




Geography Department



GCSE Geography
Living with the Physical
Environment
Homework Booklet

Name:

Class:

Teacher:

The Living World

All videos can be found on The living world playlist on the Aylsham High Geography youtube channel. The video playlist will be on the right hand side when you use the URL. Scroll through the playlist to find the relevant video to watch.



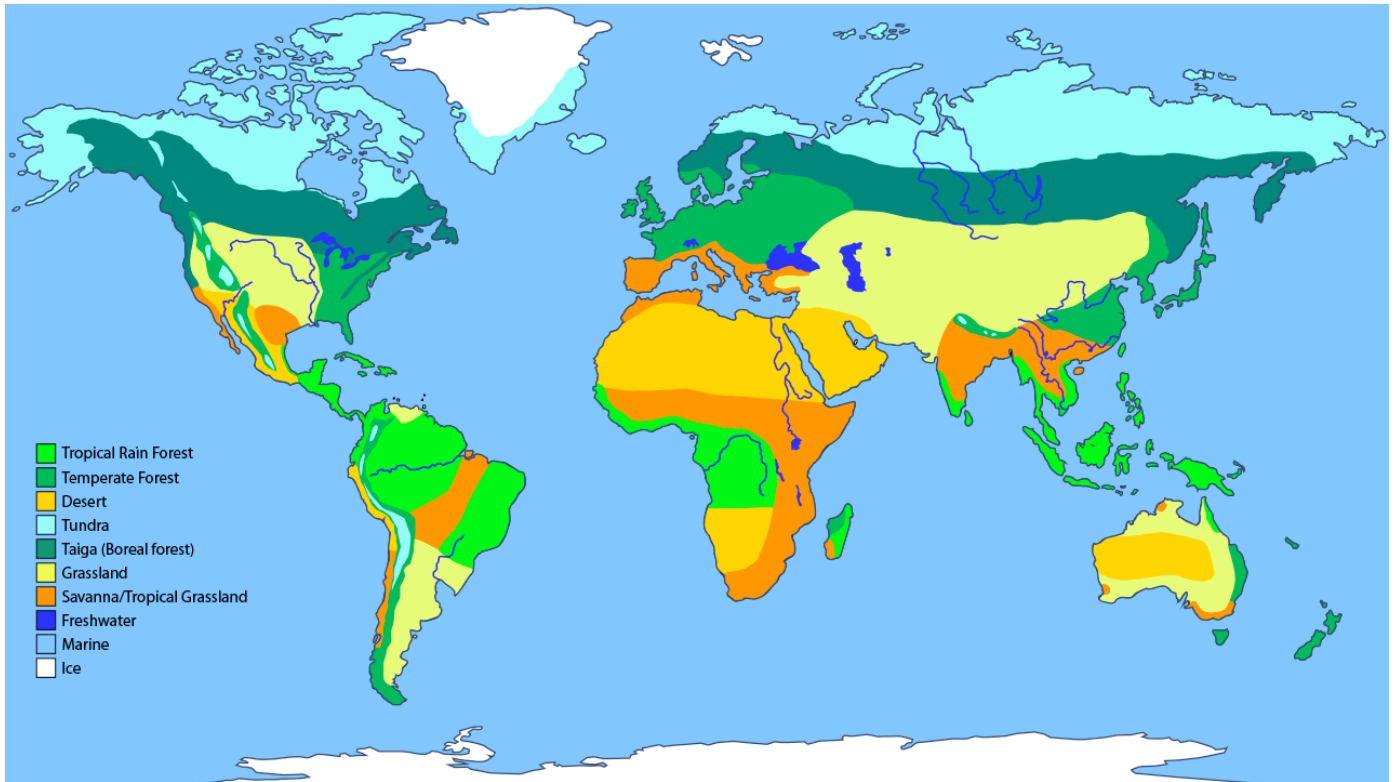
<https://www.youtube.com/watch?v=hlyOZlyPPDg&list=PLPbjF2ezDZ9nueO0eyDWBpOsaqMxrLjKg>

