

Name:

Mulberry Academy

Shoreditch

Sixth Form

Summer Assignment

Geography

## Bridging the GCSE to A Level Geography Gap

Hoping to study Geography at A level? Or interested in just furthering your knowledge of Geography post the GCSEs?

There are a number of things you can do:

1. **Developing as a geographer** – through general reading around/watching videos/listening to podcasts etc the geography subject to develop your geography knowledge and understanding.
2. **Become a News Buff**- Watch the news-BBC news between 6am-9am or at 6pm. Or get on the BBC news app? Other websites such as the Guardian, The Independent, The Times. Create a 'Geography in the News' diary of all things that are relevant to what you are studying?
3. **Preparing for the A Level Course**- Starting to explore the topics and their foundations in which they will be studied in the A Level Course –work will be provided to help you do this.
4. **Resources** –A4 file paper will be provided, as well as a lever arch folder which will be useful (even if you are using a laptop) to file resources, handouts, exam questions, etc. If you do work on a laptop make sure you print out your work regularly and back up work in Onedrive/Teams.

To be a great geographer, you will need to develop the ability to think synoptically, being able to see the greater overview and how everything we study in geography links together. Geography is not just about the studying people and landscapes, it is also the relationships that exist between people and their environment.

How can I develop as a Geographer before September?

Below are some links to podcasts, websites, books and even films that provide a great way of staying inspired and engaging with Geography:

### PODCASTS:

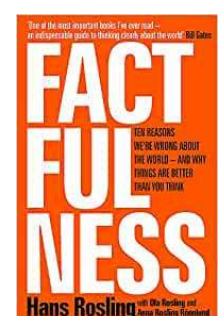
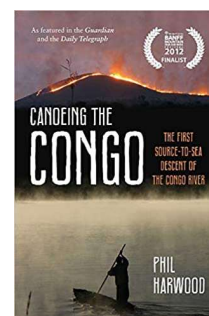
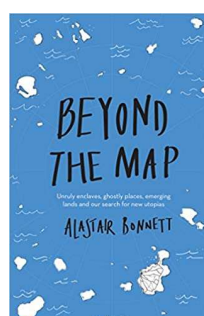
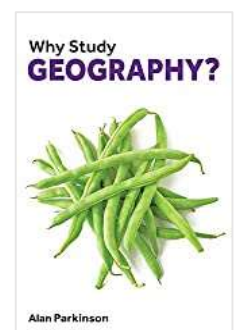
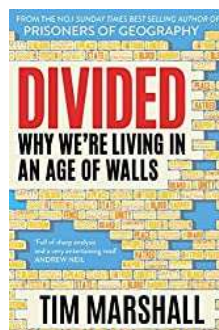
- **Costing the Earth**- There are some great podcasts here to pick from on a wide variety of geographical issues. <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics including climate change, carbon, urban greening, deforestation, alternative powers, plastics (etc)
- Royal Geographical Society – 'Ask the Geographer podcasts'**
- <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> = a fantastic set of podcasts to keep A Level studies up to date with the latest geographical research = pick out some that interest you.
- Links to general podcasts**
- <https://eternalexploration.wordpress.com/2016/01/04/top-10-podcasts-for-geography-students/> - this has a number of different links to geography podcast, specifically targeted to Geography students. Definitely recommend the TED talks.

### BOOKS:

If you are into reading both fiction and non-fictions, why not try some Geographically themed books/magazines:

- **Prisoners of Geography by Tim Marshall** – an insightful book which helps understanding how the physical geography impacts on political reality and really helps to understand how decisions of world leaders have been shaped by geography- a good introduction to Geopolitics

- **Geography Review Magazines:** Subscribe for £40 and you will get 4 up to date magazines with articles that will be really relevant to the topics that you are studying.



## Geographical Documentaries:

There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in.

