



# Year 11 Raising Achievement Evening

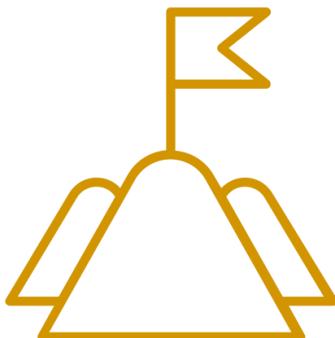
## Geography



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Creating the Vision

Creating a climate for great learning, success and opportunity



Creating a climate for great learning, success and opportunity



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Grade 8+ | Key Knowledge

- Students have excellent knowledge of key case studies for Paper 1 and Paper 2. e.g. Typhoon Haiyan 2013.
- Students can explain the formation of a range of processes effectively in chronological order e.g. The formation of a sea stack.
- Use many specific facts and figures to provide evidence and used consistently. E.g. A primary effect of Typhoon Haiyan was 30,000 fishing boats were destroyed this led to further economic problems because over 6 million people lost a source of income.



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# Grade 8+ | Key Exam Skills

- Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.  
Immediate responses are more important than long-term responses to a tectonic hazard. To what extent do you agree? Use the Figure and your own knowledge. (9 Marks) +3 Spg)

Figure 5



Immediate response to a tectonic hazard in Haiti



Long-term response to a tectonic hazard in Haiti



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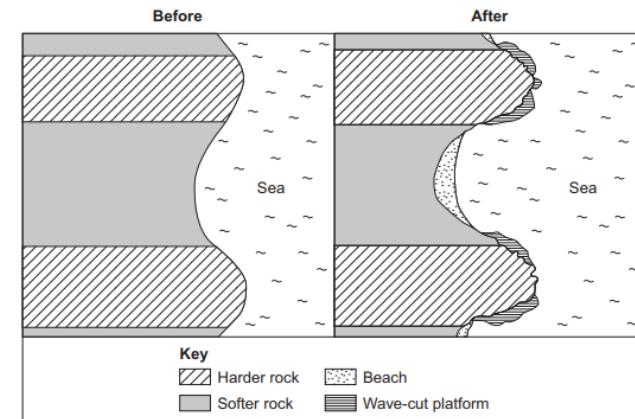
# Grade 8+ | Key Exam Skills

Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.

Explain the formation of a sea stack and how it changes overtime. (6 Marks)

Study Figure 15, a photograph of part of Dorset, and sketch maps showing changes in the shape of a coastline over time.

Figure 15





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# Key Exam Skills

0 1 . 9

Complete the following factfile for a UK city you have studied.

[2 marks]

Name of UK city	
Location in the UK	
Importance in the UK	

Study **Figure 1**, a map showing a weather forecast for the UK on 1 March 2018.

Figure 1

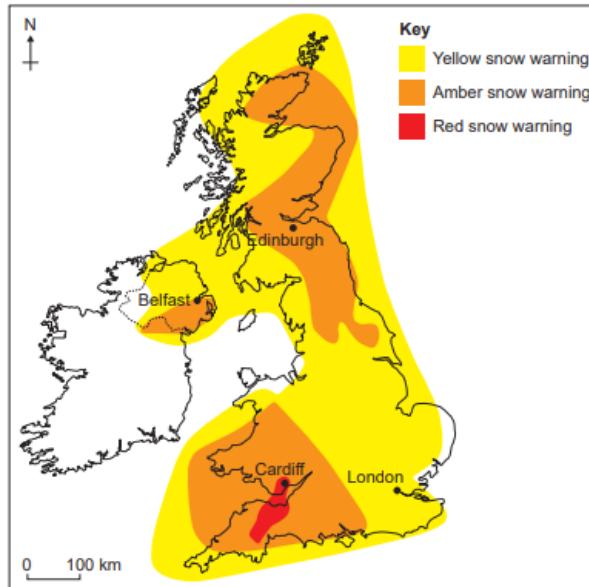
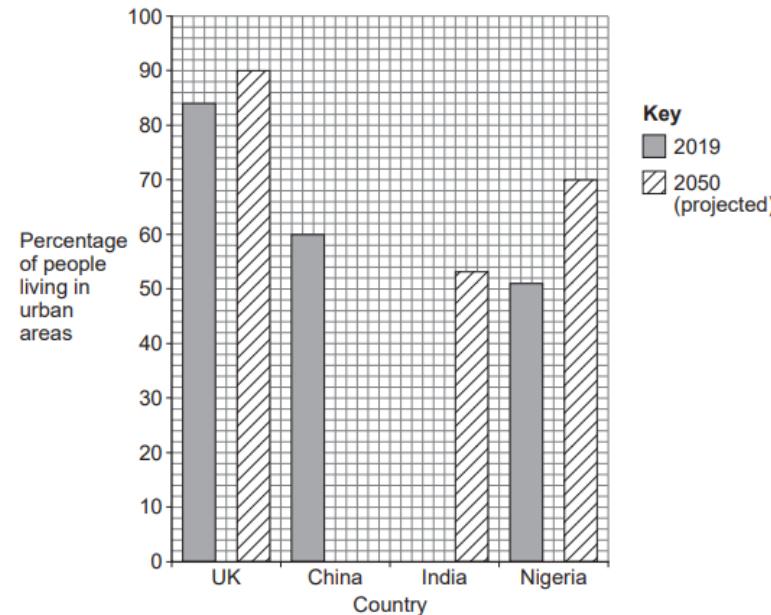