<u>Question</u>	<u>Video title</u>
Food chains (p.2)	Energy transfer in food chains
Tropical rainforests (p.3)	Rainforests 101: National Geographic Rainforests – Geography – Ecosystems and Biomes Why is biodiversity so important? What is the rainforest?
Tropical rainforest threats (p.4)	Climate 101: Deforestation / National Geographic How deforestation looks from space Deforestation effects on climate
Tropical rainforest 9 mark Q (p.6)	Amazon deforestation – BBC news Amazon rainforest: Once it's gone its gone forever Battle for the Amazon (3 parts) Deforestation effects on climate Amazon rainforest indigenous people in fight for survival Is the Amazon rainforest beyond saving? – BBC news Surge in deforestation in Amazon rainforest Amazon in turmoil as deforestation rages on despite coronavirus pandemic
Tropical rainforest sustainable management (p.7)	Sustainable development in the Amazon
Deserts (p.7)	Deserts – Geography – Ecosystems and Biomes David Attenborough on the World's Deserts
Desert threats (p.8)	Rwandans switch from subsistence to commercial farming
Desertification 9 mark Q (p.9)	Desertification Turning the tide on desertification in Africa Why is Africa building a Great Green Wall? BBC News Desertification – a visual disaster The Great Green Wall of Africa: Will it help fight climate change?
Slash and burn (p.11)	Belize: Slash and burn farming / Global ideas

Food Chains (use living world section of revision guide to help)

1. Explain the role of a producer in an ecosystem

Ecosystem Location (use living world section of revision guide to help)



1. Describe the location of temperate deciduous forest biomes (use the biome map above to help)

2. Explain the location of tropical rainforests (use the biome map above to help)

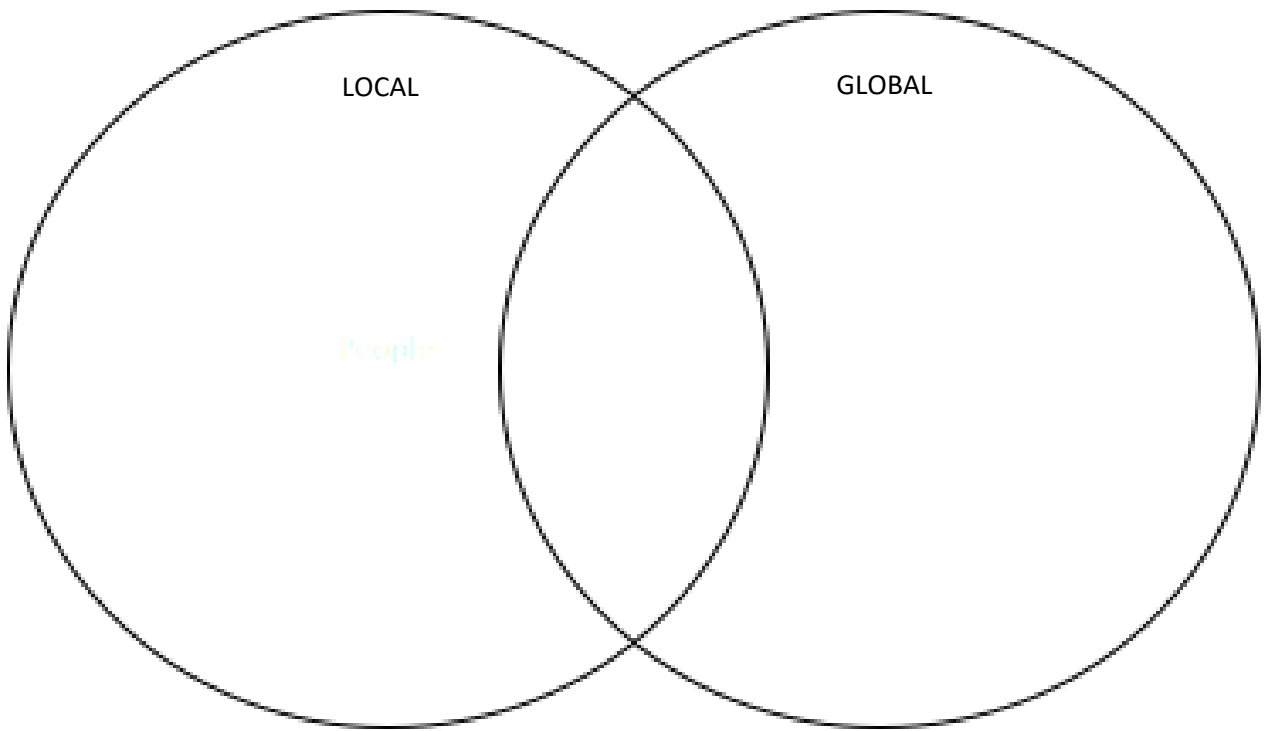
Tropical Rainforests (use living world section of revision guide to help)

1. Explain the impact of deforestation on the nutrient cycle in a tropical rainforest

2. Suggest why the climate is important for the biodiversity of a tropical rainforest

Tropical rainforest impacts (use living world section of revision guide to help)

