Year 7 Geography Distance Learning Quiz and Learn Booklet

Name:

Form:
Hello Year 7 Geographers!

Over the next 6 weeks, you will be completing work based on knowledge that we have covered in lessons.

This booklet is designed to give you practice of the core units we have already covered, to ensure that you have sound understanding of this and won’t need to revise any of this again in class, ahead of your Y8 content. This will ensure you start Y8 in the best possible position!

This booklet comprises of 6 lessons:

1. w/c 1st June
2. w/c 8th June
3. w/c 15th June
4. w/c 22nd June
5. w/c 29th June
6. w/c 6th July

There is a quiz to complete at the end of each lesson, and there are also additional practice questions for you to complete after the 6 weeks (at the end of the booklet.)

Ensure you complete the quizzes without looking at your lesson, so that you can check that you have understood the content. Please also feel free to use your Knowledge Organisers and Self-quizzing packs to support your work.

If you have any questions, please do not hesitate to contact your teacher.

Good luck!

Ms Coton and Mr Jennings

l.coton@arkkingsacademy.org  j.jennings@arkkingsacademy.org
Week 1 – Settlement in Urban Areas

What is a settlement?
Settlements are places where people live. Many settlements have things in common and so they can be grouped to make it easier to study them.

Site - this is the place where the settlement is located, eg on a hill or in a sheltered valley.

Situation - this describes where the settlement is in relation to other settlements and the features of the surrounding area, eg is the settlement surrounded by forest or is it next to a large city?

What were early settlements like?
Early settlers often looked for certain features in an area to make life easier:

- flat land, to make building easier and safer
- local raw materials, eg wood and stone, to build homes
- a local water supply for drinking, washing, cooking and transport
- dry land, so that people could build on areas that don't flood
- a defendable site, eg a hilltop or river bend, to protect from attackers
- good farm land with fertile soils, so people could grow crops
- shelter, eg to protect from bad weather
- transport links, eg a ford or low crossing point of a river
**What are the Different Settlement Types?**
Settlements can vary in size and shape. Some people live alone or with their family in single properties, eg farmers, but most group together in towns and cities.

The table shows one way of dividing settlements into different types. It is worth remembering, though, that a village in one part of the world may be considered to be a town in another.

<table>
<thead>
<tr>
<th>Settlement type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamlet</td>
<td>This is a very small group of homes. There are unlikely to be many other facilities.</td>
</tr>
<tr>
<td>Village</td>
<td>This is larger than a hamlet and contains more functions, eg a few shops, a post office, a village hall and possibly a primary school and a doctor's practice. Villages can vary in size from a few hundred people to several thousand.</td>
</tr>
<tr>
<td>Town</td>
<td>This may contain tens of thousands of people. Towns have a range of functions such as shopping centres, secondary schools, railway stations and hospitals.</td>
</tr>
<tr>
<td>City</td>
<td>A city is an area with large numbers of people. Cities provide a very wide range of functions including more specialised functions such as universities, large hospitals and sports stadiums. In the past cities were identified as places containing cathedrals but today the Queen decides which places are cities, based on a number of different factors including the size of the population.</td>
</tr>
</tbody>
</table>
Settlement Patterns
Towns and cities are often complex but it may be possible to see how some land uses group together in zones.

The diagram shows a simple version of the concentric or **Burgess model**. It shows a simple land use pattern that can be identified in some towns and cities, particularly in countries like the UK. In general, the oldest parts are in the centre and the newer parts on the edge.

*A view of Birmingham’s CBD.*
<table>
<thead>
<tr>
<th>Zone</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBD - Central business district</td>
<td>This zone contains functions such as shops, entertainment and offices. Traditionally, these needed to be accessible and in central positions so they could attract enough customers and workers.</td>
</tr>
<tr>
<td>Inner city</td>
<td>In the past, this area contained tightly packed workers’ houses and factories. Businesses had to be centrally located and workers had to be nearby because most people had to walk to work. There were few areas of open land. This area has many of the oldest buildings but some inner city areas have been changed or redeveloped. Terraced houses and high-rise flats have been built because they take up less space.</td>
</tr>
<tr>
<td>Inner suburbs</td>
<td>Over time, cities spread out and suburbs were created as transport improved and became cheaper. Land was cheaper here so houses were bigger, often semi-detached with larger gardens.</td>
</tr>
<tr>
<td>Outer suburbs</td>
<td>This zone is near the edge of the city. It contains some larger, modern, detached homes and housing estates. Over time, retail parks have been built in this area. They contain large supermarkets and chain stores. Businesses have also moved to this zone to take advantage of good transport links.</td>
</tr>
</tbody>
</table>
Urban Change and Regeneration
As towns and cities have grown, some areas have become run down. This is particularly true of some old inner-city areas. Governments have tried to improve conditions in these areas (this is called ‘regeneration’).

Problems of old inner-city areas and the city centre include:

- overcrowding
- poor-quality housing
- traffic congestion
- lack of open space
- old industrial areas (brownfield sites)
- competition from out-of-town shopping centres
- expensive land

This has encouraged some people and industries to move out of central areas and has contributed to urban sprawl. This can put pressure on greenfield sites on the edge of the city. Some people are concerned about losing green open spaces. Green belts are protected areas that have been set up around some cities to help prevent urban sprawl.

Not everyone is moving out

Central areas of cities still remain very popular places to live for many reasons:

- close to amenities
- good transport links, eg buses and train services
- close to shops
- good choice of cafes, pubs and restaurants
- a variety of entertainment, eg cinema, parks and theatres
- close-knit communities
- more job opportunities
- local schools
- colleges and universities
There has been an increase in the number of people living in central parts of cities in recent years. This is called reurbanisation.

