

Geography A level

Welcome to Geography A level at Myton School. This information pack outlines the following:









- 1) What we will cover
- 2) What you will need to start your course
- 3) Transition work in preparation for your course
- 4) Further reading/study lists

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to Geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

This Transition work is designed to help you to bridge the gap between your GCSE studies and A Level. Preparation is crucial for studying A levels. A levels require you to be an independent learner. Although you have fewer subjects, A levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September.

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What will I study?

<p><u>Physical Systems. (22% of A-Level)</u> <u>1 hr 30 min exam</u></p> <ul style="list-style-type: none">• Earth's life support systems <i>How important is water?</i> <i>How important is carbon?</i>  <ul style="list-style-type: none">• Coastal landscapes <i>Why are some coasts different?</i> <i>How are coasts changing?</i> 	<p><u>Geographical Debates. (36% of A-Level)</u> <u>2 hrs 30 min exam</u></p> <ul style="list-style-type: none">• Climate change <i>What causes climate change?</i> <i>How can we prepare for it?</i>  <ul style="list-style-type: none">• Future of Food <i>Will the future have enough food?</i> <i>Is our food secure for the future?</i> 
<p><u>Human Interactions. (22% of A-Level)</u> <u>1 hr 30 min exam</u></p> <ul style="list-style-type: none">• Changing Spaces, Making Places <i>What do places mean to us?</i> <i>How do places change?</i>  <ul style="list-style-type: none">• Power and borders. <i>What are the challenges to countries?</i> <i>How is the political world changing?</i>  <ul style="list-style-type: none">• Migration <i>where and why do people move around?</i> <i>What are the impacts of trade?</i>	<p><u>Investigative Geography. (20% of A-Level)</u> <u>No exam</u></p> <ul style="list-style-type: none">• This is your chance to investigate something that interests you.• You will collect data and present it, in preparation for university life.  

How and when will I be examined?

There are no formal exams during Year 12, although you will have assessments designed for you to keep track of your own understanding and progress.

In Year 13, you will sit three exam papers:

- Physical systems = 1 ½ hours
- Human interactions = 1 ½ hours
- Geographical debates = 2 ½ hours

What will I need?

1) A few 'lever-arch' folders. This is for your notes in 'human geography' and 'physical geography', but could also be done by topics.




2) A4 notepad, pens, highlighters.

Transition work

Task 1: Below are the Personal Learning Checklists for the topics you will study in year 12. Please go through them and highlight any key terms you are unsure of.

Research these key terms and define them in the table below.

OCR A Level Geography: Changing Spaces; Making Places

	<u>Covered in Class</u>			
<i>OCR Specification</i>				
<i>Glossary</i>				
<u>5.1 What's in a place?</u>				
1. What's in a place - general notes.				
2. Lymington worksheet/notes				
3. Coventry worksheet/notes				
<u>5.2 How do we understand place?</u>				
4. Defining place, space vs place				
5. Place perceptions - Factors influencing perceptions (Gender-Religion-Age-Sexuality-Performed role)				
6. Research of places with spiritual meanings				
7. Emotional attachment - Kurds research case study				
8. Time-space compression - globalisation, global village, winners and losers.				
9. Informal representations of places - New York. Case study investigation on 1 place and how it is informally represented through a range of sources.				
10. Formal representation - notes on census data and rural and urban changes due to the 4 processes RICS				
11. Rural places case study research				

12. Social inequality, uneven spread of wealth, quality of life and standard of living indicators, deprivation and index of multiple deprivation				
13. Investigate local and national postcodes for I.M.D. data.				
14. Variations in social inequality - core periphery model explained and annotated				
15. Variations in social inequality worksheet completed				
16. Globalisation and economic change - Global shift, East Asian Tigers (advancing EDCs), Outsourcing, advantages and disadvantages				
17. Impact of structural economic change - positives and negatives for ACs, EDCs and LIDCs				
18. Investigation and case study of Birmingham's Research Park				
19. Economic recessions and booms - economic cycle				
20. Research and case study of Silicon Valley				
21. Governments contribution to social inequality				
22. Governments plans to tackle social inequality - JAMS strategy				
23. Case studies of social inequality - Jakarta and South California Comparison of the two examples				
24. Players involved in economic change, public and private				
25. Research and examples of how each player has been involved in driving economic change				
26. Birmingham case study of economic change				
27. Role of the government in place making, definitions, priorities, foreign direct investment (why, how), Placelessness and Glocalisation				
28. Case study example of Hitachi Rail FDI				
29. Role of planners in place making - importance, 24 hour city, London example				
30. Case study of local plan for the local authority (Coventry)				

31. Role of the communities - examples and definitions				
32. Rebranding - regeneration, reimagining, key elements				
33. Case study example of Bracknell's regeneration				
34. Players involved in rebranding - various players and their roles, why contested				
35. Case study on rebranding in Barcelona				