The following are all available on **IPLAYER**:

- **David Attenborough Box Sets**- there are 9 amazing boxsets available on iplayer from David Attenborough exploring our amazing world. <https://www.bbc.co.uk/iplayer/group/p06m42d9>
- **The Americas with Simon Reeve**: <https://www.bbc.co.uk/iplayer/episodes/m00095p0/the-americas-withsimon-reeve>
- **Simon Reeve around the World**: <https://www.bbc.co.uk/iplayer/group/p06rrnkm> The Russia series is really interesting.
- **Britain Underwater: Fighting the floods** <https://www.itv.com/hub/britain-underwater-fighting-thefloods/7a0157>
- **Joanna Lumley's Hidden Caribbean: Havana to Haiti** <https://www.itv.com/hub/joanna-lumleys-hiddencaribbean-havana-to-haiti/2a7578>
- **Race across the World**: <https://www.bbc.co.uk/iplayer/episode/m000g6nt/race-across-the-world-series-2-episode-1>
- **Andrew Marrs Megacities**: <https://www.bbc.co.uk/programmes/b011qmcl/episodes/guide>
- **Trumps War on the Border**: <https://www.channel4.com/programmes/trumps-war-on-the-border>
- **Dispatches**: <https://www.channel4.com/programmes/dispatches/on-demand/67256-001>

## Geography on NETFLIX, DVD or YOUTUBE:

- ✓ **Before the Flood**- A film presented by Leonardo DiCaprio- exploring climate change and looking at what needs to be done today to prevent catastrophic disruption
- ✓ **Our Planet Netflix Series**- Explores how climate change impacts all living creatures
- ✓ **Blood Diamond** – looks at the diamond trade in Sierre Leone
- ✓ **Slum Dog Millionaire** – the issues of informal settlements

## What should I do with the News that I am Watching?

You should be regularly watching the news to keep you up to date with what is happening in relations to the interrelationship between people and the environment. You will be really surprised how many of the news bulletins relate to what you are studying.

- **BBC NEWS**: <https://www.bbc.co.uk/news>- an excellent source of up to date articles- explore the headings such as Science, UK, WORLD and other stores
- **THE GUARDIAN**: <https://www.theguardian.com/uk> - Again many useful articles and logically ordered – keep an eye on the Environment, Science, Society, Global Development Stories in particular.
- **THE CONVERSATION**: <https://theconversation.com/uk> - Really useful to support many of you're a Levels. Up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising the key points in a short but insightful articles.

Get yourself a **Scrapbook** and either cut out the headline from a newspaper/print it off/ or just write it in your book and summarise the following:

- What are the key things that the article is telling you about - can you summarise in to 10 main points
- What part of Geography/what we study does this link to?
- Are there any keywords that you need to look into more or you feel would be useful for your studies.

## What does the A Level Course look like at Woodhouse Grove?

At A Level, we follow the AQA specification. You will have two exams; one physical exam and one human exam, and one Non-Examined Assessment- essentially a 3000-4000 word piece of coursework.

Paper 1 - Physical	Paper 2 – Human	NEA
<p>This exam will be 2 hours and 30 minutes and is worth 120 marks</p> <ul style="list-style-type: none"> <li>- Water and Carbon (36 marks)</li> <li>- Coastal Environments (36 marks)</li> <li>- Hazards (48 marks)</li> </ul>	<p>This exam will be 2 hours and 30 minutes and is worth 120 marks</p> <ul style="list-style-type: none"> <li>- Global Governance (36 marks)</li> <li>- Changing Places (36 marks)</li> <li>- Contemporary Urban Environments (48 marks)</li> </ul>	<p>This is an independent enquiry meaning that it is driven by you. Teachers will be able to support you but we will not be able to mark formally and give feedback. You will need to formulate a title and hypotheses from a topic that is studied on the AQA specification. You will then need to come up with methods to test your hypotheses, you will collect your own data and then present, analyse, conclude and evaluate your investigation. The deadline for this will be in December Half Term of Year 13. You will be taken out on 4 days fieldwork work to prep you for this.</p>