**Case Study: Regeneration in Central Bristol**

As patterns of world trade have changed, some cities in the UK have seen the decline of dockland areas, where merchant ships would collect or deliver goods. Planners have tried to regenerate some of these areas. For example, dockland areas in Cardiff, London, Salford and Bristol have changed a great deal in recent years.

In the past Bristol docks was an important industrial area with shipbuilding and warehouses right in the centre of the city. Over time the docks became outdated and too small for big container ships. This led to the decline of the area around the docks.

During recent years the dockland area has undergone a big transformation. It is now known as **Bristol Harbourside** and contains many new functions. This is an example of regeneration.

**Industrial Bristol Harbour 1871**

During Victorian times Bristol docks was an industrial area closed to the public.

Bristol docks in the past contained:

- warehouses and storage facilities
- railway sidings
• dry docks for shipbuilding and maintenance
• areas closed off to the public

Bristol Harbourside today contains:

• expensive loft apartments and waterside housing
• bars and restaurants
• hotels
• public squares and artwork
• exhibition centres and museums
• leisure functions, eg sailing and a caravan park
Week 2 – Population and Migration

Population Distribution

World population distribution describes how people are spread out across the globe. The human population is not spread evenly. Few people live in locations that are sparsely populated and densely populated places have many. The distribution of people is often shown using a dot distribution map.

The Himalayas are a good example of an environment that is difficult or challenging for people to live and work in. This large mountain range in Asia has low temperatures, poor soil quality and the slopes are too steep for people to live on and cultivate - and so it is sparsely populated. Other locations, such as parts of the UK, are more densely populated because they have flatter land, good soils and a mild climate.
UK population Distribution
Population distribution in the UK is also uneven. Some parts of the UK are very crowded. The south east, which includes the city of London, has a much greater population than the highlands of Scotland.

The population is very unequally distributed over the four parts of the UK: England makes up about 84 per cent of the total population, Wales around 5 per cent, Scotland roughly 8.5 per cent, and Northern Ireland less than 3 per cent.

Reasons for the population distribution in the UK
The south east of England covers one tenth of the land area but has over one third of the UK population living there.

The south east of England benefits from:

- good transport links
- easy access to the rest of Europe and beyond
- being the seat of Government
- the City - the financial heart of England

North West England has a high population density because many people located there because of raw materials (coal) and industry.

Scotland has a low population density because:

- some areas of Scotland are remote
- it is mountainous, making areas less accessible
**Population Density**

Population density is the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area. So, the population density in an area is equal to the number of people per sq km, divided by the size of the area in sq km.

![Population Density Formula](image)

The population density for the UK is approximately 260 people per sq km but if we look at different areas within the UK, we see big differences in density.

London has a population density of 4,932 per sq km. Urban spaces tend to be more crowded. Scotland has a density of 65 per sq km. Rural spaces have less people and they are usually more spread out.

Population density and distribution is affected by many factors. People prefer to live in places where they can grow food, build homes and work. Some areas are very difficult places to live and so only very few people live there.

**Factors that attract people and lead to dense populations include:**

- flat or gently sloping land
- mild climate
- good soils
- lowland
- water
- good transport and communication links, eg ports
- places to work
- resources, eg coal, oil

**Factors that may discourage people and lead to sparse populations include:**

- steep slopes
- harsh climate - very hot or very cold
- dense forest
Population Growth
The world's population does not stay the same. In fact, over the last few hundred years it has been growing faster and faster.

In the entire world, there has been an explosion in population. During the 1st century AD, the world population was about 300,000 people. The current population is over 7 billion, and most of the growth has taken place within the last 100 years. In fact, in the late 1990s, the world population was 5.9 billion, which increased to over 7 billion in 2011. During the 1960s the population was half what it is today, ie 3.3 billion.

The world population is still growing rapidly. Although the rate of growth is slowing slightly, there are so many young people that population will continue to grow for some time.

What causes population to change?
- births (eg availability of contraception and trends)
- deaths (eg war and disease)
- migration (eg people moving into or out of a country)

**Population Structure**

Population pyramids are graphs that show population structures, ie how many males and females of different age groups are in the population in each place. Population structures change from place to place and over time. The population pyramids for the countries below are different shapes.

The pyramid for **Kenya** has a very wide base. This means that there is a high proportion of young people. The top is quite narrow which means there are fewer people in the older age groups. This type of pyramid is more likely to occur in a **developing country** where birth rates are generally higher.
The pyramid for Japan is a different shape. It does not look like a pyramid. The base is not as wide as the Kenyan pyramid. The middle is wider and the top is taller. This type of pyramid is more likely to occur in a developed country where birth and death rates have fallen.

- A **wide base** means there are lots of young people, and suggests a high birth rate.
- A **narrow base** means a smaller proportion of young people, suggesting a low birth rate.
- A **wide middle, tall pyramid** means an ageing population, suggesting that there is a long life expectancy.

Some reasons for high birth rates include:

- need for large families, eg to work in rural areas
- lack of family planning
- people have many children because many infants die
Some reasons for falling death rates include:

- increasing wealth
- better hygiene and improved healthcare
- better farming techniques

**UK ageing population**

The United Kingdom has quite a narrow base but a large middle and top. This means we have an ageing population.

