












Year 11 > 12 Bridging Work Summer Term 2021



Subject	Geography
Course	A-Level
Awarding Body	AQA

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Course/specification overview

Each year GCSE students are asked to complete some bridging work before they commence their A level. This work is completed after their examinations and in the summer. This year, however, is not an 'ordinary' year. Therefore there is more work in this bridging unit than would ordinarily be given. This might at first seem unfair but replaces the time you would have spent in school in lessons during the build up to your exams and the time you would have spent revising. We have also given you lots of different tasks rather than one long task so that you can complete it in parts. There is no expectation of when you complete this work...just before your first A level lessons in September! However, we suggest you should use the time you have now to get it completed and allow yourself a stress free summer...after all the hard work you have put in you deserve it! At the back of the booklet there is a tick list which you can use to help organise your time and completion of the work. Read through the booklet and decide which order you might like to complete things.

The work you produce and your tick list should be brought to your first Geography lesson at the start of your A Level course.

Your exam board: AQA

During your Geography course you will acquire and apply knowledge and understanding of physical processes through the study of places and environments and also develop an understanding of the inter-relationships between people and their environments. You will learn to appreciate how places, environments and issues change and how people respond to these changes. You will also understand how decisions are made about the use and management of environments and resources. You will learn to clarify and develop your own values and attitudes in relation to relevant, current global issues.

Component 1: Physical geography

What's assessed

Section A: Water and carbon cycles

Section B: either Hot desert systems and landscapes **or** Coastal systems and landscapes **or** Glacial systems and landscapes

Section C: either Hazards **or** Ecosystems under stress

How it's assessed

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer either question 2 or question 3 or question 4 (36 marks)
- Section C: answer either question 5 or question 6 (48 marks)
- Question types: short answer, levels of response and extended prose



Component 2: Human geography

What's assessed

Section A: Global systems and global governance

Section B: Changing places

Section C: either Contemporary urban environments **or** Population and the environment **or** Resource security

How it's assessed

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer all questions (36 marks)
- Section C: answer either question 3 or question 4 or question 5 (48 marks)
- Question types: short answer, levels of response, extended prose

Component 3: Geography fieldwork investigation

What's assessed

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3,000–4,000 words
- 60 marks
- 20% of A-level
- marked by teachers
- moderated by AQA



Our department expectations

In your Geography lessons we expect:

- You to have the correct equipment
- A lever arch folder for your Geography work
- Dividers in your folder (so you can organise your notes and topics)
- A refill pad of lined paper
- Stationary e.g pen, pencil, ruler, highlighters, calculator
- All work to be completed to the best of your ability and to be handed in on time
- If you miss a lesson then we expect you to catch up on the work yourself
- You should download the BBC news app onto your smartphones and/or tablets. This is free and will keep you informed of topical news events which we can use within the course. It is quick and easy to email articles to yourselves to store and use within lessons and independent study
- You should be reading a newspaper broadsheet such as the Guardian or Times. These can also be done on a smartphone or tablet by downloading the app.



Review/revise

The work in this bridging unit will help prepare you for some of the topics and thinking that you will encounter during the A Level Geography course. Some of these topics will be new and some will develop and build upon knowledge encountered at GCSE Geography.

To remind yourself of some of the key concepts that will come up in A Level Geography we suggest you create knowledge organisers on some of the GCSE topic areas. You can use your GCSE books to help create these. Websites such as BBC bitesize or Seneca can help refresh your memory if you need as well.

Topic areas you can build from your current notes

- Tectonic Hazards
- Coastal Landscapes & Change
- Urban Challenges
- Development dynamics

Knowledge building

In Geography we often talk about places. We also often talk about relationships with other places. Therefore, it is always good to have some good locational knowledge. Use the link below for access to lots of quizzes which will help you develop this understanding.