### Pre Reading:

#### Water and Carbon:

- **Physics and Maths Tutor**- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/water-and-carboncycles/> - some good links to other reading for the subject.
- **An introduction in to the Water Cycle:**  
<https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/a/the-water-cycle>
- **An introduction into the Carbon Cycle** – <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=6dc9f1c1-f92d-4c04-9f85-9985844a6a79&lang=en-GB>
- **Documentary on Climate change:**
- <https://www.bbc.co.uk/iplayer/episode/m0009drg/panorama-climate-change-what-can-we-do>  
<https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>
- **News Articles on Climate Change;** <https://theconversation.com/uk/topics/climate-change-27>

#### Coasts:

- **Geofile on Sediment Cells, Waves Types and Tides** -  
[https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile\\_575\\_coastal\\_systems.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile_575_coastal_systems.pdf) – a good understanding of what the coastal system is made up of.
- **Geofile on different Coastal processes**  
[https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms\\_and\\_coastal\\_erosion\\_examples\\_from\\_east\\_yorkshire.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms_and_coastal_erosion_examples_from_east_yorkshire.pdf) - understanding the different processes that create different landforms
- **Geofile on Mass Movement in the UK**  
[http://vle.langton.kent.sch.uk/file.php/1014/Geoactive\\_480\\_Mass\\_Movement\\_Processes\\_and\\_Hazards.pdf](http://vle.langton.kent.sch.uk/file.php/1014/Geoactive_480_Mass_Movement_Processes_and_Hazards.pdf)  
- a good link to different types of mass movement
- **Geofile on Coastal Management**  
[https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08\\_coastal\\_management.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08_coastal_management.pdf) - good comparison between different types of management strategies
- **Geofile on Holderness Coast**  
[https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal\\_managementn\\_holderness\\_2.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_managementn_holderness_2.pdf)  
- A good look at a case study of a shore line management plan.

## Hazards:

- **Physics and Maths Tutor**- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/> some good links to other reading for the subject.
- **Geofile on Hazard Hotspots and Response** – <https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/hazard-hotspots.pdf> - a A Level concept new to you on different ways to respond to Hazards
- **Video: Power of the Planet (Volcanoes)** <https://www.dailymotion.com/video/x5af4kg> - a great introduction to the work on volcanoes we will be doing
- **Reading: Plate Tectonics (The Geological Society)** – This will be a good set up from your GCSE work to A Level and definitely worth navigating around the site <https://www.geolsoc.org.uk/Plate-Tectonics>

## Global Governance

- A RGS summary of Global Governance – A good overview of the course <https://www.rgs.org/schools/teachingresources/global-systems-and-global-governance/>
- **Antarctica Case Study** - <https://pmt.physicsandmathstutor.com/download/Geography/Alevel/Notes/AQA/Global-Systems-and-Global-Governance/CaseStudies/Global%20Systems%20and%20Governance%20-%20Antarctica%20Case%20Study%20.pdf>

## Changing Places

- Physics and Maths Tutor- Changing Places – A really good overview of what the course is about and some of the information you will learn next year. - <https://www.physicsandmathstutor.com/geography-revision/a-levelaqa/changing-places/>
- A RGS summary of Changing Places – A good overview of the course - <https://www.rgs.org/schools/teachingresources/changing-place;-changing-places/>
- Interesting article by Doreen Massey [http://banmarchive.org.uk/collections/mt/pdf/91\\_06\\_24.pdf](http://banmarchive.org.uk/collections/mt/pdf/91_06_24.pdf)
- A human geography looking at The Sense of Place <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/OCR/Changing-Spaces-Making-Places/Set-A/Notes%20on%20Changing%20Places,%20Making%20Places%20-%20OCR%20Geography%20A-level.pdf>