Coastal Landscapes

	Attended lesson	Red	Amber	Green
Conceptual overview of the components of coastal landscapes systems, including inputs, processes and outputs.				
Conceptual overview of the flows of energy and material through coastal systems.				
Conceptual overview of sediment cells.				
Potential influences on coastal landscape systems of winds, including speed, direction and frequency.				
Potential influences on coastal landscape systems of waves, including wave formation, development and breaking.				
Potential influences on coastal landscape systems of tides, including tidal cycles and range.				
Potential influences on coastal landscape systems of geology, including lithology and structure.				
Potential influences on coastal landscape systems of global patterns of ocean currents.				
The various sources of coastal sediment terrestrial, including fluvial deposition, weathering and mass movement, marine erosion, aeolian deposition and longshore drift.				
The various sources of coastal sediment offshore, including marine deposition.				
The various sources of coastal sediment human, including beach nourishment.				
The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, wave, fluvial and aeolian erosion, transportation and deposition.				
The formation of distinctive landforms, predominantly influenced by erosion, including bays, headlands, cliffs, shore platforms, geos, blow holes, caves, arches, stacks and stumps.				
The formation of distinctive landforms, predominantly influenced by deposition, including beaches, spits, on-shore bars, tombolos and salt marshes.				




<p>Case studies of one high energy coastline (such as rocky) and one low energy coastline, such as estuarine, to illustrate:</p> <ul style="list-style-type: none"> • physical factors which influence the formation of landforms within the landscape system • the inter-relationship of a range of landforms within the characteristic landscape system • how and why the landscape system changes over time from millennia to seconds, such as cliff collapse in seconds, seasonal changes in beach profile and spit growth over millennia. <p>At least one of the case studies must be from beyond the UK.</p>				
<p>How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate, including climate changes that occurred during a previous time period and the resultant sea level fall.</p>				
<p>How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate, including the influence of sea level fall and geomorphic processes in shaping landforms, including raised beaches, marine terraces and abandoned cliffs.</p>				
<p>How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate, including the modification of these landforms by processes associated with present and future climate and sea level changes.</p>				
<p>How landforms in submergent landscapes are influenced by rising sea level due to a warming climate, including climate changes that occurred during a previous time period and the resultant sea level rise.</p>				
<p>How landforms in submergent landscapes are influenced by rising sea level due to a warming climate, including the influence of sea level rise and geomorphic processes in shaping landforms, including rias, fjords and shingle beaches.</p>				
<p>How landforms in submergent landscapes are influenced by rising sea level due to a warming climate, including the modification of these landforms by processes associated with present and future climate and sea level changes.</p>				
<p>Case study of one coastal landscape that is being managed, including:</p> <ul style="list-style-type: none"> • the management strategy being implemented and the reason for its implementation, such as groyne construction or off-shore dredging • their intentional impacts on processes and flows of material, processes and/ or energy through the coastal system, such as their effect on the sediment budget • the effect of these impacts in changing coastal landforms, such as changes in beach profile • the consequence of these changes on the landscape, such as extension of the coastal landscape seawards. 				

Case study of one coastal landscape that is being used by people to illustrate:

- the economic development taking place and the reasons for it taking place, such as trade routes, port or tourist resort development
- their unintentional impacts on processes and flows of material, processes and/or energy through the coastal system, such as disturbance to the sediment cell balance
- the effect of these impacts in changing coastal landforms, such as beach profiles
- the consequence of these changes on the landscape, such as coastal retreat or protection.

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KS5 Earth's Life Support Systems

	Covered in class?			
Water and carbon support life on Earth and move between the land, oceans and atmosphere.				
I can identify the importance of water in supporting life on the planet, the uses of water for humans, flora and fauna.				
I can understand carbon is the building block of life on Earth. It is available for use in the natural world and by humans.				
I can describe water and carbon cycling between the land, oceans and atmosphere through open and closed systems.				
The carbon and water cycles are systems with inputs, outputs and stores.				
I can identify the distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere), soil, vegetation and groundwater.				
I can describe the characteristics of the main inputs and outputs of the water cycle, including precipitation and snowmelt (ablation) and evapotranspiration.				
I can describe the characteristics of the main inputs and outputs of the carbon cycle, including precipitation, photosynthesis, decomposition, weathering (including main forms of chemical weathering) respiration and combustion.				
The carbon and water cycles have distinctive processes and pathways that operate within them.				
I can define the processes of the water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow), catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes).				
I can describe the processes of the carbon cycle, including photosynthesis, respiration, decomposition, combustion (including natural and fossil fuel use), natural sequestration in oceans, vegetation, sediments and weathering.				
How do the water and carbon cycles operate in contrasting locations?				
I can apply the case study of a tropical rainforest to the following:				
-water and carbon cycles specific to tropical rainforests, including the rates of flow and distinct stores. How an individual tree through to the rainforest as a whole can influence these cycles				
physical factors affecting the flows and stores in the water cycle, including temperature, rock permeability and porosity and relief				
physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks				
for one drainage basin in the tropical rainforest, explore the changes to the flows and stores within the water cycle caused by natural and human factors such as deforestation and farming factors				
the impact of human activity, such as deforestation and farming, on carbon flows, soil and nutrient stores				
strategies to manage the tropical rainforest such as afforestation and improved agriculture techniques that have positive effects on the water and carbon cycles.				
I can apply the case study of an Arctic Tundra to the following:				
water and carbon cycles specific to Arctic tundra, including the rates of flow and distinct stores				
physical factors affecting the flows and stores in the cycles, including temperature, rock permeability and porosity and relief				
physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks				
seasonal changes in the water and carbon cycles in the Arctic tundra				

