




Geography Department



# GCSE Geography Homework Booklet 2026 - 2028

Name:

Class:

Teacher:

Paper 1:

The Living World: p.1-8

Physical Landscapes: p.9-15

Challenge of Natural Hazards: p.16-22

Paper 2:

Urban Issues and Challenges: p.23-29

The Changing Economic World: p.30-35

The Challenge of Resource Management: p.36-41

# 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=PLPbjF2ezDZ9nueO0eyDWBpOsaqMxrLjKq>

<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.7)	Rwandans switch from subsistence to commercial farming
Desertification 9 mark Q (p.8)	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?

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

1. Explain the role of a producer in an ecosystem

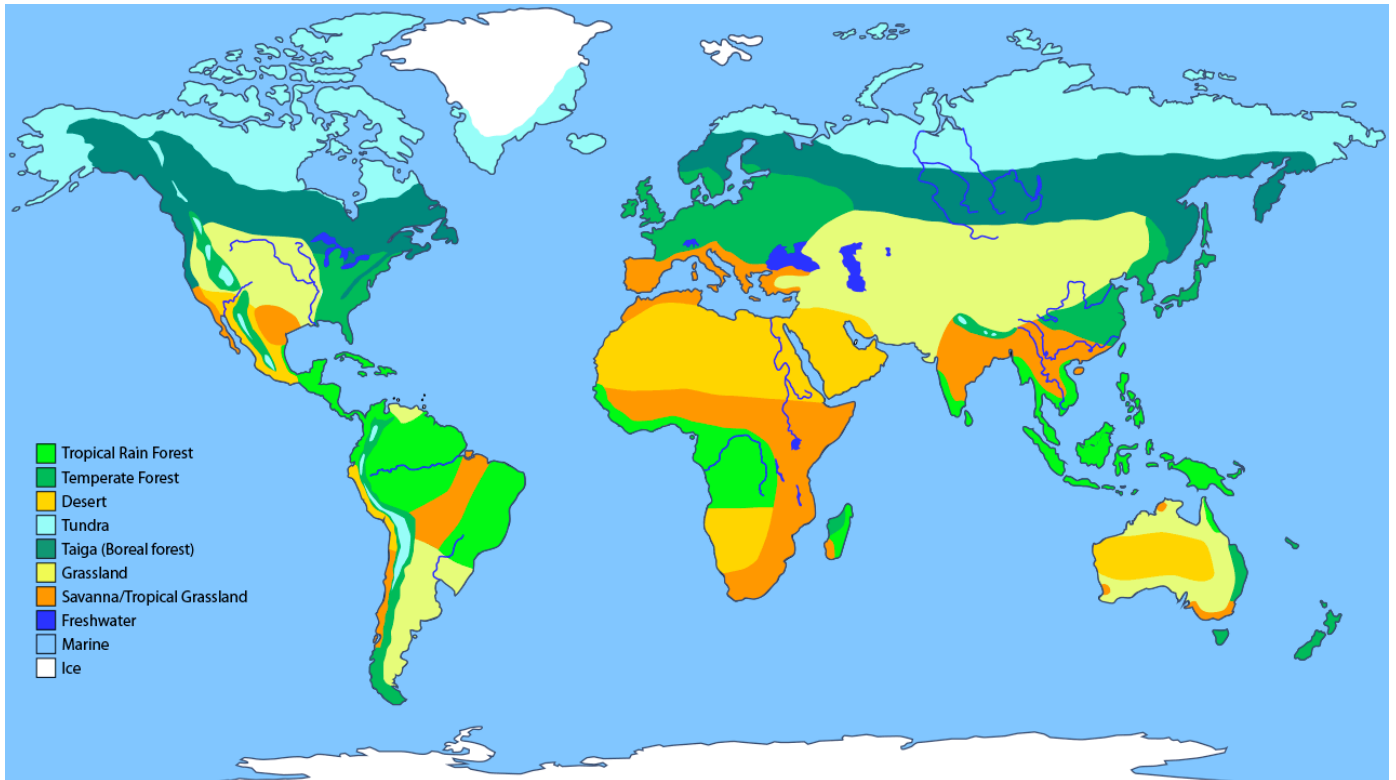
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**Ecosystem Location (use living world section of revision guide to help)**



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

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

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**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

