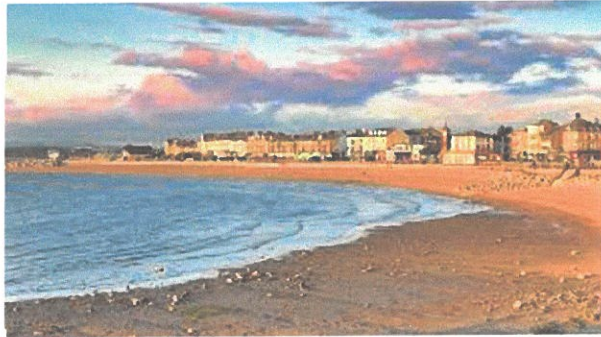


Geography Bridging Work



GCSE to A Level

Reading around the subject

Name



A Level Geography Bridging Work

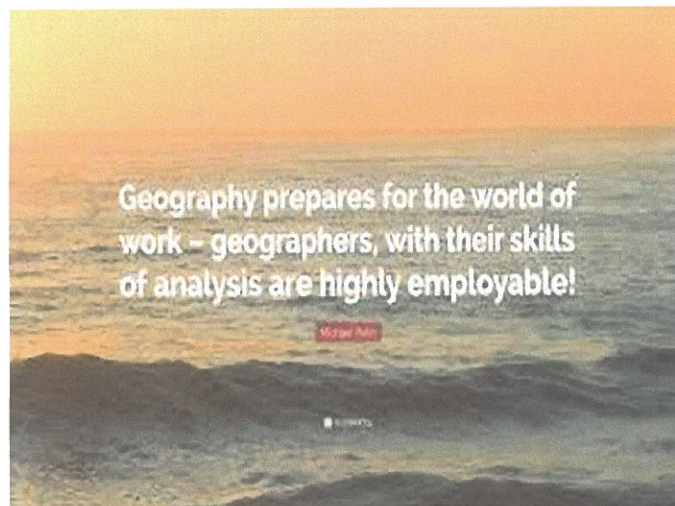
The following activities in this booklet are aimed to give you a taster of A Level Geography content, whilst developing crucial skills and knowledge in readiness for starting the course in September.

If you find any of the activities challenging and would like some guidance, please contact a Geographer:

Kashworth@morecambebayacademy.co.uk

Hgifford@morecambebayacademy.co.uk

Please bring your completed unit with you to your first lesson in September.





Essential A Level Skills

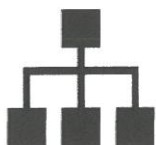
Many of the skills you will practise during these activities are transferable to other A Level subject areas. Even if you decide not to take Geography further the skills will still be useful to you at A Level and beyond.

1. Notetaking (**Contemporary Urban Environments**)



It is important to be able to collate large volumes of notes from textbooks, articles and video sources in order to research the geographical theory underpinning each topic you will study. Therefore having a technique that allows you to organise your notes clearly, will help you to review and revise them for assessments. You will be learning the **Cornell method of notetaking** in this section.

2. Classifying, categorising and visualising information (**Hazards**)



As a geographer you will need to sort the information you collate in **your** research into manageable chunks, so that you can remember a wide range of facts about places you will study in depth. Choosing the most effective way to present information to compare, contrast and make links between information will help you to analyse what is happening and allow you to apply the relevant knowledge to questions. You will be learning to master **dual coding** in this section.

3. Source Analysis (**Coastal systems and landscapes**)



Geographers learn a great deal from observing the human and physical world around them. This allows you to understand patterns, processes, place and space whilst studying how people and environments interact with one another. This is key to decision making, therefore being able to describe, explain and suggest what you are observing provides a geographical context for the world we live in. You will be learning how to **successfully annotate photographs** in this section.

4. Critical analysis and evaluation (**Global systems and Governance**)



Once a geographer has all of their research on a topic, they need to be able to reach a valid conclusion to the question they were investigating. This is done through making critical judgements (opinions) about the information. Often this means creating a persuasive yet factual argument through extended writing. In this section you will practise the **PeEeEeEL & JEON techniques**.

