

Transition Materials for A Level Geography



Introduction

It is great that you are considering studying Geography at A Level.

This pack contains a programme of activities and resources to prepare you to start an A Level in Geography in September. It is aimed to be used after you complete your GCSE throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September.

The pack is divided into some of the key topics you will study in A level Geography: Tectonic processes and Hazards, Coasts, Water Cycle/ Water Insecurity, Climate Change, Globalisation and Rebranding. There are a range of different activities to do in each topic area.

Discovering the world we live in is great fun. I hope that you will agree!



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4. The world is out there...

1. Reading list for A - level Geography

At AS and A Level Geography it is expected that you can demonstrate to the examiners that you have been reading round the topics before you start the course.

Below is a list of books/journals and websites you could use over the next two years and beyond in university.

The table below gives you some useful places to look, to start engaging with the course before September. We will be studying the Edexcel A level specification and you can find all the relevant course support materials on their website.

Edexcel Website	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html
Edexcel A level and AS Specifications	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Document-Type%2FSpecification
EDEXCEL - Edexcel GCE Geography Y2 A Level Student Book and eBook (Pearson)	http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Geography/16plus/EdexcelGeographyALEvel2016/ISBN/Other/Student-Books/Edexcel%20A2%20Year%202%20Geography%20%20Student%20Book%20%20and%20ActiveBook.aspx

This is a list of some books you might want to consider reading to give an introduction to Geography and specific topics you will be studying throughout you're a level course:

- Geography: An Integrated Approach 4th edition
- Redfern, M. (2003) The Earth: A very short introduction. Oxford, OUP
- Matthews, J. and Herbert, D. (2008) Geography: A very short introduction. Oxford, OUP
- Koser, K. (2007) International Migration: A very short introduction. Oxford, OUP.
- Maslin, M. (2008) Global Warming: A very short introduction. Oxford, OUP.
- Dodds, K. (2007) Geopolitics: A very short introduction. Oxford, OUP
- Holloway, S., Rice, S. and Valentine, G. (eds.) (2003) Key Concepts in Human Geography. London: Sage.
- Coe, N., Kelly, P. and Yeung, H. (2007) Economic Geography: A contemporary introduction. Oxford: Blackwell.
- Mitchell, D. (2000) Cultural Geography. Oxford, Blackwell
- Oppenheimer C (2011) Eruptions that shook the world. Cambridge: Cambridge University Press
- Bennett J (2010) Where underpants come from: From Checkout to the Cotton Field- travels through New China, Profile Books
- Pearce F (2007) When the rivers run dry: What happens when our water runs out? Eden Project Books
- Abbot Elizabeth (2010) Sugar: A bittersweet History – Gerald Duckworth

Journals are a good way of keeping up to date with what's happening in the world of geography. You can subscribe for a year or buy individual past publications.

Some good Geography magazines are:

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

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

The Economist. Go to

https://subscriptions.economist.com/GLB/SRCH/G/Bd/Ext/?country=GB&pbox=box2&sub_type=personal&gclid=CJas1vq6ms0CFVIYGwod7EoG7Q

You need to be aware of current global events that are related to the units you will be studying; so look out for things in the news to do with the topics we are studying.

There are also many good websites you can use. News websites are partially good at keeping you informed and up-to-date.

News websites include –

www.bbc.co.uk

<http://www.telegraph.co.uk>

You can also use websites like –

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

<http://www.geographyalltheway.com/>

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

<http://www.gapminder.org/>

www.coolgeography.com

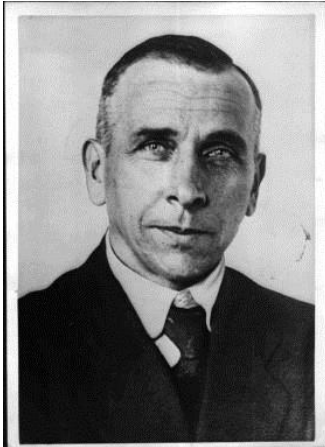
<https://www.youtube.com/watch?v=u7E1v24DIk> – Al Gore TED talk on Climate Change

<https://www.youtube.com/watch?v=fTznEIZRkLg> – Hans Rosling TED talk on Population change

Finally, there are a plethora of websites offering you help with the subject content. Many will cover topics you don't study and most are based on the old specifications or different exam boards so check the content is relevant to you when using these sites.