Figure 1



0 1 . 3 Using **Figure 1**, which **one** of the following statements is true?

Shade **one** circle only.

- A The London area has an amber snow warning.
- B The whole of the UK has a snow warning.
- C Cardiff has a red snow warning.
- D Edinburgh is not forecast to have snow.

[1 mark]

Question 1 continues on the next page

[2 marks]

Complete **Figure 1** using the following data.

Country	% living in urban areas in 2019	% living in urban areas in 2050 (projected)
UK	84	90
China	60	80
India	35	53
Nigeria	51	70

0 1 . 9

What is the 6 figure grid reference for the point marked X?

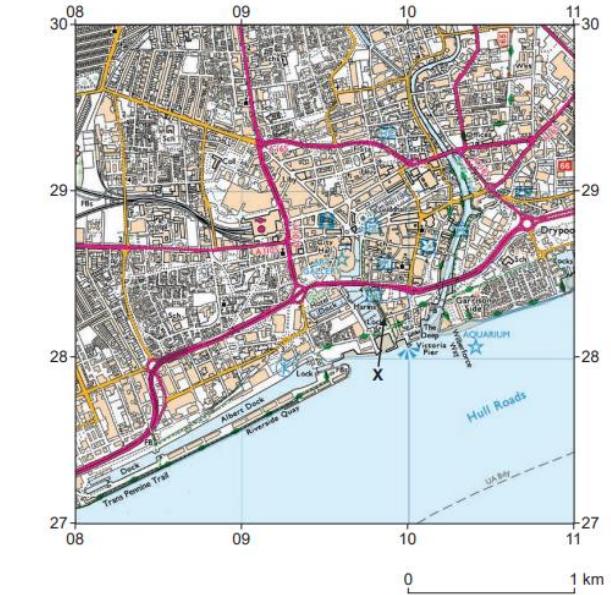
Shade **one** circle only.

- A 283098
- B 098282
- C 098298
- D 102283

[1 mark]

Study **Figure 4**, a 1:25 000 Ordnance Survey map of part of Hull, a city in the UK.

Figure 4





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# Grade 8+ | Key Revision Advice for Mock Round 2

- Use the case study booklet (facts & figures)
- Create flash cards
- Keywords and definitions
- Exam practice (Practice papers / exam questions)
- Use the CPG revision guide



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# Grade 8+ | Learning Behaviours in the next 13 weeks

- ATL 1
- Create a revision timetable
- Revise geography two times a week
- Practice exam questions



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# Grade 4 | Key Knowledge

- Students can begin to make more detailed reference to case studies, adding them into written responses. E.g. Typhoon Haiyan 2015 – 30,000 fishing boats destroyed.
- Students can explain the process of physical and human processes using chronology where required.



