Zig Zag Education

**Geography**

GCSE (9–1) | AQA | 8035


# Learning Grids for GCSE AQA Geography

## Paper 1: Section C

*Physical Landscapes in the UK*

**zigzageducation.co.uk**

**POD 8630a**

# Contents

# Teacher's Introduction

These learning grids are a tool designed to help you deliver the **GCSE AQA Geography specification (8035)** for **Paper 1, Section C: Physical Landscapes in the UK**. This resource covers all of the content outlined in the specification, presented in spec order. The concept is that your students are assigned a topic to learn about as part of your scheme of work (or by giving them a set of pages to read from a textbook), possibly for homework, and then asked to complete the learning grid which matches that section of the spec. These activities are particularly useful for your weaker students as they encourage students to *read* their notes or the textbook pages in order to find the required answers.

Each Learning Grid is cross-referenced to the ZigZag Education Teaching Pack (**ZZTP**) of the same topic so that you, and your students, know which lessons cover the content of each grid. They are also cross-referenced against two popular AQA-endorsed textbooks (HOD and OUP – see details below).

Completed grids are provided so that your students' answers can be self- or peer-marked or checked. The answers may also be useful to hand out to students during their revision to assist with any unanswered questions, or to ensure that students are revising from the correct answers.

Advantages of using these learning grids are:

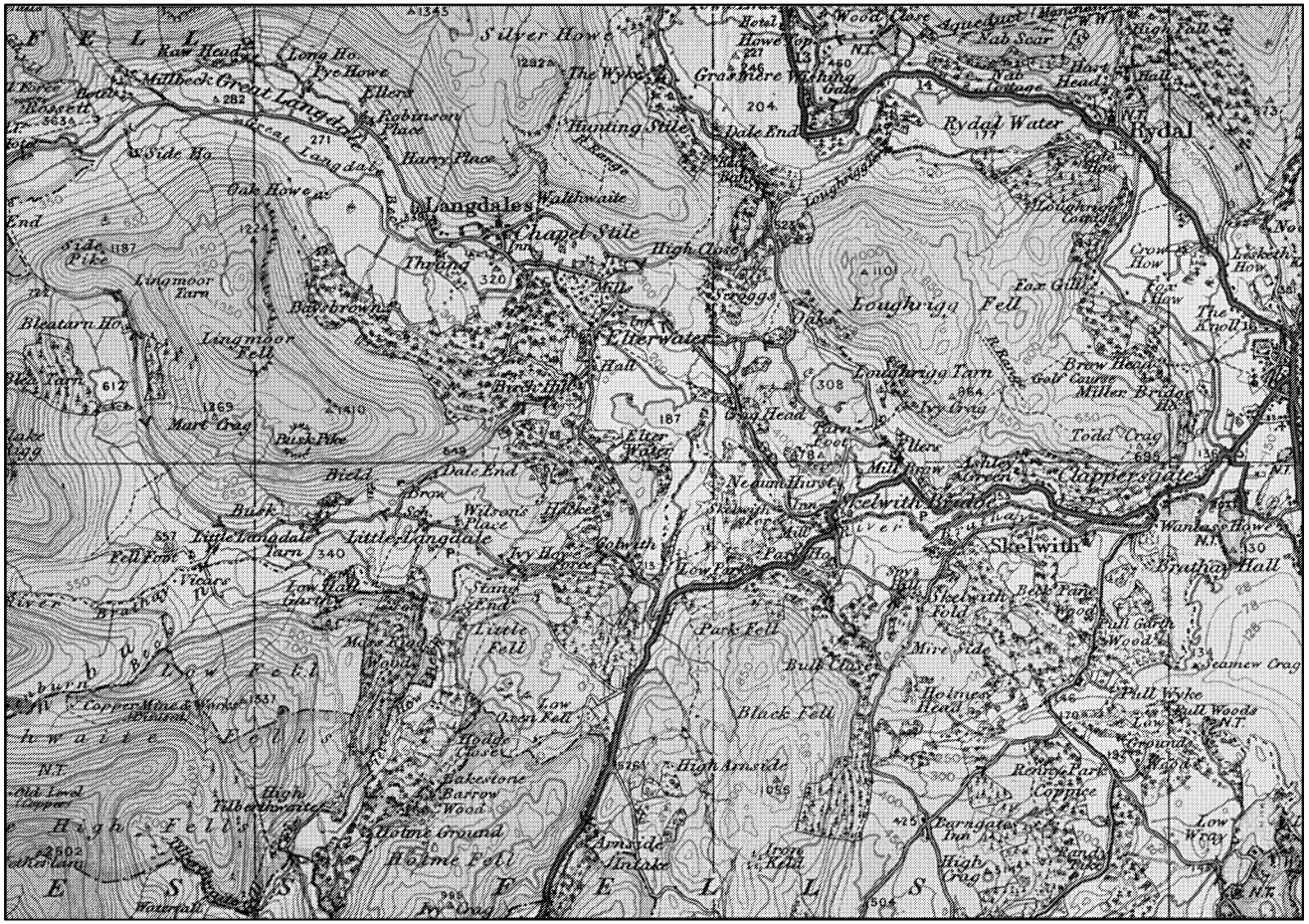
- Some students will find this method of studying of great value, particularly if they find it difficult to absorb information in class – they are perfect for consolidation.
- Resulting grids contain a bullet-point summary that may be useful for revision.
- They are an easy-to-set, yet valuable, homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons as they require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