1. What impact does deforestation have locally and globally? (positive and negative)



2. Contrast commercial farming and subsistence farming

3. Geographical skills – Rates of deforestation

Use the data in the table to answer the following questions:

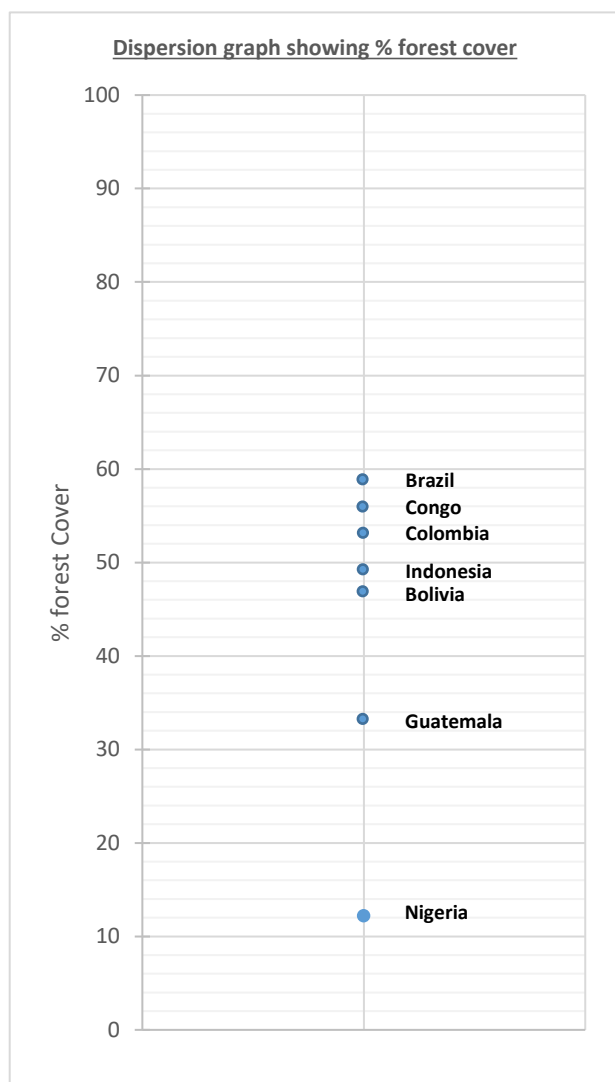
Country	% forest cover 2015
Bolivia	47
Brazil	59
Colombia	53
Congo	56
Guatemala	33
Indonesia	49
Nigeria	12
Panama	57
Papua New Guinea	79
Peru	57
Suriname	97

- Which country had the least forest cover in 2015?

- Which country had the most forest cover in 2015?

- What is the range for % forest cover in 2015?

- Calculate the mean, mode and median for the % forest cover shown
 Mean = _____
 Mode = _____
 Median = _____
 Interquartile range = _____
- Complete the dispersion graph of the % forest cover for Panama, Papua New Guinea, Peru and Suriname



Help Box

Measures of central tendency

Mode - Mode is the value that appears the most times

Mean – add all of the values in the column together and divide by the number of results, in this case 11

Median – rank the results in order from smallest to biggest. The median is the middle value on the list. In this case the 6th result in your list.

Inter Quartile Range (IQR)

Upper quartile (UQ) = Divides the upper half of the data (above the median) into 2 halves. In this case the 9th result in your ranked list.

Lower quartile (LQ) = Divides the lower half of the data into 2 halves. In this case the 3rd result in your ranked list.

IQR = Upper Quartile minus Lower Quartile

9 mark exam question practice (use guidance from lesson plenary)

Using a case study of a tropical rainforest you have studied, discuss the impacts of deforestation

(use living world section of revision guide to help)

<u>STRUCTURE STRIP</u>	
Define deforestation	
Brief description of location	
<hr/>	
State an impact of deforestation (e.g social)	
Include a specific detail	
Explain the impact	
Evaluate how much of an impact this has had	
<hr/>	
State a impact of deforestation (e.g social)	
Include a specific detail	
Explain the impact	
Evaluate how much of an impact this has had	
<hr/>	
Write a 1 sentence conclusion identifying if impacts are largely positive or negative	

Stick whole class feedback sheet here

Tropical Rainforest Sustainable Management (use living world section of revision guide to help)

1. Contrast selective logging with clear cutting

2. Outline a benefit of ecotourism in sustainably managing the tropical rainforest

Deserts (use living world section of revision guide to help)

1. Explain why the Arabian Desert is a difficult place to live

Desert threats (use living world section of revision guide to help)