## Contemporary Urban Environments

- The United Nations publishes a number of useful annual reports on cities, including The World Population Prospects: 2015 Revision. <https://www.un.org/en/development/desa/publications/world-population-prospects-2015-revision.html>
- The Geographers has a useful website with links and resources to many urban issues. There are further RGS urban geography resources and lectures on the 21st Century challenges page. Urban Geography Research Group (UGRG) of the Royal Geographical Society/Institute of British <https://21stcenturychallenges.org/challenges/>
- Read the excellent article on mega and meta cities by Mark Rowe (2014) 'Growing pains' in Geographical magazine.
- (Sept, 2014) - <https://geographical.co.uk/magazine/item/1170>
- Geofile 696 Mumbai : a megacity - [http://sisgeographyigcsewiki.mrbgeography.com/files/mumbai\\_megacity.pdf](http://sisgeographyigcsewiki.mrbgeography.com/files/mumbai_megacity.pdf)
- Garrington, S. (April 2008) 'A case study of village suburbanisation' GeoFile 570 - [http://vle.langton.kent.sch.uk/file.php/546/Bayston\\_Hill\\_a\\_case\\_study\\_of\\_village\\_suburbanisation.pdf](http://vle.langton.kent.sch.uk/file.php/546/Bayston_Hill_a_case_study_of_village_suburbanisation.pdf)
- Boot, J. (April 2005) 'The gentrification of the inner city: processes and fieldwork' GeoFile 49
- Read article and watch clip about gentrification in Notting Hill, London <https://www.bbc.co.uk/news/magazine-18394017>
- See footage and discussion of anti-gentrification protests in London in September 2015 <https://www.theguardian.com/uk-news/2015/sep/27/shoreditch-cereal-cafe-targeted-by-anti-gentrification-protesters>

Complete three (or more) of the tasks from the grid below based on the reading and research you have done.

<p>Create a personal geography map of your own area- include photographs, personal reflections and places of importance <b>(Changing Places)</b></p>	<p>Watch one documentary on Climate Change- Create 20 questions that people could answer if they were to watch the documentary. <b>(Water and Carbon)</b></p>	<p>Produce a presentations on different world cities and megacities. Examples might include: MUMBAI Wraight, P. (Sept 2013) 'Mumbai: case study of a megacity' GeoFile 696 LAGOS Rutter, J. (Sept 2011) 'Lagos: case study of a world city' GeoFile 650 SHANGHAI Guinness, P. (2014) 'Urban issues in Shanghai' GeoFile 511 BEIJING Guinness, P. (Sept 2010) 'Beijing a global city' GeoFile 627 (Contemporary Urban Environments)</p>
<p>How has Covid 19 changed our places? Consider before, during and after. Use images, virtual interviews, own experiences <b>(Changing Places)</b></p>	<p>In 300 words, explain what 'geography' means to you</p>	<p>Produce a mind map of the multihazard area of Haiti <b>(Hazards)</b></p>
<p>Read the Antarctica Case Study. Write a letter to the prime minister explaining the importance of both looking after Antarctica and using it as a Global Commons <b>(Global Governance)</b></p>	<p>Read the Geofile 'Coastal Systems, waves, sediments and cells and summarise on 1 side of A4 paper. <b>(Coasts)</b></p>	<p>Collect together a number of newspaper articles highlighting current issues such as housing shortages, air pollution and flooding. Get students to think about their local urban areas or cities they are familiar with and discuss the issues that face these cities. <b>(Contemporary Urban Environments)</b></p>

## A-Level Geography - Changing Places Task

Changing places focuses on people's engagement with places, their experience of them and the qualities they ascribe to them.

Read the extract below, the work of Doreen Massey (1994) and the geographical descriptions and reflections of a street near her home: Kilburn High Road in London.