5. Independent investigation (**Changing Places; Water & Carbon cycles**)



You will be required to create your own investigation into a geographical area of interest linked to the exam specification. This involves hypothesising a question, researching the theory, selecting appropriate methods to collect data, choosing relevant presentation techniques (maps & graphs), completing descriptive and statistical analysis (maths), critically concluding and evaluating the study. In this section you will follow **a human and a physical investigation** through these steps to familiarise you with the different stages in preparation for the A Level course.

Here are some tasks to complete in preparation for A Level Geography.

TASK 1

This task will help prepare you for Changing Places unit. Research the characteristics of your local place (town or village) and present your findings in your preferred way (mindmap, written document, include relevant images) - keep your finished piece to two sides of A4

What to include:

- o Natural Characteristics (e.g. the geology, altitude, shape of land, physical features- rivers, forests etc.)
- o Demographic Characteristics (e.g. the age structure and ethnic mix)
- o Socio-Economic Characteristics (e.g. income, employment, education, wealth, health, housing tenure etc.)
- o Cultural Characteristics (e.g. religious festivals and other cultural events)
- o Political Characteristics (e.g. the local council and community groups involved in making changes to the place)
- o Built Environment (e.g. the architecture, types of buildings etc.)
- o Past characteristics (e.g. what did it used to be like – industry, population, employment etc.)
- o For extra challenge – how do you think the past has developed your local place today?

Some useful sites to get you started:

<https://www.google.co.uk/maps/> is a good starting point to see your location

<https://www.nomisweb.co.uk/> (this provides census data for info to use for the demographic and socio-economic characteristics)

<https://www.bfi.org.uk/bfi-national-archive/your-britain-film> - look to see if there is any video footage of your local place (use to talk about the past characteristics)

<http://mapapps.bgs.ac.uk/geologyofbritain/home.html>? – useful to see the geology of your area for the natural characteristics)

TASK 2

This task will help prepare you for the Changing Landscapes unit

Annotating photographs to analyse a source

- a) **Study** the examples below. Figure 4 shows a labelled photo, whereas Figure 5 shows an annotated photo. **What is the difference?**