the impact of the developing oil and gas industry on the water and carbon cycles				
management strategies used to moderate the impacts of the oil and gas industry.				
Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles.				
I can describe dynamic equilibrium in the cycles and the balance between the stores and the flows.				
I can describe land use changes, such as growth in urban areas, farming and forestry, as a catalyst for altering the flows and stores in these cycles.				
I can analyse how water extraction, including surface extraction and sub-surface groundwater extraction (including aquifers and artesian basins) impact the flows and stores in these cycles.				
I can evaluate the impact of fossil fuel combustion and carbon sequestration on flows and stores of carbon.				
I can determine positive and negative feedback loops within and between the water and carbon cycles.				
The pathways and processes which control the cycling of water and carbon vary over time.				
I can identify short term changes to the cycles and the significance of these changes, including diurnal and seasonal changes of climate, temperature, sunlight and foliage.				
I can identify long term (millions of years) changes in the water and carbon cycles, including changes to stores and flows.				
I can evaluate the importance of research and monitoring techniques to identify and record changes to the global water and carbon cycles; reasons why this data is gathered.				
The two cycles are linked and interdependent.				
I can identify the ways in which the two cycles link and are interdependent via oceans, atmosphere, cryosphere and vegetation.				
I can evaluate how human activities cause changes in the availability of water and carbon (including fossil and terrestrial) stores, such as the use of these as resources.				
I can describe the impact of long-term climate change on the water and carbon cycles.				
The global implications of water and carbon management.				
I can identify global management strategies to protect the carbon cycle as regulator of the Earth's climate, including afforestation, wetland restoration, improving agricultural practices and reducing emissions (including carbon trading and international agreements).				
I can describe global management strategies to protect the water cycle including improving forestry techniques, water allocations for domestic, industrial and agricultural use and drainage basin planning (including run-off, surface stores and groundwater).				

Global Connections:
Powers and Borders

Attended lesson	Red	Amber	Green
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Define state				
Define nation				
Define sovereignty				
Define territorial integrity				
Link the above to the changing world map				
Define norms				
Define intervention				
Define geopolitics				
Understand norms and give examples of norms				
Understand intervention and give examples of intervention				
Understand geopolitics and explain how it affects sovereignty and territorial integrity				
Understand the complex link between norms/interventions and territorial integrity and sovereignty				
Explain the effect of current political boundaries on erosion of sovereignty and loss of integrity.				
Explain the effect of TNCs on erosion of sovereignty and loss of integrity				
Explain the effect of supranational organisations (EU, UN, NATO) on erosion of sovereignty and loss of integrity.				
Explain the effect of the dominance of ethnic groups on erosion of sovereignty and loss of integrity				
Give examples of the economic, political, social and environmental factors that led				

to a loss of sovereignty and loss of integrity.				
Describe the Westphalian model				
Explain the modern challenges to the Westphalian model				
Ukraine case study - explain causes				
Ukraine case study - describe challenges to the Ukrainian government				
Ukraine case study - describe impact on people and places				
Ukraine case study - describe intervention				
Understand how sovereignty and territorial integrity can cause conflict.				
Understand the role of institutions in regulating conflict and the global system of nation-states				
Understand the role of treaties and laws in regulating conflict and the global system of nation-states				
Understand the role of norms in regulating conflict and the global system of nation-states				
Understand the role of flows of people, money, ideas and technology in geopolitical intervention				
South Sudan case study- explain causes				
South Sudan case study - describe interventions and interactions between the UN, government and and NGO.				
South Sudan case study - describe the consequences of global governance on local communities				
Describe the short term consequences of global governance for people and places				
Describe the long time consequences of global governance for people and places				
Mali (LIDC) case study - explain issues				

Mali (LIDC) case study - describe the global governance strategies used				
Mali (LIDC) case study - describe the opportunities for stability, growth and development				
Mali (LIDC) case study - describe the challenges of inequality and injustices				

Task 2: Extended Writing

'Place' is one of the most important terms used by Geographers, allowing an exploration of the people, processes and connections that make a particular space meaningful.