**Textbook Abbreviations:**
**HOD** refers to Widdowson et al. (2016). *AQA GCSE (9-1) Geography.* [Hodder] ISBN 978-1471859922.
**OUP** refers to Ross et al. (2016). *GCSE Geography AQA Student Book*. [Oxford University Press] ISBN 978-0198366614.

**ZigZag Education is not directly affiliated with Hodder, Oxford University Press or AQA.**

# Selected Question and Answer Pages

For demonstration only, the sample answer pages immediately
follow their corresponding question pages

| Question | | | Answer | | |
|---|---|---|---|---|---|
| The ups and downs | 4 | **The map shows a central section of the Lake District.**<br><br>**Answer the following questions.** |  <br> | | |
| | | | **The small wavy lines on the map are called contours. They represent land of equal height. When the contours are closer together, the land is steeper.**<br><br>**Using the contours name two areas of high ground on the map extract** | **1.**<br><br>**2.** | |

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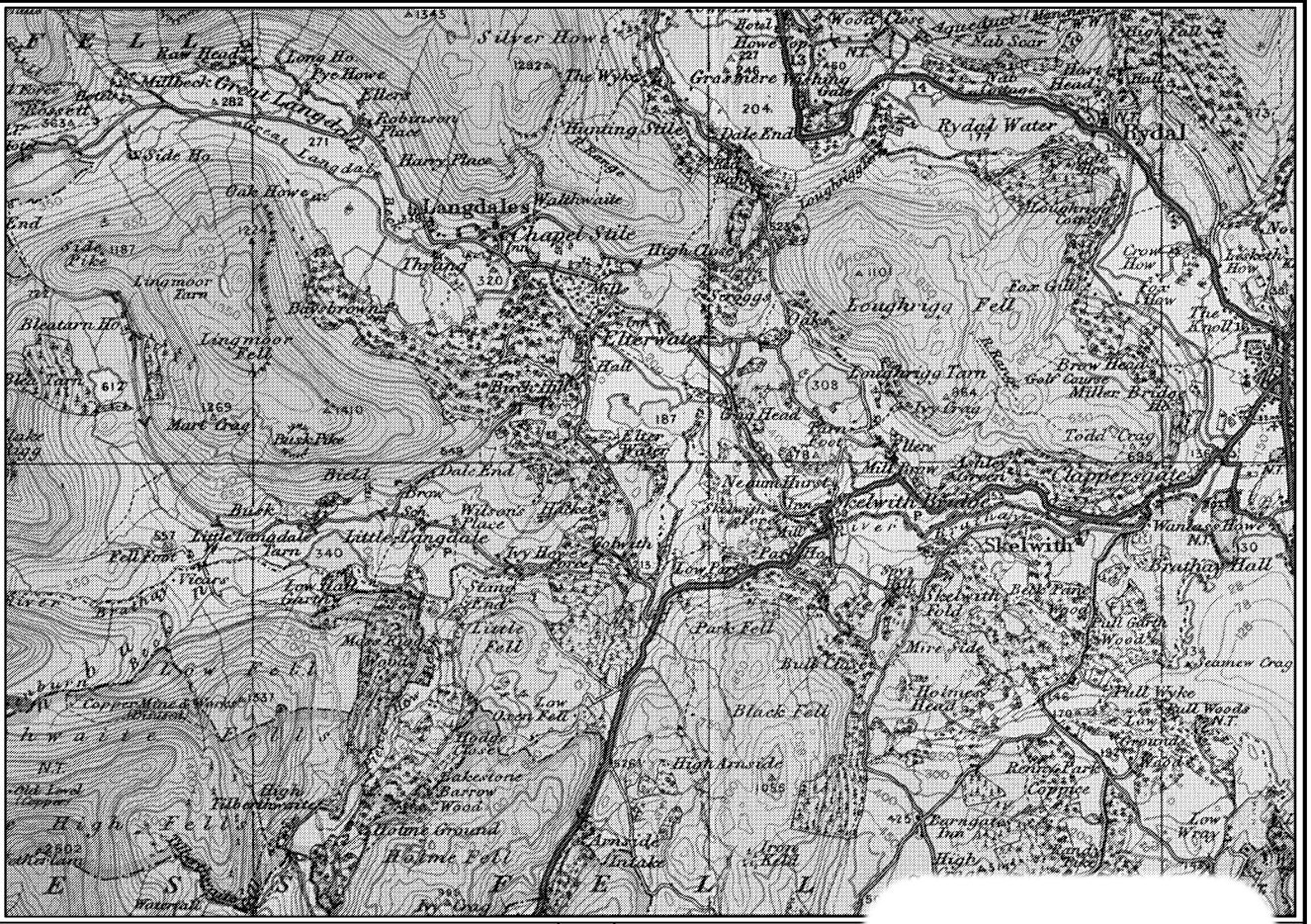
| The ups and downs | 4 | **The map shows a central section of the Lake District.**<br><br>**Answer the following questions.** |  <br> | | |
| | | | **The small wavy lines on the map are called contours. They represent land of equal height. When the contours are closer together, the land is steeper.**<br><br>**Using the contours name two areas of high ground on the map extract** | **1.**<br><br>**2.** | Accept Lingmoor F<br>Low Fell, High Fells |