1. Evaluate (opportunities and challenges) the development of tourism in the Arabian Desert

2. Evaluate (opportunities and challenges) the development of renewable energy development in the Arabian Desert



Evaluate the management of desertification in a location you have studied

STRUCTURE STRIP

Define desertification

Brief description of location

State a management technique

Include a specific detail

Explain how this helps reduce desertification

Evaluate the success of this technique at managing desertification

State a management technique

Include a specific detail

Explain how this helps reduce desertification

Evaluate the success of this technique at managing desertification

Stick whole class feedback sheet here

Interleaved revision section

1. Explain one way desertification can be prevented (use living world section of revision guide to help)

2. Suggest one way human actions can disrupt the balance of an ecosystem (use living world section of revision guide to help)

3. Annotate the photographs to show the impact of human activities on the tropical rainforest

Deforested area

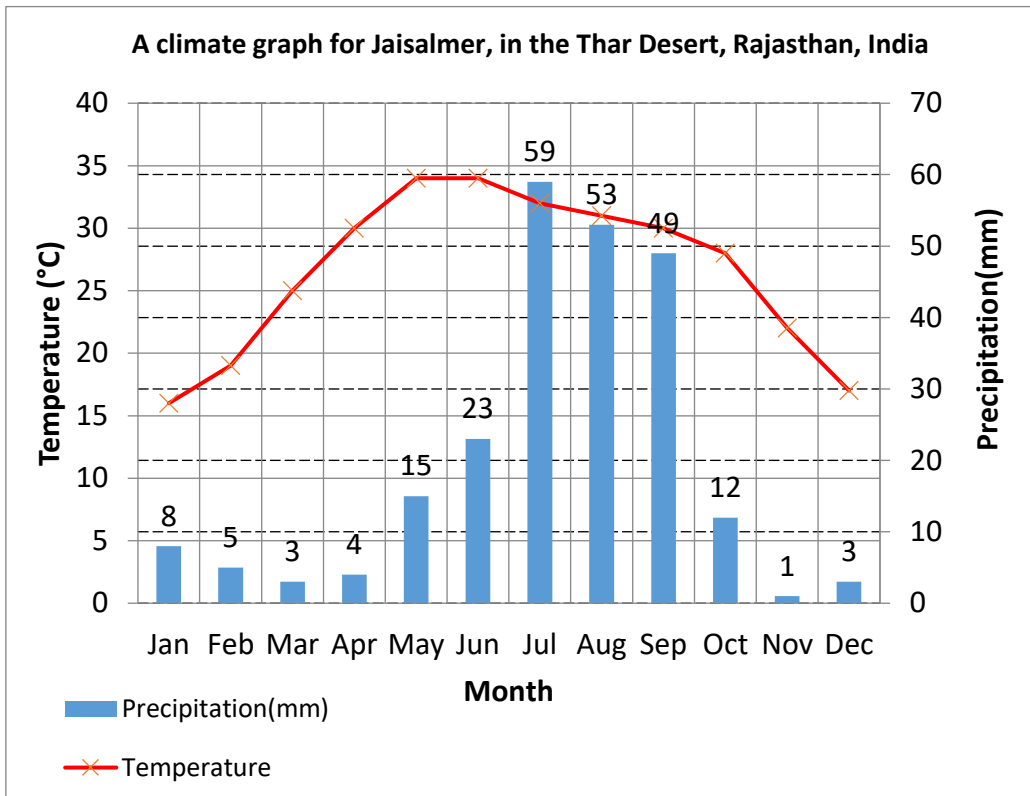


Slash and burn agriculture



Interleaved revision section

Geographic skills – Desert climate (use living world section of revision guide to help)



Using the graph above, answer the following questions:

1. What is the lowest temperature in Jaisalmer? _____
2. What is the highest temperature in Jaisalmer? _____
3. Calculate the range in rainfall (*highest value minus lowest value*) _____
4. Describe the climate shown on the graph (remember to use TEA)

The Physical Landscapes of the UK



All videos can be found on The physical landscapes of the UK playlist on the Aylsham High Geography youtube channel. The video playlist will be on the right hand side when you use the URL. Scroll through the playlist to find the relevant video to watch.

