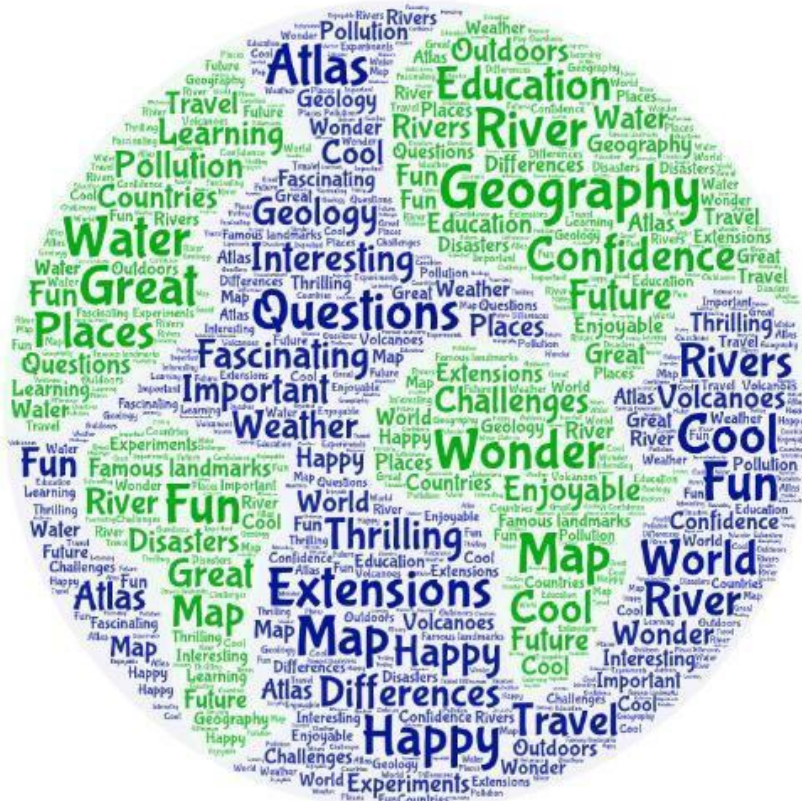


Pinner High School

Preparing for Geography A Level Transition Pack 2023



Name: _____

Complete before your new course starts in September 2023

At Pinner we follow the AQA A Level specification which has 6 units.

Paper 1 – Physical Geography

- Water & Carbon Cycles (p1-2)
- Coastal Systems & Landscapes (p3)
- Hazards (p4-7)

Paper 2 – Human Geography

- Global Systems and Governance (p8-9)
- Contemporary Urban Environments (p10)
- Changing Places (p11-12)

Component 3 - Geography Fieldwork Investigation (p12-13)

The activities in this pack are designed to help you prepare for the jump from GCSE to A Level.

Paper 1 (Physical) - Water & Carbon Cycles

The water and carbon cycle is a topic you will study at A level. Over the next two Sections you will explore some of the basics which will build on your existing knowledge from geography and science lessons.

1. Why does water matter for life and the climate? Use your existing knowledge and the first half of this webpage to help you answer the question http://coolgeography.co.uk/advanced/Major_Stores_Water.php
2. Copy out the water cycle as shown on this web page. Add annotations to explain each process (the words in the green boxes) <https://www.bbc.co.uk/bitesize/guides/z72v4wx/revision/3>
 Extension: what factors affect these process e.g. what could affect the amount of transpiration?
3. What is carbon and why does it matter to life and the climate? Use your existing knowledge and the first half of this webpage to help you answer the question http://coolgeography.co.uk/advanced/Stores_of_Carbon.php
4. Use this web page to draw out a copy of the carbon cycle combining all found stages of the cycle onto one diagram. Add annotations to explain each process. <https://www.bbc.co.uk/bitesize/guides/z72v4wx/revision/1>
 Extension: what factors affect these process e.g. what could make decomposition happen more quickly in some areas?
5. Check you have added all key terms encountered in this section to your glossary

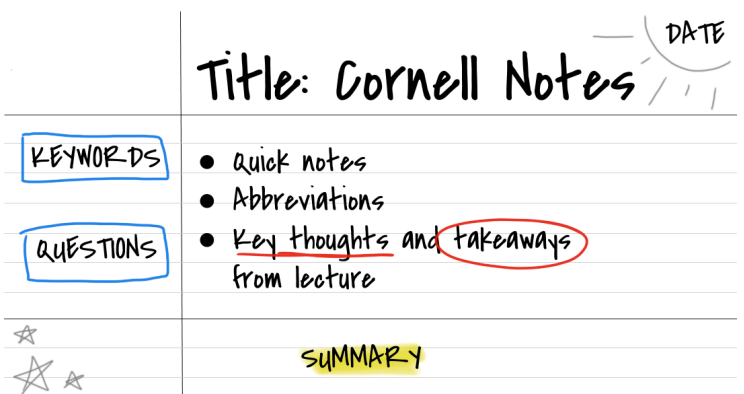
Proactive reading tasks

Go to the following website <https://theconversation.com/uk> or another reputable website e.g. BBC News. Select any article relevant to the study of geography.

Write down the author, date and title of the article.

