

Year 11 Trial Exams 1
Geography Revision
Paper 1

Physical Landscapes in the UK
Coasts



PiXL Independence: Ranking Triangle

Managing Coastal Erosion – Hard Engineering

Rank the different methods of hard engineering.

Decide what criteria to use – sustainability? Cost? Effectiveness?

Justify your choices.

The most important information goes at the top and then the least important at the bottom.
Make sure you justify WHY you think it the most/least important.





PiXL Independence: Thinking Hard Model

Managing coastal erosion Case Study – Lyme Regis

Location

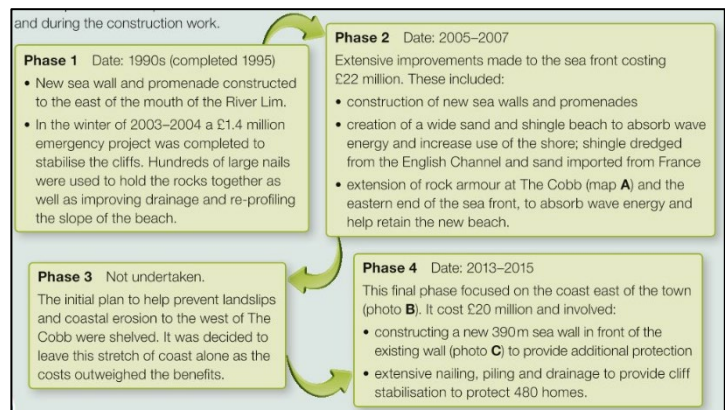
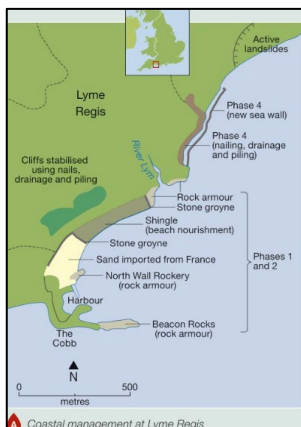
Lyme Regis is a coastal town on the south coast of England – on the Jurassic Coast. The coast is famous for the fossils found there. It attracts many visitors especially in the summer when the population swells from 4000 to 15 000.

Issues

- The town was built on unstable cliffs
- Powerful waves from the south west are rapidly eroding the coastline
- Many properties have been destroyed or damaged
- The foreshore has been greatly eroded
- The existing sea walls have been breached repeatedly

Lyme Regis Environmental Improvement Scheme

- Set up by West Dorset District Council in the early 1990s
- Aimed to provide long-term coastal protection & reduce threat of landslips
- Engineering works were completed in 2015
- Consultation meetings were held with property owners, fishermen and environmentalists



Benefits

- ◆ Long-term protection against destructive coastal erosion and landslips.
- ◆ More sand and shingle on the beach.
- ◆ It will be possible to walk along the whole beach even at high tide.
- ◆ A new promenade along the seafront.
- ◆ Calmer conditions for boats in the harbour and bay.
- ◆ Better access to the public gardens, including ramps for people using wheelchairs and prams.
- ◆ Re-landscaped public gardens with more walks.
- ◆ Improvements to roads.
- ◆ A more secure future for the town's people and businesses.



PiXL Independence: Thinking Hard Model

Managing coastal erosion case study – Lyme Regis

Take the text and do the following:

- 1) Prioritise: Underline the three most important sentences and write them here. Rank 1-3, briefly explain number 1. Cross out the least important sentence

- 2) Reduce: Reduce the key information into 12 words

- 3) Transform: Transform this information into 4 pictures or images (no words allowed)

- 4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.

- 5) Extend: Write down three questions you'd like to ask an expert in this subject.