<https://www.youtube.com/playlist?list=PLPbjF2ezDZ9lpyBXYxTHwmNzYCupwxSvG>

<u>Question</u>	<u>Video title</u>
Coastal processes (p.15)	GCSE geography revision – coastal processes The 4 coastal processes of coastal erosion
Coastal landforms (spits and bars) (p.15-16)	Landforms coasts (GCSE geography) Coastal landforms
Coastal landforms (stumps) (p.16)	Old Harry erosion West Wales – Sea arches and stacks Sea stack: A landform of coastal erosion
Coastal management (p.17)	GCSE geography revision – coastal management Coastal management A level GCSE KS3 geography – coastal management Should we protect properties affected by coastal erosion?
River processes (p.17)	River processes
River landforms (meanders) (p.18)	Meandering river – dyed red Meanders and ox bow lakes Why do rivers curve? Stream channel demo – meander cutoff during flood
Flood management 6 mark Q (p.19)	UK Floods: What can the UK do to prevent flooding? Flooding in Morpeth Sept 2008 Morpeth flood alleviation scheme – official opening Morpeth floods – five years on BBC Inside out – Morpeth flood HD
Flood hydrograph (p.21)	Complete storm hydrograph in small stream channel
Sand dunes (p.22)	Marvellous Marram Grass
River landforms (waterfalls) (p.23)	How waterfalls are formed The River Severn – Waterfalls and gorges

2. Contrast a spit with a bar

3. Explain the formation of a stump (use a series of up to 6 annotated diagrams in your answer)

Coastal management (use physical landscapes section of revision guide to help)

1. Annotate the photographs to explain how sand dune management can protect the coastline



River processes (use physical landscapes section of revision guide to help)

1. Explain how velocity changes along a rivers course

2. Explain why sediment size changes along a rivers course

River landforms (use physical landscapes section of revision guide to help)

1. Explain the processes involved in the development of a meander

Inside of meander bend:

Outside of meander bend:

2. Explain why deposition happens at a river estuary

6 mark exam question practice (use guidance from lesson plenary)

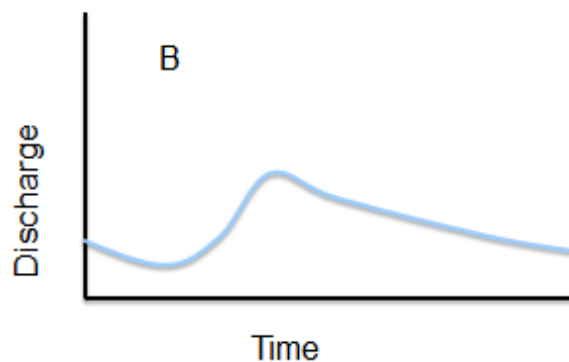
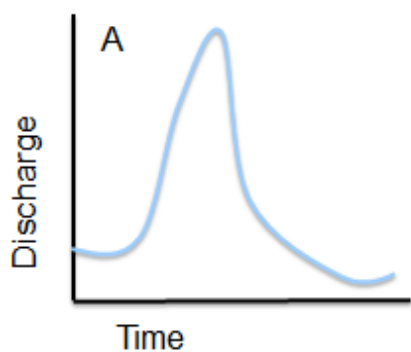
Justify the reasons why flood management was required in a location you have studied

(use physical landscapes section of revision guide to help)

<u>STRUCTURE STRIP</u>	
Describe location of Morpeth and the river it sits upon	
When did the last major flood occurred?	
State a reason why flood management was needed (e.g. natural factors / flood impacts)	
Include a specific detail	
Explain the flood management used	
Justify why this management strategy was chosen (link back to reason)	
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Include a specific detail	
Explain the flood management used	
Justify why this management strategy was chosen (link back to reason)	

Stick whole class feedback sheet here

Geographical skills – Flood hydrograph (use physical landscapes section of revision guide to help)



1. Complete the table below by studying the hydrographs above

Which of the 2 hydrographs is most likely to:	A	B	REASON
Flood			
Have thick deciduous vegetation			
Be in an urban area			
Have flood defences along the river			
Have permeable soils			
Have had a prolonged period of rainfall prior to this event			

Interleaved revision section

1. Explain the process of longshore drift

2. Suggest why plants are important for the development of a sand dune (use physical landscapes section of revision guide to help)

3. Contrast the features of a constructive and destructive wave (complete the table below) (use physical landscapes section of revision guide to help)

	Constructive	Destructive
Which is stronger, swash or backwash ?		
Erosion or deposition ?		
Large or small wave height ?		
Number of waves breaking per minute ?		
Is the gradient of the beach steep or gentle ?		

The Challenge of Natural Hazards

All videos can be found on The challenge of natural hazards playlist on the Aylsham High Geography youtube channel. The video playlist will be on the right hand side when you use the URL. Scroll through the playlist to find the relevant video to watch.