Figure 4: Labelled Photo of High Stacks at Flamborough Head

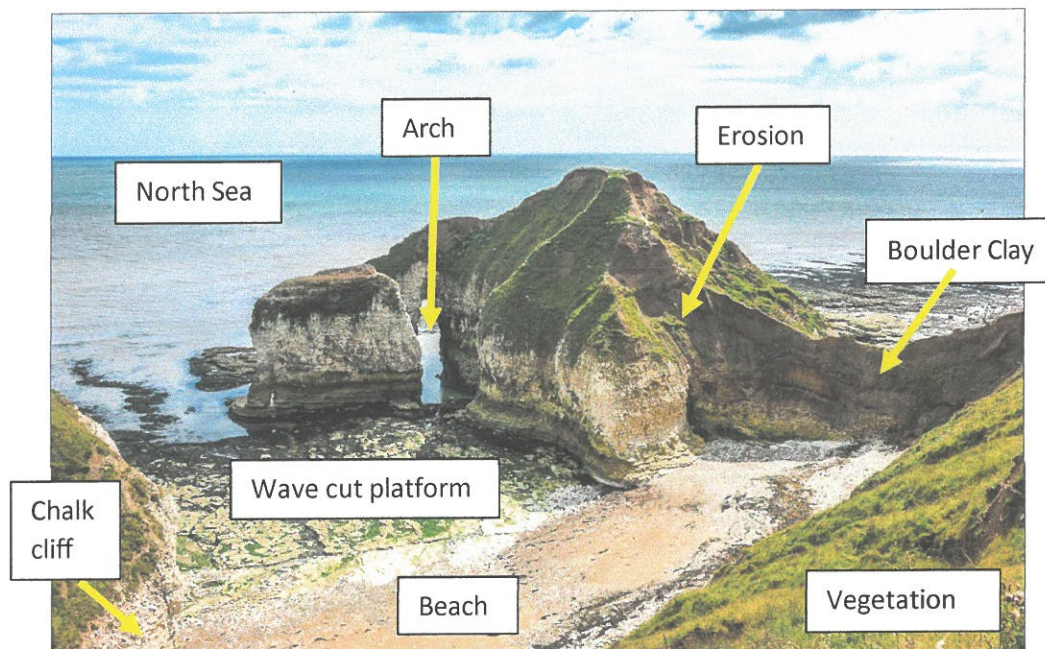
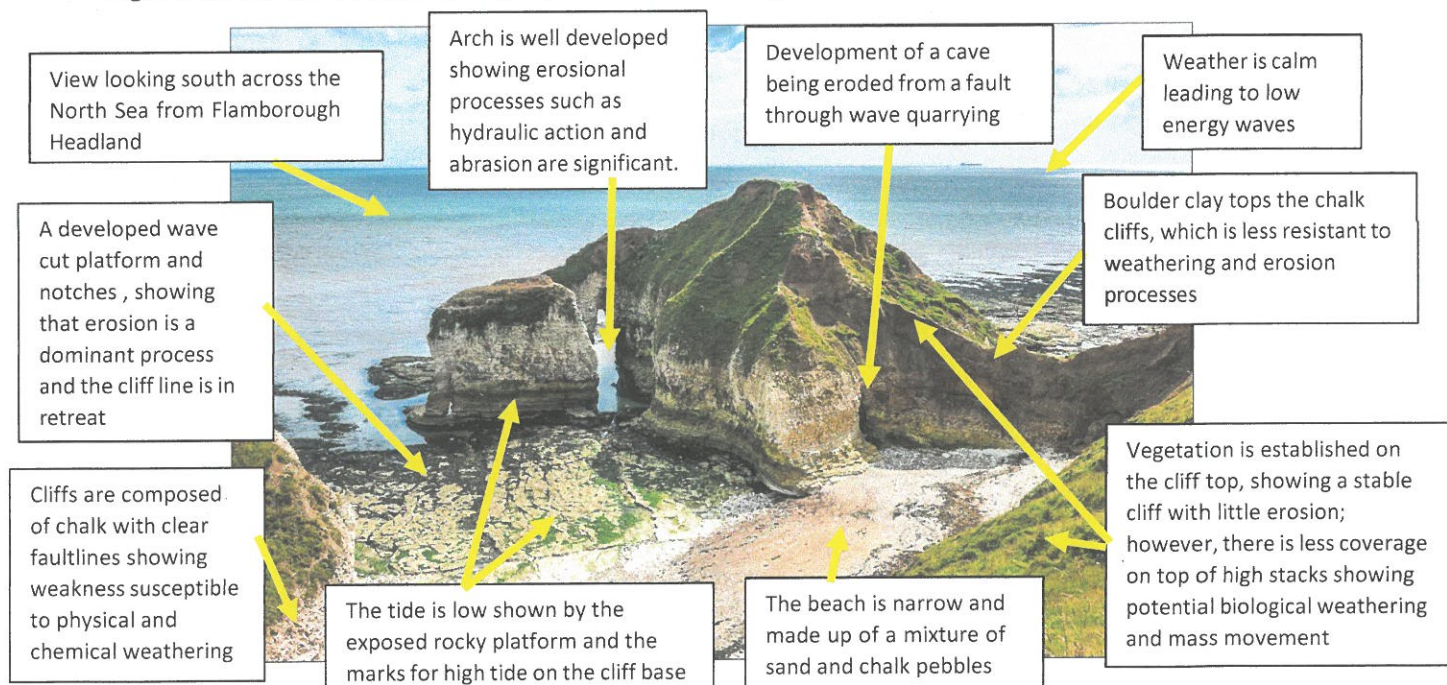


Figure 5: Annotated Photo of High Stacks at Flamborough Head





b) Now it is your turn to **annotate the photograph below**.

The photo shows **the sea defences at Hornsea**.

Use your prior knowledge and any further research to annotate the photo to show **how Hornsea is being defended and evidence of its success**.





The world is still shrinking

Geography review

5G is the 'next generation' mobile internet service. By 2020, it should be available in most UK urban areas, replacing existing 4G networks. Benefits of 5G include browsing and download speeds which are ten times faster than most people were using in 2018.