2. Knowledge and Skills topics.

I. Tectonic Processes and Hazards

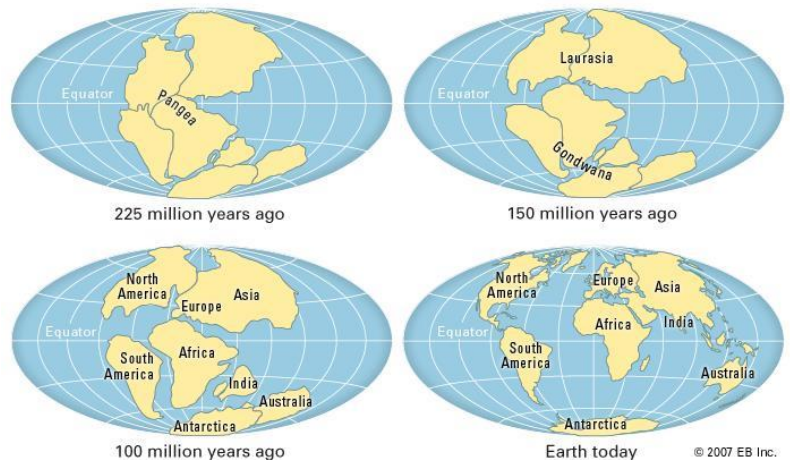


This is possibly the most iconic topic in Geography, and you will, more than likely, have studied it at different stages in your Geography education. If the mere mention of volcanoes and earthquakes fills you with trepidation, then don't worry, there are lots of directions that this topic could take, and it is unlikely that you have already discovered all of them.

Plate tectonics is the study of the molten world beneath our feet, and without the planet's heat source in the core, no life would exist here. So, this is arguably the most important topic you will ever learn, because without it, we'd be nowhere. The theory of Plate Tectonics all started with Alfred

Wegener in

1912 (see picture left). He is the author of the theory of continental drift - where the continents are slowly drifting around the Earth (see picture right). His hypothesis was controversial and not widely accepted until the 1950s, when numerous discoveries such as palaeomagnetism provided strong support for continental drift, and thereby a substantial basis for today's model of plate tectonics.



It is a given that in an exam that you will be given some form of resource to study and interpret. A common example would be a map showing the theory of continental drift, or evidence to suggest the historical presence of the continent of Pangaea, like the map to the left.

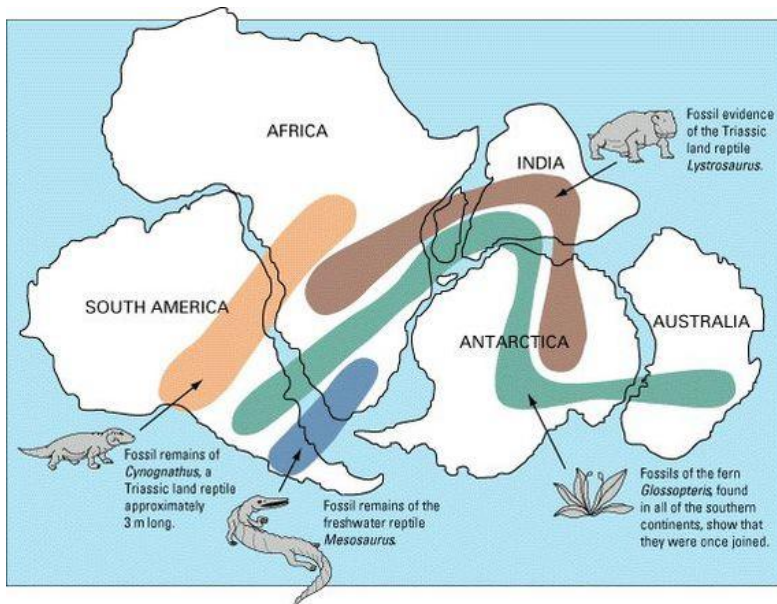


Diagram showing evidence for the theory of continental drift, proposed by Alfred Wegener in 1912.