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# Grade 4 | Key Exam Skills

- Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.  
Immediate responses are more important than long-term responses to a tectonic hazard. To what extent do you agree? Use the Figure and your own knowledge. (9 Marks) +3 Spg)

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Immediate response to a tectonic hazard in Haiti



Long-term response to a tectonic hazard in Haiti



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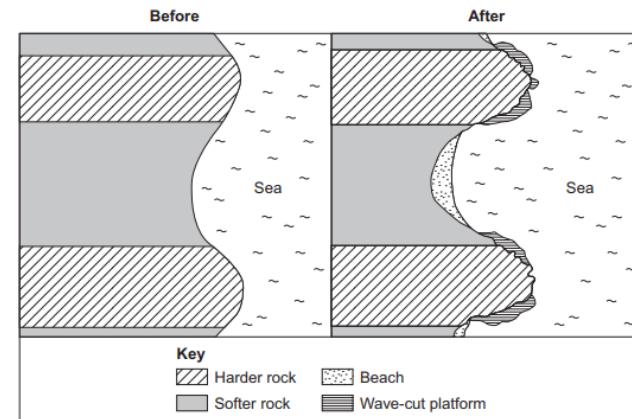
# Grade 4+ | Key Exam Skills

Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.

How do coastal processes create a range of erosional landforms. (6 Marks)

Study Figure 15, a photograph of part of Dorset, and sketch maps showing changes in the shape of a coastline over time.

Figure 15





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# Key Exam Skills

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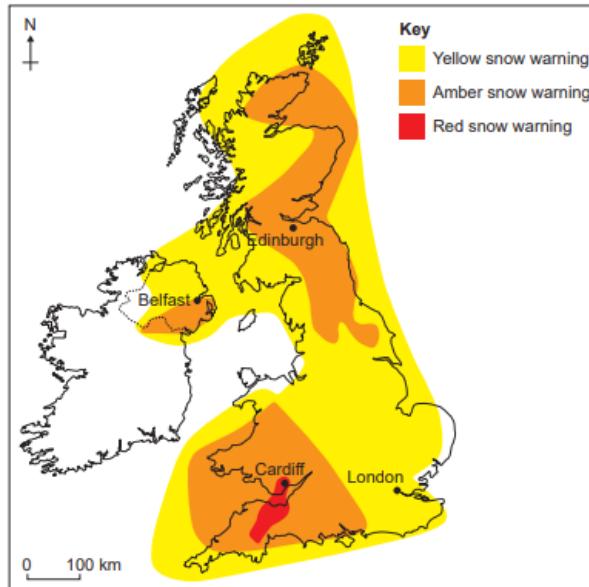
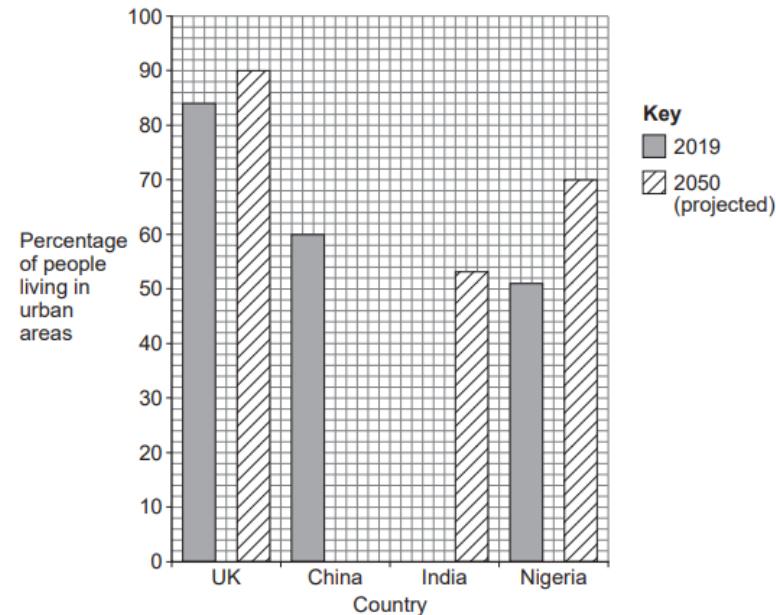


Figure 1



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[1 mark]

Question 1 continues on the next page

[2 marks]