In the UK:

- an increasing proportion of the population are over 65
- in 2005, 16 per cent of the UK population was over 65
- by 2034, 23 per cent of the population is expected to be aged 65 and over compared to just 18 per cent aged under 16
- the fastest-growing age group is those over 85 years
- women tend to live longer than men but the gap between the life expectancy for males and females is reducing

Ageing population can bring benefits, such as more **experience** and **knowledge**. But it also increases the cost of healthcare and adds to the government spending, as they have to pay everyone a pension (retirement income).
**Migration**

Migration is the movement of people from one permanent home to another. This movement changes the population of a place. International migration is the movement from one country to another.

People who leave their country are said to emigrate. People who move into another country are called immigrants. The movement of people into a country is known as immigration.

Every year some people leave the UK and move abroad. At the same time some people will move into the UK. Immigrants add to the total population and emigrants are subtracted from the total.

Sometimes people just move from one region to another within the same country. In many developing countries, large numbers of people have moved from the countryside to the cities in recent years. This is called rural to urban migration.

**Why do people migrate?**

Sometimes people have a choice about whether they move, but sometimes they are forced to move. The reasons people leave a place are called the push factors. The reasons people are attracted to new places to live are called the pull factors.
Advantages and disadvantages of migration

Migration can bring advantages and disadvantages to the country which is losing people and also to the host country (the country people migrate to).

Country losing people

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money sent home by migrants</td>
<td>People of working age move out reducing the size of the country's potential workforce</td>
</tr>
<tr>
<td>Decreases pressure on jobs and resources</td>
<td>Gender imbalances are caused as it is typically men who seek to find employment elsewhere. Women and children are left</td>
</tr>
<tr>
<td>Migrants may return with new skills</td>
<td>'Brain drain' if many skilled workers leave</td>
</tr>
</tbody>
</table>

Host country

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A richer and more diverse culture</td>
<td>Increasing cost of services such as health care and education</td>
</tr>
<tr>
<td>Helps to reduce any labour shortages</td>
<td>Overcrowding</td>
</tr>
<tr>
<td>Migrants are more prepared to take on low paid, low skilled jobs</td>
<td>Disagreements between different religions and cultures</td>
</tr>
</tbody>
</table>

In addition, there are a number of difficulties that the migrant may need to overcome, including:

- unemployment in new country
- racism and cultural differences
- language barriers
- lack of opportunities

UK migration

Migrants come to the UK from a variety of countries. People from the UK also emigrate to countries around the world. Immigration is not new and the UK has been a multicultural society for thousands of years. Many people in the UK are descended from previous settlers and invaders such as the Romans, Vikings, Saxons and Normans.

Recent migrants include people from other European countries such as Poland. Any European Union resident is usually free to work in other European Union countries. This freedom of movement has encouraged migration.
Another type of migrant is an asylum seeker, someone who has been forced to leave their own country because they are in danger, eg fleeing as a result of their religious beliefs or the danger of war.

**Week 3 – Population and Migration in Europe**

**Where in Europe located?**
Europe is one of the seven continents of the world.

Around 739 million people lived in Europe in 2010. This makes it the third most populated continent.

11 per cent of the world's population lives in Europe. It is the world's second smallest continent, with only 10 per cent of the world's land area. This means it has a high population density compared to other continents.

There are about 50 countries in Europe - with Russia and Turkey being partly in Europe and partly in Asia. Iceland and Norway to the north have very different environments to the warmer areas of Cyprus and Greece to the far south of the continent.
European population structures

Many countries in Europe have an ageing population, eg Germany, Italy, Spain, France and the UK. The reasons for this are:

- The **fertility rate** (average number of children each women gives birth to) is declining. This means that people are having fewer children than before.
- Life expectancy is increasing because of improvements in health care and food.
There are many problems with an ageing population, eg in the UK there is:

- greater pressure on funding the state pension.
- increasing demands on the NHS as the elderly tend to require more NHS services.
- greater dependency (reliance) on the population of working age
- more demand for suitable housing for the elderly

What might the solutions be?

- helping people save to help fund some of their pension
- increasing the retirement age, so people remain economically active for longer
- increasing immigration of skilled labour
- raising the productivity and contributions from those who work, to help contribute to society
- increasing maternity and paternity leave to encourage people to have more children

Europe's birth rate
Europe's average birth rate in 2010 was 11 births per 1,000 population. Compare this to the birth rate in Africa for the same year, when the average rate was 36 per 1,000 population. This rate does vary among countries within Europe, however the overall rate is low.

Reasons for a low birth rate are:

- family planning is more freely available
- women have developed their career paths and may postpone motherhood, or put it off altogether
- a greater desire for material possessions and homes
- people are marrying later

Population policies and migration

Different countries in Europe have tried to increase the birth rate in different ways. Some examples are:

- In the UK, mothers can have up to a year away from work. They can receive maternity pay for six months of this if they were working before having their baby.
- In the UK, parents have the right to ask for more flexible working patterns.
- In France, mothers receive 16 weeks of paid maternity leave for their first child, which increases to 26 weeks for the third child.
- In Italy, mothers who have a second child are offered a payment of over £500.

Migration is the movement of people from one home to another. The EU allows free movement of people between its member states. This has caused an increase in economic migration. People from Eastern Europe have migrated to countries such as England.

There are certain pull factors. Economic migrants expect to find:

- higher paid jobs
- better housing
- better health care
- more services available
- a better lifestyle

The jobs the migrants gain are often seasonal or low paid, such as cleaning. More qualified migrants may look for skilled work, medical or educational jobs. People from the UK also emigrate to other countries in Europe for similar reasons.

