

## A-Level Geography Transition work

A-level Geography is very different from GCSE. Obviously, you will continue to interrogate the world from a broad range of perspectives – human and physical, qualitative and quantitative, and so on. Crucially, though, you will do so through the lens of university-level concepts rather than an exhaustive list of topics.

While this may seem a daunting prospect, learning to see the world conceptually will enable you to understand it better, discuss its complexity, and really get to grips with the biggest issues on the planet today.

So, do not expect your teachers to spoon feed you the course or the 'right' answers. Do expect, however, to be encouraged and pushed to think for yourselves.

You should first get in to the habit of either watching the news (BBC1 at 10pm / C4 at 7pm are excellent in-depth evening bulletins) or reading the news online regularly.

BBC / Guardian / Economist websites are good sources of geographical news items, while Geographical Magazine, George Monbiot's website and the free extra section of the Geography Review magazine have many useful and interesting articles to get you thinking about a variety of physical and human geographical issues and there are some good videos on the Geographical Association website to get you thinking about various issues and processes.

In September, it is best to be prepared as best as possible and it would be very useful to do some wider reading around the topics we will be studying especially those done in the first term (Water and Carbon cycle and Global systems and governance). The structure of the two-year course is below.

### Course Structure

<b><u>Physical Geography Exam</u></b>	<b><u>Human Geography exam</u></b>
2hrs 30 mins 3 Sections 120 marks Students need to know which topics to answer	2hrs 30 mins 3 Sections 120 marks Students need to know which topics to answer
<b>Water and Carbon Cycle</b> 4 mark Q x 1 6 mark Q x 2 20 mark Q x1 (Total 36)	<b>Global systems and governance</b> 4 mark Q x 1 6 mark Q x 2 20 mark Q x1 (Total 36)
<b>Coastal systems</b> 4 mark Q x 1 6 mark Q x 2 20 mark Q x1 (Total 36)	<b>Changing Places</b> 4 mark Q x 1 6 mark Q x 2 20 mark Q x1 (Total 36)
<b>Hazards</b> Multiple choice 1 mark x 4 6 mark Q X 1 9 Mark Q x2 20 mark x1 Total 48	<b>Contemporary urban environments</b> Multiple choice 1 mark x 4 6 mark Q X 1 9 Mark Q x2 20 mark x1 Total 48

## OngoingTask: Geography in the news journal

The Geography course is very 'current events' based, so it is important that you watch, listen to, read or search the news at least a few times a week. You can get the news in a variety of ways and should choose a method that suits you the best:

- **TV:** Almost every channel has its own news programme and news is broadcast at a variety of times, morning, lunchtime and evening.

- **Newspapers:** A variety exist – the best for our course are the so-called broadsheets (The Guardian, The Independent, The Times, The Telegraph or the FT). However, a good one to read is The 'I' newspaper as it is a shorter more accessible version of The Independent and only costs 20p.

- **Radio:** Almost every station broadcasts the news at regular intervals, though these are often short overviews rather than full in-depth reports.

- **Internet:** Great for browsing and for searching for particular news stories. You can also compare the reporting of a story from different perspectives very easily. There are also news apps that can be downloaded to computers or Smart phones.

### The task:

**Pick one relevant news story each week and write a report on the geography of the story.**

Instructions:

1. Watch, listen, read or search the news.

2. Pick a RELEVANT news story to our course. It should fit into one (or more) of these categories:

☐ Natural disaster (Flood, drought, forest fire, storm, hurricane, typhoon, volcano, earthquake, mud/land slide, tsunami)

☐ Climate change/global warming

☐ Trade (particularly global)

☐ Britain's ageing population

☐ Migration (particularly EU immigration)



A great place to start is the BBC News website (<http://www.bbc.co.uk/news/>) as it covers news in depth and breadth. Use the search box at the top to search for key terms and narrow down the search.



See below for a modelled example of how to write your report.

Over the eight weeks, try to cover all the categories bullet pointed above.

Create a collage of relevant geographical news stories that you have cut out from a newspaper or printed headlines from the internet.

## EXAMPLE!

HEADLINE/NEWS STORY: "Climate Change helps seas discover Japanese war dead"

From BBC News, 7th June 2014.



What is the LOCATION of the event?

The Marshall Islands are in the Pacific Ocean, to the North East of Papua New Guinea. They are a series of islands that are part of the wider region, Micronesia. The islands are found north of the Equator.