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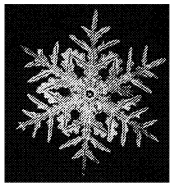
<tr><th colspan="3">Question</th><th colspan="3">Answer</th></tr>
<tr><td rowspan="3">Waves</td><td rowspan="3">5</td><td rowspan="3">Which statement is true?</td><td colspan="3">Statement A: Constructive waves occur very frequently and are high – this is why they can easily build up the beach with little effort.</td></tr>
<tr><td colspan="3">Statement B: Destructive waves have a very powerful backwash, transporting material back from the beach.</td></tr>
<tr><td colspan="3">Answer:</td></tr>
<tr><td></td><td>6</td><td>Which type of wave often leads to a steeply angled beach? Circle the correct answer.</td><td colspan="2">Constructive</td><td>Destructive</td></tr>
<tr><td rowspan="5">Weathering</td><td rowspan="2">7</td><td rowspan="2">Using the images, decide whether the agent (cause) of weathering is chemical, mechanical or biological.</td><td>  </td><td> 
</td><td>  </td></tr>
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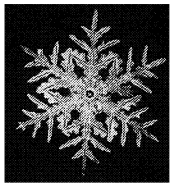
</td><td colspan="2">  </td></tr>
<tr><td>Biological</td><td>Chemical</td><td colspan="2">Mechanical</td></tr>
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<tr><td rowspan="3">9</td><td rowspan="3">Write one sentence on the following three types of mechanical weathering.</td><td>Salt crystallisation</td><td colspan="3">Saltwater enters rock cracks, crystallises and expands, exerting pressure on the rock.</td></tr>
<tr><td>Freeze-thaw</td><td colspan="3">On cold winter nights, water trapped inside by 9%, and melts again the following day.</td></tr>
<tr><td>Wetting and drying</td><td colspan="3">When rocks get wet, they expand in size sli they dry out.</td></tr>
</table>

| Question | | | Answer | | |
|---|---|---|---|---|---|
| | | | Flashy | | Delayed |
| Causes of flooding and the storm hydrograph | 7 | Sort these factors into either 'flashy' or 'delayed' by drawing arrows. |  | The geology is permeable – the rock is chalk. |  |
| | | | | The geology is impermeable – it's granite. | |
| | | | | Trees have been planted. | |
| | | | | The land is fairly flat – water doesn't drain easily. | |
| | | | | The catchment area is very small. | |
| | | | | The rain was intense. | |
| | | | | The rain was gentle. | |
| | | | | Lots of new houses have been built on the catchment. | |
| | | | | There are very few streams within the catchment. | |
| | | | | There are no houses on the catchment, except for a few farmhouses. | |
| | | | | It is winter and most of the fields are bare and have been ploughed. | |
| | | | | It rained yesterday. And it's raining again today. | |
| | | | | The soil is quite dry. | |
| | | | | A large city has developed – there are lots of gutters and storm drains. | |

| Question | | | Answer | | |
|---|---|---|---|---|---|
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# Additional Selected Question Pages