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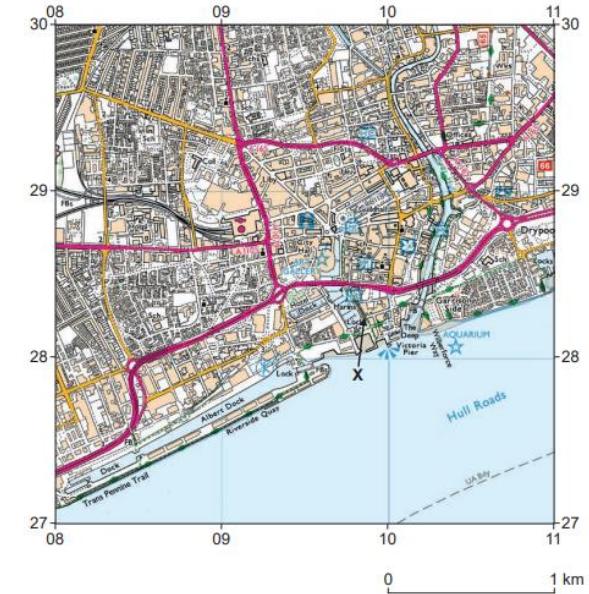
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Study **Figure 4**, a 1:25 000 Ordnance Survey map of part of Hull, a city in the UK.

Figure 4





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# Grade 4 | Key Revision Advice for Mock Round 2

- Use the case study booklet (facts & figures)
- Create flash cards for key words and definitions
- Keywords and definitions
- Use the CPG revision guide



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# Grade 4 | Learning Behaviours in the next 13 weeks

- ATL 1
- Revise geography 15mins per day
- Create flash cards of key words and case study facts.



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# Grade 5 | Key Knowledge

- Students show a solid sense of place and are able to describe distribution and patterns. They can explain how physical and human processes work with confidence.
- Students can explain the formation of most processes in the format of story / sequence e.g. The formation of a sea stack.
- Use many specific facts and figures consistently. E.g. A primary effect of Typhoon Haiyan was 30,000 fishing boats were destroyed. Another effect was 6 million people lost their source of income.



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# Grade 5 | Key Exam Skills

- Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.  
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Immediate response to a tectonic hazard in Haiti



Long-term response to a tectonic hazard in Haiti



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# Grade 5+ | Key Exam Skills

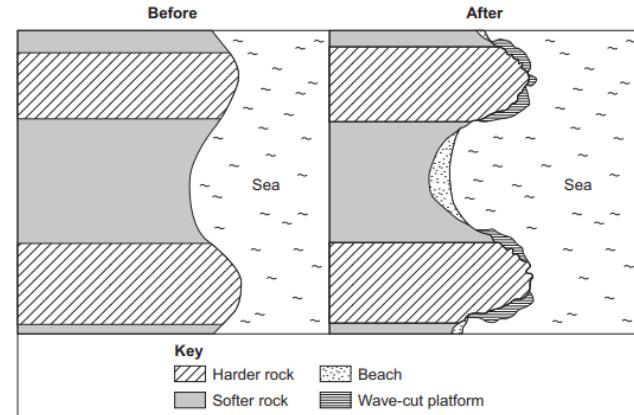
Decoding the question – Use BUG. Box the command word, underline key words and glance back to answer the question.

How do coastal processes create a range of erosional landforms. (6 Marks)