Over time, some migrants have returned to their home countries as opportunities have increased there. Some migrants have settled in the UK. The third highest nationality at birth in the UK is Polish.
Week 4 – Development

Development indicators

One of the key questions to ask about development is the standard of living of the people who live in a country. There are many different ways to measure the quality of life or level of development of a place. These are called development indicators.

Economic indicators that affect standard of living (how good your life is):

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples of measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wealth</td>
<td>Gross Domestic Product (GDP) - the total value of all goods and services produced in a country</td>
</tr>
<tr>
<td></td>
<td>Gross National Product (GNP) - GDP plus earnings from foreign investment</td>
</tr>
<tr>
<td></td>
<td>GNP per capita - GNP divided by the total population</td>
</tr>
<tr>
<td>Jobs</td>
<td>The types of jobs people do differ between countries. In more economically developed countries (MEDCs) more people work in tertiary and quaternary jobs. In less economically developed countries (LEDCs) more people work in primary jobs such as farming and secondary jobs such as manufacturing.</td>
</tr>
</tbody>
</table>

Key terms

- **Primary** - The primary sector involves extracting raw materials, rearing animals and growing crops.
- **Secondary** - A type of industry where raw materials are made into something. Often called 'manufacturing'.
- **Tertiary** - Providing services and includes retail, tourism, education, health and banking.
- **Quaternary** - The section of employment that is knowledge-based, e.g. ICT and research.
Social indicators that affect standard of living:

Measuring development is not straightforward. It can be misleading to look at one single wealth indicator like GNP per capita because the wealth of a country might not be shared out equally. Also, one country might be seen as very developed when using one indicator, but far less developed when using a different indicator. Therefore, geographers use more than one indicator when measuring development.

The United Nations now uses an indicator called **HDI (Human Development Index)** which is made up of a number of important measures, such as:

- GNP per capita
- number of years schooling
- life expectancy
The measures range from 0 to 1. An HDI between 0.8 and 1 is high and between 0.6 and 0.4 is low.

Contrasts in development

Generally, most high income countries (HICs) are in the northern hemisphere and low income countries (LICs) are in the southern hemisphere. There are exceptions such as Australia and New Zealand. The Brandt Line is an imaginary division that has provided a rough way of dividing all of the countries in the world into the rich north and poor south.

Many countries in the poor south have become more developed since the 1980s and so many people now think that the Brandt line is no longer useful.

For example, some countries that are considered to be 'developing' have experienced rapid growth (especially in manufacturing and tertiary industries) in recent years. We call these countries the newly emerging economies (NEEs) eg China, Brazil and Mexico.

Why have NEEs grown?
- strong, stable government
- a switch from agricultural to manufacturing and service jobs
- a focus on exports and trade
- products are kept cheap and competitive by using cheap, well-disciplined workers
- profits are invested in developing more industries and buying home produced goods
- over time the workforce becomes better educated and more skilled

**Factors affecting development**

There are lots of reasons why some countries are much less developed than others. The reasons are complex and vary from place to place.

**Physical factors**

- **Climate** - many of the poorest countries are in the tropics where it is hot, the land is less fertile, water is scarce, and **diseases** flourish.
- **Natural resources** - some raw materials are valuable and can help a country develop if they have the resources to collect and process them, eg oil, diamonds, forests and gold.
- **Location** - being near **trade routes** and having access to the sea, eg ports have been important for trade. Landlocked countries are at a disadvantage.
- **Natural hazards** - some places are vulnerable to **natural disasters**, eg Haiti is located in an area prone to earthquakes and hurricanes.

**Historical/political factors**

- **Trade** - goods are traded on a global scale but it is difficult for poor countries to compete. Some believe the rules of trade are unfair. Rich countries can raise tariff barriers to stop cheap imports undercutting their own goods. In the past some countries made money by colonising other countries and using their raw materials to produce manufactured goods.
- **Corruption/poor management** - countries need **strong, stable** and **honest** leaders to help them develop.
- **War** - wars use up resources and make it difficult to produce goods and trade.

**Social factors**

- **Discrimination** - some groups may have fewer opportunities and this can hold back overall development, eg if women are not educated to the same standard as men.
- **Population** - overpopulation occurs where population growth outstrips resources.
The United Nations Millennium Goals

The United Nations is an organisation of independent countries formed in 1945 to work for international peace and security.

In 2000, the United Nations agreed on some Millennium Goals. Every country and all the world's leading development organisations agreed to these. The aim was to achieve them by 2015.

The Millennium Goals are:

• end poverty and hunger
• universal education
• gender equality
• child health
• maternal health
• to combat HIV/AIDS
• environmental sustainability
• global partnership

There has been success in some areas but there is still a great deal of work to do. In 2008 child mortality in developed countries was 6 in 1000 per year but in developing countries it was still high - 72 in 1000 per year.

Economic and physical diversity in Asia

Asia is one of the world's seven continents. It is the world's most populated continent. 4,299 million people lived there in 2013, 60 per cent of the world's population.

India and China are the two most populated countries in the world, each containing nearly one fifth of the world's population. Both are located in Asia.

Economic diversity

Asia highlights the diversity there can be between different economies. The economy of a country refers to things to do with the nation's wealth and money. Asia contains some countries that are economically strong (HICs). One of Asia's rich industrialised countries is Japan.
Some countries in Asia have developing economies, eg Taiwan. Taiwan can be referred to as a **newly emerging economy (NEE)**. Characteristics of an NEE are:

- a rapidly growing economy
- their economy is moving away from being based on mainly primary industry
- investments in manufacturing (secondary) and technology (quaternary) industries
- attracts multinational companies
- a large workforce, reliable and initially prepared to work for long hours for little pay

Some Asian countries are very big players in a global market. China is the largest exporter in the world and this has helped finance industrialisation. The country is now predicted to become the largest economy in the world.