<https://www.youtube.com/playlist?list=PLPbjF2ezDZ9lZFGf4Yv26RYGZTrNMhZFq>

<u>Question</u>	<u>Video title</u>
Plate margins (p.25)	Tectonics of planet Earth The early Earth and plate tectonics Plate tectonics
Global atmospheric circulation (p.26)	Understanding global atmospheric circulation What is global circulation? (Part 1) What is global circulation? (Part 2)
Earthquakes (p.27)	Earthquakes 101: National geographic
Tropical storms (p.27)	How do hurricanes form? Formation of a tropical cyclone Hurricanes and why they form How do tropical storms form?
Typhoon Haiyan (p.27)	Typhoon Haiyan: Aerial footage shows how Tacloban has recovered 6 months on
Climate change (p.28-30)	Climate change 101 with Bill Nye Causes and effects of climate change: National geographic Is climate change causing more extreme weather? How climate change makes hurricanes worse Climate change: The facts What happens if the world warms up by ...? (Sky news)
UK extreme weather 6 mark Q (p.33)	UK snow forecast: Storm Emma to smash Britain The week Britain froze Britain's weather to get more extreme as climate warms Why this summers extreme weather could become the norm – is climate change to blame? Extreme weather 2018 – more in 10 years than in decades

Plate margins (use natural hazards section of revision guide to help)

1. Contrast the different types of plate margin by completing the table below

Plate margin	Draw simple arrows to show the movement	Describe what happens at this plate margin	What features are created at this plate margin?
Constructive			
Destructive			
Conservative			
Collision			

2. Explain what happens at a subduction zone

3. Explain the importance of convection currents to the movement of tectonic plates

Global atmospheric circulation (use natural hazards section of revision guide to help)