Use figure 15 and own knowledge

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Figure 15





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# Key Exam Skills

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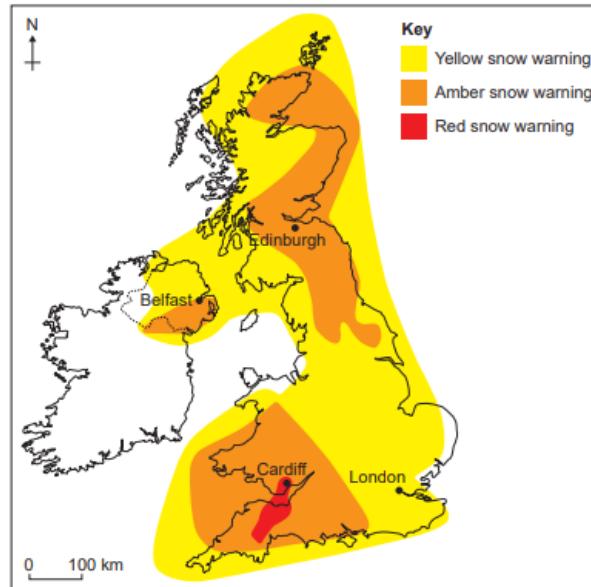
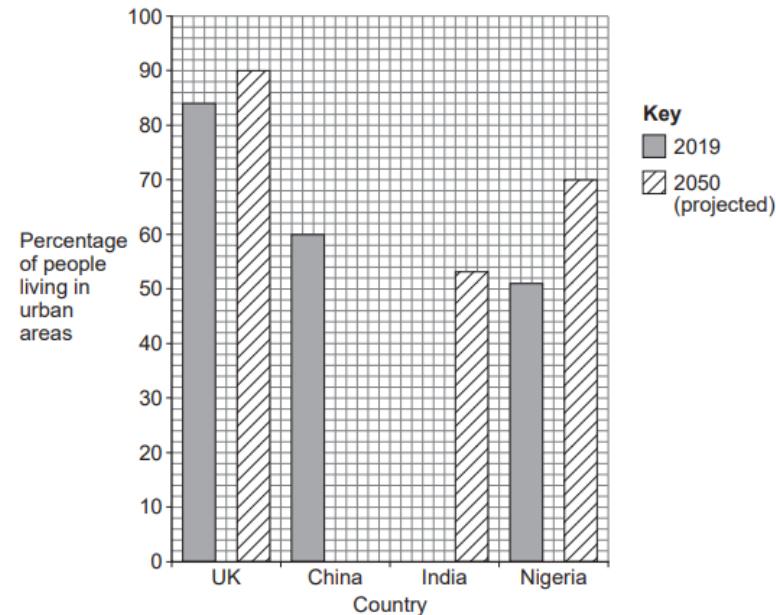


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[1 mark]

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[2 marks]

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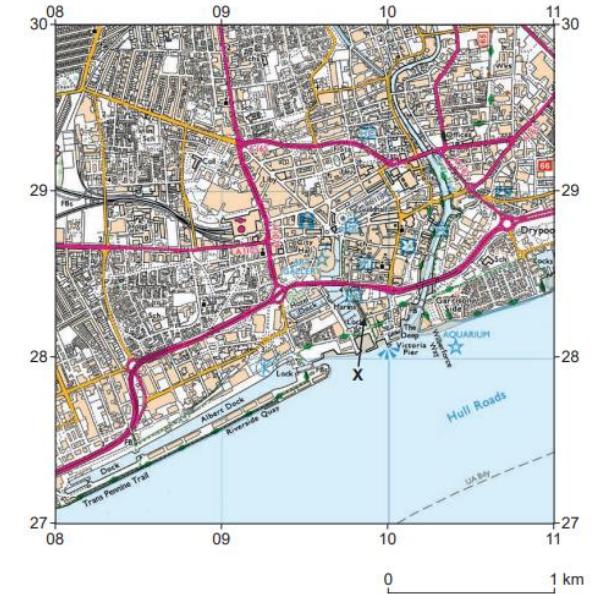
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# Grade 5 | Key Revision Advice for Mock Round 2

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# Grade 5 | Learning Behaviours in the next 13 weeks

- ATL 1
- Create a revision timetable
- Revise geography two times per week
- Practice exam questions



CREATING A CLIMATE FOR GREAT LEARNING,  
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# Grade 7 | Key Knowledge

- Students have excellent knowledge of key case studies for Paper 1 and Paper 2. e.g. Typhoon Haiyan 2013.
- Students can explain the formation of a range of processes effectively in chronological order e.g. The formation of a sea stack.
- Use many specific facts and figures to provide evidence and used consistently. E.g. A primary effect of Typhoon Haiyan was 30,000 fishing boats were destroyed this led to further economic problems because over 6 million people lost a source of income.



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

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Long-term response to a tectonic hazard in Haiti



CREATING A CLIMATE FOR GREAT LEARNING,  
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# Grade 7+ | Key Exam Skills

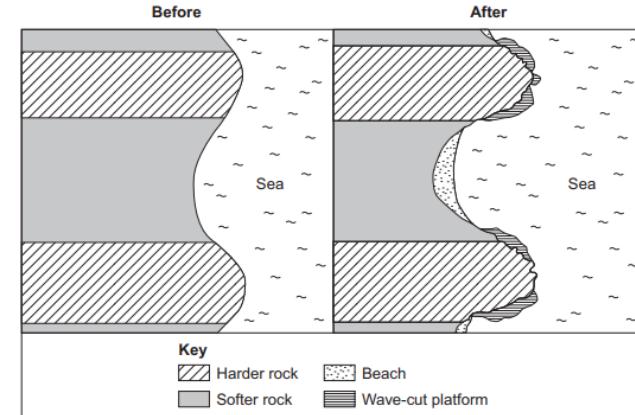
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**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Key Exam Skills