Read the article and use Cornell notes to record the key points. In the summary section of the notes include the following: what is the geography discussed in the article; why the issue discussed matters.

1. Read the document Section 9 Water and carbon overview. It is a challenging A level read so don't worry if you find it difficult, however, don't give up! Read through and make Cornell notes to pick out the main points. To structure the notes use the sections shown in the image. In the summary section just write down four things you have learnt about the water and carbon cycle from having read the document.
2. As part of the water and carbon cycle topic, we will look at climate change. Think about what you already know about climate change, write down 5 questions climate change that you'd like to learn more about (perhaps use the headings evidence, causes, environmental effects and socio-economic effects to help structure your questions if you're stuck for ideas) Use this website <https://climate.nasa.gov/> which has lots of information to help answer your question



Proactive reading Tasks:

Go to the following website <https://theconversation.com/uk> or another reputable website e.g. BBC News. Select any article relevant to the study of geography.

Write down the author, date and title of the article. Read the article and use Cornell notes to record the key points. In the

summary section of the notes include the following: what is the geography discussed in the article; why the issue discussed matters

In the A level course you will be looking further at natural hazards. In this section you'll be revising some of the things we did in the GCSE course.

1. Use these pages to remind yourself of what we covered in the tectonic hazards topic.
<https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1>
<https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/2>
<https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/3>
2. From memory, draw a labelled diagram for the following plate boundaries: conservative, constructive and destructive (between an oceanic and continental plate). Check and correct your diagrams. Repeat this until the diagrams are perfect.
Extension: add annotations to explain why volcanoes and/or earthquakes occur at each boundary
3. Now use these pages to remind yourself of what we learnt about the formation of tropical storms.
<https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/1>
<https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/2>
4. From memory, draw a labelled diagram to explain the formation of a tropical storm. Check and correct your diagram and labels. Repeat this until the diagram is perfect.

Proactive reading tasks

Go to the following website <https://theconversation.com/uk> or another reputable website e.g. BBC News. Select any article relevant to the study of geography.

Write down the author, date and title of the article.

Read the article and use Cornell notes to record the key points. In the summary section of the notes include the following: what is the geography discussed in the article; why the issue discussed matters.

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Paper 1 (Physical) - Tectonic Hazards

This topic develops your knowledge from GCSE. Use the information below, your own knowledge AND additional research to complete the tasks below. This website might be a good starting point: <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/>

Plate boundaries:

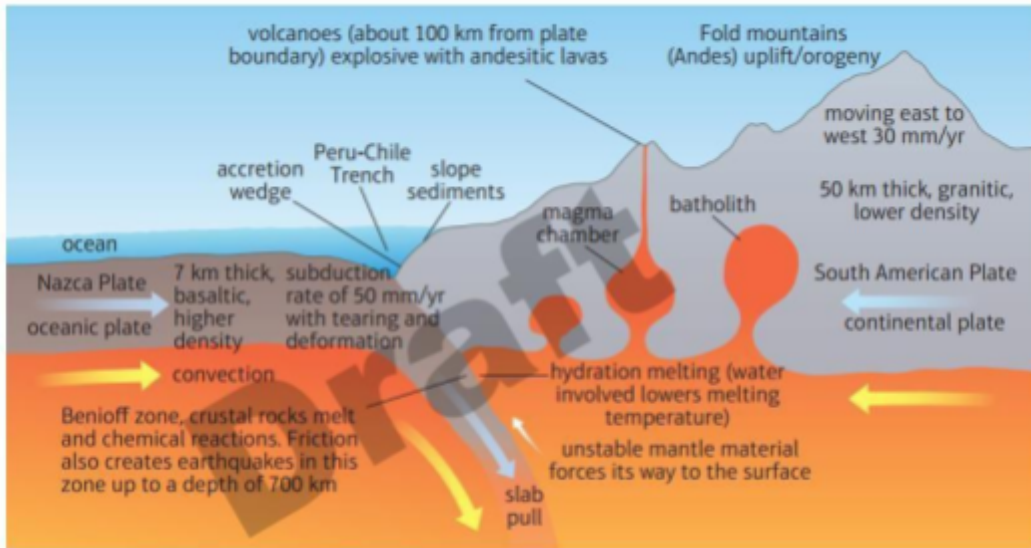


Figure 1.5: Destructive (convergent) plate boundary.

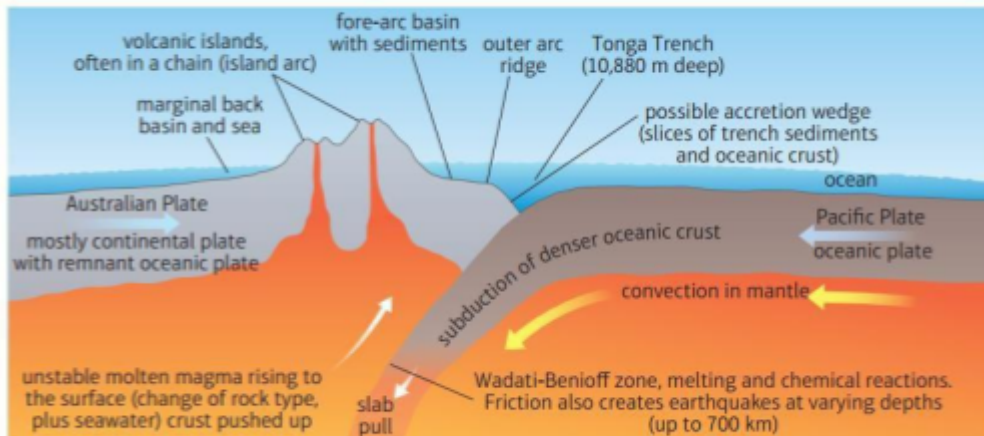


Figure 1.6: Destructive (convergent) plate boundary (island arc).

