

# Topic on a Page for GCSE AQA Paper 3 Pre-release 2025:

## Morecambe Bay and Duddon Estuary Tidal Gateway Project

A Logie

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# Teacher's Introduction

This resource has been created as a revision tool for students studying GCSE AQA (8035) Geography. The resource covers all of the content for the Paper 3 Pre-release Resource Pack 2025, including core content to support all students as they get to grips with the issue, and extension content to stretch and challenge the most able students.

The idea behind Topic on a Page is not to cover every single word of the course, but rather to summarise a topic into a manageable single sheet of A3 paper, allowing students to see the bigger picture of the entire issue evaluation. Thus, the resource is an ideal aid for helping students to think synoptically. Staff in my department and in other local schools have tested the content with the full range of abilities and the feedback has been very positive.

The A3 summary sheet contains all the major vocabulary, themes and concepts for the Paper 3 topic on the proposed tidal gateway across Morecambe Bay and Duddon Estuary, drawing on the AQA pre-release booklet. The advantage of using this resource is in the summarising of facts and figures, the use of diagrams and cartoons, plus key points on the issue at the heart of this year's exam, so that students can use it as a key element in their revision for the exam.

There are two main topic-on-a-page variants:

- 1) **Core** version – summarises all of the content in the 2025 pre-release booklet, perfect for all students, and with an additional border of white space to make notes and add any research and personal views on the issue.
- 2) **Stretch and challenge** version – adds additional research taken from the leading sources upon which the pre-release is based, to add insight and depth, and to extend knowledge for the most able students.

Scaffold versions of both sheets are available as a fill-the-blanks activity to aid recall of the key information. Activities are included (pages 2–4) to guide students who are undertaking the stretch and challenge scaffold version, as some of this information is not readily available within the pre-release booklet.

For the ultimate flexibility, the content for each of the three pre-release figures is also provided on independent sheets along with scaffold versions, so that they can be tackled individually, and revision of the issue can be built up in parts. This provides plenty of extra space on the sheets for student notes.

My students find these mind maps invaluable, and I hope yours do too! We have used them in the following ways:

- As a revision tool and in the run-up to exams.
- Students can work with them independently.
- They can be colour-coded to separate the different sections of the pre-release booklet. This activity alone is enough to get students examining the topic more closely.
- For more able students, the mind maps can be cut up and expanded, adding additional case-study information or visuals. This allows students to personalise and structure their revision in their own way.
- In the lead-up to exams, I always recommend to students that they display the mind maps somewhere very visible where they will see them regularly. Many students like to stick them on their bedroom walls at home. This allows them to subconsciously revise them as they go about their daily routine.
- The simplicity of photocopying means multiple copies can be given to students and there is no real problem if they lose them. I have found this particularly useful with my lower-ability sets who all have several copies of each mind map, usually including one buried at the bottom of their school bag!

*A Logie, April 2025*



*A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at **zzed.uk/12649***

*You may find this helpful for accessing the websites rather than typing in each URL.*

This resource is intended to supplement your teaching only.

It is the teacher's responsibility to decide how to use this resource to assist themselves and their students appropriately. You may simply wish to read this material to better inform yourself and to help you prepare your lessons and give you ideas for your teaching. You may also consider whether it is appropriate to distribute some of the material for reference and to use some of the tasks for classwork and homework. You may also consider whether it is appropriate to make the whole resource available to be worked through by your students more independently.

As with all pre-release material it is the teacher's responsibility to decide in what way to assist their students. It's the teacher's responsibility to decide how this resource in particular can be used to fit into that assistance.

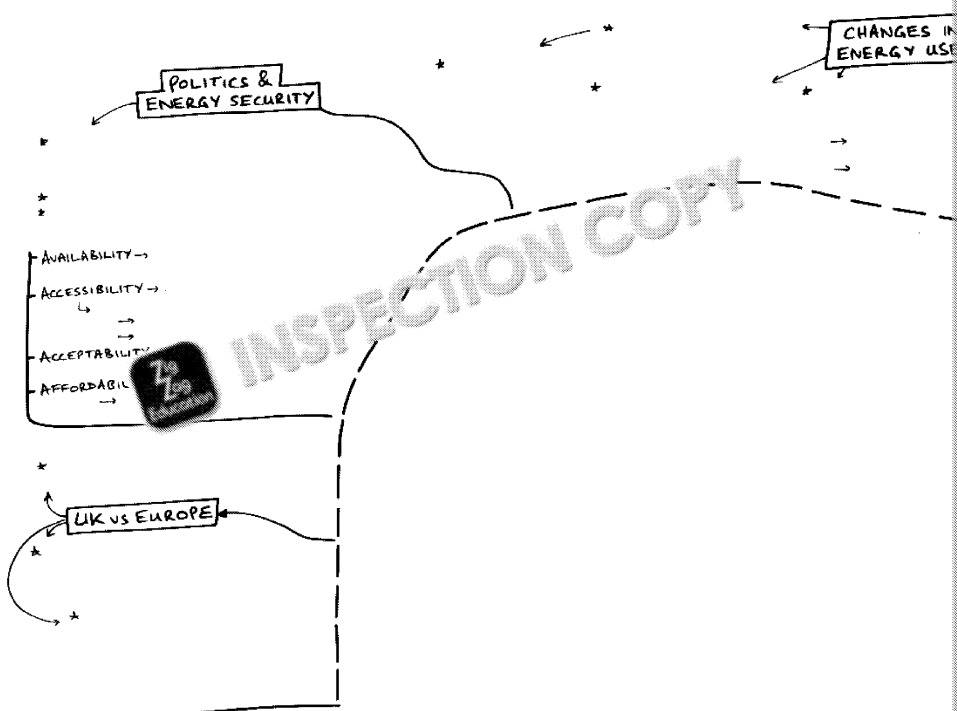
The resources here are provided as one experienced teacher's interpretation of the **pre-release material**. The author, although an experienced teacher, does not have any special knowledge of what to expect on any particular exam.

# Stretch and Challenge Task

AQA say there is no requirement to do any further research beyond what is in the pre-release booklet. You may never be asked a specific question about something beyond the content in the pre-release booklet. We are Geographers and we read around our subject to gain a better understanding of the world. We want to understand some of the different viewpoints shown. It is always worth looking at the pre-release booklet. Most of these stretch and challenge tasks encourage this style of thinking. This will help you to understand the content and make you better able to answer questions on it.