*Take, for instance, a walk down Kilburn High Road, my local shopping centre. It is a pretty ordinary place, north-west of the centre of London. Under the railway bridge the newspaper stand sells papers from every county of what my neighbours, many of whom come from there, still often call the Irish Free State. The post boxes down the High Road, and many an empty space on a wall, are adorned with the letters IRA. Other available spaces are plastered this week with posters for a special meeting in remembrance: Ten Years after the Hunger Strike. At the local theatre Eamon Morrissey has a one-man show; the National Club has the Wolfe Tones on, and at the Black Lion there's Finnegans Wake. In two shops I notice this week's lottery ticket winners: in one the name is Teresa Gleeson, in the other, Chouman Hassan. Thread your way through the often almost stationary traffic diagonally across the road from the newsstand and there's a shop which as long as I can remember has displayed saris in the window, four life-sized models of Indian women, and reams of cloth. On the door a notice announces a forthcoming concert at Wembley Arena: Anand Miland presents Rekha, life, with Aamir Khan, Salman Khan, Jahi Chawla and Raveena Tandon. On another ad, for the end of the month, is written, 'All Hindus are cordially invited'. In another newsagents I chat with the man who keeps it, a Muslim unutterably depressed by events in the Gulf, silently chafing at having to sell the Sun. Overhead there is always at least one aeroplane - we seem to have on a flight-path to Heathrow and by the time they're over Kilburn you can see them clearly enough to tell the airline and wonder as you struggle with your shopping where they're coming from. Below, the reason the traffic is snarled up (another odd effect of time-space compression!) is in part because this is one of the main entrances to and escape routes from London, the road to Staples Corner and the beginning of the M1 to 'the North'.*

Reflecting on what you have read, complete the two tasks below, to provide a discussion point during the first few lessons, and to introduce you to the concept of place.

### Task 1:

- Find/take a photograph of your 'place'
- Place it in the middle of a piece of A4 paper
- Annotate the photograph to describe and explain your 'place' or write a paragraph similar to that of Doreen Massey

### Task 2:

- Find a photograph of a 'place' on the internet which you have never been to
- Place it in the middle of a piece of A4 paper
- Annotate the photograph to describe this place

### Task 3

- Compare your feelings/emotions to the 2 places

#### What is Place?

Your home  
School  
Local town  
Favourite restaurant  
Regular holiday destination

You decide what the term 'place' means to you



# A-Level Geography – Hazards Task

In this chapter you will study:

- the concept of hazard in a geographical context
- volcanic hazards
- seismic hazards
- storm hazards
- wildfires

In this chapter you will focus on the atmosphere and the lithosphere (the earth's crust and the section immediately below it – the upper mantle), which intermittently but regularly present hazards to human populations, often in a dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, you will be able to engage with many dimensions of the relationships between people and the environment in which they live. The study of natural hazards will also give you the opportunity to exercise and develop your observational skills, measurement and geospatial mapping skills, together with data manipulation, interpretation and presentation of statistics.



**Task 1 :** Using the internet:

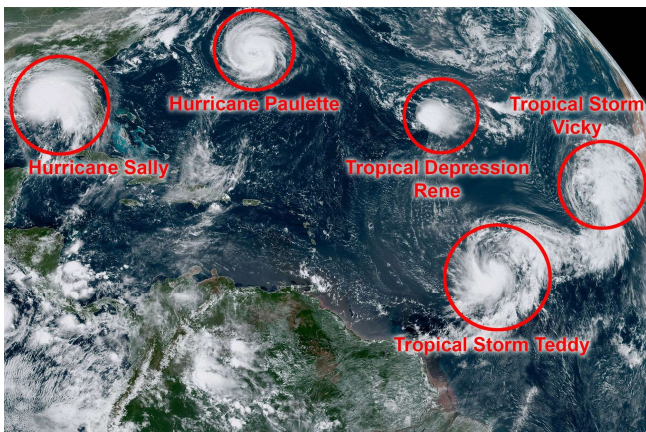
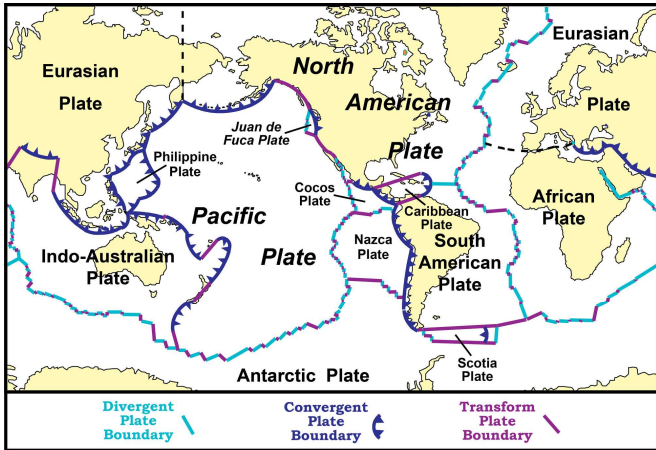
- Define what is meant by a natural hazard
- Give 6 examples of natural hazards
- Research the Park disaster response model and try and describe what it is trying to show