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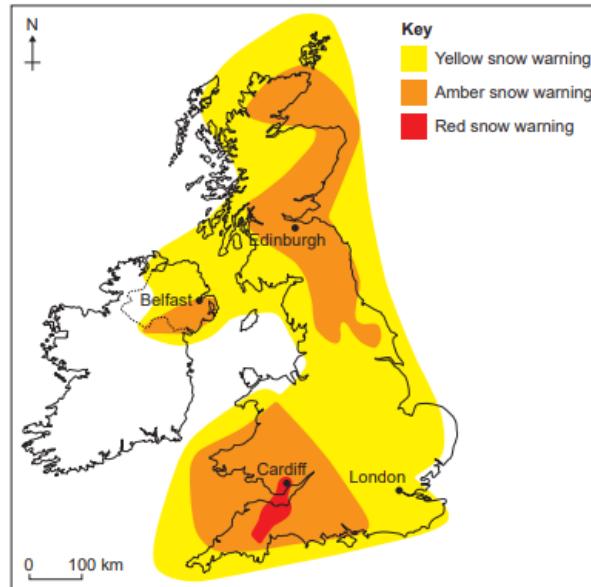
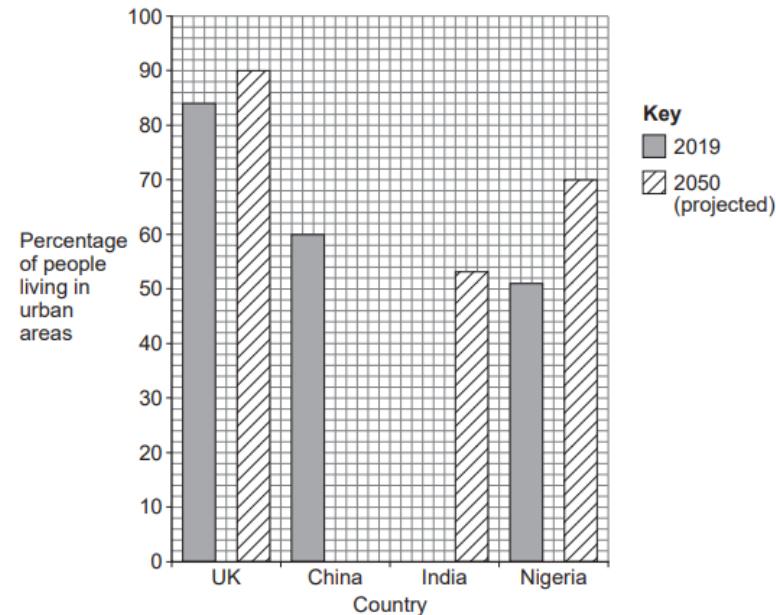


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0 1 . 2

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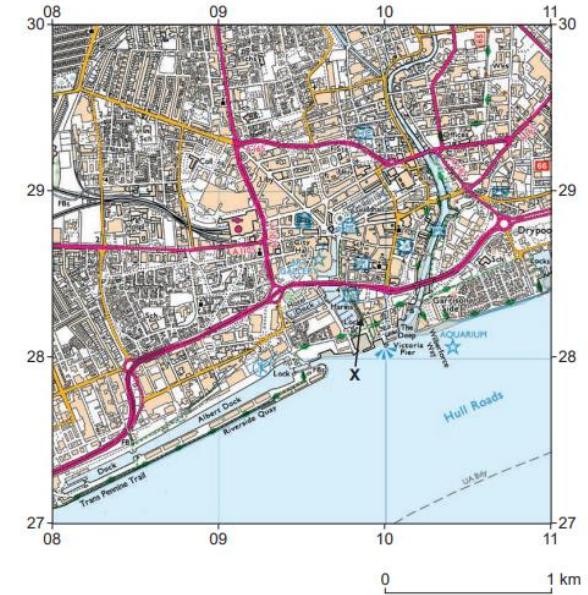
[2 marks]

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Question 1 continues on the next page

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Figure 4



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- A 283098
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[1 mark]



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