## Figure 1 – Energy in the UK

- 1) Think about all the things you have used energy for since you got up this morning. Hint: think about importing your food, where your clothes were made, how much heat was used in your house.
- 2) Do some research into the UK's changing energy mix – you may have done this already in the pre-release booklet. 'The Challenge of Resource Management'. Use the following website to help you:  
[zigzageducation.com/12649-Fig1-2](https://www.zigzageducation.com/12649-Fig1-2)  
 Consider the 4 'A's said about:  
 a) Changing consumption  
 b) Changes in energy sources (this includes for transport and industry)  
 c) Changes in how we are making electricity  
 d) Moves towards sustainability
- 3) Look at this document on the government website, in particular the headline statistics on energy. Is there anything that surprises you?  
[zigzageducation.com/12649-Fig1-3](https://www.zigzageducation.com/12649-Fig1-3)
- 4) Consider the 4 'A's of energy security. Draw a spider diagram like the one on page 2 of the pre-release booklet. Apply the 4 'A's of energy security to the Morecambe Bay tidal gateway proposal – what can you think of?  
 a) Availability  
 b) Accessibility  
 c) Acceptability  
 d) Affordability
- 5) The map on page 3 of the pre-release booklet shows which countries produce the largest amount of energy from wind and solar, but this isn't the whole picture. Look at Figure 2 on this website:  
[zigzageducation.com/12649-Fig1-5](https://www.zigzageducation.com/12649-Fig1-5)  
 What other forms of renewables are these countries using? Who is using which type of renewable? Use the top countries to find out about.



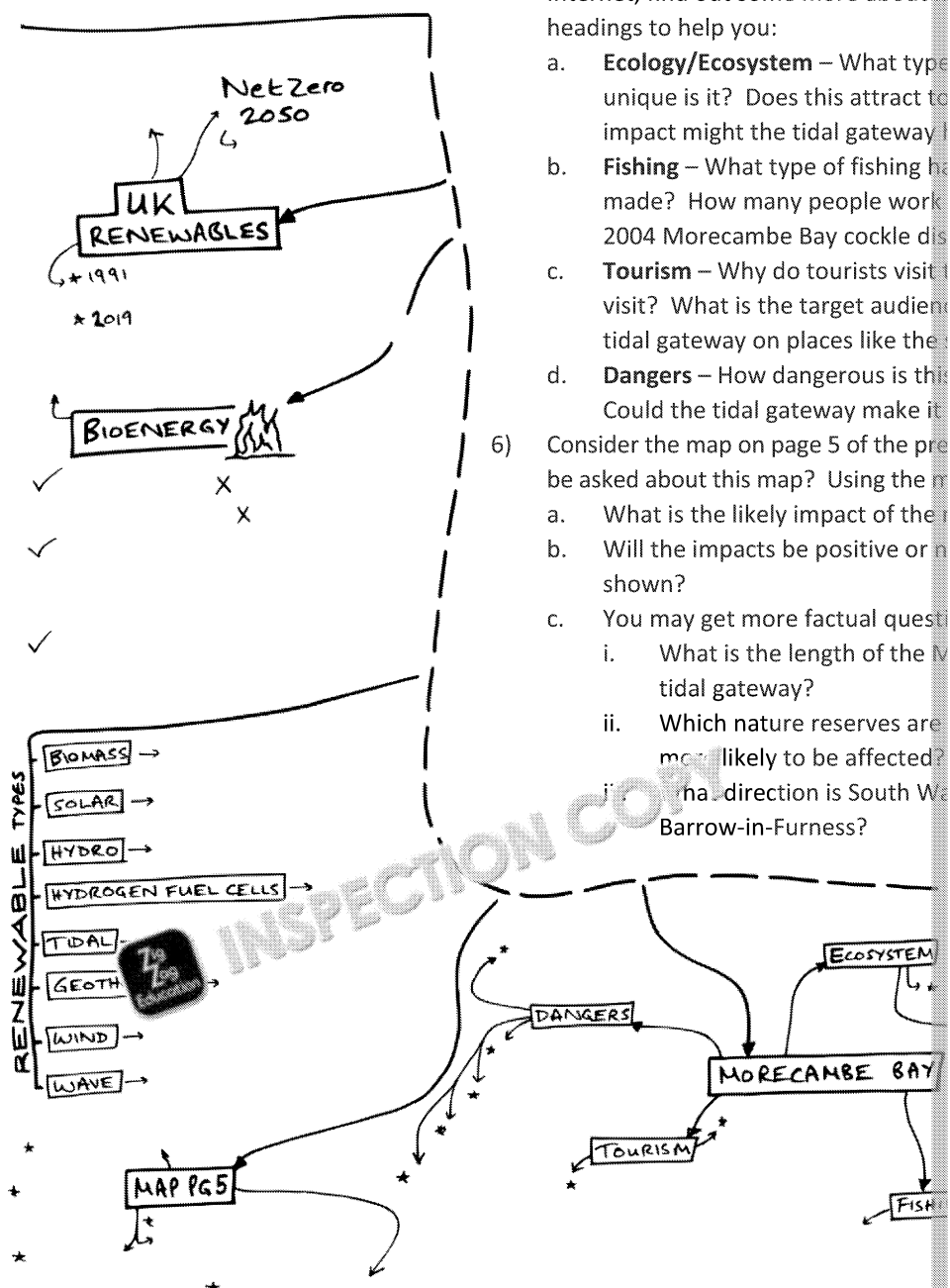
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## Figure 2 – Renewable Energy and the Proposal

- 1) One of the Labour government's manifesto pledges was to create 'Great British Energy' company. Look at their website and see what their focus seems to be:  
🌐 [zzed.uk/12649-Fig2-1](https://www.greatbritishenergy.co.uk/)
- 2) There have been many records set for renewable energy generation in the past few years, and see what progress is being made. You may find the following website useful:  
🌐 [zzed.uk/12649-Fig2-2](https://www.renewableenergy.co.uk/)
- 3) Bioenergy is listed as the UK's biggest source of renewable energy, but it is controversial. Find some arguments for and against bioenergy:  
🌐 [zzed.uk/12649-Fig2-3a](https://www.renewableenergy.co.uk/)  
🌐 [zzed.uk/12649-Fig2-3b](https://www.renewableenergy.co.uk/)
- 4) There are eight types of renewable energy shown on the diagram on page 4 of the pre-revision material. Find one advantage and one disadvantage. Then, rank the types of renewable energy from best to worst (1 being best, 8 being worst). Would this ranking order change if it was at home? (NIMBYism: 'Not In My Backyard')

🔗 For all links go to



- 5) At the bottom of page 5 of the pre-revision material, find information about the significance of the tidal gateway. On the Internet, find out some more about Morecambe Bay. Use the headings to help you:
  - a. **Ecology/Ecosystem** – What type of ecosystem is it? Does this attract tourists? What impact might the tidal gateway have on the ecosystem?
  - b. **Fishing** – What type of fishing has been made? How many people work in the fishing industry? What was the 2004 Morecambe Bay cockle disaster?
  - c. **Tourism** – Why do tourists visit Morecambe Bay? What is the target audience? What impact might the tidal gateway have on places like the Morecambe Bay?
  - d. **Dangers** – How dangerous is this area? What could the tidal gateway make it more dangerous?
- 6) Consider the map on page 5 of the pre-revision material. You may be asked about this map? Using the map, answer the following questions:
  - a. What is the likely impact of the tidal gateway on the Morecambe Bay?
  - b. Will the impacts be positive or negative? Why?
  - c. You may get more factual questions about the map:
    - i. What is the length of the Morecambe Bay tidal gateway?
    - ii. Which nature reserves are most likely to be affected?
    - iii. In what direction is South West to North East?