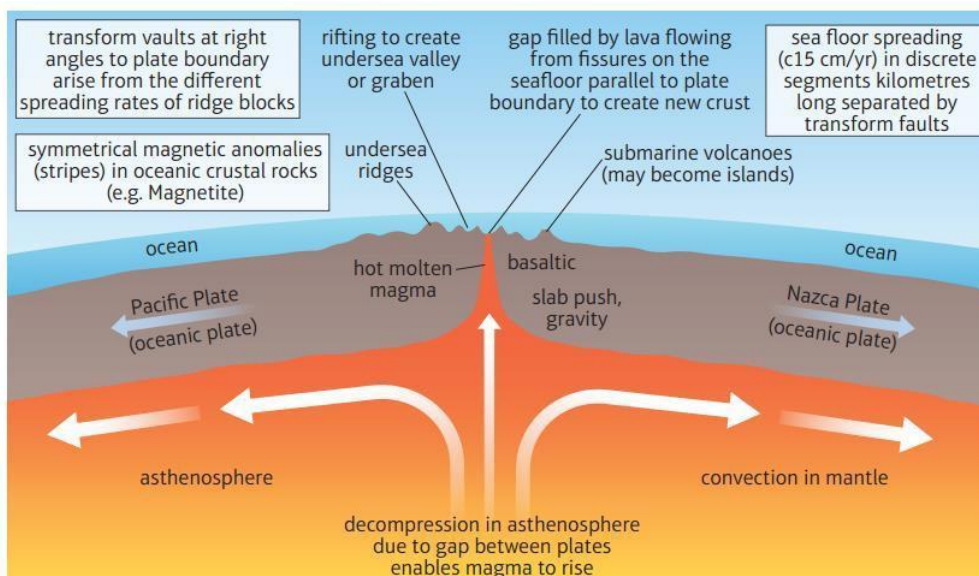


Figure 1.7: Constructive (divergent) plate boundary.

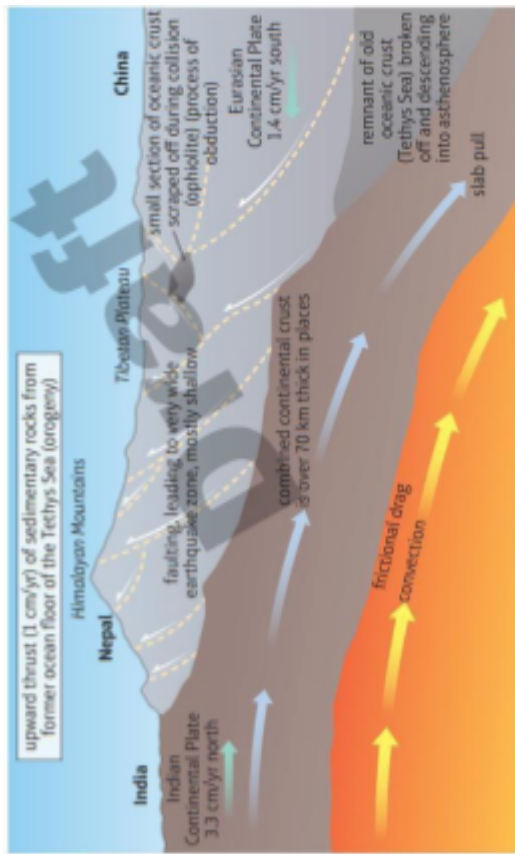


Figure 1.8: Collision (convergent) plate boundary.

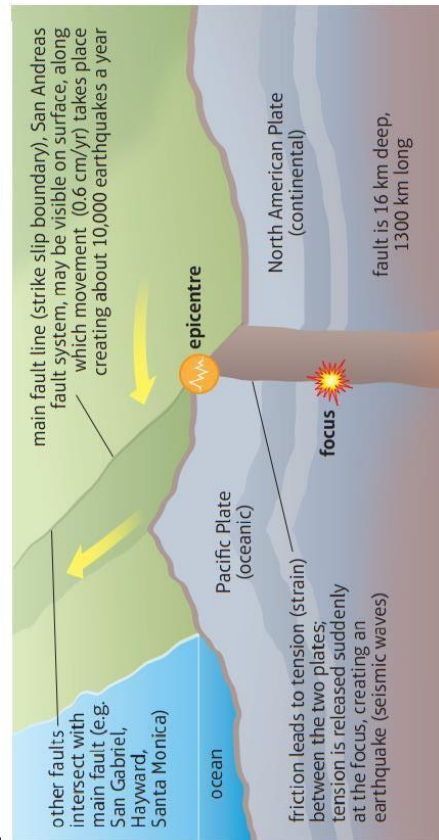


Figure 1.9: Transform (conservative) plate boundary.