<https://lizardpoint.com/geography/>



Watch

Multiple Geographies

Simon Reeve produces some excellent geographical programmes. He is careful to be balanced in his approach, always looking at both sides of the argument – something you will need to do to be successful at A level Geography! There are lots of excellent programmes to watch that are available on iplayer – just type 'Simon Reeve' into the search box in iplayer and it will bring in lots of his programmes.

There are lots of episodes you can watch...in fact it is extremely hard to pick which episodes to watch! If you have time they are all good to watch!!

However, we have picked 3 episodes which we definitely want you to watch. On a piece of paper create the following table and add information to it as you watch the episodes.

Issue	Cause	Effect	Response

The Americas with Simon Reeve. Simon Reeve's latest series was excellent and it is hard to pick one episode to watch. However, in this episode you will learn about some of the threats to our water supplies.

<https://www.bbc.co.uk/iplayer/episode/m0009tvs/the-americas-with-simon-reeve-series-1-episode-3>

Australia with Simon Reeve. In this episode Simon Reeve explores some of the impacts that people are having on the environment of Australia with a look at the Great Barrier Reef.

<https://www.bbc.co.uk/iplayer/episode/b021ncc4/australia-with-simon-reeve-episode-2>

Mediterranean with Simon Reeve. This episode features a look at the movement of refugees meeting some of the people prepared to risk their lives making the perilous journey from their homeland to get to Europe.

<https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4>

Optional watches...

Stacey Dooley also produces some good documentaries and is not afraid to investigate issues that society may not want to discuss. The following documentary is about inequality. Stacey Dooley travels to Honduras to investigate the dangers that women face. Watching this is not compulsory and be warned that there are some disturbing scenes.

<https://www.bbc.co.uk/iplayer/episode/b06mvwhb/stacey-dooley-investigates-worlds-worst-place-to-be-a-woman>

Hans Rosling has written an excellent book called Factfulness (see reading list below). In this book he uses statistics to show that some of our conceived ideas about the world can actually be proved wrong by the figures. A good book to read if you want some optimism! Hans Rosling has also produced lots of TED talks on these themes. The one below looks at child mortality.

https://www.ted.com/talks/hans_rosling_the_good_news_of_the_decade_we_re_winning_the_war_against_child_mortality?language=en#t-10455



Listen to

RGS (Royal Geographical Society) podcasts – all these podcasts are about 20 minutes long (most just under).

There are loads of them to choose from...however, the following 6 would be a really good starting point. We suggest listening to each one and then write a 100 word synopsis (a paragraph) of what you heard in each podcast.

1. What are the big challenges for global water security?

<https://www.rgs.org/schools/teaching-resources/what-are-the-big-challenges-for-global-water-secur/>

2. Forests and the carbon cycle.

<https://www.rgs.org/schools/teaching-resources/forests-and-the-carbon-cycle/>

3. How is globalisation changing the countryside?

<https://www.rgs.org/schools/teaching-resources/how-is-globalisation-changing-the-countryside/>

4. Diverse places and the high street.

<https://www.rgs.org/schools/teaching-resources/diverse-places-and-the-high-street/>

5. Sustainable urban communities and young people.

<https://www.rgs.org/schools/teaching-resources/sustainable-urban-communities-and-young-people/>

6. A conversation with Tim Marshall

<https://www.rgs.org/schools/teaching-resources/a-conversation-with-tim-marshall/>



Read

Reading helps develop not only your knowledge and understanding but also your writing. There are lots of books that will be useful for A Level Geography but we suggest as a minimum you read 'Prisoners of Geography' by Tim Marshall and one other book from the list below. With the other book you read can you please write a 300-500 word synopsis of what the book is about. You will need to be prepared to bring this synopsis to your first Geography lessons and to share with your colleagues. It will be interesting to see what you choose to read!