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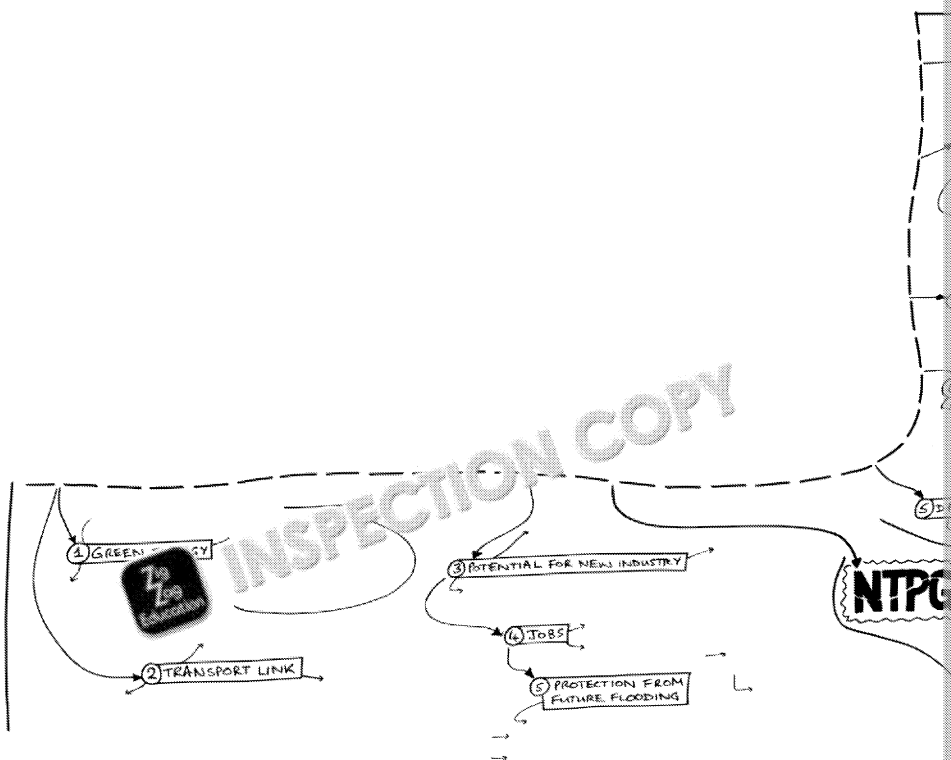


## Figure 3 - Different Perspectives

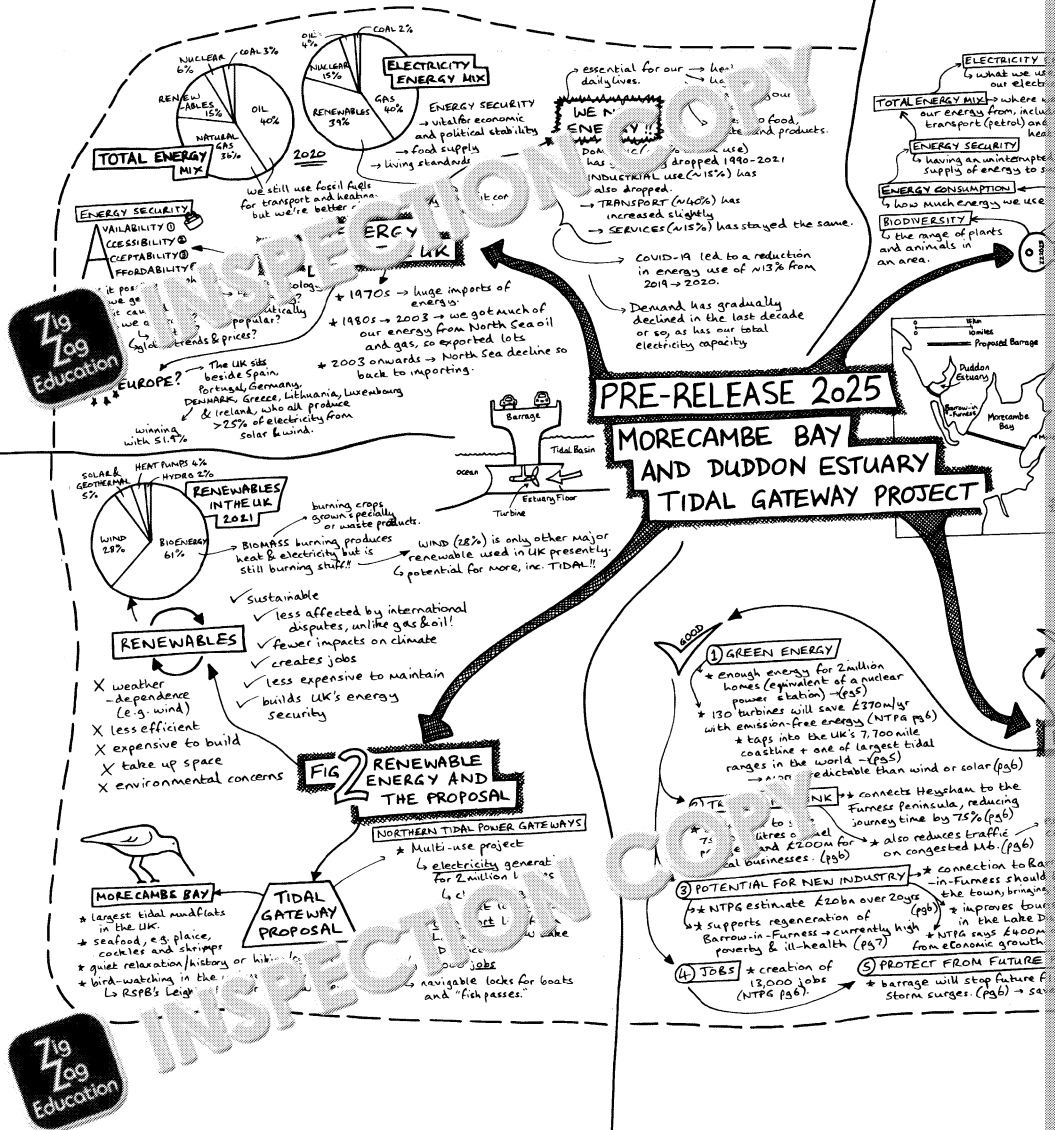
- 1) Tidal power is not a new concept. Find out about the Rance tidal power station in NW France. What are the benefits of this project, which has been operational since the 1960s? Use the following link: [zzed.uk/12649-Fig3-1](https://www.zzed.uk/12649-Fig3-1)
- 2) The Morecambe Bay tidal project hasn't seen any major developments recently, yet it's still a possibility. What might be different about this one on the River Severn? [zzed.uk/12649-Fig3-2](https://www.zzed.uk/12649-Fig3-2)
- 3) Wind power produced 30% of the UK's electricity in 2024. Look at some of the figures and think about the future of wind power. [zzed.uk/12649-Fig3-3](https://www.zzed.uk/12649-Fig3-3)
- 4) Barrow-in-Furness would be a major beneficiary of the construction and of the finished project. What would be the benefits to the economy and population of Barrow-in-Furness?
- 5) The potential environmental damage to the area cannot be fully known, but the ecosystem is fragile. What sorts of things can happen to estuary and salt marsh ecosystems? What sort of damage?
- 6) In 1995, the first bridge in the west coast of Scotland was connected to the mainland. Look at the following presentation talks about the impacts of building the bridge. Look at the impacts that could happen to areas on the Furness Peninsula: [zzed.uk/12649-Fig3-6](https://www.zzed.uk/12649-Fig3-6)
- 7) Look through the evidence from a committee meeting to examine this proposal. Are there any other points that you haven't yet considered? [zzed.uk/12649-Fig3-7](https://www.zzed.uk/12649-Fig3-7)