1. For each plate boundary identify the different tectonic hazards to be found and the key features.

Plate boundary	Earthquakes and/or volcanoes	Key features (direction of plate margin, type of plate) and place examples
Destructive		
Constructive		
Collision		
Transform (Conservative)		

(6)

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Paper 2 - Global Systems and Global Governance

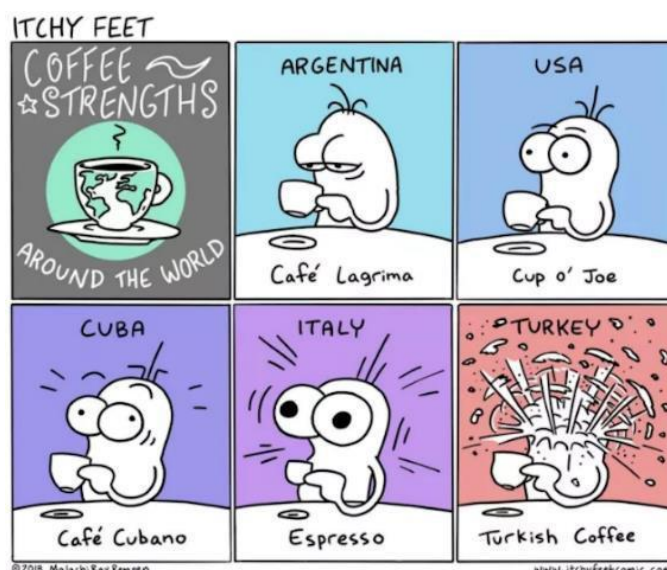
The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. Answer as many of the questions below as you can.

Sources that might help you:

- The reference library on the Tutor2u Geography website: <https://www.tutor2u.net/geography/reference/what-is-globalisation> you can search for other articles
- http://www.coolgeography.co.uk/advanced/global_systems.php
- <https://geography-revision.co.uk/a-level/human/globalisation/> search for the sections on global governance and trade.
- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/global-systems-and-governance/>

Questions/tasks

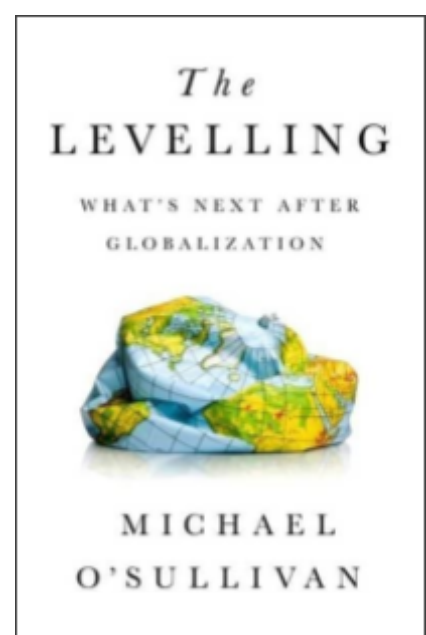
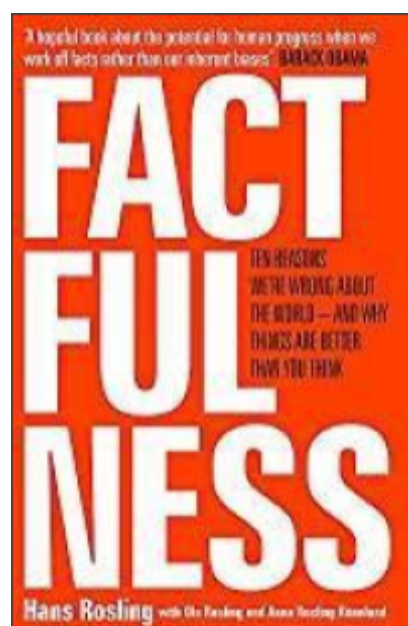
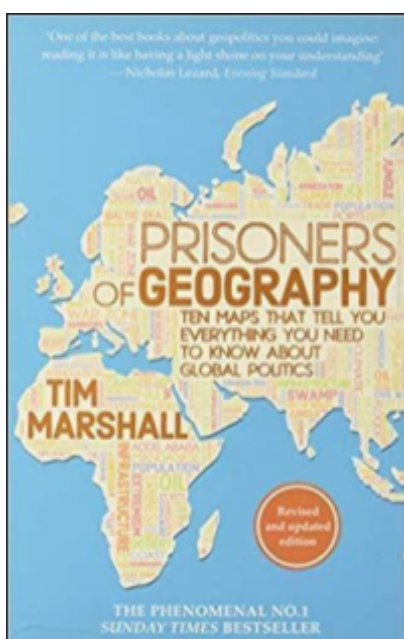
1. What is globalisation?
2. Globalisation refers to a worldwide market. In contrast, glocalisation produces goods that are adapted to local markets. How does the cartoon image on the right illustrate glocalisation?
3. With reference to question 2, take a look at the artist's website for more ideas about glocalisation and perceptions of place (which gives a synoptic link to the Changing Places module too): <http://www.itchyfeetcomic.com/> Search for places using the @location hashtags.
4. We study 2 TNCs - Coca Cola and Tata as global companies. Find out some facts about each company (e.g. location of Head Office, value of sales, retail locations globally).
5. How do these two web pages show a world that is connected? What are the 'flows' that connect place both here and in other examples that you can think of?
 - a. https://www.reddit.com/r/MapPorn/comments/b88cyg/all_the_underwater_fiber_optic_cables_that/?utm_content=buffer84b2c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
 - b. <https://www.marinetraffic.com/en/ais/home/centerx:-1.5/centery:50.8/zoom:9>
6. What is the Yamal megaproject and how is it threatening the Nenets (indigenous nomadic reindeer herders)?