Please read the article which explains the significance and importance of Geography and the different aspects of the subject. This has been attached for your reference.

The task is to complete a 1,500 word essay on your favourite place.

To include:

- Discuss the relationships and connections between the social, cultural, political and environmental geography of your favourite place
- Consider how your favourite place is changing, the processes behind these changes, and any potential challenges that it may be facing
- Discuss the people and/or activities that make your favourite place meaningful
- Examine how your experience of your favourite place may differ from other peoples'
- Discuss the links and interconnectivity between your favourite place, the local and the global

You must adhere to the following criteria:

- 1) Excellent attention to spelling, punctuation and grammar
- 2) Use of accurate geographical terminology throughout
- 3) Clearly labelled and appropriately acknowledged sources, including diagrams, maps, photographs or other images
- 4) Accurate use of symbols, scales and keys, where appropriate
- 5) Use of original examples, independent research and personal memories, such as photographs, interviews and newspaper articles

Further reading:

Reading/ watching around the topics we will study will also familiarise and develop your understanding of the topics we will study:

Year of Study	Topic	Suggested Reading
12	Changing Spaces, Making Places	<p>The Divide: A Brief Guide to Global Inequality and its Solutions: Life Expectancy in the UK: England's richest people 'live eight years longer than the country's poorest' The Independent The Independent</p> <p>Alternative tour of Manchester focuses on the city's homeless: The alternative walking tour of Manchester... led by people who have experienced homelessness - Mancunian Matters</p> <p>Urban Revolution: The Urban Revolution: A system-based approach to the 21st Century City. - YouTube</p> <p>The 32 stops- Danny Dorling: The 32 Stops: The Central Line (Penguin Underground Lines): Amazon.co.uk: Dorling, Danny: 9781846145605: Books</p>
12	Migration	<p>Of Mice and Men- John Steinbeck: Of Mice and Men: Amazon.co.uk: Steinbeck, Mr John: 9780141023571: Books</p> <p>Migrant Stories: Migrant stories TeachingEnglish British Council</p> <p>Which countries are best at attracting high-skilled workers? World Economic Forum: Which Countries Attract the Highest Skilled Workers from Abroad? (visualcapitalist.com)</p> <p>We are Displaced- Malala Yousafzai: We Are Displaced: My Journey and Stories from Refugee Girls Around the World - From Nobel Peace Prize Winner Malala Yousafzai: Amazon.co.uk: Yousafzai, Malala: 9781474610056: Books</p>
12	Power and Borders	<p>Divided. Why we are living in an age of walls- Tim Marshall: Divided: Why We're Living in an Age of Walls eBook : Marshall, Tim: Amazon.co.uk: Kindle Store</p> <p>Prisoners of Geography- Tim Marshall: Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics: Amazon.co.uk: Tim Marshall: 9781783962433: Books</p>
12	Coasts	<p>Blue Planet: BBC iPlayer - The Blue Planet - 8. Coasts</p>

		Notes from a Small Island: Notes From A Small Island: Journey Through Britain (Bryson, 9) : Bryson, Bill: Amazon.co.uk: Books
12	Earth Life Support Systems	<p>The Carbon Cycle. Crossing the Great Divide- Kate Rawles: The Carbon Cycle: Crossing the Great Divide: Amazon.co.uk: Rawles, Kate: 9781906120634: Books</p> <p>Water Wars: Drought, Flood, Folly and the Politics of Thirst- Diane Raines Ward: Water Wars: Drought, Flood, Folly, and the Politics of Thirst: Amazon.co.uk: Ward, Diane Raines: 9781573229951: Books</p>
13	Future of Food	<p>Ted Talks- a global food crisis may be less than a decade away: Sara Menker: A global food crisis may be less than a decade away TED Talk</p> <p>Ted Talks- a case for engineering our food: Pamela Ronald: The case for engineering our food TED Talk</p> <p>Ravenous. How to get ourselves and our planet into shape- Henry Dimbleby Ravenous: How to get ourselves and our planet into shape : Dimbleby, Henry, Lewis, Jemima: Amazon.co.uk: Books</p>
13	Climate Change	<p>An inconvenient Truth- Al Gore; An Inconvenient Truth (2006) - IMDb</p> <p>BBC Climate Change: BBC - Search results for climate change</p> <p>Six degrees: Our Future on a Hotter Planet- Mark Lynas: Six Degrees: Our Future On A Hotter Planet: Amazon.co.uk: Lynas, Mark: 9780007209057: Books</p> <p>Climate Justice- Mary Robinson: Climate Justice: A Man-Made Problem With a Feminist Solution : Robinson, Mary: Amazon.co.uk: Books</p>