PiXL Independence: 'Boxing Up' Activity

Managed retreat & Medway scheme

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – 3 things I did not know

Box 2 – 3 things I understand better now

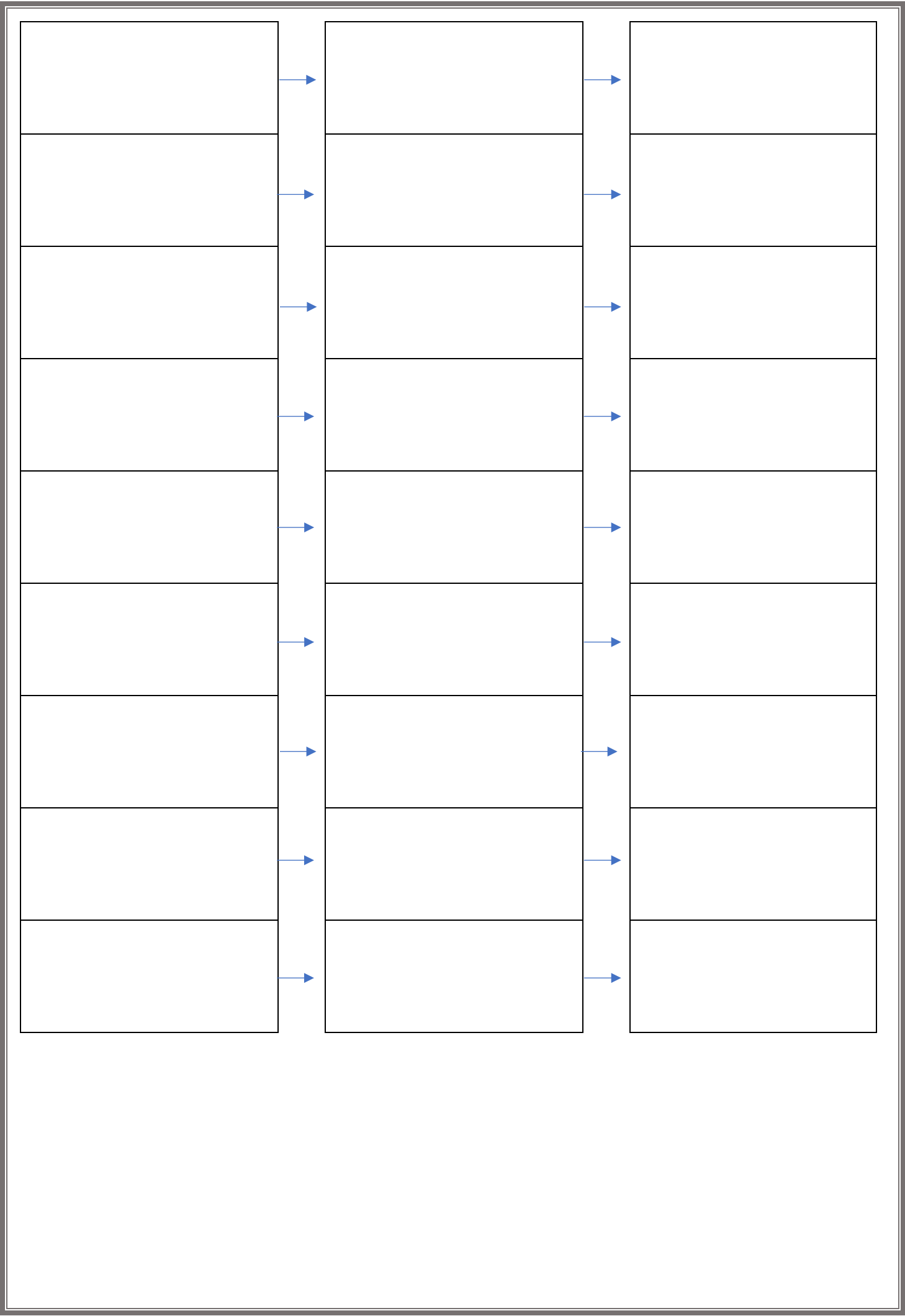
Box 3 – 3 things I already knew

Box 4 – 3 things I need to research further



When you read any text, you should be asking it questions NOT just letting it wash over you.
Read your text and pause and ask it questions e.g. 'what do you mean when you say '...''?

[illegible]





PiXL Independence: Quizzing

Case study – Swanage & differential erosion & landforms

Read the text and come up with 20 questions to ask someone about the text.

Swap with a partner and answer their questions.

Mark the answers.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

13		
14		
15		
16		
17		
18		
19		
20		



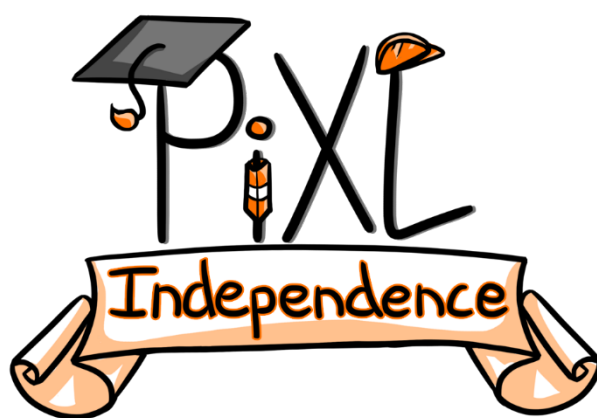
PiXL Independence: Transforming

Landforms of coastal erosion & deposition

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.



Commissioned by The PiXL Club Ltd.

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.