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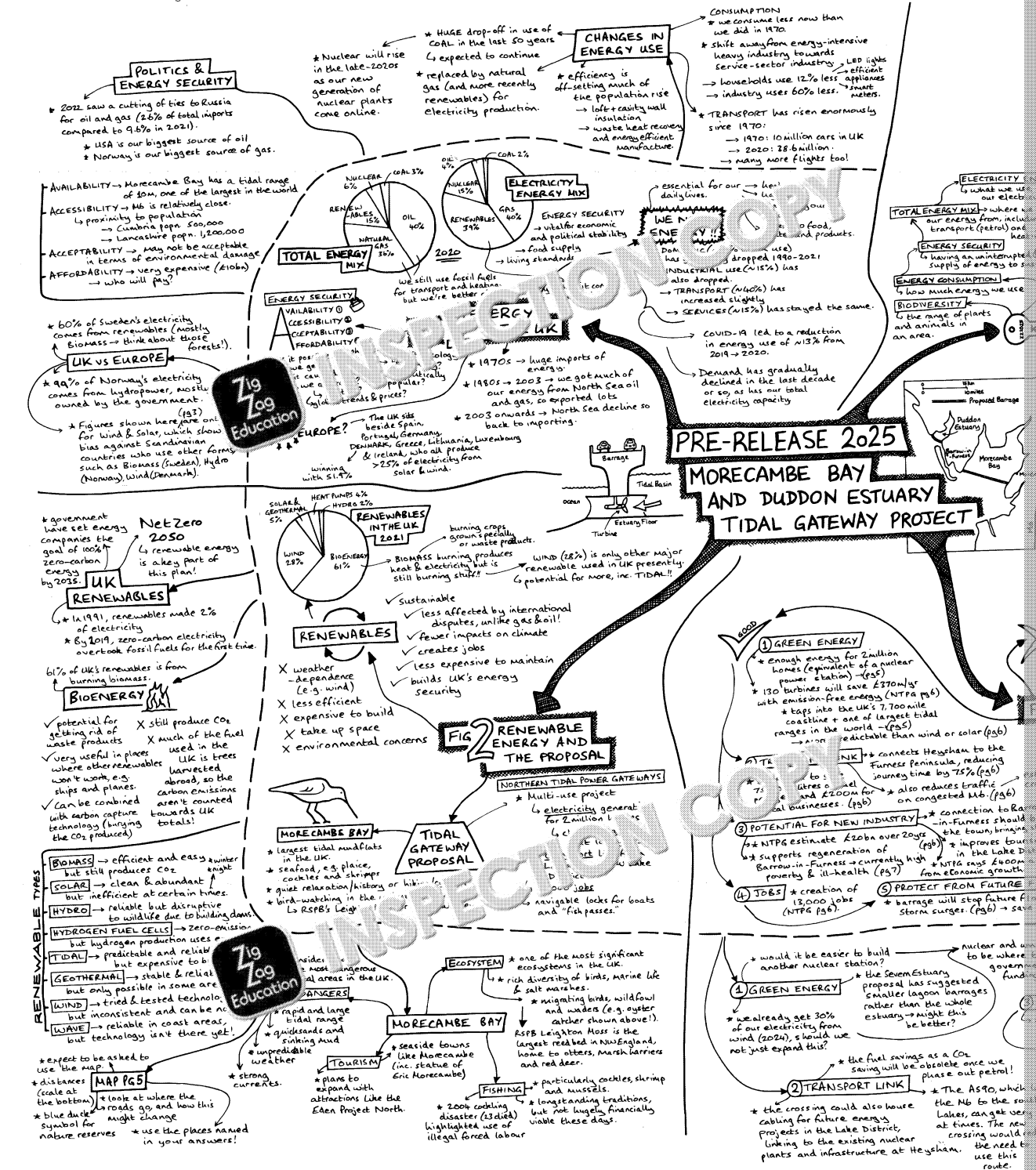




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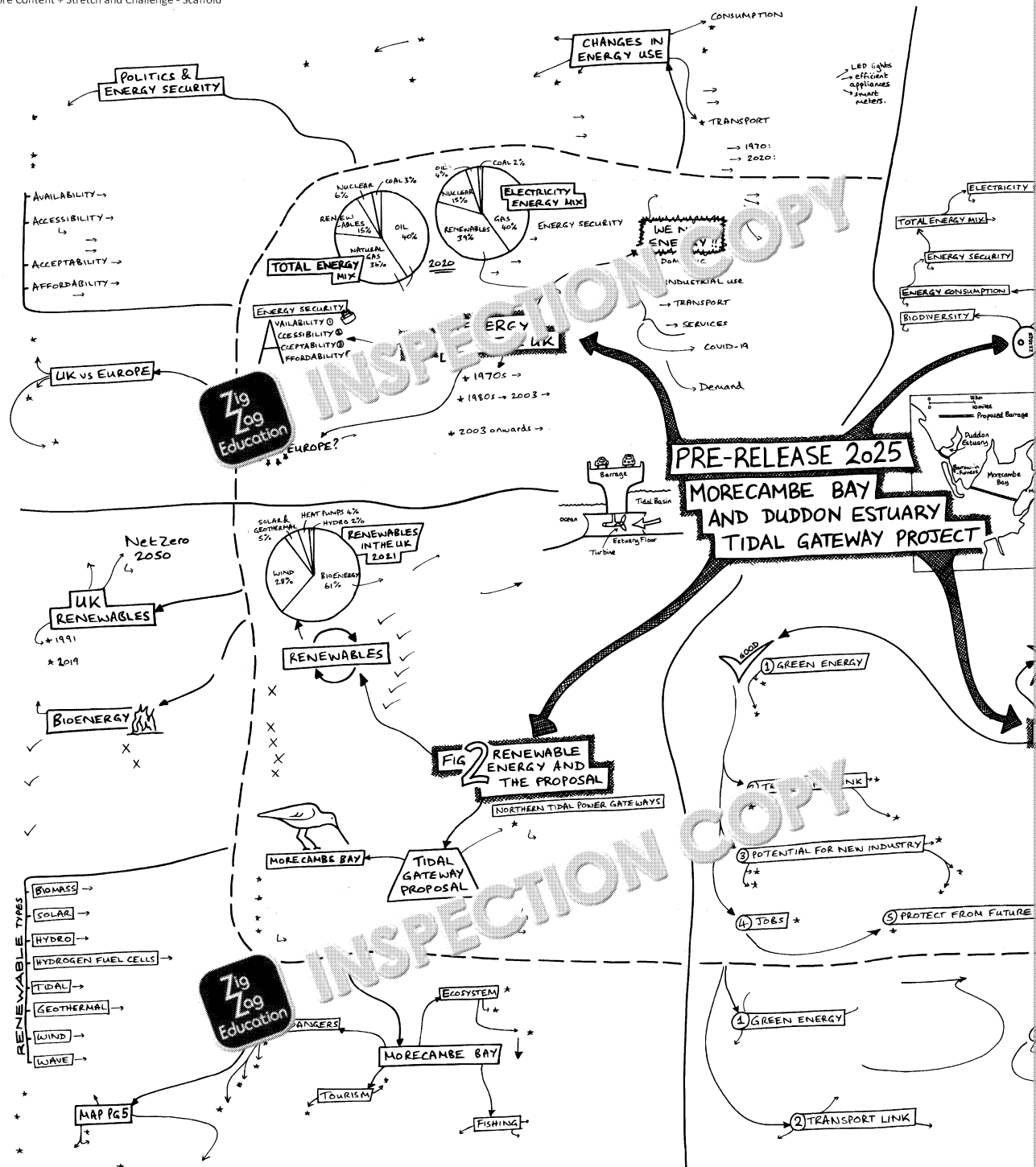