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

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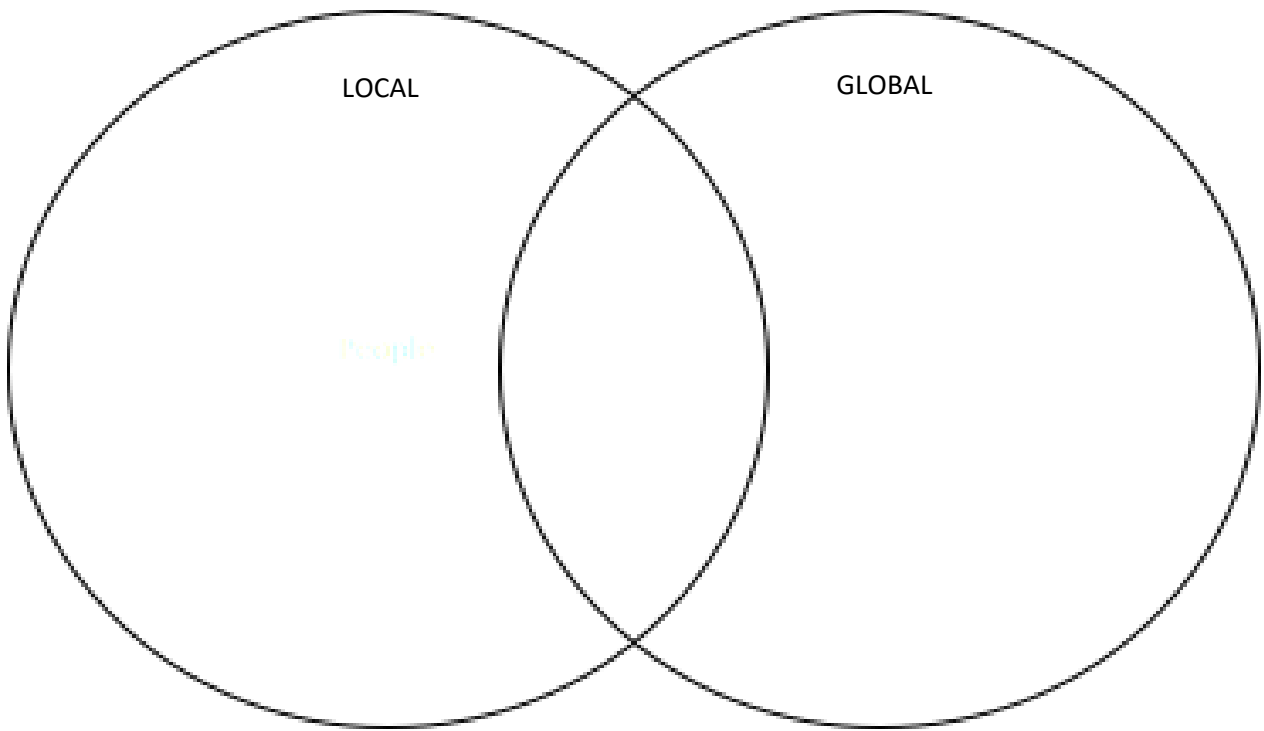
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**Tropical rainforest impacts (use living world section of revision guide to help)**