The **Middle East** also falls under Asia. Some countries in the Middle East (including places like Qatar and Kuwait) are quite rich from their oil exports, however the wealth belongs to only a few people.

In contrast, Laos and Nepal are two countries which do not have very developed economies. They struggle to trade in the global market. They are low income countries (LICs).
Physical diversity

The physical geography of an area looks at its natural features, such as the climate, topography and ecosystems. Asia’s physical geography is as diverse as its human geography.

In the north of Asia is Siberia - part of Russia. Siberia characteristically has an ecosystem adapted to the cold (called taiga and tundra) and a subarctic climate that averages around -5°C annually.

The Middle East has a significantly warmer climate and contains countries including Saudi Arabia, Israel, Iraq and Kuwait. This area includes desert ecosystems that host plants which have adapted to live in very dry areas.

South-east Asia (containing countries such as Indonesia and the Philippines) has a tropical climate. Tropical storms pass over.

**The newly emerging economies (NEEs): China and India**

Two of the world's most populated countries, China and India, are in Asia. They are both globally significant and are both aiming to become global leaders. They are referred to as 'newly emerging economies'.
China’s growth is partly due to its move from **agriculture** to **manufacturing**. China joined the World Trade Organisation in 2001. Many manufactured goods (like clothes and games) that we buy in the UK come from China. The growth of manufacturing in China is due to many reasons, including:

- China has created excellent opportunities for businesses to set up - making sure that the infrastructure is present.
- Incentives are offered by some agencies in China. There are Special Economic Zones (SEZ) that offer tax incentives to foreign businesses. One SEZ is Shenzen.
- China has a good supply of highly-skilled labour.
- There are lower labour costs involved - there is no national minimum wage.
- China is able to offer economies of scale because it already has a large manufacturing base.
- China has a growing domestic market for goods because of its large population.
- China has a reputation of a strong work ethic, and workers are used to long working hours.
- Health and safety laws are sometimes not heavily enforced which means companies do not have to spend money on meeting health and safety standards.
The growth in inequality (the gap between rich and poor)

Both China and India have a very uneven distribution (spread) of wealth and access to basic needs. India, for example, has extreme poverty within the country and a large rural population. One indication of the extreme poverty is the slum area in Mumbai. The area is called Dharavi and was featured in the film Slumdog Millionaire. Below is a list of the key features of this slum:

- It is one of the largest slums in Asia.
- The slum area was initially an area of temporary squatter shelters - and has now grown to 4 sq km and become permanent.
- The area is unplanned, and most dwellings are illegal. The means that basic sanitation is not present, with an average of one toilet for over 1000 people.
- Water pipes and electricity cables are present and do connect to many dwellings. However, many have been set up in a DIY fashion and pose health and safety risks.
- Informal industries (like rubbish collecting) have been set up which help to bring money in to the residents.
- The government and developers want to redevelop the area. The area is located in a highly desirable area of Mumbai, which could command a high price for rents when developed.
**Week 5 – Volcanoes**

**What is a volcano?**

A **volcano** is an opening in the Earth's crust. It allows hot magma, ash and gases to escape from below the surface.

**Key features of a volcano:**

- **Magma chamber** - large underground pool of magma
- **Lava** - magma, once it reaches the surface
- **Crater** - bowl-shaped basin in the top of the volcano
- **Vent** - central tube which magma travels through
- **Secondary cones** - eruptions from other vents may build up secondary cones on the flanks (sides of the volcano).
- **Ash, steam and gas** - material thrown out by the volcano
- **Volcanic bombs** - larger material thrown out by the force of eruption
**Types of volcano**

There are two types of volcano, composite and shield.

**Composite volcanoes** are steep-sided and cone-shaped, made up of layers of ash and lava and containing sticky lava which doesn't flow very far.

**Mount Etna** in Italy is a composite volcano.
Shield volcanoes have gently sloping sides and runny lava that covers a wide area. Gases escape very easily from shield volcanoes.

Mauna Loa in Hawaii is a shield volcano.

Case study: volcanic eruption

Nyiragongo is a steep-sided, active volcano. It is located in the Democratic Republic of Congo. Nyiragongo and the shield volcano of Nyamuragira, 40 km away, are part of the East African Rift Valley. This is an area of
many faults where the plates are being stretched as they move away from each other.

Cause of the eruption

The eruption happened on 17 January 2002. The volcano has a lava lake in its crater. Fissures opened up to the south side of the volcano and three streams of lava from the lake drained through the fissures. The lava reached speeds of 60 km/h. There was little warning as the lava reached the city of Goma. The unrest in the country has made it difficult to monitor the volcano and put emergency responses in place.

Social impacts of the eruption (effects on people)

- Homes were destroyed by ash and lava.
- 45 people died in the first 24 hours.
- The lava flow made it difficult to travel around Goma as it filled the roads. Aid agencies were unable to access some areas of Goma.
- The lava took a long time to cool and it burnt people as they tried to return to their homes.
- Cholera spread because of lack of sanitation in areas that people fled to.
- Around 50 people were killed when fuel exploded while they were trying to siphon it off at a petrol station.
- 14 nearby villages were destroyed in the lava flow.

**Economic impacts of the eruption (effects on money and jobs)**

- People returned to Goma hoping to find aid. One month after the eruption, 350,000 people were dependant on aid.
- People lost their businesses and jobs.
- Aviation fuel stores exploded as the lava flow damaged Goma airport.