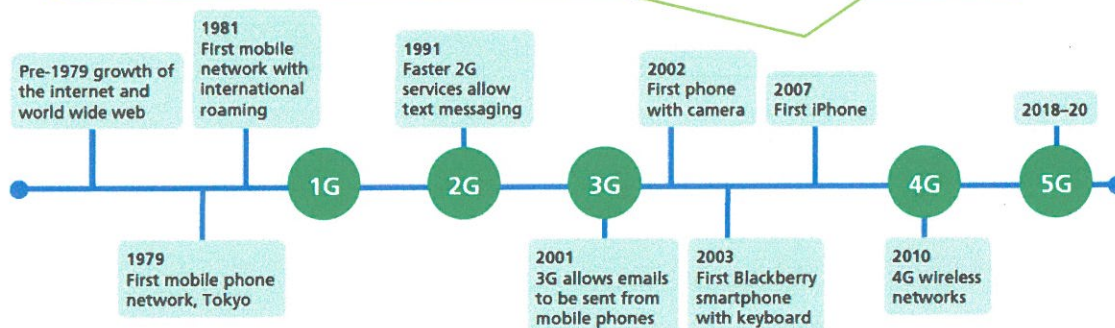


Figure 1 A mobile connectivity timeline

The 5G experience

Geography review

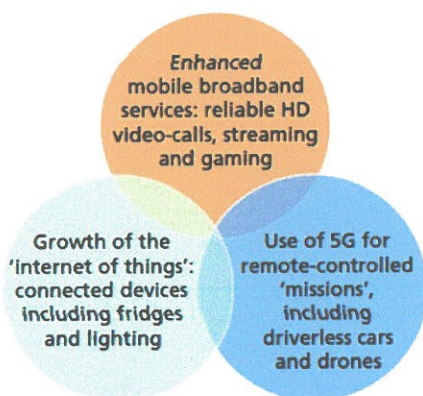


Figure 2 Three ways in which 5G networks will help shape society and places in the future

5G may further change people's perceptions and feelings about place identity (Figure 2 shows areas of everyday life which may be 're-shaped' by the new technology).

5G connectivity is forecast to deliver:

- fast high-volume information flows with zero latency (no perceived delay when making a video call or gaming, and a truly 'instantaneous' virtual experience)
- 'always-on' connectivity for 'digital citizens' living in urban places
- the most immersive and powerful shrinking-world experience yet (thanks to 'seamless' high-definition video streaming)

5G in the news

Geography review

There are ongoing concerns over the role played by Chinese TNC Huawei in rolling out 5G.

- Huawei is a major 5G player that many Western companies, such as BT, would like to partner with.
- However, there is an argument that Huawei could be compelled to share the data that flow through its systems with the Chinese government (under China's 2017 Intelligence Law).
- Could 5G systems part-built by Huawei be used by the Chinese government to spy on foreign governments and citizens? Many politicians in G7 nations believe so.
- Australia and New Zealand have excluded Huawei from involvement with their own 5G networks.
- The US government has taken a strong stance against Huawei as part of a broader set of measures designed to curb Chinese influence.



b. You are going to answer the following question:

To what extent are technological advances having a positive impact on people globally?

- i. **First** you should **identify 3 pieces of evidence** that show how technology has been **positive**.
- ii. **Secondly** you should **identify 3 pieces of evidence** that show how technology may **not be positive**.

You can then create 2 PeEeEEL paragraphs to create the persuasive sides of the argument.

P = Technological advancements has had a significant positive impact on people's ;lives.

e = For example... (Put your first piece of positive evidence here)

E = This has meant that... (explain the evidence further)

e = Another example is... (second piece of evidence)

E = This has led to... (explain further)

e = A final example is... (third piece of evidence)

E = This shows that... (explain further)

L = Therefore this shows that technology has been economically/socially positive because...

Use the above writing frame to help you with **the second paragraph** about the negative side of technology.

c. Finally you should **reach a conclusion** to show how positive or negative you think technological advancements have been.

J = In conclusion technological advancements have had a positive impact to _____ extent.

E = This is because..


O = On the other hand...

N = Nevertheless...