The population is approx. 70,000 (2009) and the GDP/capita is \$2,900 making it one of the poorest nations in the world.

What are the key ideas or events that have taken place? (Think about What, Who, When and Why?)

- Rising sea levels have disturbed the skeletons of soldiers killed during WW2.
- Water is also threatening to destroy sea defences and roads.
- Salt from the sea water is also making land infertile.
- Communities are flooded frequently, particularly during high spring tides.

What were the causes of the event?

- Sea levels are rising at a rate of 12mm/year.
- This is much faster than other places in the world.
- Sea levels are rising due to global warming, caused by human activities which put CO<sub>2</sub> into the atmosphere.
- United Nations is yet to agree on a deal to reduce CO<sub>2</sub> emissions at the National level, mainly because emerging economies (China, India) want the developed nations (e.g. USA and UK) to take more of the responsibility.

What were the impacts or effects? (Be specific – where, what, who, how many?)

- 26 bodies have been washed from their graves.
- If roads are washed away, people will struggle to move from place to place. This might affect business and tourism.
- If land is made infertile, people will struggle to grow crops. This might lead to famine.
- If the sea defences are destroyed, communities will be flooded more frequently.

What is your opinion of the event? Why did you choose it? How does it make you feel?

I chose this article because it has a creepy element to it – imagine walking along a beautiful white sandy beach and stumbling across a body! However, there is actually a really serious message in the article about how our overuse of fossil fuels is having a serious and devastating effect on people on the other side of the world.

I think that this is THE biggest challenge for our planet and the UN needs to negotiate a deal on carbon emissions ASAP. Without a slowing of global warming, places like the Marshall Islands will disappear under the waves completely within the next 50-100 years.

While I can understand that China and India have the right to industrial development, more should be done to encourage these massive nations to use green and eco-friendly methods of energy production.

<http://www.bbc.co.uk/news/science-environment-27742957>

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What were the causes of the event?

What were the impacts or effects? (Be specific – where, what, who, how many?)

What is your opinion of the event? Why did you choose it? How does it make you feel?

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## Task 1

### Changing Places – The Theory of Place

You will need this link : <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=944f2503-af13-4c7f-b178-e4bbaffb38eb&lang=en-GB>

1. Key concept glossary Research the meaning of the key geographical concepts in the box below. Create a glossary of 1-2 sides in length:

\* Place \* Scale \* Systems and feedback \* Risk, resilience and thresholds \* Inequality, identity and representation \* Mitigation and adaptation \* Interdependence \* Sustainability \* Causality \* Globalisation

2. Read the first three pages of the attached article from the Royal Geographical Society. In what different ways are places defined and understood by geographers? Make a bullet pointed list or highlight key points in the article.

3. Using your understanding of the article, and some of the key concepts you have researched, create an A3 collage, thinking map or poster about 'The place I call home'.

To help with (3), you may wish to consider the following:

-Where do you, or your family members, live? (Around the UK? Around the world?)

-Think about your own life experiences. Where do you feel connected to?

-What communities do you feel part of? Could you feel 'at home' in a very distant place?...

...Or in a place you've never even visited? Where do you imagine to be home?

-Perhaps it's a place that speaks your language, or practices your faith...

EXTENSION TASK: Develop your understanding of Doreen Massey's (1994) theory of place by reading and making notes on the attached university-level article. Pay particular attention to pages 5-9.

Answer the following questions: i) According to Massey, what defines a place? ii) What examples does she give to back up her arguments? iii) What does she mean by a 'static' view of place and why does she oppose it?

## Task 2

Using the headings and the link create to a mind map

### Water & Carbon Cycles

Introductory presentation on [Natural Systems](#)

Website with simple summaries of a number of [earth systems](#)

A summary of the features of the [lithosphere](#)

A summary of the features of the [hydrosphere](#)

A summary of the features of the [cryosphere](#)

More information on the [cryosphere](#)

A summary of the features of the [atmosphere](#)

An online lesson activity investigating connections in the [atmosphere](#)

Then using the link read the GEO file and answer the questions :

[https://stmca.sharepoint.com/:f:/s/Year11GML/Egg7cVjhpwBFI60Td\\_zcdkBFimLe89HH30eNFDcXax61A?e=MwJdAt](https://stmca.sharepoint.com/:f:/s/Year11GML/Egg7cVjhpwBFI60Td_zcdkBFimLe89HH30eNFDcXax61A?e=MwJdAt)

Geography Department