**Environmental impacts of the eruption**

- Lava covered 15 per cent of the city of Goma and destroyed 30 per cent of the city.
- If the lava was to reach Lake Kivu, or seismic activity disrupted the lake, then dangerous gases of carbon dioxide and methane could be released from the floor of the lake.

**Case study: Iceland’s Eyjafjallajokull volcano**
In April 2010 the Eyjafjallajokull volcano in Iceland erupted.

**Facts about the eruption**

- The eruption started on 20 March.
- A 500 metre fissure opened up.
- The eruption happened underneath an ice sheet.
- Dissolved gases in the molten rock along with steam generated from the melting ice caused a large column of volcanic ash.

**Effects of the eruption within Iceland**

- Areas were flooded because of the glacier melt water which lay above the volcano.
- Agricultural land was damaged, and farms were hit by heavy ash fall.
- The ash fall poisoned animals in nearby farms.
- Some roads were destroyed.
- People were asked to stay indoors because of the ash in the air.

**Effects of the eruption within Europe**

- Travel was severely disrupted as many flights were cancelled between 14 and 21 April 2010.
- Businesses lost trade.
- Air operators lost millions of pounds each day.
- Perishable foods were wasted as they could not be transported.
- People were not able to get to work because they were stranded.
- The timing of the disruption was during the Easter holidays when levels of tourism are high.

**Week 6 – Earthquakes**

What are earthquakes?
Large earthquakes are usually connected with **plate boundaries**. Earthquakes happen often but most are too small for us to notice. **Seismometers** record earth movements.

An earthquake is a **sudden shockwave caused by rocks being under stress from the movements of plates at plate boundaries**. Eventually the stress in the rock builds up enough to deform (move) the plates reach breaking point. At that point, the stored up energy is released in the form of seismic waves (sometimes called ‘shockwaves’).

![Earthquake Diagram](image)

**Measuring an earthquake**

In the past, the **Richter scale** was used to measure the power of earthquakes. Earthquakes are now measured using the **Magnitude scale**. This measures the size of the **seismic waves** during the earthquake. Each step in the scale is ten times greater than the previous number. This is a logarithmic scale.

The amount of damage caused by an earthquake is measured by the **Mercalli Scale**. This is a measure of intensity, and changes according to which area you are measuring - damage nearer the epicentre would usually be greater than further away.
Case study: earthquake

Haiti is part of a large Caribbean island called Hispaniola. The Dominican Republic is located to the east of Haiti and covers over half of the island.

Cause of the earthquake

Haiti lies right on the boundary of the Caribbean and North American plates. There was slippage along a conservative plate boundary that runs through Haiti.

On 12 January 2010, a magnitude 7 earthquake hit Haiti at 16:53 local time. The earthquake's epicentre was 25 km west of Port-au-Prince, the capital. Most people, businesses and services were located in the capital.

Social impacts of the earthquake (effects on people)

- 3 million people affected.
- Over 220,000 deaths.
- 300,000 injured.
- 1.3 million made homeless.
- Several hospitals collapsed.

**Economic impacts of the earthquake (effects on money and jobs)**

- 30,000 commercial buildings collapsed.
- Businesses destroyed.
- Damage to the main clothing industry.
- Airport and port damaged.

Many of the effects were **immediate** or **primary**, eg injuries from falling buildings. Some **secondary** effects didn’t happen until many months later, eg cholera outbreaks. The effects of this earthquake were particularly bad because of the following reasons:

- there were very few earthquake-resistant buildings
- buildings and other structures were poorly built
- the epicentre was near to the capital
- there were few resources to rescue or treat injured people

**Response to the earthquake**

Haiti is a very poor country without the money and resources to redevelop. It is one of the least developed countries in the world with most Haitians living on $2 or less per day, about £1.30.

Because there were few earthquake-resistant buildings, the devastation was massive. Many buildings simply collapsed or were damaged beyond repair.

**Primary (immediate) responses**
- Neighbouring Dominican Republic provided emergency water and medical supplies as well as heavy machinery to help with search and rescue underneath the rubble, but most people were left to dig through the rubble by hand.

- Emergency rescue teams arrived from a number of countries, eg Iceland.

- Medical teams began treating the injured - temporary field hospitals were set up by organisations like the International Committee of the Red Cross.

- GIS was used to provide satellite images and maps of the area, to assist aid organisations.

- People from around the world watched the news from Haiti on TV and through social networks. Many pledged money over their mobile phones.

- United Nations troops and police were sent to help distribute aid and keep order.

Secondary (long-term) responses

- Money was pledged by organisations and governments to assist in rebuilding, but only slow progress had been made after one year.

- After one year, there were still 1,300 camps.

- 'Cash for work' programs are paying Haitians to clear rubble.

- Small farmers are being supported - so crops can be grown.

