



Preparing you for A Level Geography

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I. Introduction

Hi guys! So glad you have opted for A Level Geography! It is such a great course with a lot more freedom than GCSE.

Obviously we finished your GCSE course a little earlier than planned so in this pack are a few tasks that we would have used to prepare if we were in school.

Each section covers one of the four parts of your A Level course and has 3 tasks, a MUST task that is compulsory for you to do to enter the A Level Course, a SHOULD task which you should complete if you are aiming for a grade C or above and a COULD task if you are aiming for an B/A*.

“The study of geography is about more than just memorising places on a map. It is about understanding the complexities of the world, appreciating the diversity of cultures that exist across continents. And in the end, it is about using all that knowledge to help bridge divides and bring people together.” Barack Obama.

II. 'Scrap book challenge'

Students Must: Over your A level geographical studies you will be expected to create 'Geographical scrap'. You will divide this into two separate sections, one for human geography and one for physical geography. You will be expected to collect relevant news clips, photographs and articles etc. These snippets of geography can then be used to support your answers in your exams. Over the summer you need to start your scrap books. We will expect you to have at least three bits of information for each. It can be completed as a collage on paper, or copy and pasted onto a Google Doc and submitted into our Google Classroom.



III: Component One: Physical Geography

Topics Covered in this unit

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change – Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security



Students Must:

Read the article, complete the Cornell notes template (in appendix at the end of this document)

<https://phys.org/news/2020-05-coastal-sea-economic.html>

Watch the clip, complete the Cornell notes template

https://www.youtube.com/watch?v=5woEY5SzXyc&feature=emb_logo

Students Should:

Visit here to see what is going on on the UK coastline.

- Make notes on areas that are more protected than others.
- Suggest reasons why this may be the case, are they experiencing more erosion? Is there something of value there worth protecting?

Interactive map of coastal map of the UK coastline

<https://www.gov.uk/check-plans-to-stop-coastal-erosion-in-your-area>

Students Could:

Read the article below and answer the question:

- What is happening to the plates?

<https://www.newscientist.com/article/mg22329843-000-earths-tectonic-plates-have-doubled-their-speed>

- How can technology improve a country's vulnerability?

https://www.ted.com/talks/paul_conneally_digital_humanitarianism

IV: Component Two: Human Geography

Topics Covered in this unit

- Globalisation
- Regenerating Places
- Superpowers
- Global Development and Connections – Migration, Identity and Sovereignty

Students Must:

Read the article attached and complete the Cornell Notes template

<https://geographyfieldwork.com/UrbanRebranding.htm>

Watch the clip and complete the Cornell Notes template

<https://www.youtube.com/watch?v=xUYNB4a8d2U>

Students Should:

Watch the clip below and make a mind map linking all ideas about population, the causes, the effects, the management, examples of countries different population policies.

DON'T PANIC — Hans Rosling showing the facts about population

<https://www.youtube.com/watch?v=FAK2knC08E&t=1583s>

Students Could:

Read the lined article below and write your own opinion about what having a sense of place means.

What is a 'global sense of place'? Why is this important to the understanding of 'place' as a concept? Massey, D (1991) http://banmarchive.org.uk/collections/mt/pdf/91_06_24.pdf



V: Component Three: Synoptic Geography

Covered in this unit:

Synoptic can be broken down to *syn-*, meaning together, and *-optic*, meaning view or sight. In Paper 3 you will be given a range of resources which link together all of your topics. The skill is in studying the resources and drawing together different examples from more than one topic to make connections. The key themes will be:

- **The Players** (who is involved, in charge, affected)
- **Futures and Uncertainties** (what will happen in the future with coast, migration, superpowers, tectonics etc, How do we know this will happen, how certain can we be?)
- **Actions and Attitudes** (all about which type of companies, governments and individuals think differently about topics and what they do about it)

Below is a set of synoptic 'big questions' for you to consider, see the tasks below.

Question 1. 'It is a country's level of economic development that will determine how well it copes with natural hazards.' Evaluate the validity of this statement.

Question 2. 'Wars in the future will be fought over water.' To what extent do you agree with this statement?

Question 3. 'Globalisation is positive to all.' To what extent do you agree with this statement?

Question 4. 'Coastal areas in developing countries are more at risk than those in developed countries.' To what extent do you agree with this statement?

Question 5. Urban areas are better places to live than rural areas. Discuss.

Students Must:

- Read through these five big questions.
- For each one briefly outline what your opinion is on the 'big question'.

Students Should:

Choose **one** of these big questions, expand upon your brief opinion and write your key arguments linked to this issue. Where appropriate use evidence to back up your opinions

Students Could:

Come up with a synoptic question that links together some of your GCSE topics and write a short answer to it yourself.

VI: Investigations:

Covered in this unit:

This is 20% of your A Level, it is your NEA (non-examined assessment) aka your coursework! You get to choose what you want to investigate and where unlike GCSE, you can make it as personal to you as possible! but then you have to decide which data you need to collect etc. Here are some tasks to help you be more independent investigators.