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



2. Contrast commercial farming and subsistence farming

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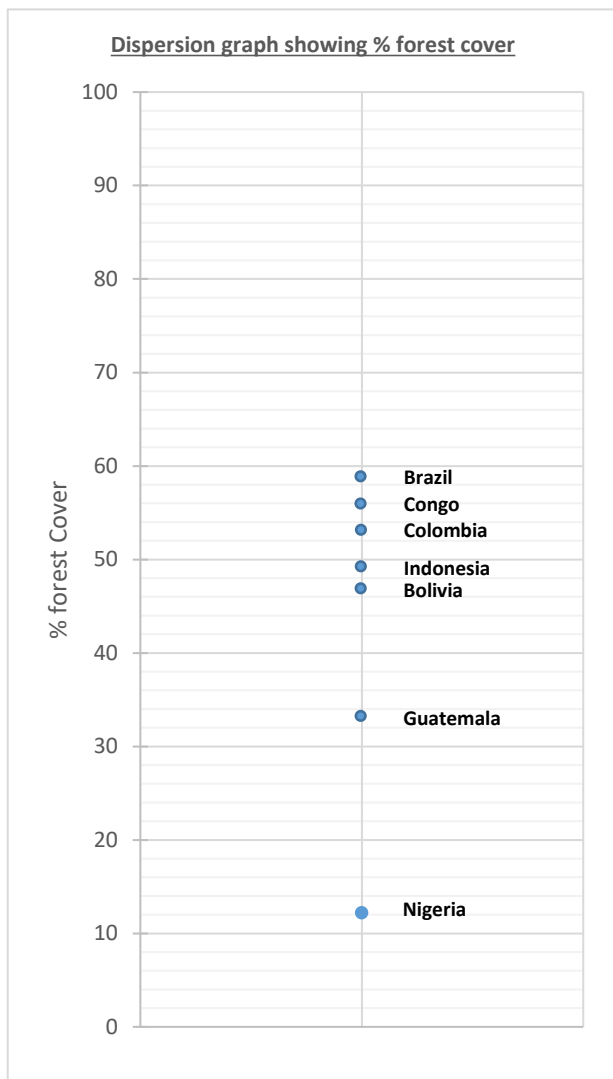
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### 3. Geographical skills – Rates of deforestation

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 6<sup>th</sup> 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 9<sup>th</sup> result in your ranked list.

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

IQR = Upper Quartile minus Lower Quartile



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

1. Contrast selective logging with clear cutting

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

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

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

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

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

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

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# 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.10)	GCSE geography revision – coastal processes The 4 coastal processes of coastal erosion
Coastal landforms (spits and bars) (p.10-11)	Landforms coasts (GCSE geography) Coastal landforms
Coastal landforms (stumps) (p.11)	Old Harry erosion West Wales – Sea arches and stacks Sea stack: A landform of coastal erosion
Coastal management (p.12)	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.12)	River processes
River landforms (meanders) (p.13)	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.14)	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.15)	Complete storm hydrograph in small stream channel



2. Contrast a spit with a bar

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


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**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

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2. Explain why sediment size changes along a rivers course

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**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:

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Outside of meander bend:

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2. Explain why deposition happens at a river estuary

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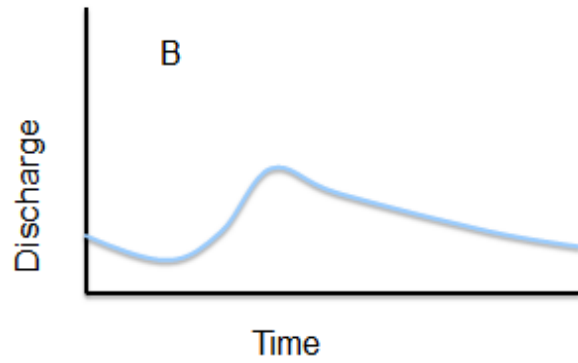
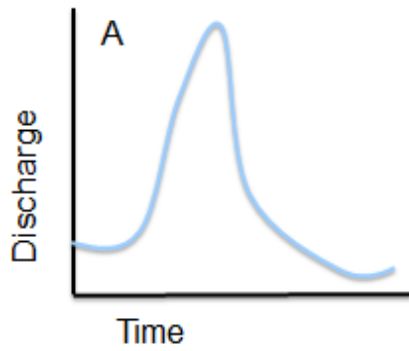
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**Geographical skills – Flood hydrograph (use physical landscapes section of revision guide to help)**



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			

# 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.17)	Tectonics of planet Earth The early Earth and plate tectonics Plate tectonics
Global atmospheric circulation (p.18)	Understanding global atmospheric circulation What is global circulation? (Part 1) What is global circulation? (Part 2)
Earthquakes (p.19)	Earthquakes 101: National geographic
Tropical storms (p.19)	How do hurricanes form? Formation of a tropical cyclone Hurricanes and why they form How do tropical storms form?
Typhoon Haiyan (p.19)	Typhoon Haiyan: Aerial footage shows how Tacloban has recovered 6 months on
Climate change (p.20-22)	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)

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

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

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

2. Explain what happens at a subduction zone

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

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**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