Cohen, Joel. 1996 How Many People Can the Earth Support? 1996.	Predictions for how many people the Earth can support have varied from 4 billion to 16 billion; Cohen suggests that the defining limits of land, food production, and water supply will lead to a more definitive number. Cohen also argues that while we might be able to prepare for future restrictions on our needs, our governments, our own personal choices, and time itself will ultimately determine the boundaries of our existence.
Marshall, Tim 2015 – Prisoners of Geography: Ten maps that tell you everything you need to know about global politics	Seeing geography as a decisive factor in the course of human history can be construed as a bleak view of the world, which is why it is disliked in some intellectual circles. It suggests that nature is more powerful than man, and that we can only go so far in determining our own fate. Splitting the globe into ten distinct regions, former Sky News Diplomatic Editor Tim Marshall redresses our techno-centric view of the world and suggests that our key political driver continues to be our physical geography.
Marshall, Tim 2016 – Worth dying for – the power and politics of flags	For thousands of years, flags have been the visual representation of our hopes and our destinies. We wave them. Burn them. March under their colours..... and still in the 21st Century we die for them. They represent the politics of high power and the politics of the mob. Tim Marshall gives essential insight into the symbols which continue to unite and divide us.
Marshall, Tim 2018 – Divided: Why we're living in an age of walls	We live in a time of openness, globalisation — and walls. A study of the world's fraught borderlands seeks to explain why. In eight chapters on China, the United States, Israel and Palestine, West Asia, India, Africa, Europe and the United Kingdom, Marshall examines the walls – physical, religious, ethnic, psychological – that fence people off or, at times, pen them in.

Carson, Rachel. 1962 Silent Spring.	First published in 1962, this book raised awareness about the environmental and human risks of using pesticides, such as DDT, and was one of the contributing factors that spurred the modern environmental movement.
Rifkin, Jeremy 2003 The Hydrogen Economy 2003.	In order to wean ourselves off of foreign oil, we need to develop hydrogen fuel to create a cleaner, safer, and more sustainable world.
Gore, Al 1992. Earth in the Balance	This book describes the plagues hoisted onto our environment; the second looks at how we got ourselves into this mess; and the final chapters present ways out
Lovelock, James 1988 The Ages of Gaia	The Ages of Gaia explains Lovelock's theory that the earth is a living organism. The book describes how the living earth may work, today, and in ages past, based on the latest research of Lovelock and others.
Lovelock, James 2006 The Revenge of Gaia	Lovelock contends that our Earth, "Gaia," is very ill and, alarmingly, will become even sicker due to the effects of global warming. He contends that the nations of the Earth must immediately institute a series of drastic actions to reduce carbon emissions and the other greenhouse gases that contribute to global warming; and that they quickly must take other vital steps to protect the environment. According to Lovelock, if the Earth's people do not take these long-overdue actions, civilization will most possibly perish and, as he grimly puts it, the Earth will become a savage world ruled by "brutal warlords." Lovelock's book is a crucial wake-up call for the planet and life upon it..
Stern, Nicholas. 2006 The economics of climate change	The Stern Review's main conclusion is that the benefits of strong, early action on climate change far outweigh the costs of not acting. The Review points to the potential impacts of climate change on water resources, food production, health, and the environment.
Thunberg, Greta. 2019 – No One is Too Small to Make a Difference	No One Is Too Small to Make a Difference is a 2019 book by climate activist Greta Thunberg. It consists of a collection of eleven speeches which she has written and presented about global warming and climate change
Berners-Lee, Mike 2011 – How Bad are Bananas? The Carbon Footprint of Everything.	Part green-lifestyle guide, part popular science, How Bad Are Bananas? is the first book to provide the information we need to make carbon-savvy purchases and informed lifestyle choices, and to build carbon considerations into our everyday thinking. It also helps put our decisions into perspective with entries for the big things (the World Cup, volcanic eruptions, and the Iraq war) as well as the small (email, ironing a shirt, a glass of beer). And it covers the range from birth (the carbon footprint of having a child) to death (the carbon impact of cremation). Packed full of surprises - a plastic bag has the smallest footprint of any item listed, while a block of cheese is bad news - the book continuously informs, delights, and engages the reader.