Browse ITCHY FEET comics by #Subject or @Location

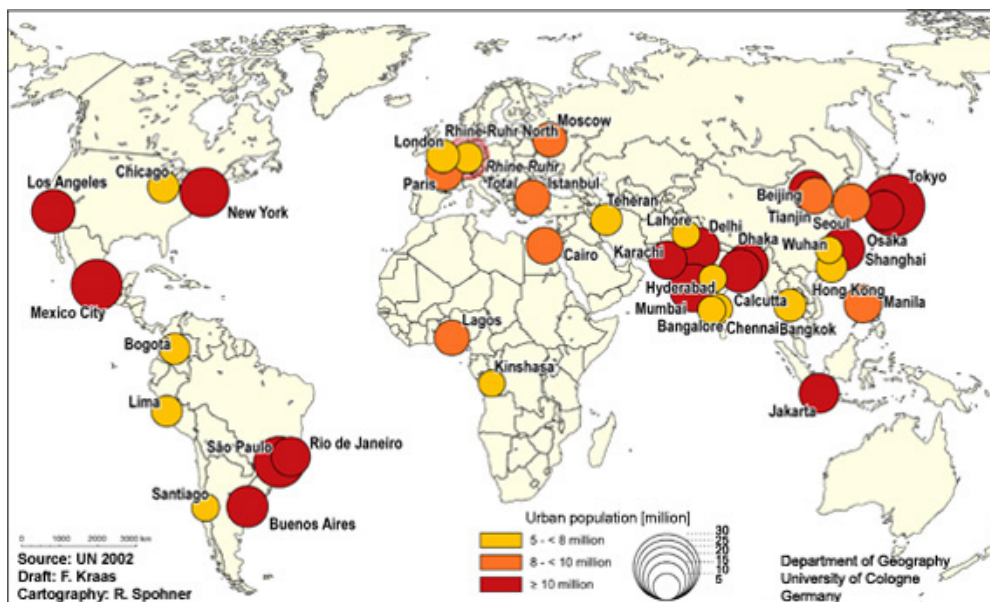
@ Philippines @Africa @Andorra @Antarctica @Argentina @Armenia @Asia @Australia @Austria @Bangladesh @Belgium @Bermuda @Brazil @Cambodia @Canada @Chile @China @Colombia @Cuba @Czech Republic @Denmark @DRC @Dubai @England @Europe @Finland @France @Germany @Greece @HongKong @Iceland @India @Indonesia @Ireland @Israel @Italy @Japan @Liechtenstein @Luxembourg @Madagascar @Malaysia @Mexico @Middle East @Morocco @Nepal @Netherlands @NewZealand @North Africa @North Korea @Norway @Peru @Poland @Portugal @Romania @Russia @San Marino @Scotland @Singapore @Slovakia @Slovenia @South Africa @South America @South Korea @Spain @srilanka @Sweden @Switzerland @Syria @Taiwan @Thailand @Turkey @UK @USA @Venezuela @Vietnam @Wales #Afrikaans #Arabic #Bulgarian #Chinese #Danish #Dutch #English #Esperanto #Europe #Expatriate #Family #Finnish #Food #French #German #Greek #Hebrew #Hindi #Indonesian #Irish #Italian #Japanese #Kazakh #Klingon #Korean #Language Learning #Latvian #Lithuanian #Malay #Norwegian #Polish #Portuguese #Romanian #Russian #Spanish #Swahili #Swedish #Tagalog #Thai #Toki Pona #Travel #Turkish #Vietnamese #Welsh

7. What is China's 'belt and road' initiative? Read this article and make some notes: <https://www.theguardian.com/cities/ng-interactive/2018/jul/30/what-china-belt-road-initiative-silk-road-explainer>
8. What is the trade war between the USA and China all about? Read this article and make some notes: <https://www.bbc.co.uk/news/business-45899310>
9. We look at the banana trade later in this module. Use images to show how banana are grown and traded. Try to include some specific locations.
10. What is palm oil and why do some people see it as a problem?
11. The global commons are places that are outside of the political reach of any country. What do you think the four global commons are?
12. We study Antarctica later in the module. Create a fact file about Antarctica. What threats does Antarctica face and how is it governed?
13. Suggested books to read for in preparation for this module:
 - a. Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics - Tim Marshall
 - b. Factfulness: Why Things Are Better Than You Think - Hans Rosling
 - c. The Levelling: What's Next After Globalization - Michael O'Sullivan