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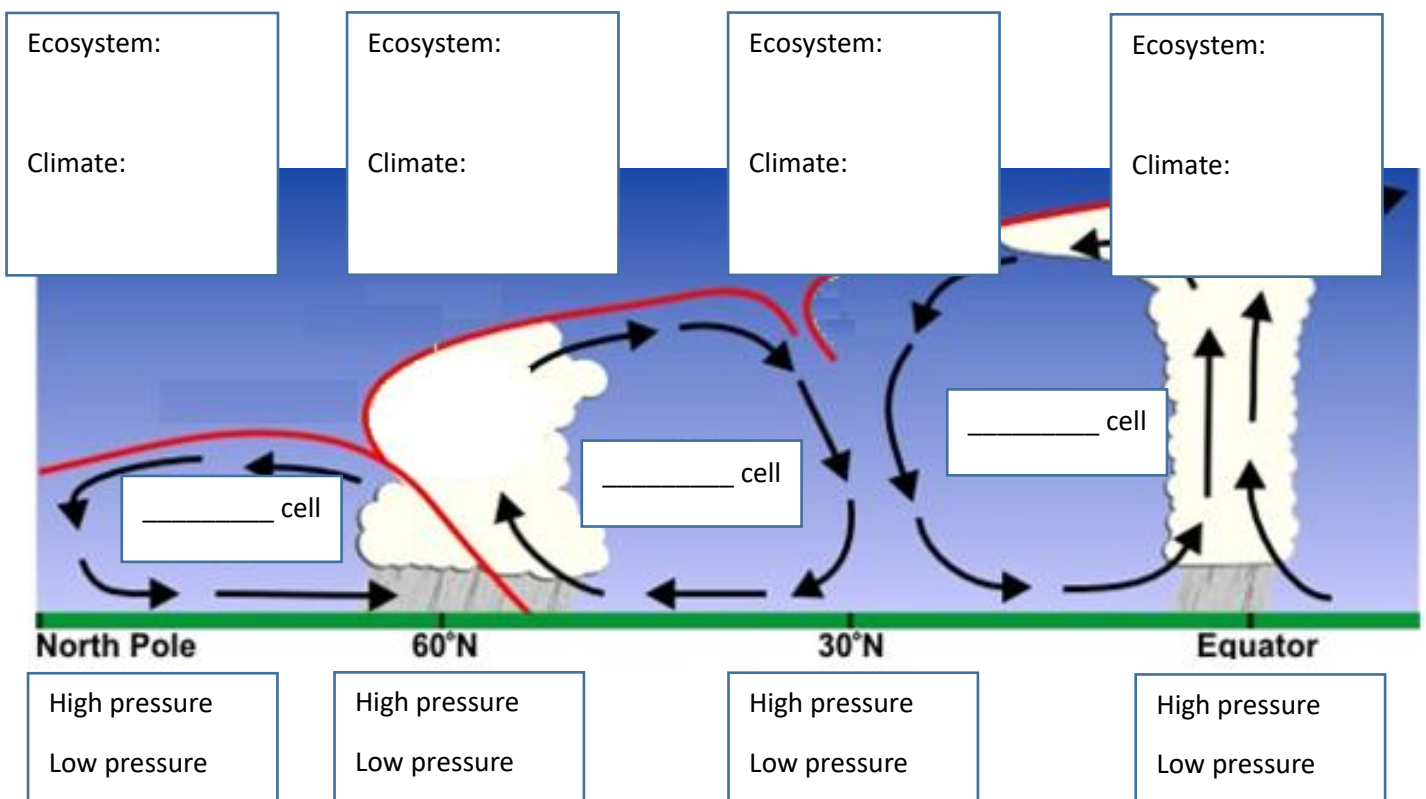
2. Does rising air lead to high or low pressure?

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3. Describe the movement of air between different pressure belts

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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

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

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

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

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

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

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

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

1. Explain the term climate change

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

NATURAL:

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HUMAN:

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3. Contrast the natural and enhanced greenhouse effect