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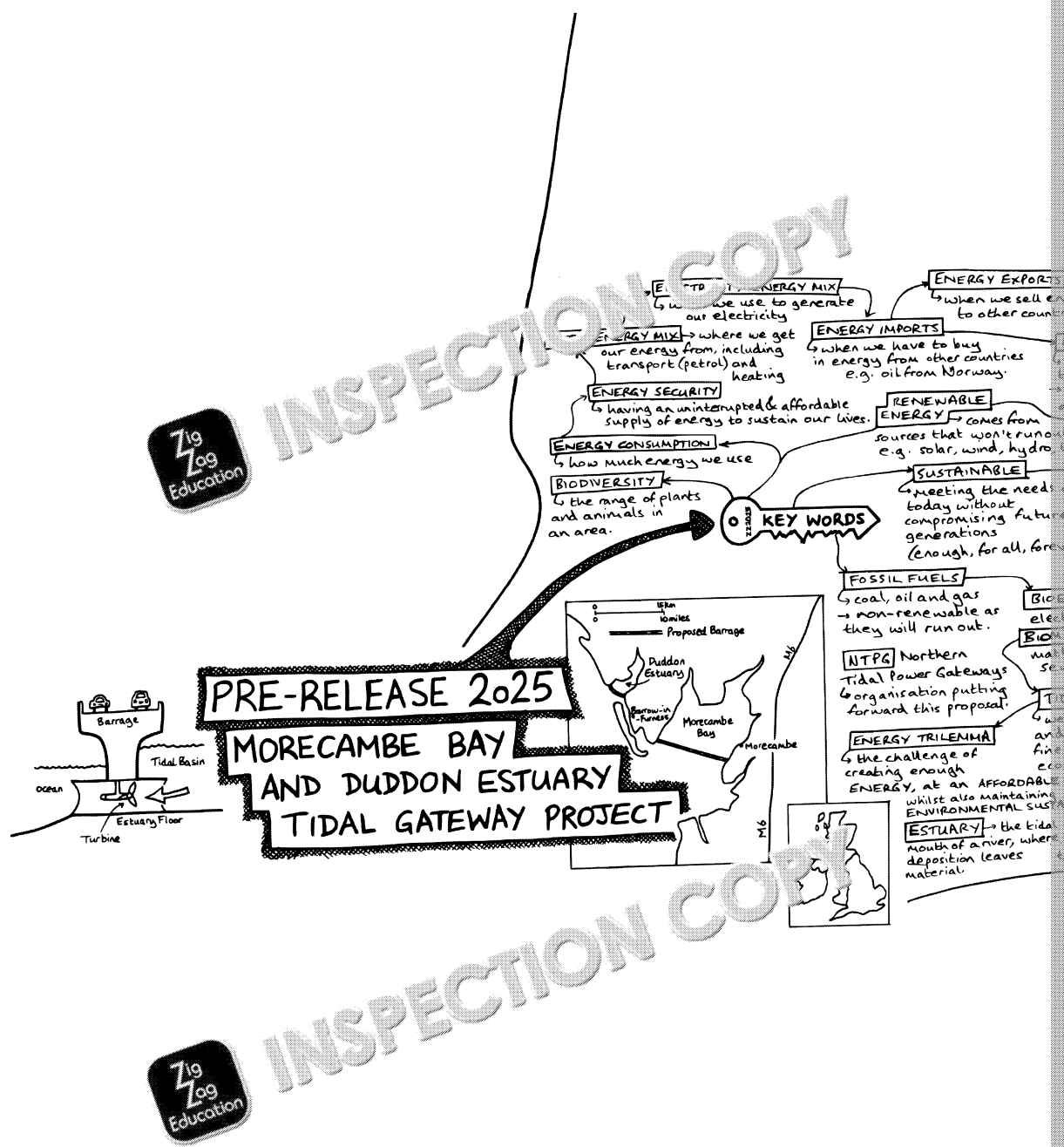