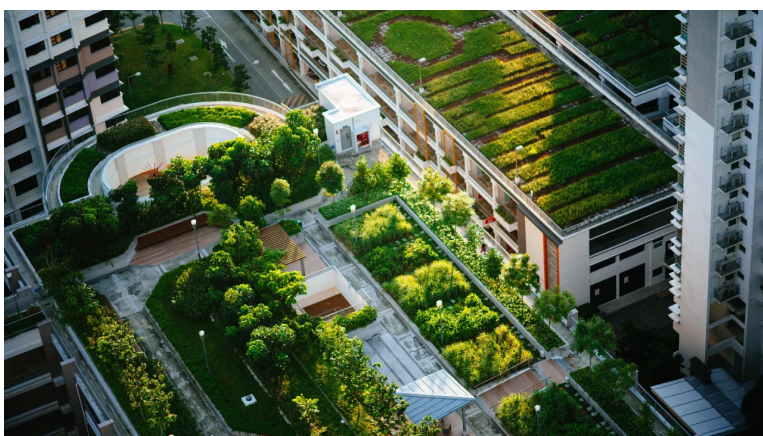


Paper 2 (Human) - Contemporary Urban Environments

1) Explain where megacities are located around the world.



- 2) What are the impacts of counter urbanisation in St Ives?
- 3) There have been many changes in the UK. Why did the UK go through deindustrialisation? What are the advantages and disadvantages?
- 4) Urban areas like London are often a lot colder than rural areas. This is related to the amount of buildings in the area and the material that they are made of. What is the urban heat island effect?
- 5) Watch <https://www.youtube.com/watch?v=fU8AnqSOih0&pp=ygUPbXVtYmFpIGRoYXJhdmkg> and think about the issues caused in the Dharavi slum
- 6) What are solutions to fixing the poverty problem in the UK?
- 7) What are the benefits of having a green roof?



8) Read this article on air pollution in England:

<https://www.eta.co.uk/2023/04/28/we-cant-breathe-londoners-exposed-to-illegal-air-pollution/>

Paper 2 - Changing Places

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. Answer as many of the questions below as you can.

Sources that might help you:

- The reference library on the Tutor2u Geography website: <https://www.tutor2u.net/geography/reference/the-concept-of-place> you can search for other articles or use the 'you might also like' suggestions at the bottom of the webpage.
- http://www.coolgeography.co.uk/advanced/changing_places.php
- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/changing-places/>

1. The graph to the right shows the relationship between intensity of experience and depth of attachment to a place.
 - a. Add photos to the graph opposite to show some places that you have an attachment to and to what extent that attachment is strong.
 - b. How does our sense of place change as we grow up?



2. The way we understand different places depends on how attached we are to them. Geographer Edward Relph described these different responses to place as insider and outsider perspectives.

Read this article and explain how it relates to Relph's theory:

<https://www.derbytelegraph.co.uk/burton/travellers-maurice-lea-park-gresley-3293463>

3. Another way in which geographers think about place is in terms of those that are privately owned and those that are open and accessible to the public. Look at the images below. Do you think they are privately or publicly owned and why?



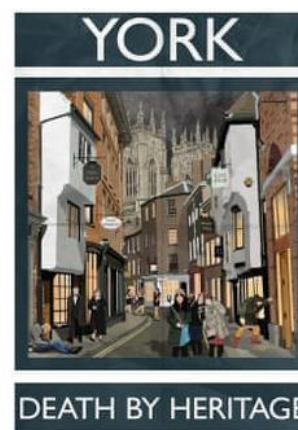
4. Topophobia describes places that we're afraid of. Topophilia describes places that we love.
 - a. Find two images to illustrate topophobia and topophilia for you.
 - b. Would everyone agree with your opinion on these two places and why?
 - c. Could your perception of this place ever change and, if so, why?
5. The frictional effect of distance is a concept that states that places near to each other have a greater interaction, whereas those that are further apart have less interaction. Time-Space Convergence is the impression that distances between two locations have decreased due to between transport communications. How might these two theories contradict one another?

6. The rural:urban continuum shows how rural and urban areas are quite difficult to define and that places often lie in-between.
- How can places move from rural to urban?
 - How can places move from urban to rural? (this one is harder to imagine, but think about abandoned places).



7. Listen to the song 'New York' by Alicia Keys: <https://www.youtube.com/watch?v=BT4RIDI7z3w>
- What is her perception as New York as a place?
 - Try to pick out specific lyrics and explain how you know this.
 - Is her perception realistic or reliable and why?

8. Read this article from the Guardian newspaper: <https://www.theguardian.com/cities/2019/nov/29/rubbish-seaside-a-backhanded-love-letter-to-urban-britain>
- What is the name of the artist who made these postcards?
 - Choose one of the postcards and explain what it shows.
 - Is this view fair/realistic/useful?



9. Watch this 18 minute TED talk about place representation:

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next?language=ky
What is the message that the presenter is trying to give?