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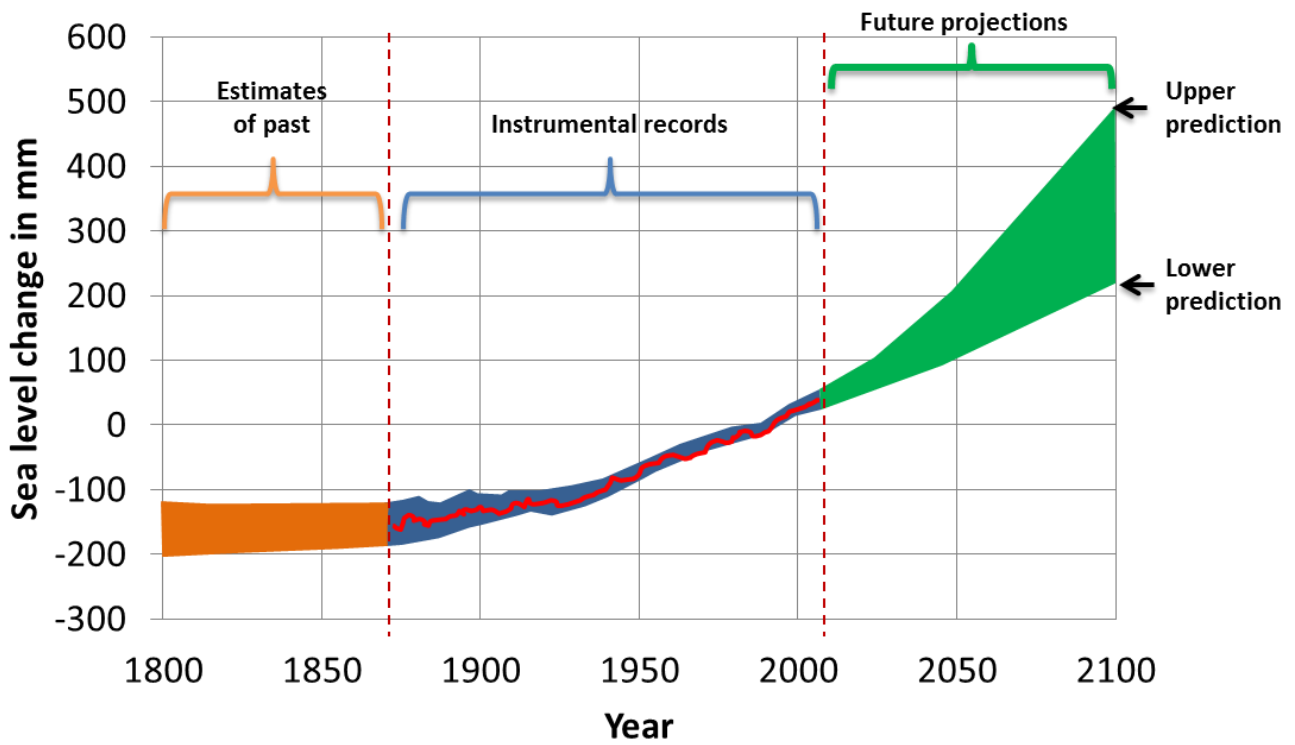
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4. Geographical skills – global sea level change

### Global sea level change in mm



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

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# Urban Issues and Challenges Unit

