 28-29.</p> <p>Read the information on the pages stated above and answer the 'activities' .</p>	
	<p><b>Managing climate change involves both mitigation and adaptation.</b></p>	<ul style="list-style-type: none"> <li>• Understand how to manage climate change with mitigation and adaptation.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 46 and 149.</p> <p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	
3 <sup>rd</sup> May	<p><b>May Bank Holiday</b></p>			
	<p><b>Ecosystems exist at a range of scales and involve the interaction between biotic and</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of interrelationships within a natural system, understanding producers, consumers,</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 56 and 57.60 and 61.</p>	<p>Check on Microsoft Teams (<i>Year 11 Geography Team</i>) for resources prepared by Westborough Teachers</p>

	<p><b>abiotic components.</b></p> <p><b>Deforestation has economic and environmental impacts</b></p>	<p>decomposers, food chain, food web and nutrient cycling.</p> <ul style="list-style-type: none"> <li>• Know a case study to illustrate the causes and impacts of deforestation.</li> </ul>	<p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	<p><b><u>Oak National Academy Videos.</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/an-introduction-to-ecosystems-cmvk4d">https://classroom.thenational.academy/lessons/an-introduction-to-ecosystems-cmvk4d</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-rainforest-part-2-ccv6cc">https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-rainforest-part-2-ccv6cc</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-on-the-amazon-rainforest-6rtpar">https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-on-the-amazon-rainforest-6rtpar</a></p>
	<p><b>Deforestation has economic and environmental impacts.</b></p>	<p>Using a case study example:</p> <ul style="list-style-type: none"> <li>• Know the cause of desertification</li> <li>• Understand the strategies used to reduce the risk of desertification.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 62 and 63.</p> <p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	
10 <sup>th</sup> May	<p><b>What do I know about Challenges of natural hazards and the Living World?</b></p> <p><b>Food, water and energy are fundamental to human development</b></p>	<ul style="list-style-type: none"> <li>• Be able to complete Challenges of natural hazards and the Living world final exam.</li> <li>• Know the significance of food, water and energy to economic and social well-being.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 256 and 259.</p> <p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	<p>Check on Microsoft Teams (<i>Year 11 Geography Team</i>) for resources prepared by Westborough Teachers</p> <p><b><u>Oak National Academy Videos:</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/how-well-being-is-affected-by-resource-availability-cnh30d">https://classroom.thenational.academy/lessons/how-well-being-is-affected-by-resource-availability-cnh30d</a></p> <p><a href="https://classroom.thenational.academy/lessons/issues-with-food-resources-in-the-uk-6tjp8t">https://classroom.thenational.academy/lessons/issues-with-food-resources-in-the-uk-6tjp8t</a></p> <p><a href="https://classroom.thenational.academy/lessons/issues-with-water-resources-in-the-uk-c4vpad">https://classroom.thenational.academy/lessons/issues-with-water-resources-in-the-uk-c4vpad</a></p> <p><a href="https://classroom.thenational.academy/lessons/issues-with-energy-resources-in-the-uk-6mw6cd">https://classroom.thenational.academy/lessons/issues-with-energy-resources-in-the-uk-6mw6cd</a></p> <p><a href="https://classroom.thenational.academy/lessons/impacts-of-water-insecurity-c8tk6t">https://classroom.thenational.academy/lessons/impacts-of-water-insecurity-c8tk6t</a></p>
	<p><b>The changing demand and provision of resources in the UK creates opportunities and challenges.</b></p>	<ul style="list-style-type: none"> <li>• Know the growing demand for different foods, food miles and agribusiness.</li> <li>• Know the changing demand of water, quality and pollution, supply and demand and water transfer.</li> <li>• Know the changing energy mix, domestic supply and the issues with energy exploitation.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 260 - 267.</p> <p>Read the information on the pages stated above and answer the 'activities' and practice question'</p>	
	<p><b>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict</b></p>	<ul style="list-style-type: none"> <li>• Know the pattern, increasing consumption and factors that affect water insecurity causing water surplus and deficit.</li> <li>• Understand the impact of water insecurity.</li> </ul>	<p>GCSE Geography AQA (Oxford) Textbook pages: 276 and 277.</p> <p>Read the information on the pages stated above</p>	

			and answer the 'activities' and practice question'	
17 <sup>th</sup> May	<b>Different strategies can be used to increase water supply</b>	<ul style="list-style-type: none"> <li>Water conservation, ground water management, recycling and 'grey' water.</li> <li>An examples of a local schemes in a LIC or a NEE to increase sustainable water supplies.</li> </ul>	GCSE Geography AQA (Oxford) Textbook pages: 284 and 285.  Read the information on the pages stated above and answer the 'activities' and practice question'	Check on Microsoft Teams ( <i>Year 11 Geography Team</i> ) for resources prepared by Westborough Teachers  <b><u>Oak National Academy Videos:</u></b>  <a href="https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-1-6tqpcd">https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-1-6tqpcd</a>
	<b>What do I know about the Challenge of resource management and Unseen fieldwork?</b>	<ul style="list-style-type: none"> <li>Be able to complete the Challenge of resource management and Unseen fieldwork final exam.</li> </ul>	Print out of the work from staff shared.	<a href="https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-2-61j3cc">https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-2-61j3cc</a>
	<b>What is a pre-release?</b>	<ul style="list-style-type: none"> <li>Be able to work through a pre-release and determine what</li> </ul>	Print out of the work from staff shared. Pre-release lessons.	
24 <sup>th</sup> May	<b>How can I analyse this?</b>	<ul style="list-style-type: none"> <li>Be able to work together to analyse the resources provided to answer questions about the pre-release.</li> </ul>	Print out of the work from staff shared, Pre-release lessons.	
	<b>Evaluating sources</b>	<ul style="list-style-type: none"> <li>Be able to work together to evaluate the resources provided to determine how effective they are.</li> </ul>	Print out of the work from staff shared. Pre-release lessons.	
	<b>How is this examined?</b>	<ul style="list-style-type: none"> <li>Be able to complete exam style questions that are related to the pre-release.</li> </ul>	Print out of the work from staff shared. Pre-release lessons.	