In an exam, you could be asked to explain or compare two or more pieces of evidence, e.g. in the form of maps, diagrams or tables. Here you would be expected to pick out key points to see if you can draw

links between them. You would need to be accurate and clear in your response. It is not good to just say “the continents have split up” or “the animals used to live next to each other”. You would need to pick out specific points and explain them in good detail, e.g. The fossil remains of *Cynognathus* reptile found in central South America and Central African countries like Angola and the Democratic Republic of Congo, suggest that the continents were once joined and have split apart over millions of years, therefore supporting Alfred Wegener’s theory of continental drift.

At A level you are expected to be able read maps, tables, diagrams and graphs with accuracy and then incorporate the evidence into your answer. But that’s just the start. Exam questions at A Level are another very large step up. At GCSE you would be expected to describe and compare, whereas at A level you are expected to not only draw information accurately from the resources but you are also expected to draw on your wider knowledge from the course to answer the question.

Task for Tectonic Processes and Hazards

It might come as no surprise to you that tectonic hazards occur on or near plate boundaries, but tectonic hazards can be found all over the world, and sometimes in unexpected places.

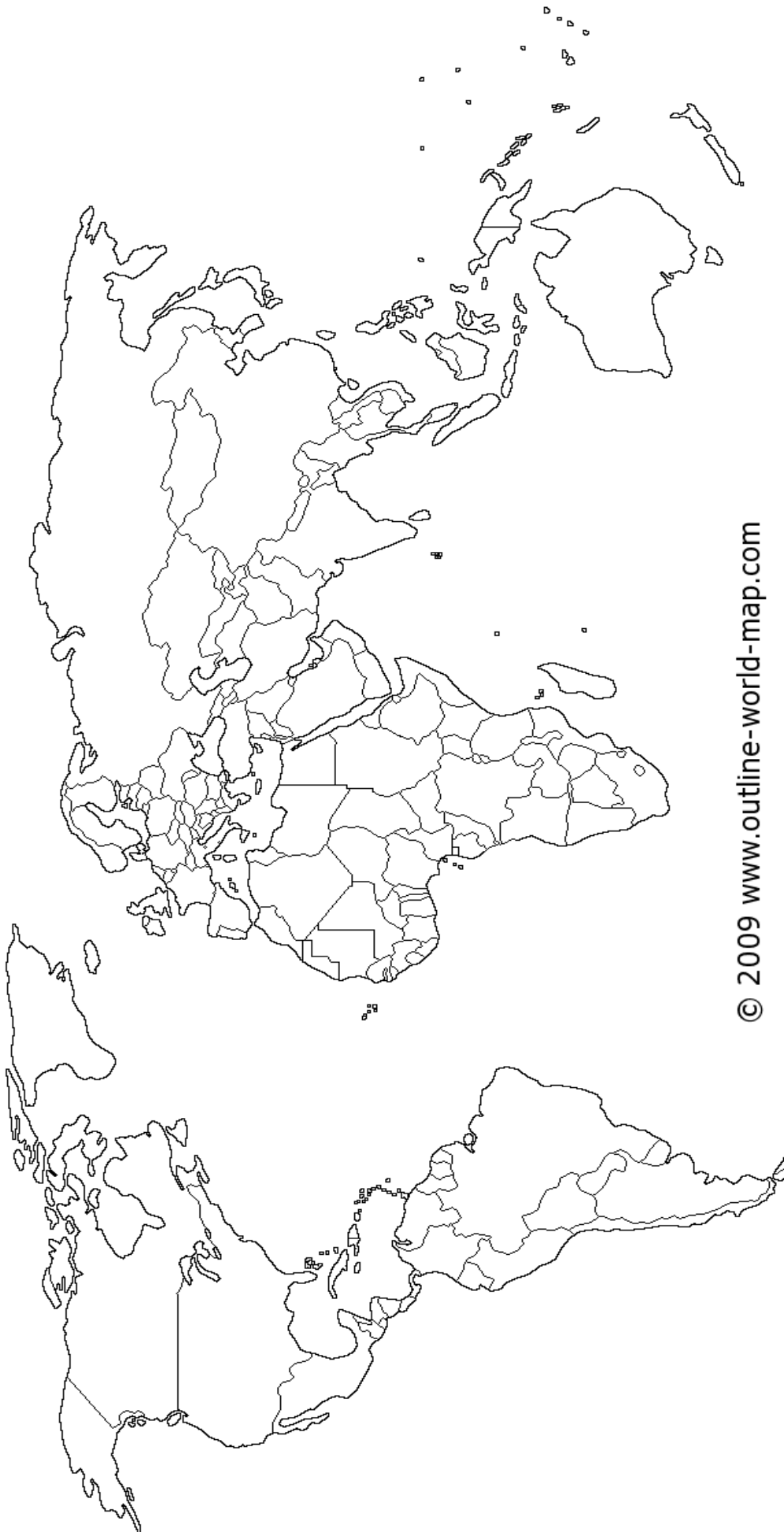
Your task is to research the locations of the world’s most recent (in the last 30 years) volcanic eruptions, earthquakes and tsunamis. You can get information from different websites, like this one:

<http://www.alevelgeography.com/tectonics-and-hazards/>

You will also need to do a bit more wider reading. Once you have researched these hazards you need to create a map using the one provided on the next page. On this map you need to locate the different types of hazards and their date. Make sure you complete the table below, as a key, and give a brief description of the impacts of each hazard.

<u>Key for tectonic hazards map.</u>	
<i>Volcano 1:</i>	<i>Volcano 2:</i>
<i>Country:</i>	<i>Country:</i>
<i>Year:</i>	<i>Year:</i>
<i>Impacts:</i>	<i>Impacts:</i>
<i>Earthquake 1:</i>	<i>Earthquake 2:</i>
<i>Country:</i>	<i>Country:</i>
<i>Year:</i>	<i>Year:</i>

Impacts:	Impacts:
Tsunami 1:	Tsunami 2:
Country:	Country:
Year:	Year:
Impacts:	Impacts:



© 2009 www.outline-world-map.com

HAYDON SCHOOL GEOGRAPHY DEPARTMENT
Glossary for Tectonic Hazards

<u>Key Word</u>	<u>Definition</u>
Acid Lava	Thick viscous lava which flows short distances
Basic Lava	Thin , runny lava which can flow long distances
Composite Volcano	Steep sided cone with layers of ash and lava
Compressional Margin	This is where two plates move together
Core	The centre of the earth
Crater	The mouth of the volcano
Crust	The thin layer of the earth's surface
Earthquake	A shaking of the earth's crust
Epicentre	The point within the earth's crust where the earthquake occurred
Focus	The point on the earth's surface directly above the epicentre
Fold Mountains	Mountains formed by the earth's movements
Geosynclines	A depression between two plates
Lava	The name given to liquid magma when it reaches the surface of the earth
Mantle	The molten rock that surrounds the earth's core
Richter Scale	This measures the strength of the earthquake
Shield Volcano	A gentle sided volcano with a wide base made up of basic lava
Subduction Zone	Where a plate sinks and slides under another plate
Tectonic Plate	A huge section of the earth's crust
Tensional Margin	Where two plates move apart
Tsunami	Huge tidal waves that are caused by submarine earthquakes
Vent	The opening through which the lava flows in a volcano
Volcano	A cone shaped mountain created by lava and ash being erupted from the earth