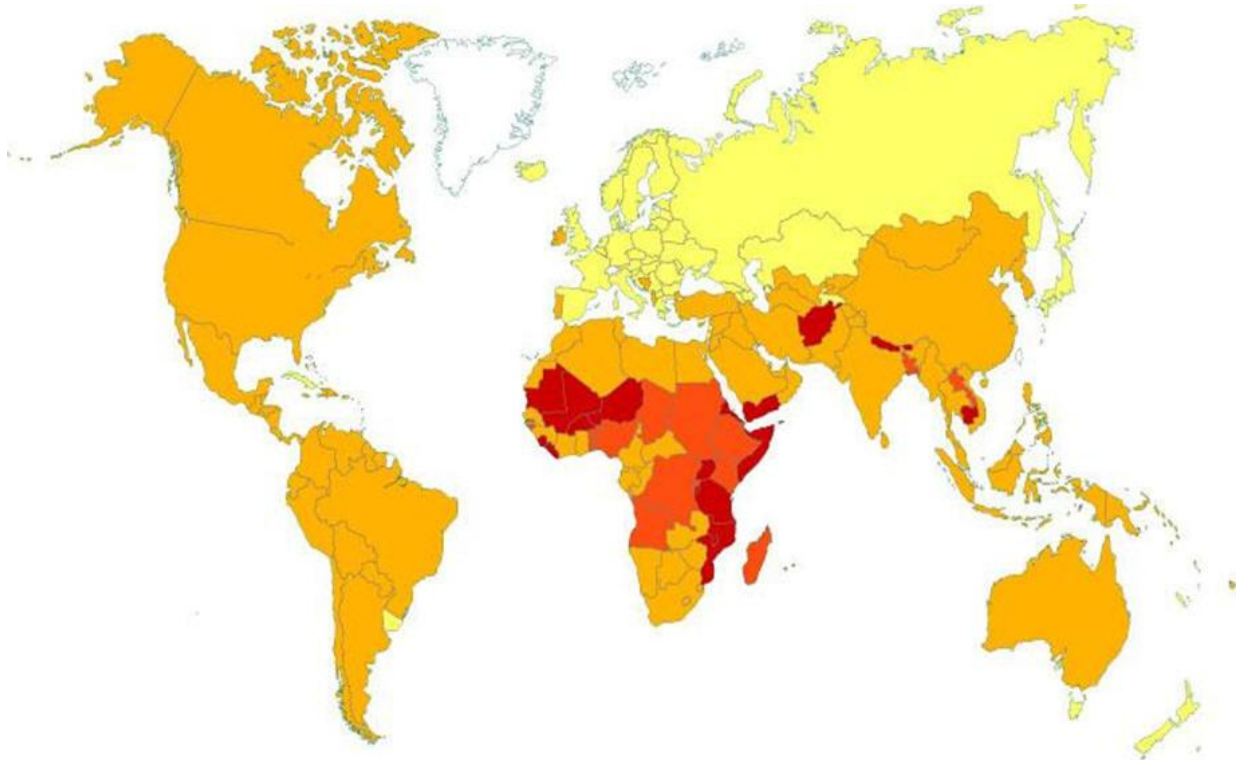
All videos can be found on Urban issues and challenges playlist on the Aylsham High Geography youtube channel. The video playlist will be on the right hand side when you use the URL. Scroll through the playlist to find the relevant video to watch.



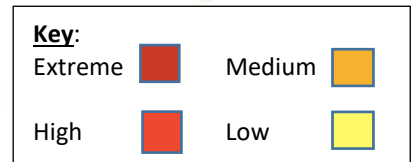
<https://www.youtube.com/playlist?list=PLPbjF2ezDZ9nm87NrTnLszTx7MNGpKI8i>

<u>Question</u>	<u>Video title</u>
Urbanisation (p.24)	Urbanisation and the rise of the megacity The history of urbanization, 3700BC – 2000AD Urbanisation and the growth of global cities
Mumbai opportunities and challenges (p.25)	Inside the Dharavi slums of Mumbai Journey through India: Mumbai
Mumbai improvements (p.26)	Watch a young Mumbaikar recount his struggle for a legal house
Mumbai challenges 9 mark Q (p.27)	Inside the Dharavi slums of Mumbai
London opportunities (p.28)	London Now London Future
Sustainable living (p.28)	Creating sustainable cities Masdar: The city of the future
London regeneration (p.29)	London 2012 Olympic games Programme 10 Olympic legacy: 5 years on from London 2012 London 2012: Legact Stratford regeneration after the London Olympic games

**Geographical skills - Urbanisation (use urban issues section of revision guide to help)**



**Map showing the average annual rate of change of urban populations around the world**



2. Using the map and key complete the table below (5)

Continental area	South America	North America	Western Europe	Sub Saharan Africa	South East Asia
Average Rate of growth					

3. Where is urbanisation happening fastest? (circle the correct answer)      LIC              NEE              HIC
4. Where is urbanisation happening slowest? (circle the correct answer)      LIC              NEE              HIC

5. Using the figure, contrast the urban growth in Africa and Europe

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6. Outline one reason for the difference in urban growth between Africa and Europe

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## Consequences of urban growth in Mumbai

Complete the table to summarise the opportunities and challenges created by urban growth

### Social opportunities

<b>State an opportunity</b>	<b>Develop the opportunity (e.g. specific details, why this is an opportunity)</b>	<b>Evaluate the opportunity (e.g. how significant is the opportunity? use AO3 language)</b>

### Economic opportunities

<b>State an opportunity</b>	<b>Develop the opportunity (e.g. specific details, why this is an opportunity)</b>	<b>Evaluate the opportunity (e.g. how significant is the opportunity? use AO3 language)</b>