- Schools are being rebuilt.
### Week 1 Quiz – Settlement in Urban Areas

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Which statement correctly describes the characteristics of a city?</strong></td>
<td>\begin{itemize} \item Usually has a few hundred to a few thousand people with a few functions like shops and a school. \item A very small group of homes without many facilities. \item Large areas with lots of people. provides a wide range of functions. \item Contains tens of thousands of people with a range of functions like hospitals and schools. \end{itemize}</td>
</tr>
<tr>
<td><strong>2. What does 'CBD' stand for?</strong></td>
<td>\begin{itemize} \item Central Business Destination \item Central Business District \item Central Busy District \item City Business District \end{itemize}</td>
</tr>
<tr>
<td><strong>3. What is found on the edge of the city according to the Burgess Model?</strong></td>
<td>\begin{itemize} \item Inner City \item CBD \item Inner Suburbs \item Outer Suburbs \end{itemize}</td>
</tr>
<tr>
<td><strong>4. Which of the following statements does NOT describe a problem of old inner cities and the city centre?</strong></td>
<td>\begin{itemize} \item There are lots of job opportunities. \item The land is expensive. \item Lots of traffic congestion (traffic jams and pollution). \item There is overcrowding. \end{itemize}</td>
</tr>
<tr>
<td><strong>5. What is 'reurbanisation'?</strong></td>
<td>\begin{itemize} \item A decrease in the numbers of people living in central parts of cities. \item An increase in the numbers of people living in central parts of cities. \end{itemize}</td>
</tr>
<tr>
<td><strong>6. What TWO things did Bristol Docks contain in the past?</strong></td>
<td>\begin{itemize} \item Warehouses \item Hotels \item Expensive waterside housing. \item Dry docks for shipbuilding. \end{itemize}</td>
</tr>
<tr>
<td><strong>Week 2 Quiz – Population and Migration</strong></td>
<td></td>
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<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Select the correct statement to complete the sentence. Sparsely populated areas...</td>
<td></td>
</tr>
<tr>
<td>have lots of people living close together.</td>
<td></td>
</tr>
<tr>
<td>have very few people spread out.</td>
<td></td>
</tr>
<tr>
<td>have no people living there at all.</td>
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<tr>
<td>2. Using the global map, select the correct TWO statements.</td>
<td></td>
</tr>
<tr>
<td>Northern Russia is densely populated.</td>
<td></td>
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<tr>
<td>Greenland is sparsely populated.</td>
<td></td>
</tr>
<tr>
<td>Japan is densely populated.</td>
<td></td>
</tr>
<tr>
<td>France is sparsely populated.</td>
<td></td>
</tr>
<tr>
<td>3. Which statement correctly explain why Scotland has a low population density?</td>
<td></td>
</tr>
<tr>
<td>It is mountainous, making parts of it less accessible.</td>
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</tr>
<tr>
<td>It has good transport links.</td>
<td></td>
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<tr>
<td>It has a lot of industry.</td>
<td></td>
</tr>
<tr>
<td>It is the seat of the UK government.</td>
<td></td>
</tr>
<tr>
<td>4. How do you calculate population density?</td>
<td></td>
</tr>
<tr>
<td>Divide size of area by the number of people in an area.</td>
<td></td>
</tr>
<tr>
<td>Divide the number of people in an area by the size of the area.</td>
<td></td>
</tr>
<tr>
<td>Multiply the number of people in an area by the size of the area.</td>
<td></td>
</tr>
<tr>
<td>Take away the number of people in an area from the size of the area.</td>
<td></td>
</tr>
<tr>
<td>5. Which TWO factors attract people to an area and result in a dense population?</td>
<td></td>
</tr>
<tr>
<td>Lack of resources.</td>
<td></td>
</tr>
<tr>
<td>Mountainous land with steep sides slopes.</td>
<td></td>
</tr>
<tr>
<td>Good transport links and communication.</td>
<td></td>
</tr>
<tr>
<td>A mild climate (not too hot, not too cold).</td>
<td></td>
</tr>
<tr>
<td>6. Global population reached 7 billion in which year?</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>
7. Which age group is having the fastest growing population in the UK?
Aged under 16 years.
Aged between 16 and 65 years.
Aged over 85 years.

8. Which statement correctly defines immigration?
The movement of people into a country.
The movement of people out of a country.
When people stay where they are.

9. Which TWO are examples of 'pull factors'?
Few jobs and unemployment.
Good education.
Better healthcare.
War (eg: Syrian Civil War).

---

Week 3 Quiz: Population and Migration in Europe

1. What percentage of the world's population live in Europe?
7%
11%
25%
42%

2. What has happened to the percentage (%) of people of the age of 65 in the UK between 1901 and 2011?
The percentage has decreased.
The percentage has stayed the same
The percentage has increased.

3. What is one implication (affect) of an ageing population?
Higher number of young workers.
Less pressure on funding the state pension.
Greater demand for NHS services.
Less demand on the NHS.

4. What was Europe's average birth rate in 2010?
11 per 1,000 population.
18 per 1,000 population.
<table>
<thead>
<tr>
<th>Week 4 Quiz: Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. ‘Manufacturing' is an example of which job sector?</strong></td>
</tr>
<tr>
<td>Primary sector</td>
</tr>
<tr>
<td>Secondary sector</td>
</tr>
<tr>
<td>Tertiary sector</td>
</tr>
<tr>
<td>Quaternary sector</td>
</tr>
<tr>
<td><strong>2. What is 'literacy rate'?</strong></td>
</tr>
<tr>
<td>The average number of years a person is expected to live.</td>
</tr>
<tr>
<td>The percentage of people who cannot read and write.</td>
</tr>
<tr>
<td>The percentage of people who can read and write.</td>
</tr>
<tr>
<td><strong>3. Which THREE measures is the Human Development Index (HDI) made up of?</strong></td>
</tr>
<tr>
<td>Life expectancy</td>
</tr>
<tr>
<td>Literacy rate</td>
</tr>
</tbody>
</table>
Week 5 Quiz: Volcanoes

1. What is a ‘volcanic bomb’?
Magma once it reaches the surface.
Eruptions from small vents.
Central tube through which magma travels through.
Larger material thrown out by the force of the volcano.