Extra TIPS: When writing a link or conclusion do consider **the big geography concepts** such as physical vs human; economic, social and environmental; LICs vs HICs; Local Vs Global; Short vs Long term; Rural vs Urban. These concepts will help you to conclude generally.

Your Paragraph Should Include:

P	E	E	L
Point	Evidence	Explanation	Link
Make your point	Back it up: Support your point with evidence & examples	Explain how the evidence supports your point	Link this point to the next point in the following paragraph Or back to main point



www.virtuallibrary.info



To what extent are technological advances having a positive impact on people globally?

Space for answer


TASK 3

Sometimes, in a process known as rebranding or re-imaging, external agencies will make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.

This means they are actively trying to change the meaning associated with an area - its reputation and image. This is done to “shape the actions and behaviours” of people and business, meaning - for example - more people will visit the area and more businesses will invest!

Read the extracts on the next page and fill out the table below:

What the area was known for pre-changes:
What the aim of the changes was:
What was done to change the area and why:
The impact of the changes on the area’s reputation, meaning and character:



Extracts from 'On the Hard Work of Domesticating a Public Space' by Koch and Latham (2013):

- ❖ The opening of the article: The piano had been sitting in front of the cafe' for not quite a week. An old upright, the sort you might find in a parlour or drawing room, it had been painted bright blue to match the newly decorated storefront. Beside it, four local residents lounged at the Parisian-style tables spread across a patch of artificial grass. As they sipped their coffee, the group seemed transfixed by the bustle of the traders setting up their stalls at the new market on the plaza. "Is it okay if we have a go on this?", the young couple asked, gesturing towards the piano. "See the sign?", one of the group members replied with a smile, "It says 'Play Me. I'm Yours!'". The young man sat down on the bench to play. "What you wanna sing?" he asked his friend. After a brief discussion, the duo launched into a rendition of Stevie Wonder's Isn't She Lovely. As the song unfolded, they gained in swagger and volume. Passers-by stopped to listen, a few people came out of the cafe' and several traders left their stalls to get a better view of the performance. As they finished, the small crowd applauded and whooped. Despite pleas for an encore, the couple bowed graciously and left to browse the market.
- ❖ The five-way intersection, known as the Prince of Wales Junction, situated along a stretch of Harrow Road in central-west London was known for generating very different sorts of atmospheres. Over the previous decade it had become a regular site of street drinking, aggressive begging, prostitution and drug dealing. Lacking amenities beyond a set of public toilets, for most residents the space was somewhere to avoid or pass through quickly even though it was located at a central point in the neighbourhood.
- ❖ At night... it offered an attractive spot for some people to gather and drink. Before long, the new stretch of pavement also proved to be well-suited for drug dealing and for prostitutes to solicit clients,
- ❖ Many public spaces is that they are lacking in certain domestic qualities. That is, they fail to provide a sense of trust, comfort or amenity that might invite multiple publics to inhabit them.
- ❖ The transformations that led to the establishment of a market and other community activities on the site were not accidental. Rather, they were part of a deliberate strategy to re-imagine and reconfigure the Junction as a public space. The aim was to provide a set of interventions that might make it more habitable and attractive for local residents, and which might ultimately help to reinvigorate commercial activity along this troubled retail stretch.
- ❖ The newly designed Junction that emerged from this process roughly quadrupled the paved area available for pedestrians. It featured new granite paving stones, permanent benches, electricity and water points, bicycle racks, ground lighting and two rows of newly planted trees (see Figure 1). The centre-piece of the project was a market licensed to operate three days a week and during special events.
- ❖ The partnership's redesign attempted to expand the range of affordances for public activity by imagining it as a plaza. This new conceptualisation provided a checklist of necessary features: plazas need to have open space, enough to allow a crowd of people to congregate and mingle; they need an appropriate surface and ideally landscaping and seating; they need to be relatively free of traffic; they need to provide facilities like power and water for events and festivals; and they need lighting to be useable after nightfall.
- ❖ Of all these furnishings, the movable furniture offered a consistent and easily observable set of engagements. Each day during summer, six plastic tables and thirty matching chairs were set out by the market's manager. There was no branding or labelling to indicate propriety or expectation of purchase. Rather, they were made available for people to use, rearrange and cluster as they pleased. These inexpensive items were recognised as practical and they were used in a variety of perhaps unforeseen ways. People who purchased food at the market used them, but so too did elderly residents who needed a rest, men who scanned the day's horse races before heading into the booking agent, people from the nearby care home who brought packed lunches out when the weather was sunny and occasionally people taking quick naps used them too.