Students Must:

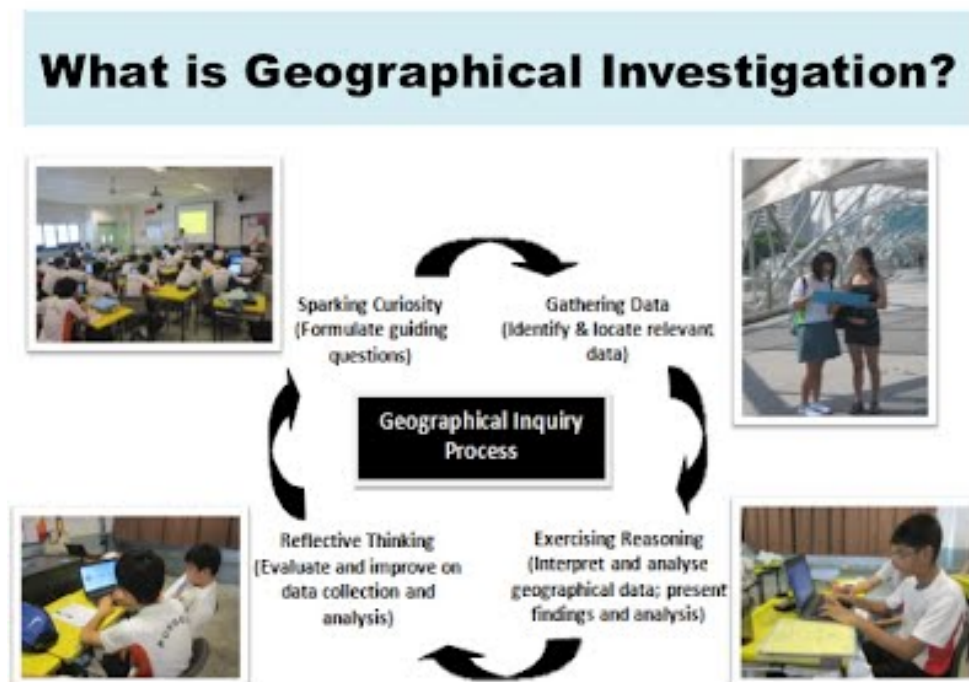
If you visit any interesting places over the holidays take geographical photographs of the area. Build up a photographic record for the area. It does not need to be a place far from home, it could be in your local area. Consider; what is the physical geography of the area? How is the physical environment influenced by human activity? What geographical investigation could be carried out in this area?

Students Should:

Have a look at the coursework which someone wrote last year and write a checklist of the essential parts needed for a good piece of coursework.

Students could:

Carry out your own mini geographical investigation of a topic you are interested in. Write a question you could investigate, research possible solutions and conclude at the end what should be done.



VII: Appendix

Things to read or watch

Some good general geography sources:

Geography Review: <http://www.philipallan.co.uk/geographyreview/index.htm>

Geographical: <http://www.geographical.co.uk/Home/index.html>

Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think. By Hans Rosling, Ola Rosling, Anna Rosling Rönnlund

Useful websites: <http://www.nationalgeographic.com/>

<http://www.geographyalltheway.com>

<http://www.gatm.org.uk>

How to write Cornell Notes:

How to help you break down articles and record them for revision: Cornell Notes Style

Record

As a student, you should record and write every single thing told by your instructor. So, the first step in order to make the best use of the Cornell notes is to record the lecture using telegraphic sentences. These are the shorter sentences just containing five to six words or even less than that. This is a name given to the shorter sentences. These sentences would help you write quickly. When you read those recorded phrases, you will securely recall all what was explained in the class by your instructor.

Questions

As soon as you are done recording the telegraphic sentences, next step is to make questions based on the notes on the right hand side. These questions would help you reveal the relationships, understand the meanings of what was explained in the class, strengthen your memory and establish continuity in the context. Apart from this, these questions would be great for studying during the exam days or some time later. Also, they are good for combined studies if you are studying with your friends.

Review

When you have maintained your notes, make sure that you review them too. In order to make the best use of Cornell notes, you should spend at least ten minutes every week and review all your previous notes. Reviewing them daily would help you in retaining the deal for your exam, current use as well as later.

Template:

Geography topic:	Name:	Date:	Teacher:
Article Topic:			
2. Cues:	1. Notes:		
<p><i>This section is completed second.</i></p> <p><i>This section is used for reviews and studies in order to include questions that could come in your exam, vocabulary words and main ideas</i></p>	<p><i>This section is completed first</i></p> <p><i>You complete this section as you read your article, or watch your clip. This is where you write down all the key points but you must do this in shorter sentences just containing five to six words or even less than that. When you read those recorded phrases, you will securely recall the main points of the article.</i></p>		
3. Summary:			
<p><i>Finally you complete this section.</i></p> <p><i>The third section, the summary section is included at the end of the page. This section helps you briefly sum up the notes on the page of the main points.</i></p>			