2. What is the 'magma chamber'?
The central tube through which magma travels through.
A large underground pool of magma.
Material thrown out by the volcano.
A bowl-shaped basin at the top of the volcano.

3. Which statement about shield volcanoes is correct?
They have steep-sided slopes.
They have gently sloping sides.
They are made up of layers of ash and lava.
They erupt sticky lava.

4. ‘Climate' is a physical factor affecting development. What are TWO other physical factors?
Trade
Discrimination (eg: if women have less access to education than men).
Location (eg: being a landlocked country)
Natural disasters

5. Which TWO are examples of 'United Nations Millennium Development Goals'?
Child health
Higher incomes
Environmental sustainability

6. Which statement explains why manufacturing has grown in China?
Low labour costs and no national minimum wage.
Health and safety laws are not heavily enforced.
China has a highly skilled workforce.
All of the above.
4. Which TWO statements about composite volcanoes are correct?
- They are made up of layers of ash and lava.
- Runny lava is produced.
- They have gently sloping sides.
- Mount Etna in Italy is an example.

5. Define 'social effect'.
- Effects on the surrounding environment.
- Effects on people.
- Effects on money and jobs

6. Which country is the active volcano Nyiragongo located in?
- Rwanda
- Italy
- Japan
- Democratic Republic of Congo

7. Which of the following is a social impact of the 2002 Nyiragongo eruption?
- Aviation fuel stores exploded as the lava flow damaged Goma airport
- Jobs and businesses were lost.
- Lava covered 15 per cent of the city of Goma and destroyed 30 per cent of the city.
- The lava took a long time to cool and it burnt people as they tried to return to their homes.

8. Which of the following is an economic impact of the 2002 Nyiragongo eruption?
- One month after the eruption, 350,000 people were dependent on aid.
- Lava covered 15 per cent of the city of Goma and destroyed 30 per cent of the city.
- Cholera spread because of lack of sanitation in areas that people fled to.
- 45 people died in the first 24 hours.

9. Which country is the Eyjafjallajökull Volcano located in?
- Japan
- United States of America
- Iceland
- Russia
10. What is one effect of the 2010 Eyjafjallajokull volcanic eruption within Europe?

- Damage to farmland (agricultural land)
- Travel was severely disrupted as many flights were cancelled
- Some roads were destroyed.
- Ash fall poisoned some farm animals.

<table>
<thead>
<tr>
<th>Week 6 Quiz: Earthquakes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What records earthquakes?</strong></td>
</tr>
<tr>
<td>Thermometers</td>
</tr>
<tr>
<td>Rulers</td>
</tr>
<tr>
<td>Seismometers</td>
</tr>
<tr>
<td><strong>2. What is the 'focus' of an earthquake?</strong></td>
</tr>
<tr>
<td>The point within the earth's crust where the earthquake starts.</td>
</tr>
<tr>
<td>The waves released from the epicentre.</td>
</tr>
<tr>
<td>The point on the earth's surface where the earthquake is felt first.</td>
</tr>
<tr>
<td><strong>3. What do we use to measure earthquakes today?</strong></td>
</tr>
<tr>
<td>Richter scale</td>
</tr>
<tr>
<td>Magnitude scale</td>
</tr>
<tr>
<td><strong>4. Select the correct statement to complete the sentence. The further away from the epicentre of an earthquake, the...</strong></td>
</tr>
<tr>
<td>greater the damage.</td>
</tr>
<tr>
<td>less the damage.</td>
</tr>
<tr>
<td>damage stays the same.</td>
</tr>
<tr>
<td><strong>5. Which plate boundary in Haiti located on?</strong></td>
</tr>
<tr>
<td>Boundary between Eurasian and North American plate</td>
</tr>
<tr>
<td>Boundary between the Nazca and the South American plate.</td>
</tr>
<tr>
<td>Boundary between the Caribbean and North American plate</td>
</tr>
<tr>
<td>Boundary between Pacific and Eurasian plate.</td>
</tr>
<tr>
<td><strong>6. What magnitude was the Haiti earthquake on 12th January 2010?</strong></td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>7. Which TWO statements describe social impacts of the 2010 Haiti earthquake?</strong></td>
</tr>
</tbody>
</table>
Damage to the clothing industry.
1.3 million were made homeless.
Over 220,000 deaths.
Businesses were destroyed.

8. Which statement is a primary response to the 2010 Haiti earthquake?
Many people pledged money to support Haiti through their phones from across the world.
Rebuilding schools.
'Cash for work' programmes to clear rubble.
Support for small farmers.

Stretch: Practice Questions:

1. Describe the differences between cities and hamlets.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. Complete the table to describe the characteristics of different parts of a typical city. Add some drawings to show what each part looks like!

<table>
<thead>
<tr>
<th>Part of city</th>
<th>What it is like</th>
<th>Draw what you would see</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner City</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Explain how Bristol has been regenerated.

<table>
<thead>
<tr>
<th>Inner Suburbs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outer Suburbs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Identify the push and pull factors into the CBD and inner city

<table>
<thead>
<tr>
<th>Push - why people leave the CBD and inner city</th>
<th>Pull - why people move into or stay in the CBD and inner city</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Describe how the global population has changed since 1700 up until 2012. What is predicted to happen to global population in the future?

___________________________________________________________________________
___________________________________________________________________________
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6. Explain why people migrate. Refer to both push and pull factors.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. Design a poster in the box below to explain some of the reasons why China has developed recently. Make it eye-catching!
8. Describe the differences between shield and composite volcanoes. Use the space below the lines to draw labelled diagrams to show the differences.