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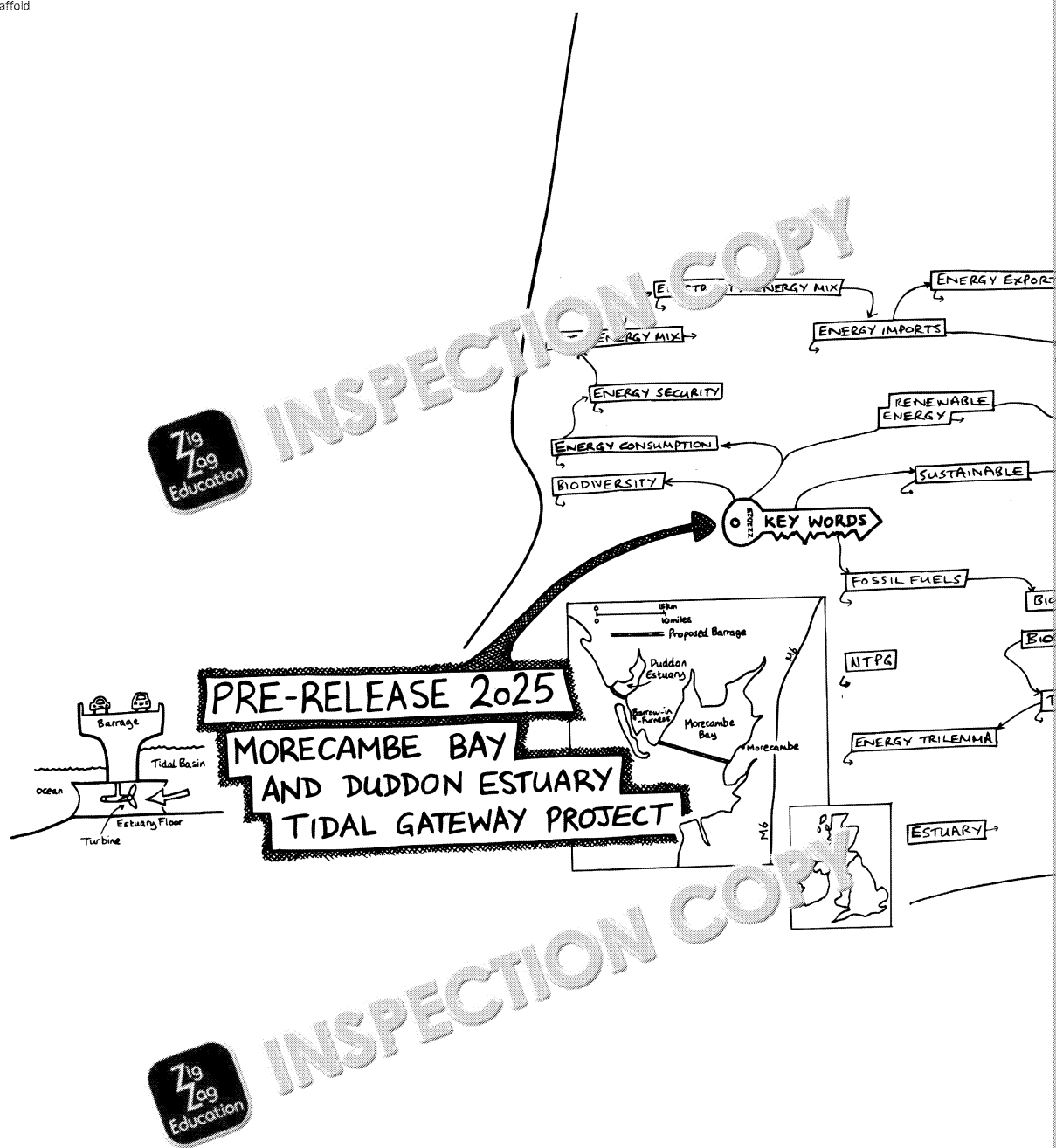
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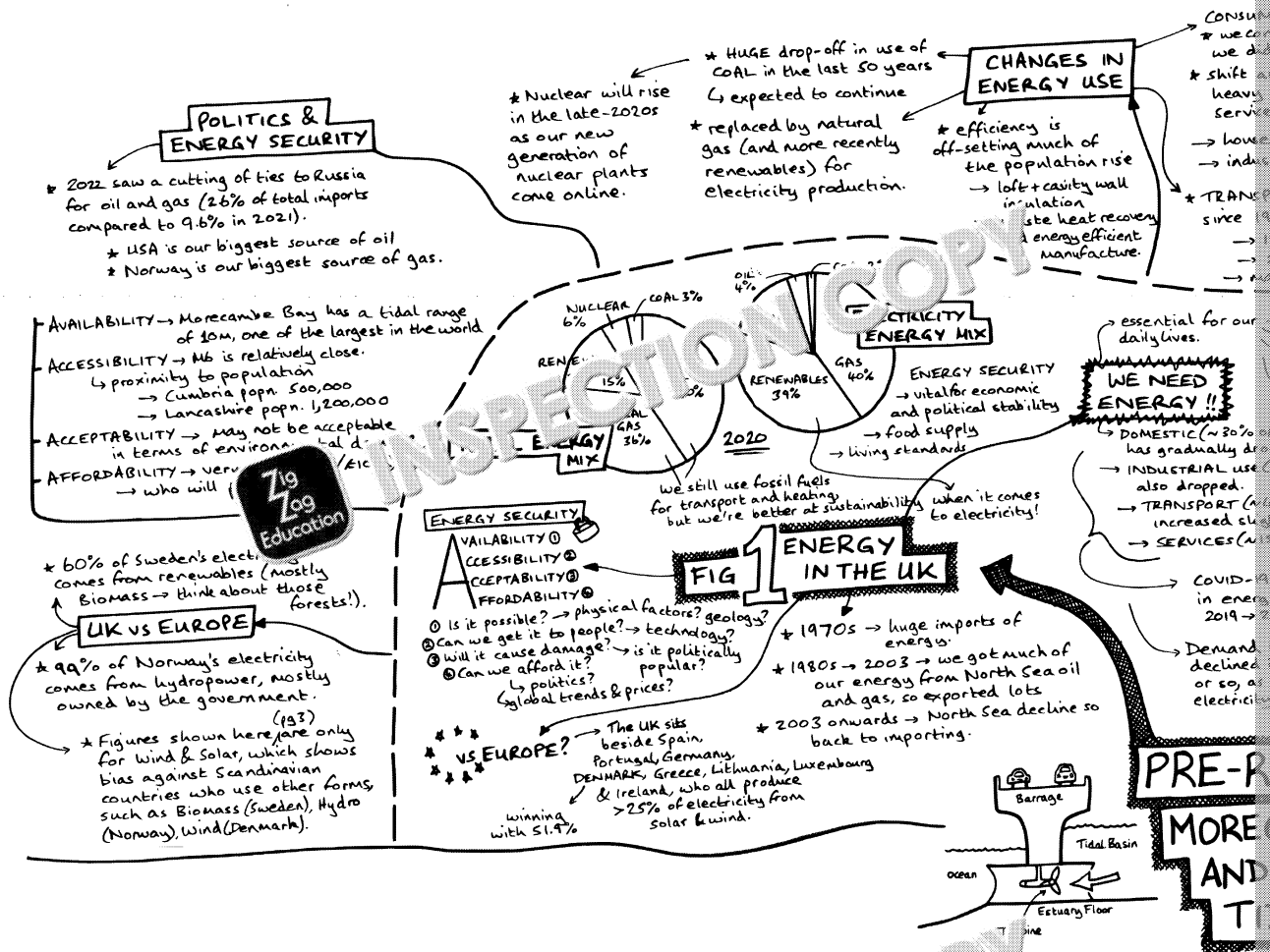