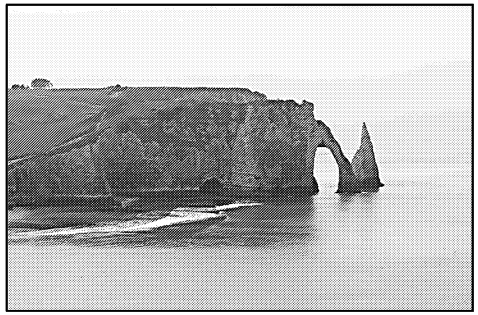
# Learning Grid 3: Coastal Landforms

| ZZTP: | Lessons 5 and 6 |
|---|---|
| HOD: | pp. 124–137 |
| OUP: | pp. 98–103 |

| | Question | | Answer | | |
|---|---|---|---|---|---|
| Rock type | 1 | Order the three types of rock from 1 (hardest) to 3 (softest). | Chalk and limestone | Clay | Granite |
| | | | | | |
| | 2 | When alternating layers of hard and soft rock lie at 90° to the coast, what is the name of the coastline? Circle the correct answer. | Concordant | Discordant | |
| | 3 | The aerial photograph shows Oxwich Bay. The underlying geology of this region is limestone and mudstone. This is a discordant coastline.<br><br>Label the map with 'limestone' and 'mudstone'. |  | | |

*Image courtesy of Google Earth – Image from NASA*

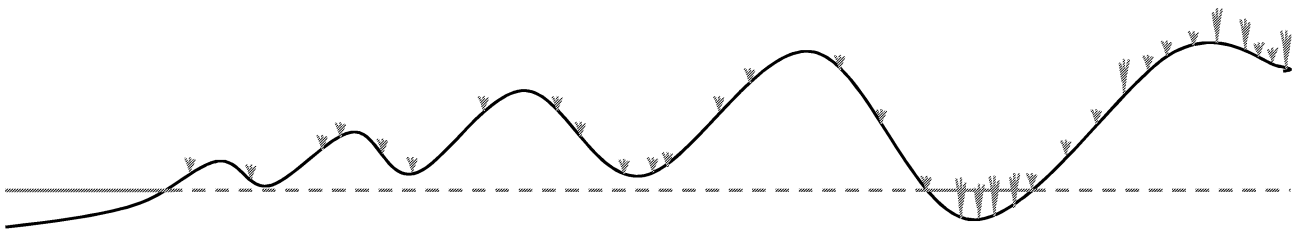
 

| Question | | | Answer | | |
|---|---|---|---|---|---|
| Rock type | 4 | How did the headland form? | | | |
| | 5 | How do fault lines and cracks within rocks affect the strength of the rock? | | | |
| Landforms of erosion | 6 | What is a cliff? | | | |
| | 7 | How is a cliff eroded? | | | |
| | 8 | Name the feature which remains after a cliff has retreated towards the land. | | | |
| | 9 | Study the photograph below and answer the following questions.  | What is the name of the landform which can be seen through in the photograph? | | |
| | | | What large-scale feature led to its development? | | |
| | | | The next stages are the formation of a joint, and then widening of the joint to form a cave. How might the cave have formed the feature seen in the photo? | | |
| | | | Give the next two landforms that the feature could erode into. | 1. | |
| | | | | 2. | |

| Question | | | Answer | |
|---|---|---|---|---|
| Landforms of erosion | 10 | Are arches formed only by marine processes? | | |
| | 11 | Why might a stack collapse? | | |
| Beaches | 12 | Why is a beach an example of a depositional landform? | | |
| | 13 | Name three types of beach material. | 1. | |
| | | | 2. | |
| | | | 3. | |
| | 14 | Beaches can be formed by destructive waves. They tend to be steep. Which beach materials are likely to be found on these beaches? | | |
| | 15 | Explain why. | | |
| | 16 | Where on the beach are the largest materials deposited? | | |

| | Question | | Answer |
|---|---|---|---|
| Dunes | 17 | **Fill in the gaps using the words in the table.** | Dunes form where _____ winds blow sand towards the land. A series of dunes can develop, the youngest are closest to the _____. The blown sand is obstructed by an object such as a piece of _____, causing a small ridge of sand to form. This is called an _____ dune. The dune is colonised by _____ species. The roots allow sand to further _____, allowing a fore-dune to develop.<br><br>Further vegetation starts to grow – as conditions become more _____. This is called vegetation _____. The first stable dunes are called yellow dunes, which later become _____ dunes, capable of supporting small shrubs.<br><br>Finally, mature dunes support small trees – the _____ community.<br><br>**succession / embryo**<br>**driftwood / grey**<br>**onshore / accumulate**<br>**climax / favourable**<br>**pioneer / sea** |
| | 18 | **Label the diagram of the dune with the words below.**<br><br>**Yellow dune / Mature dune**<br>**Embryo dune / Grey dune**<br>**Foredune / Dune slack** |  |