2. **Coasts**



<http://www.onegeology.org/extra/kids/images/tides.jpg>

Independent Research

1. How does the geological structure of the coast influence the development of coastal landscapes?
<http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html>
2. What effect will sea level rise have on coastlines?
<http://www.theguardian.com/environment/sea-level>
<http://www.assembly.wales/Research%20Documents/Coastal%20Erosion%20and%20Sea%20Level%20Rise%20-%20Quick%20guide-30012014-235792/qg12-0014-English.pdf>
<http://www.bgs.ac.uk/discoveringGeology/climateChange/general/coastalErosion.html>
3. Why is Bangladesh so at risk from coastal flooding?
http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/river_flooding_management_rev6.shtml
http://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm
4. Find four images representing a range of mass movement along the coastline. Annotate them in detail and include examples of where they have occurred around the world
5. What is the difference between eustatic and isostatic sea level change?

Pre Knowledge Topics - Coasts

1. Use GIS (Google Earth) to map of a variety of coastal landscapes in the UK and around the world, e.g. cliffs, sand dunes, hard rock or soft rock coasts.
2. Draw field sketches of 2 contrasting coastlines.
3. Use <http://wtp2.appspot.com/wheresthepath.htm> to measure rates of erosion over time along contrasting coastlines
4. Annotate images to show a range of approaches to coastal management and their environmental impact.
5. Create a map of the sediment cells around the UK.
6. Sketch and annotate a recurved spit to show its formation.
7. Annotate diagrams to show the different types of erosion and transportation at the coast.
8. Draw sketches of concordant and discordant coastlines.
9. Draw and annotate the formation of a stump.
10. Find the definition for the following key terms:

Term	Definition
<i>Abrasion</i>	
<i>Attrition</i>	
<i>Backwash</i>	
<i>Berm</i>	
<i>Beach nourishment</i>	
<i>Constructive waves</i>	
<i>Corrasion</i>	
<i>Corrosion</i>	
<i>Deltas</i>	
<i>Destructive waves</i>	
<i>Do Nothing</i>	
<i>Eustatic</i>	

<i>Fetch</i>	
<i>Gabion</i>	
<i>Groyne</i>	
<i>Hard engineering</i>	
<i>Hold the line</i>	
<i>Hydraulic action</i>	
<i>Isostatic</i>	
<i>Longshore drift</i>	
<i>Managed retreat</i>	
<i>Mass Movement</i>	
<i>Revetment</i>	
<i>Saltation</i>	
<i>Sediment cell</i>	
<i>Slumping</i>	
<i>Soft Engineering</i>	
<i>Spit</i>	
<i>Stack</i>	
<i>Subaerial erosion</i>	
<i>Swash</i>	

6. Globalisation

KEY INFORMATION

In the last 30 years, globalisation has taken a real front seat in the concepts taught at A level geography. Changes in economy are at the forefront; however changes in the environment, culture, demographics and politics of the world are also important and impact on areas at a range of scales.

Key past influences

- Since the discovery of the Americas, world trade and economy began to take shape.
- The colonialism of certain countries enabled the British Empire to control ¼ of the world bringing along British culture.
- The founding of the United Nations after the First World War allowed countries to work together easily.

Continued influences and evolution of globalisation

- **Transnational Corporations (TNC):** These are top firms with HQs usually in HICs; however they operate all over the world and are globally recognised (Coca Cola, Disney, Apple).
- **Internet and IT:** These have allowed design and manufacturing to be faster and easier. Jobs that typically humans would have done are now done online by fewer people. This allows many high tech industries to be “footloose” and not reliant on being near resources or a labour force.
- **Transport:** Now quicker, more efficient and low cost. The arrival of the 747 in the 1960s has revolutionised trade and movement of people.
- **Growth of markets:** Increase in urban living means more demand for trade, services and products.

TASK:



Spiderman, a comic superhero, has been reimaged for an Indian audience.

1. Research the characteristics of this Spiderman that are Indian rather than American.
2. What is the difference between economic and cultural globalisation? What does this Spiderman represent?

Global groupings

- Trade blocs: To trade easily between countries, certain agreements have been created. Examples are EU, NAFTA, CARICOM.