Harari, Yuval Noah 2014 – Sapiens	The book surveys the history of humankind from the evolution of archaic human species in the Stone Age up to the twenty-first century, focusing on Homo sapiens.
Rosling, Ana, Ola & Hans 2018 - Factfulness	Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think is a 2018 book by Swedish statistician Hans Rosling with his son Ola Rosling and daughter-in-law Anna Rosling Rönnlund. In the book, Rosling suggests the vast majority of human beings are wrong about the state of the world. He shows that his test subjects think the world is poorer, less healthy, and more dangerous than it is. Rosling recommends thinking about the world as divided into four levels based on income brackets.



Research

In Geography it is important that we have exemplification – evidence to support what we are saying. It is important therefore that you are able to research effectively. To practise this skill there are 4 areas of research we would like you to look at. You can present your research in any format you wish – written report, display poster, mini documentary film etc! You can produce by hand or on the computer. Whichever way you choose to produce your work your research should be the equivalent of 2 sides of A4 or 1 side of detailed A3 for each topic area. Remember, this will be the first work that your new A level Geography teachers will see...impress them!

Tectonics

Case Study Investigation: For any significant (over magnitude 6) earthquake/tsunami in the past 5 years research the following and make a detailed report on it Make sure to include the following information

- **Event** details - date, magnitude, causes of the event (be specific, plates, type of boundary - how and why it happened), duration, spatial extent of the event (you could include maps etc but make sure you say where you got them from!)
- **Human geography** of the country - population, population density, GDP per capita, HDI, education levels, links with other countries (eg are they a BRIC, part of the commonwealth, EU etc)
- **Physical geography** of the country - geology, terrain, climate etc
- **Preparation** of the country - what warnings did they have, do they have recent experience of similar events, what preparations were in place to protect people & infrastructure
- **Impacts** - what did the event do (think numbers eg houses destroyed, people injured, types of infrastructure damaged etc)
- **Immediate rescue response** - what did governments, businesses, people, charities etc do during and immediately after the event?
- **Recovery management** - what did governments, businesses, people, charities etc do to clear up and recover from the event to try and return the country/area to "normal"
- **Analysis** - this is all YOUR OPINION
 - How well prepared do you think the country was? Why?
 - What enabled/prevented them from being this prepared?
 - How well managed do you think the recovery effort was?
 - Could this event have caused more/less damage? Why?
 - What lessons do you think can be learned from this event for the country it affected and for other countries?
- **Bibliography** - Make a list of all the sources you used (websites etc) - don't just say google!

Suggested websites:

<https://reliefweb.int/disasters>

<https://www.usgs.gov/natural-hazards/earthquake-hazards/earthquakes>

<https://maps.mapaction.org/>

<https://www.dec.org.uk/latest-updates>

Local & national government websites for the country
Charities and NGO's such as Red Cross, Oxfam, CAFOD

N.B. Some of the best info is not the top hit! Be careful that you're using a reliable website and not one with fake news! Avoid using Wikipedia other than as a source for finding out more linked info.

Climates and Carbon

In December 2019 there was a UN Climate Change Conference - COP25 - Greta Thunberg sailed to it!

Research and make notes on:

- What was discussed
- Barriers identified to reducing carbon emissions
- Targets set
- Suggestions and new initiatives being used to help meet the targets
- Specific countries contributions (look at a max of 3)

Suggested websites to use:

<https://ukcop26.org/> - Delayed meeting now happening in Glasgow, Nov 2021

<https://www.carbonbrief.org/cop25-key-outcomes-agreed-at-the-un-climate-talks-in-madrid>

<https://www.bbc.co.uk/news/science-environment-56738328>

https://www.ted.com/talks/christiana_figueres_the_inside_story_of_the_paris_climate_agreement?language=en

There are plenty more brilliant sources of information - these are just to get you started!