### Environmental challenges

<b>State a challenge</b>	<b>Develop the challenge (e.g. specific details, why this is an opportunity)</b>	<b>Evaluate the challenge (e.g. how significant is the challenge? use AO3 language)</b>





**London population (use urban issues section of revision guide to help)**

1. Outline two reasons (e.g. natural increase) for the changing population size in London

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**Sustainable Living (use urban issues section of revision guide to help)**

1. Explain the importance of the following for sustainable urban living

Addressing energy issues:

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Urban greening:

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Congestion charge and ULEZ:

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# The Changing Economic World

All videos can be found on The changing economic 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/playlist?list=PLPbjF2ezDZ9lQdDC1W79\\_NEL5UBbg6cAx](https://www.youtube.com/playlist?list=PLPbjF2ezDZ9lQdDC1W79_NEL5UBbg6cAx)

<u>Question</u>	<u>Video title</u>
Development indicators (p.31)	The geography of development How do we measure poverty? World vision Australia How does income relate to life expectancy by Professor Hans Rosling
Development consequences (p.31)	Migration: Why do people migrate?
Kenya: reducing the development gap (p.31-32)	Kemya tourist board video Tourism in Kenya (this is quite dated but the impacts are the same)
Nigeria: UK aid (p.34)	UK aid is changing lives: see the results Foreign aid: who gives the most and where does it go? Aid for Nigeria: Hungry children most at risk as militants' insurgency renews
UK: North – south divide (p.35)	Where is the north/south divide? BBC Evan Davis Mind the Gap: London vs The Rest 1 BBC Evan Davis Mind the Gap: London vs The Rest 2 North-south divide on health BBC News on the North South divide with Tom Hunt North-south transport divide

**Development (use economic world section of revision guide to help)**

1. Explain why composite measures of development (e.g. HDI) are better than single measures of development

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2. Explain how uneven development can result in migration

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3. Outline one other factor that leads to uneven development

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**Reducing the development gap (tourism in Kenya) (use economic world section of revision guide to help)**

1. Explain how Kenya uses tourism to reduce the development gap

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**UK economy (use economic world section of revision guide to help)**

1. Suggest what evidence supports a north-south divide exists in the UK

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2. Outline one strategy being used to reduce the north-south divide in the UK

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# The Challenge of Resource Management

All videos can be found on The challenge of resource Management 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=PLPbjF2ezDZ9nbYb\\_1sdedkqRjFdY1BZQG](https://www.youtube.com/playlist?list=PLPbjF2ezDZ9nbYb_1sdedkqRjFdY1BZQG)

<u>Question</u>	<u>Video title</u>
Global inequalities in energy (p.37)	The energy challenge
Food supplies (p.37)	15m people in Ethiopia will need food aid by 2016
Water stress (p.38)	Overview water resources UK
Fracking (p.39)	Fracking explained in 45 seconds What is shale gas?
Consequences of food insecurity (p.40)	What is food insecurity? An explanation
Sustainable food supplies (p.40)	What is sustainable food? Investigating the future of food
Almeria: Large scale food production 6 mark Q (p.41)	Documental de la BBC Fruit labourers: If you don't want to work like a slave, you're out

**Global inequalities in energy (use resource management section of revision guide to help)**

1. Suggest why there are inequalities in the supply and consumption of energy globally

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**Food supplies in the UK (use resource management section of revision guide to help)**

1. Contrast undernutrition, malnutrition and famine

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2. Evaluate the impact of demand for non-seasonal produce in the UK