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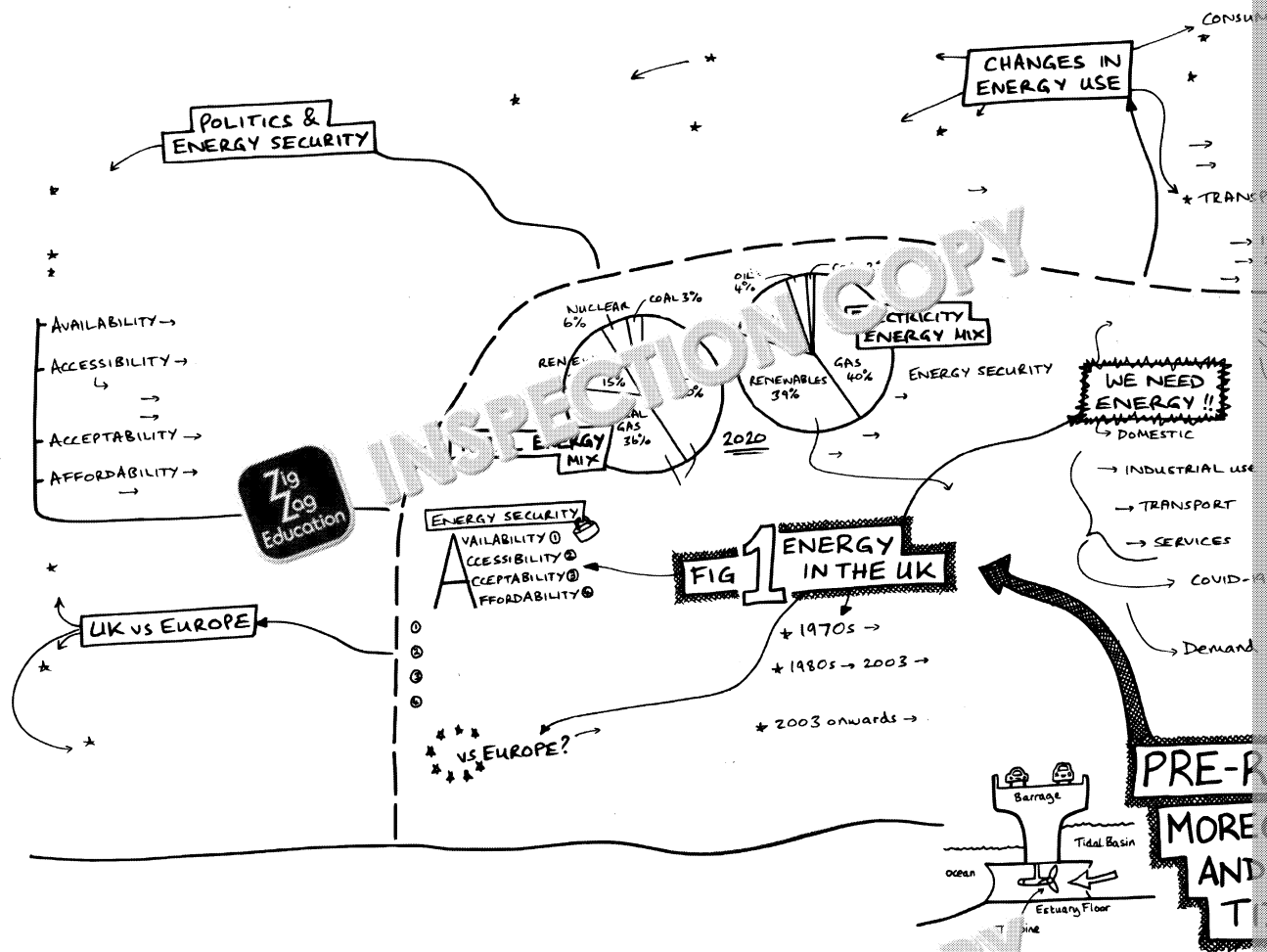
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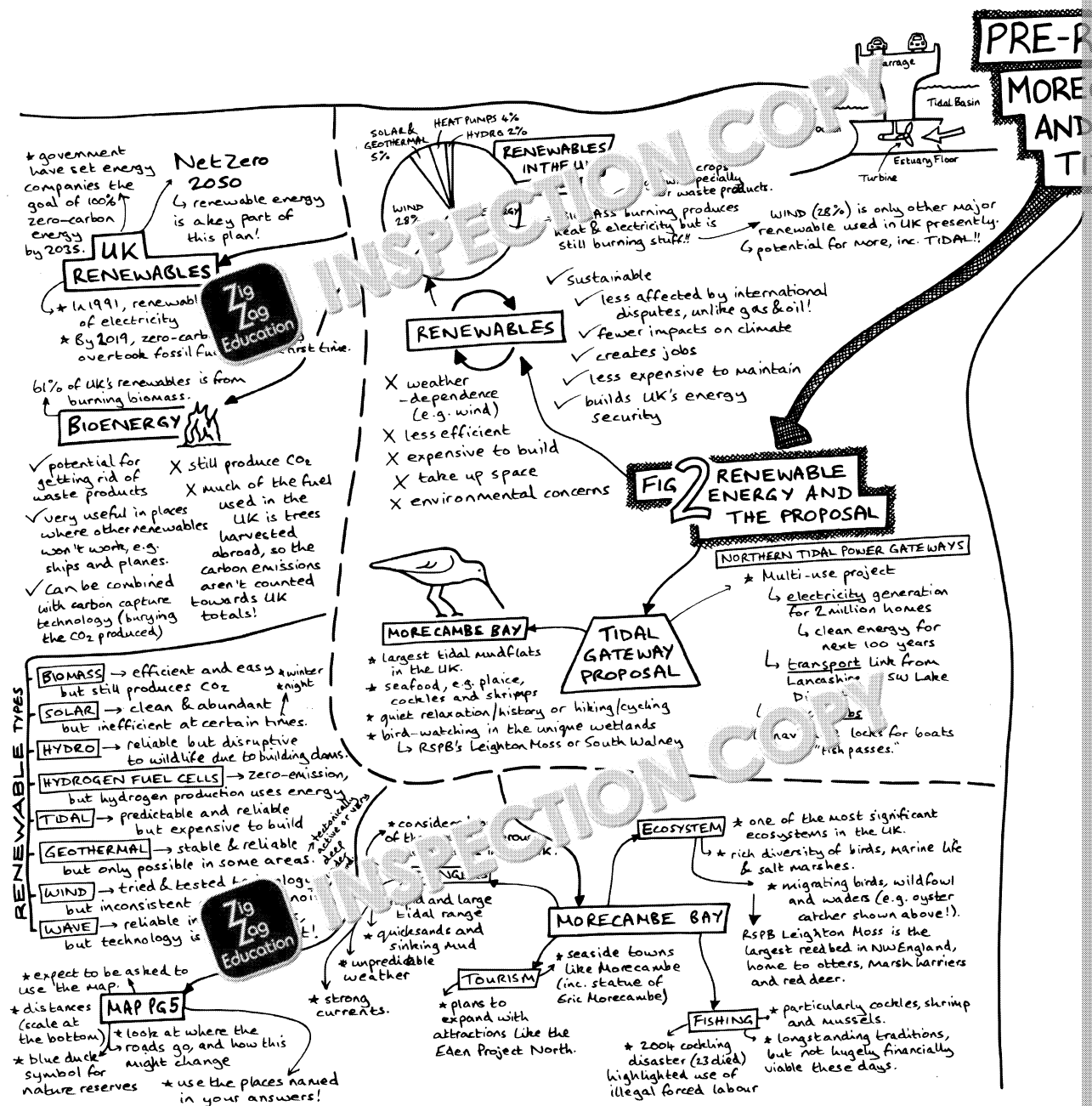
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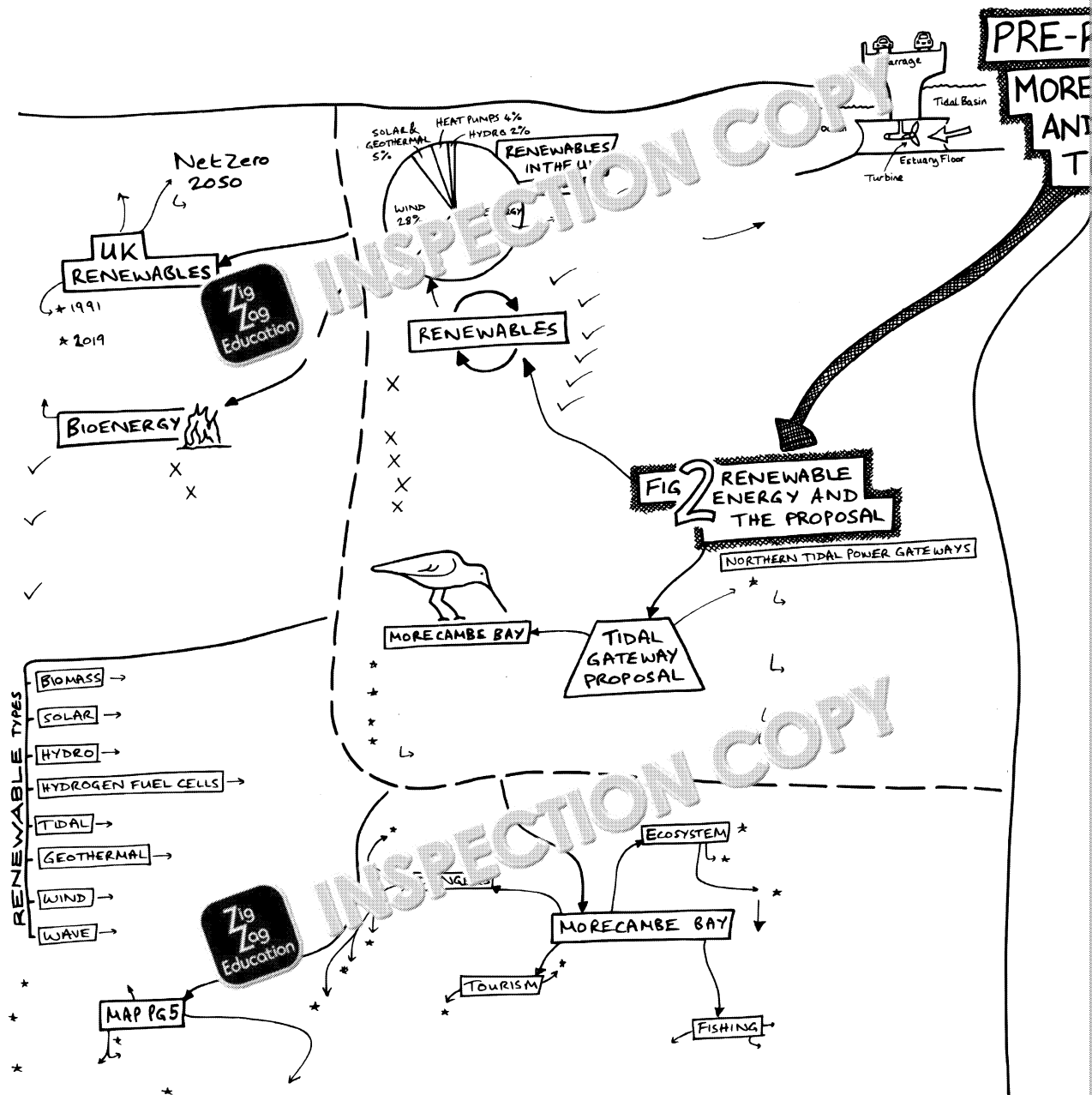