1. Suggest two reasons for the difference in solar energy received (insolation) between the equator and the poles

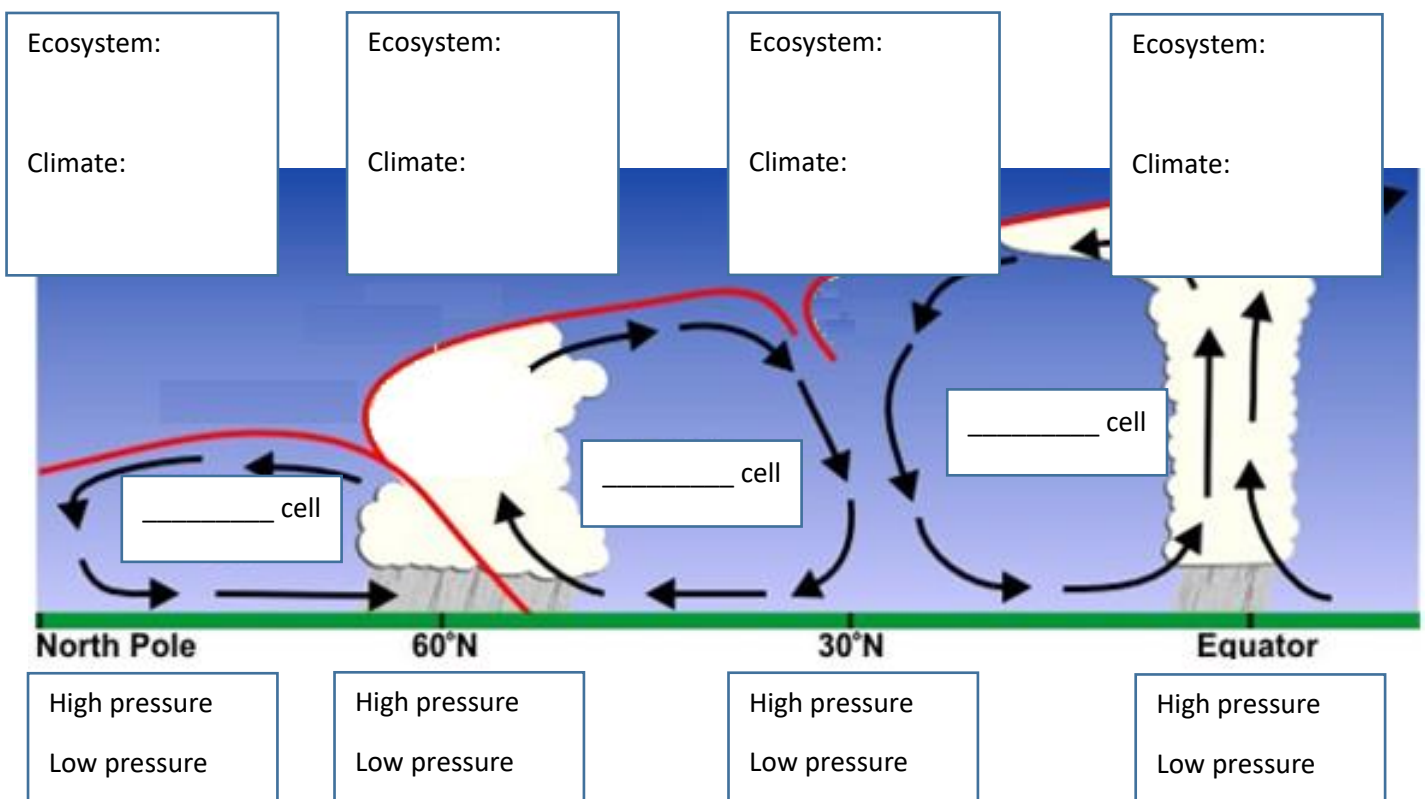
- _____

- _____

2. Does rising air lead to high or low pressure?

3. Describe the movement of air between different pressure belts

4. Complete the diagram of global atmospheric circulation by filling in the gaps or selecting the correct word



Earthquakes

1. Justify why both immediate and long-term responses are needed after an earthquake

2. Suggest two reasons why people live in tectonically active areas

- ---

- ---

Tropical storms (use natural hazards section of revision guide to help)

1. Suggest two physical conditions required for a tropical storm to form

- ---

- ---

2. Outline one environmental reason why the Phillipines suffered badly during Typhoon Haiyan

3. Outline one socio-economic reason why the Phillipines suffered badly during Typhoon Haiyan

4. Explain how protection measures can reduce the impacts of tropical storms

Climate change (use natural hazards section of revision guide to help)

1. Explain the term climate change

2. Explain one natural and one human cause of climate change

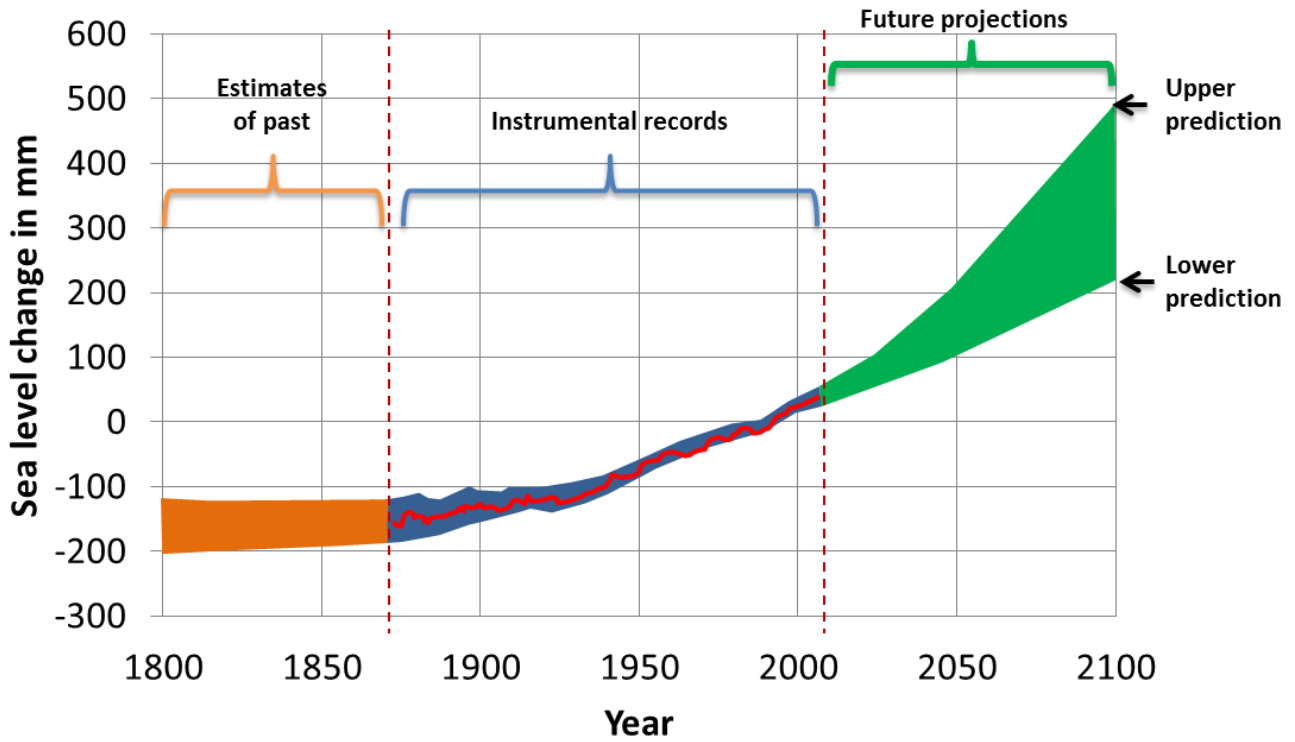
NATURAL:

HUMAN:

3. Contrast the natural and enhanced greenhouse effect

4. Geographical skills – global sea level change

Global sea level change in mm



Describe the changes and predicted changes in sea level since 2000 (include data in your answer)

9 mark exam question practice (use guidance from lesson plenary)

To what extent is it natural or human causes driving changes in the Earth's climate

(use natural hazards section of revision guide to help)

<u>STRUCTURE STRIP</u>	
Define climate change	
State that natural and human factors contribute to changing climate	
State a natural cause of climate change	
Explain how this causes climate change	
Evaluate the significance of this cause	
State a human cause of climate change	
Explain how this causes climate change	
Evaluate the significance of this cause	
Write a 1 sentence conclusion to consider the significance of natural factors (long term causes) and human factors (recent causes of change)	

Stick whole class feedback sheet here

Interleaved revision section

1. Explain why volcanic eruptions occur at destructive plate margins but not at conservative plate margins (use natural hazards section of revision guide to help)

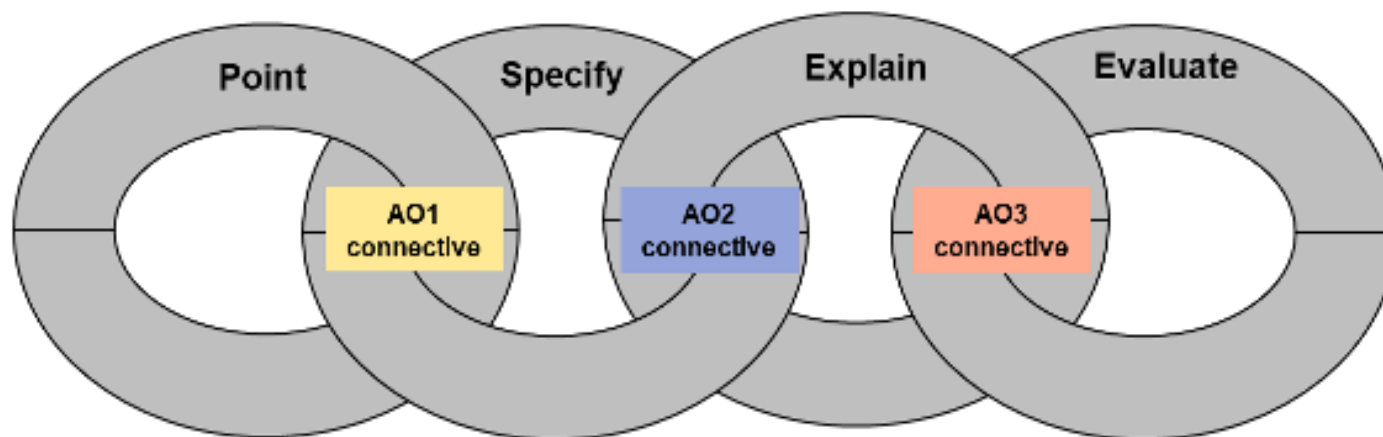
2. Outline one reason why the UK does not experience tropical storms (use natural hazards section of revision guide to help)

3. Explain the key differences between the causes of climate change before 1850 and since 1850 (use natural hazards section of revision guide to help)

AO1 Connectives
For example...
An example is...
Such as..
In (give location)...
In (give figure)...
<i>Give case study specific information</i>
<i>Give a fact/figure/ date</i>
<i>Give a definition of a key word</i>

AO2 Connectives
This means that...
This is because of...
The reason for this is...
An underlying cause is...
A consequence of this is..
As a result...
Due to this...
This shows that...
Consequently...

AO3 Connectives
This is effective/ ineffective because...
This is significant/ insignificant because...
This is important/ unimportant because...
To a great large/some/small/ slight extent this shows...
This is limited because...
I largely/slightly/somewhat agree/disagree because....
This is easy/difficult to manage because...
This is more/less likely/unlikely to have happened in...
The extent of ___ was worse in ___ because



AO3 Scale
Time <i>long term, short term, immediate, delayed, days, weeks, months, years</i>
Severity <i>large, small, highly, lesser, very, catastrophic, mild, slight, fatal, minimal, moderate</i>
Space <i>global, national, local, international, regional</i>