- Economic groupings: Countries are grouped together based on wealth and power. Example are LICs/HICs (LDC or HDCs), NICs, OPEC and OECD.



TASK:

What do the acronyms above stand for?

TNCs and Trade aims

- They tend to operate where labour is cheap and regulations are lacking
- To gain government grants from countries that are attracting new business
- They operate inside local trade barriers and avoid tariffs
- They like to be near markets

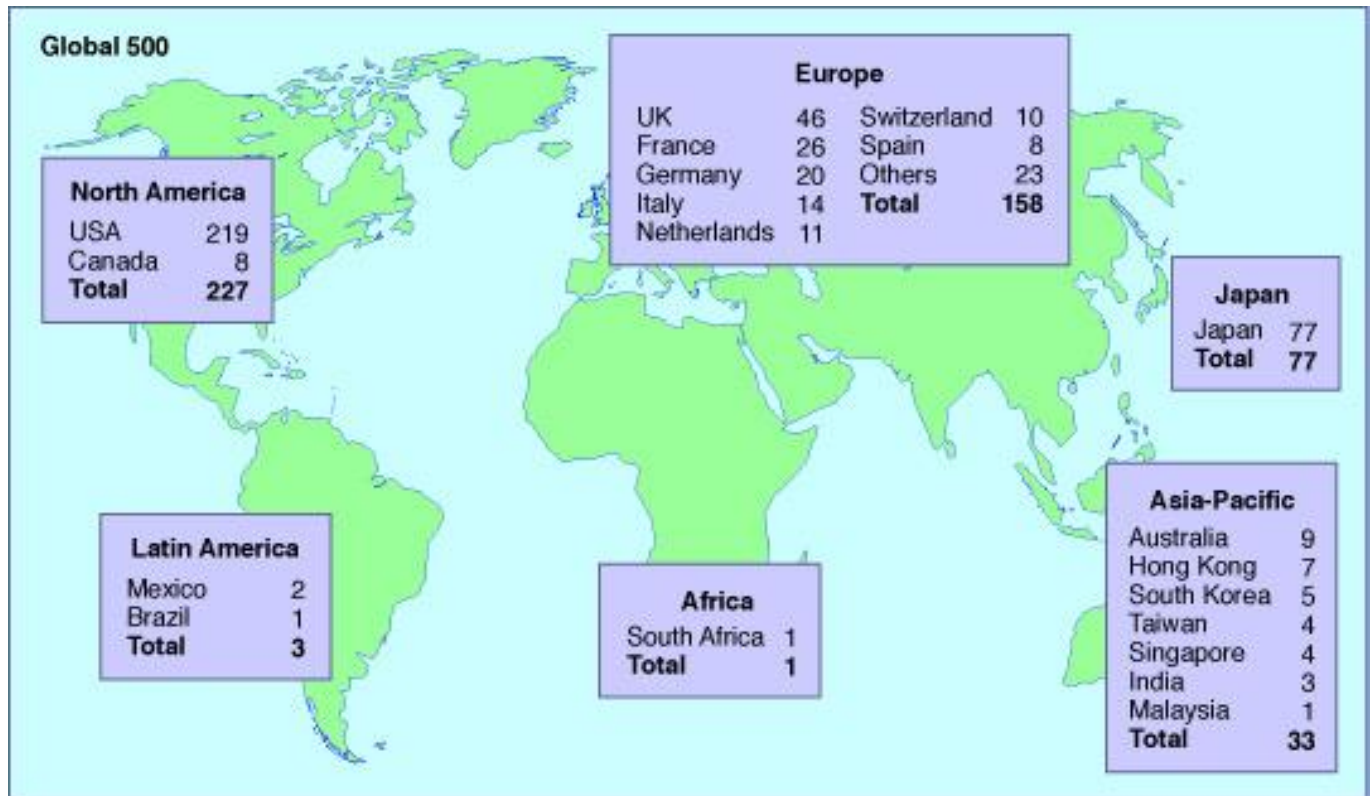
Independent Research

1. How does trade generate wealth?
2. Why is trade so important in terms of maintaining power?
3. What is the role of TNC's in trade and maintaining power?
4. What is an IGO?
5. For a named IGO, explain when it was set up and what the main aims were.
6. Challenge Question: What does the cartoon suggest about the WTO?