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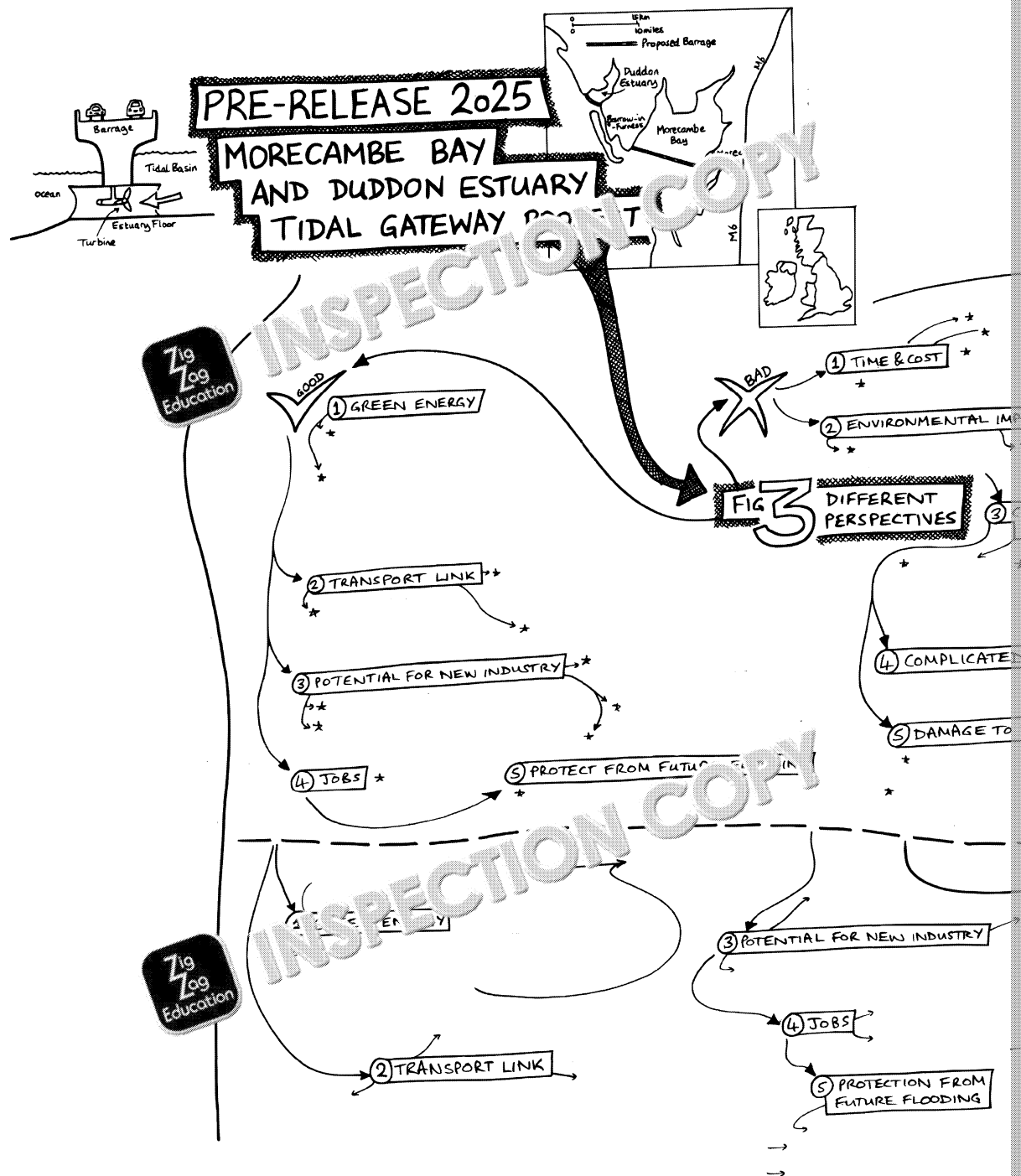
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