TASK 4

In Geography we use both primary and secondary data of different forms. Most frequently these data sources can be grouped as either Quantitative or Qualitative. You need to research the terms Quantitative or Qualitative and how that relate to different sources of data.

Quantitative _____

Qualitative _____

Provide 3 examples of each type of data and then finish off with a discussion on which (Quantitative or Qualitative) you think is the most accurate and why.

1. _____

2. _____

3. _____

TASK 5

In preparation for starting the course in September it is worth taking a look at the course from the other side of the desk, have a go at producing a 20 min teaching activity /power point on one of the following areas.

1. Predicted Climate change and the impacts of this on coastlines?
2. Threats to Antarctica from climate change?
3. The role of international agencies and NGOs in promoting health and combatting disease at a global scale?
4. What are the main reasons Somalians resort to piracy?

You can include video clips, activities & questions

Wider reading/watching opportunities:

The below includes, websites, books, podcasts, documentaries and even films which provide a great way of staying inspired and engaging with geography.

i. ONLINE NEWS ARTICLES

THE CONVERSATION.COM <http://theconversation.com/uk> We can highly recommend you use this! This you will find is really useful to support many of your A Levels. It provides up-to-date articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles.

BBC NEWS <https://www.bbc.co.uk/news> - an excellent source of up-to-date articles – explore the key headings such as Science, as well as the UK, World and other stories. There are both articles and video clips.

THE GUARDIAN <https://www.theguardian.com/uk> - again many useful articles and logically ordered – keep an eye on the Environment, Science, Society, Global Development stories in particular!

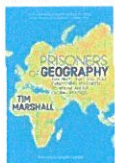
ii. **PODCASTS** Now is the time to broaden your geographical understanding! Stick your headphones in and listen to some of the following...

Costing the Earth – There are some great podcasts here to pick from on a wide variety of geographical issues <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics, including amongst others.. climate change, carbon, urban greening, deforestation, alternative power, plastics etc.)

Royal Geographical Society – “Ask the Geographer” podcasts - <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> - a fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go!

TED Talks – There are some great short, powerful talks (18 mins or less) covering all sorts of topics.

iii. **BOOKS** Remember you can make use of the local libraries digital library service for books – you don't have to access hard copies, although most can be bought fairly cheaply on Amazon or you can listen to them on Audible.

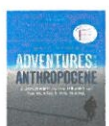


Prisoners of Geography (Marshall, T) – an insightful book which helps understand how physical geography impacts on political reality and really helps to understand how decisions of world leaders have been shaped by geography – a great introduction to geopolitics (Powers and Borders topic)