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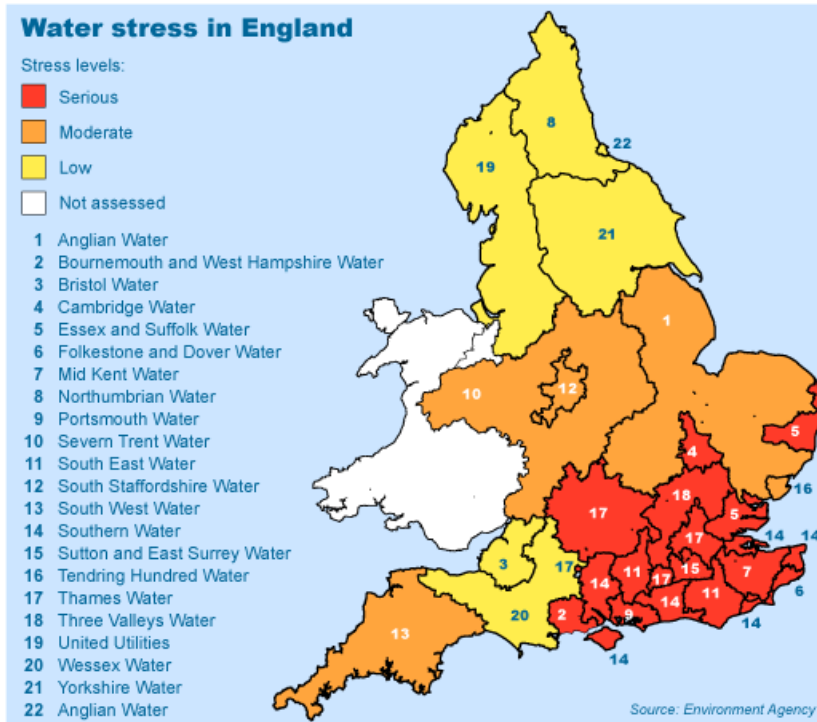
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**Geographical Skills - Water supplies in the UK (use resource management section of revision guide to help)**



1. Describe the pattern of water stress shown on the map

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2. Explain why the south-east of England has the worst levels of water stress

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**Energy supplies in the UK (use resource management section of revision guide to help)**

1. Suggest the benefits of the UK having a varied energy mix

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2. Outline two disadvantages of nuclear energy in the UK

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3. Suggest one reason why the UK is opposed to fracking to access energy supplies

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**Impacts of food insecurity (use resource management section of revision guide to help)**

1. Suggest why farming can lead to soil erosion in LICs

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**Sustainable food supplies (use resource management section of the revision guide to help)**

1. Explain two ways food production can be made more sustainable

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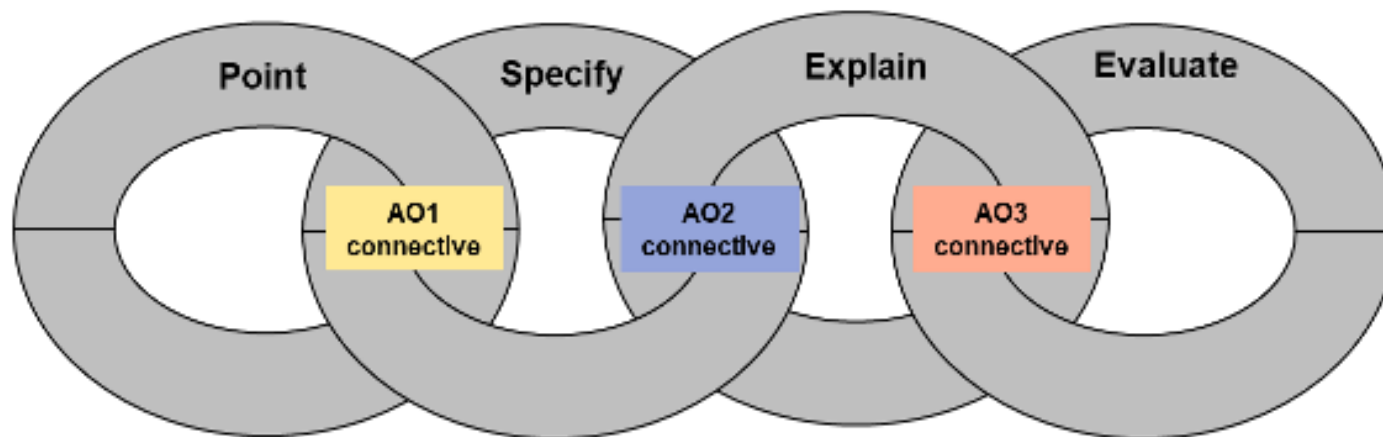
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<b>AO1 Connectives</b>
For example...
An example is...
Such as..
In (give location)...
In (give figure)...
<i>Give case study specific information</i>
<i>Give a fact/figure/ date</i>
<i>Give a definition of a key word</i>

<b>AO2 Connectives</b>
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...

<b>AO3 Connectives</b>
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



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