Globalisation

Case study of a Trans-National Corporation- TNC - e.g. Coca Cola

There are lots of TNCs to research! It would be great to have a range of TNCs that we can share as a class...eg it would be good to not just have research on Coca Cola and Nike!! In your research include:

- Look at where the TNC originated
- What countries they have worked in (factories, head office, offices, trade)
- What element of the business is in each country eg are R&D, HQ and manufacturing in different countries? Why?
- How are other countries involved
- What products it makes
- Company history (buyouts etc)

Regeneration

Case Study Investigation: For an area in the UK that has been regenerated in the past 10 years put together a report. You can choose which area you focus on...there are lots of places to choose from! We would love to hear about some different regeneration projects. Remember that a regeneration project could vary in scale. It could be one community space, one street, one neighbourhood. It could be local to you or in a completely different part of the UK. Your choice!! In your research include the information listed below

- Where the area is & what has been done
- What the area was like before
- Why regeneration was needed (think about the economy, the state of the built environment etc)
- Positive impacts the regeneration has had & why
- Negative impacts the regeneration has had & why



Complete

It does not matter what order you complete things – the tick list below is not in any priority order but just the order of this booklet. Use this tick list to help organise when you will get the work completed and what you need to do. Be mindful that some of the tasks will take longer than others...the research tasks for example will probably take longer than the listening tasks so you may need to factor this in when planning when you complete the work.

Task	Notes	When I will complete it	Done? Y/N
Review/revise	Create a knowledge organiser of GCSE Natural Hazards topic		
Review/revise	Create a knowledge organiser of the GCSE Coasts topic		
Review/revise	Create a knowledge organiser of the Urban Challenges topic		
Review/revise	Create a knowledge organiser of the Development Dynamics topic		
Watch and add to table	Simon Reeve 'Americas' –Ep 3		
Watch and add to table	Simon Reeve 'Australia' –Ep 2		
Watch and add to table	Simon Reeve 'Mediterranean' –Ep 4		
Listen and create a 100 word synopsis	RGS Podcast – global water security		
Listen and create a 100 word synopsis	RGS Podcast – forests and the carbon cycle		
Listen and create a 100 word synopsis	RGS Podcast – globalisation and the countryside		
Listen and create a 100 word synopsis	RGS podcast – high streets		
Listen and create a 100 word synopsis	RGS podcast – sustainable urban communities and young people		
Listen and create a 100 word synopsis	RGS podcasts – a conversation with Tim Marshall		
Read	Prisoners of Geography – Tim Marshall		
Read and write a synopsis	A Geographical book of your choice		
Research task	Tectonics		
Research task	Climates and Carbon		
Research task	Globalisation		
Research task	Regeneration		



Appendices / resources

There is a whole host of information and resources available to support A Level Geography. Here is just a small selection of links that may be useful for you.

BBC news app

<https://www.bbc.co.uk/news/10628994>

UN website – a website with an almost limitless supply of Geography! A good place to keep in touch with the issues that may not be making our mainstream news.

<https://www.un.org/en/>

UN twitter account – much easier than trawling their website...let someone else do the hard work and alert you to the news stories and issues!

<https://twitter.com/UN>

Seneca – you've used it for GCSE...just as useful for A level (remember we study Edexcel).

<https://senecalearning.com/en-GB/>

BBC Bitesize (only goes up to GCSE level but still gives some good base knowledge)

<https://www.bbc.co.uk/bitesize/subjects/zkw76sg>

The Guardian – lots of interesting Geography related articles...have a look!

<https://www.theguardian.com/uk/environment>

For those of you who have access to NETFLIX, there are some good documentaries on the platform

Seaspiracy – which investigates the impact of overfishing

Explained – An excellent series, and of particular relevance is the episode "World Water Crisis"