**Task 2:**

- Alfred Wegener put forward a theory of “plate tectonics.” Outline this theory and identify his evidence to support his theory

**Task 3:**

- Locate 2 different disasters (resulting from natural hazards).
- Identify the effects the 2 disasters and evaluate the quality of response.







## Challenge: A-Level Geography – Coastal Systems and Landscapes Task

Coastal zones are dynamic environments with distinctive landscapes formed by the interaction of a range of atmospheric, marine and terrestrial processes. Coastal environments are important to the human race. About half of the world's population live on coastal plains with over 50% of the population living within 150km of the sea.

**Activity:** Make use of the internet to research answers to the following questions.

1. Arrange the coastal zones (nearshore, backshore, offshore, foreshore) in order from furthest from the shore to closest.
2. Decide which coastal zone is being described by each statement in the list below:
  - a) This zone is entirely landward of the high-water mark under normal conditions.
  - b) This zone covers all areas below the low-water mark where waves still impact on the underlying land.
  - c) Changes take place in this zone only during storms.
  - d) Sediment deposition is the only activity in this zone.
  - e) Under normal conditions, this is the most important zone for marine processes.
  - f) This zone covers all areas where waves no longer impact on the underlying seabed.
3. Coastlines are dynamic. What does this mean?
4. Is the coastal system open or closed? Briefly explain your choice.
5. The system can be thought of as consisting of inputs, processes and outputs. Decide which best describes each item in the list below:
  - a) Depositional coastal landforms.
  - b) Land-derived sediment.
  - c) Erosional coastal landforms.
  - d) Wind transport. v) Lost wave energy.
  - e) Sediment accumulations beyond the tidal limit.
  - f) Energy from waves/wind/tides/currents.
  - g) Longshore drift.
6. How is the size and strength of a wave determined?
7. There are two types of wave: constructive and destructive. Allocate each of the phrases below to one of the wave types to help highlight their differences:

Weak swash	break frequently	10-14 per minute	strong swash	5-6 metres high
more energy	builds up the beach	strong backwash	less energy	
break about 6-8 times per minute	weak swash	about 1 metre high	removes material from the beach.	
8. Define the following processes of coastal erosion:
  - Hydraulic action
  - Abrasion
  - Attrition
  - Corrosion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Jobs from Geography:
<b>Year 12</b> <b>EKE</b>	PAPER 1: Section B: Coastal Systems	PAPER 1: Section B: Coastal Systems	PAPER 1: Section C: Hazards	PAPER 1: Section C: Hazards	PAPER 1: Section C: Hazards	PAPER 1: Section C: Hazards	<p>Meteorologist, Volcanologist, Pilot, Teacher/ lecturer, Geologist, Explorer, Town Planner, Cartographer, Environmental Consultant, Geographical Information Systems Officer, Landscape Architect, Recycling Officer, Transport Officer, Tourism Officer, International Aid Worker, Nature Conservation, Risk Analyst.</p>
<b>GMC</b>	PAPER 1: Section A: Water and carbon cycles	PAPER 1: Section A: Water and carbon cycles	PAPER 1: Section A: Water and carbon cycles	PAPER 2: Section B: Changing places	PAPER 2: Section B: Changing places	PAPER 2: Section B: Changing places	
<b>Year 13</b> <b>EKE</b>	PAPER 1: Section C: Hazards	PAPER 2: Section A: Global systems and Global Governance	PAPER 2: Section A: Global systems and Global Governance	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	
<b>GMC</b>	Section C: Contemporary Urban Environments	Section C: Contemporary Urban Environments	Section C: Contemporary Urban Environments	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	

COURSE WORK

COURSE WORK

A-LEVEL EXAM