10. Create a fact file about Detroit in the USA. Include things like a location map and a timeline of events that have affected the city.
11. Almost all places that you visit are designed to manipulate your attitudes/feelings/behaviours. A good example of this is the school, where the posters on the walls are designed to inspire and motivate you to work harder. Think of one example of place manipulation and explain how it works.
12. Place studies. You will need to carry out two place studies (exploring the developing character of a place) as part of this course. They will help you to answer the 20 mark questions (the longest questions) in this section of the Human paper.

You will study a near place (local area) and a distant place. Gather some information about your local area that you can use during your near place study. You could use maps, census data, photographs (past and present) or anything else that you think would be useful to show how the place has changed over time.

Have a look at this brilliant case study of Birmingham, which has been created by ESRI (click on the image for the hyperlink). It will give you some ideas about how to carry out place studies



Component 3 - Geography Fieldwork Investigation

In addition to papers 1 and 2, 20% of your A-Level qualification will be assessed through a Non-Examined Assessment. This will build on the fieldwork principles you learnt at GCSE, but will involve you independently completing a project of 4000 words.

You will begin work on this in the summer term of Y12, and your primary data collection will take place on a residential fieldtrip to Slapton in Devon. The majority of you will elect to investigate coastal processes and/or management, although you may also choose to carry out human geography fieldwork linked to the Changing Places unit.

The following tasks are intended for you to recap some of the key principles of fieldwork.

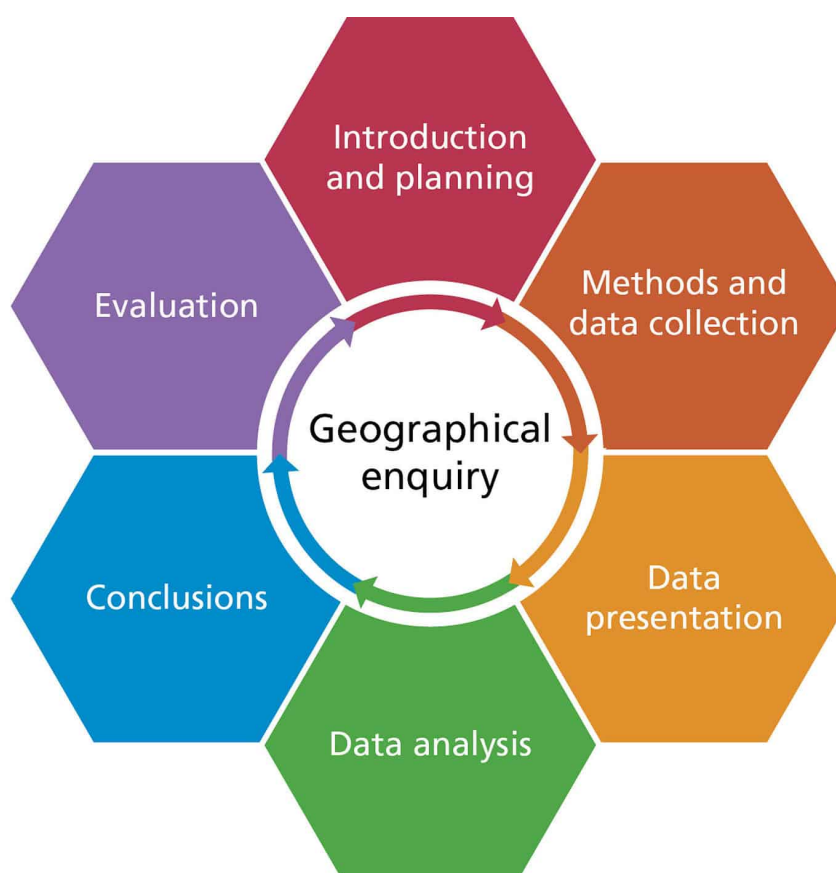
1. Define the following terms, and give examples of methods used in human and physical geography.

Primary data	
Secondary data	

2. Sampling strategies: explain what each of the following sampling strategies are, and how you might use it to carry out part of a human or physical investigation.

Random	
Systematic	
Stratified	
Strategic / maximum-variation	
Opportunistic	
Snowball sampling	

3. Stages of a geographical enquiry: in each of the boxes, summarise what you think the steps involved in each stage of a geography investigation might be. Think back to your knowledge and experience of GCSE fieldwork, as well as looking at the example published by AQA.



[Click this link to see an example of an NEA investigation](#)

Introduction and planning	
Methods and data collection	
Data presentation	
Data analysis	
Conclusions	
Evaluation	

To expand your general geographical knowledge:

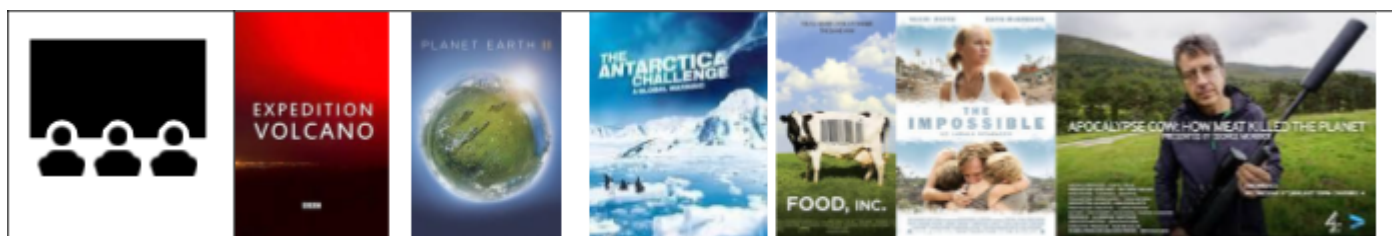
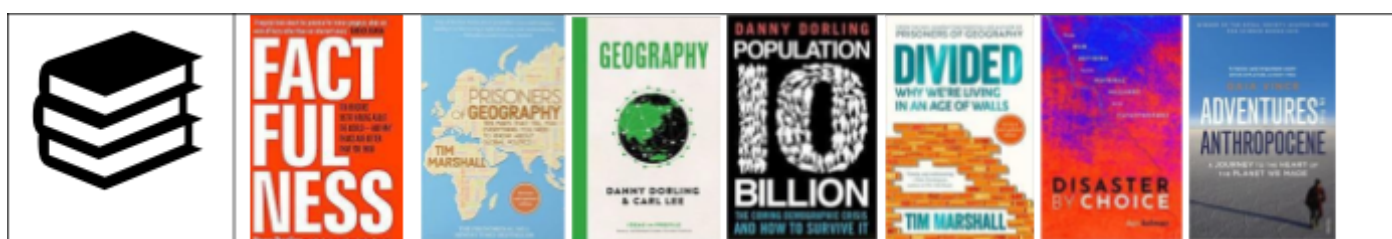
ONCE A GEOGRAPHER, ALWAYS A GEOGRAPHER!



The geography department would love for you to continue to stay cognitively engaged over the coming weeks and months, despite the cancellation of this year's exams. The following are suggestions, they are not compulsory, but we



would love for you to engage in any that you find interesting.



	<p>Overheard – National Geographic Podcast Science Weekly – The Guardian Podcast Ask the geographer Podcasts The Development Podcast – World Bank The World Economic Forum Podcasts</p>	<p>Planet Money – The economy explained RGS Online Lectures BBC Costing the Earth BBC The Documentary Podcast Living Planet Podcast</p>
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	<p>World economic forum videos Royal Geographical Society Youtube iPlayer Science and Nature Playlist iPlayer Climate Change Playlist BBC Earth</p>	<p>iPlayer Earth from Space iPlayer Stacey Dooley on BBC Three iPlayer Race Across the World iPlayer Africa with Ade Adepitan iPlayer Fashion Conscious</p>
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You might want to enter the [RGS Young Geographer of the Year - Launches April 2020](#)

If you would like to share what you've found interesting, we'd love for you to produce a piece that we could share with other students.

Use this sheet to feedback on what you have seen, read and learnt!

ONCE A GEOGRAPHER, ALWAYS A GEOGRAPHER!



The geography department would love for you to continue to stay cognitively engaged over the coming weeks and months, despite the cancellation of this year's exams. The following are suggestions, they are not compulsory, but we would love for you to engage in any that you find interesting.



If you would like to share what you've learnt, we'd love for you to produce a piece that we could share with other students.

Online fieldwork opportunities:

Fieldwork was an important part of your GCSE Geography and the same is true for A Level. The Field Studies Council (FSC) are offering a series of free, hour long online sessions which you can take part in to support with A Level fieldwork.

Please register for a free account here:

<https://encounteredu.com/register> Book yourself onto these sessions:

- **Tuesday 28th April** – Investigating Place 10.30am (this is particularly important for those of you planning to do a human geography NEA)
<https://encounteredu.com/live-lessons/ks4-5-investigating-place-280420>
- **Friday 1st May** – KS5 Hydrology and flooding 10.30am (particularly useful for those wanting to do a physical geography NEA)
<https://encounteredu.com/live-lessons/ks4-5-hydrology-and-flooding-010520>
- There might be other areas that interest you:
<https://encounteredu.com/live-lessons/fsc-fieldworklive-2020>

Geographical literacy:

Geography has a huge amount of subject specific terminology. A link to a glossary for each unit is shown below. You could start creating your own glossary of key terms, particularly focusing on those which are new to you.

Paper 1 – Physical Geography

- Hazards

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Hazards/Glossary%20of%20Definitions%20-%20Hazards%20-%20AQA%20Geography%20A-level.pdf>

- Coastal Systems and Landscapes

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Coastal-Systems-and-Landscapes/Glossary%20of%20Definitions%20-%20Coastal%20Systems%20and%20Landscapes%20-%20AQA%20Geography%20A-level.pdf>

- Water and Carbon Cycle

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Water-and-Carbon-Cycles/Glossary%20of%20Definitions%20-%20Water%20and%20Carbon%20Cycles%20-%20AQA%20Geography%20A-level.pdf>

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Paper 2 – Human Geography

- Changing Places

[https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Changing-
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Places/Glossary%20of%20Definitions%20-%20Changing%20Places%20-%20AQA%20
Geography%20A- level.pdf](https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Changing-Places/Glossary%20of%20Definitions%20-%20Changing%20Places%20-%20AQA%20Geography%20A-level.pdf)

- Contemporary Urban Environments

[https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/contemporary-urban-
%20environments/](https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/contemporary-urban-%20environments/)