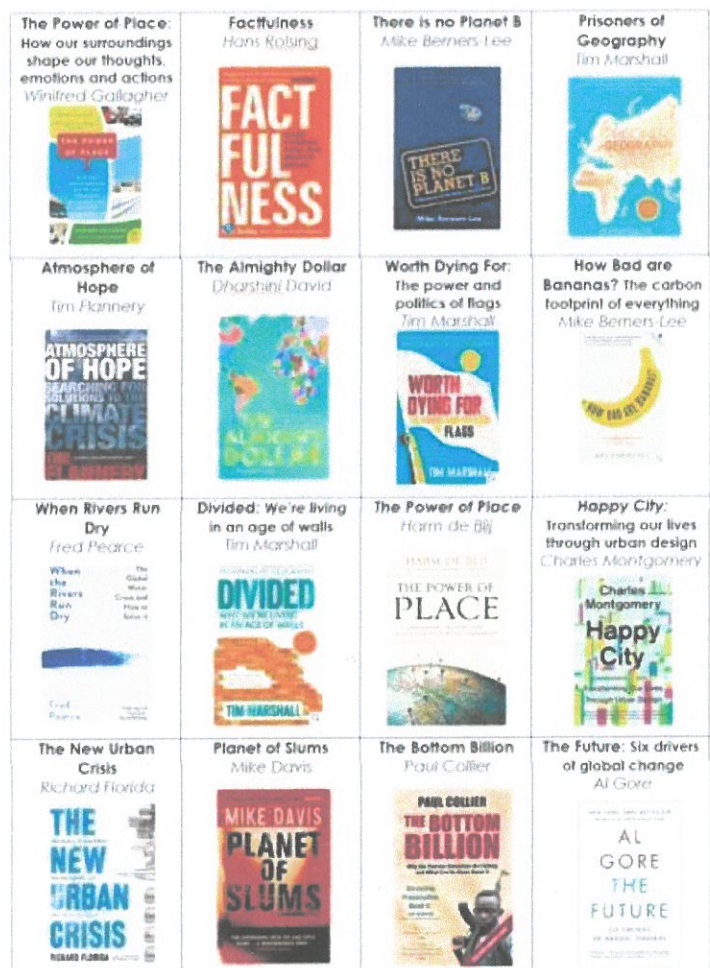


Factfulness: Ten reasons we're wrong about the world – and why things are better than you think (Rosling, H 2019) – this is a must-read book from a

geography perspective – this takes a more realistic view of the world, presenting issues in fact-based context. It is a rational look at actually how far the world has measurably improved and what's left to be done.



Adventures in the Anthropocene (Vince, G) (2016) – this looks at the effects that humans are having on the surface and structure of the planet with a balanced view on recognising threats and dangers whilst also look for practical answers and solutions.



iv. GEOGRAPHICAL DOCUMENTARIES There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in. The following are all available on iPlayer.

- David Attenborough Box Sets exploring our amazing world <https://www.bbc.co.uk/iplayer/group/p06m42d9>
- Simon Reeve around the World <https://www.bbc.co.uk/iplayer/group/p06rrnkm> (and other Simon Reeve travels)
- Race Across the World <https://www.bbc.co.uk/programmes/m0002tvs>

Channel 4 – On Demand – Dispatches and unreported world documentaries (lots of geographical documentaries here)

v. GEOGRAPHICAL FILMS (some are available online free – others may be available on providers such as Amazon Prime / Netflix etc.)

- Touching the Void (15) (great for visualising glacial landscapes) – a powerful true story docudrama (strong language in parts)
- Before the Flood (2016) (PG) – National Geographic <https://www.filmsforaction.org/watch/before-the-flood-2016/> (presented by Leonardo DiCaprio – exploring climate change and looking at what needs to be done today)
- The Impossible (2012) (12) – Movie based on real life events of the 2004 Boxing Day tsunami
- Slumdog Millionaire (15) – based on life in the slums of Mumbai
- Our Planet (Netflix series) – explores how climate change impacts all living creatures.
- Mandela: Long Walk to Freedom (12) – an epic which celebrates the journey of Nelson Mandela from childhood in a rural village through to his election as President of South Africa – exploring the apartheid through Mandela's eyes.
- Hotel Rwanda (12) - the true story of hotel manager who houses and protects Tutsi refugees – this is a hard-hitting film based on the Rwandan Conflict of the 1990s.
- The Last King of Scotland (15) – another hard-hitting story, based on struggles faced by Uganda under the dictatorship of Idi Amin.
- Into the Wild (2007) (15) – based on the story of a university graduate who gives up all of his material possessions and journeys alone into the Alaskan Wilderness
- "A beautiful planet"
- "Rise of the continents" - BBC - Prof Ian Stewart.
- "The Dawn Wall" (ElCapitan) Netflix <https://www.netflix.com/gb/title/81004270>
- "Tales by light" Netflix <https://www.youtube.com/watch?v=68tpCpDOsyA>
- "Jack Whitehall: Travels with my father" Netflix <https://www.netflix.com/gb/title/80186848>
- "Journey to the edge of the universe" (Nat Geo) <https://www.youtube.com/watch?v=68tpCpDOsyA>
- Documentaries: Seven must see Netflix documentaries -
Geographical's list <https://geographical.co.uk/reviews/films/item/1176-7-must-see-netflix-documentaries>