'GENTLEMEN'S AGREEMENT'

The most powerful TNCs are also known as the Fortune 500. What does the map below tell you about the distribution of power around the world?



TASKS:

1. Create a table showing the positives and negatives of TNCs.
2. Create an annotated photo of either your family car or your living room with the various places where the parts/ features were manufactured.
3. Research the top 20 most powerful TNCs currently and classify these according to the type of industry, for example, energy, finance and country of origin.
4. Choose an example of a TNC and create a timeline of events since their foundation as a company. What have been the benefits that the company has brought to the countries involved.

Networks and hubs

The term 'global network' refers to links between different countries in the world, this includes – flows of capital, traded goods, services, information (and people). Some areas are well connected i.e. high income areas, others poorly i.e. low income areas.

- A network is a model that shows how places are linked together. E.g. London Underground.
- A global hub is used to describe a place which is especially well connected. Connections between these hubs are called flows and include:
 - ✓ Money- as major capital flows are routed through global stock markets
 - ✓ Raw materials - e.g. food and oil traded between nations
 - ✓ Manufactured goods and services - value of world trade is \$70 trillion
 - ✓ Information - internet has brought real-time communication between distant places
 - ✓ People - movement of people still an issue due to border controls and immigration law

Being switched off

- Many countries in the world are unable to access global networks.
- Specific conditions have caused them being switched off.

Physical	Human
<ul style="list-style-type: none"> - Poor soil for farming - No coastline puts investors off as trade is harder - Vulnerability to hazards and climate change 	<ul style="list-style-type: none"> - Low skills of the population - Poor literacy rates - Politically instability - Civil war

TASK

5. Create a case study of Easyjet, an example of a shrinking world. Include some background information, role of technology and current impact of the company.
6. Create a definition of what it means to be a **switched on** country.
7. Create your own table to show the physical and human factors involved in being a switched on country. See the example above for ideas.

Switched on countries**Definition:**

Physical	Human

7. Population Demographics

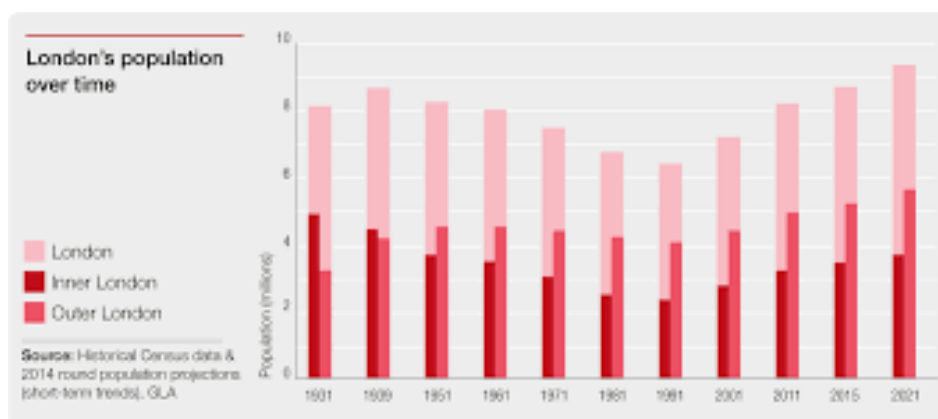
KEY INFORMATION

Local places vary both demographically and culturally with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places more demographically and culturally heterogeneous while other places appear to be less dynamic. This creates and exacerbates considerable social inequalities both between and within local areas.

Variations in past and present connections with places lead to very different lived experiences of places at a local level. This is because demographic and cultural changes impact variably on people in terms of the lived experience of change and their perception of and attachment to places. The relative success of the management of demographic and cultural changes for individuals and groups depends on that lived experience of change and how perceptions of, and attachments to, the place are changed.

TASKS:

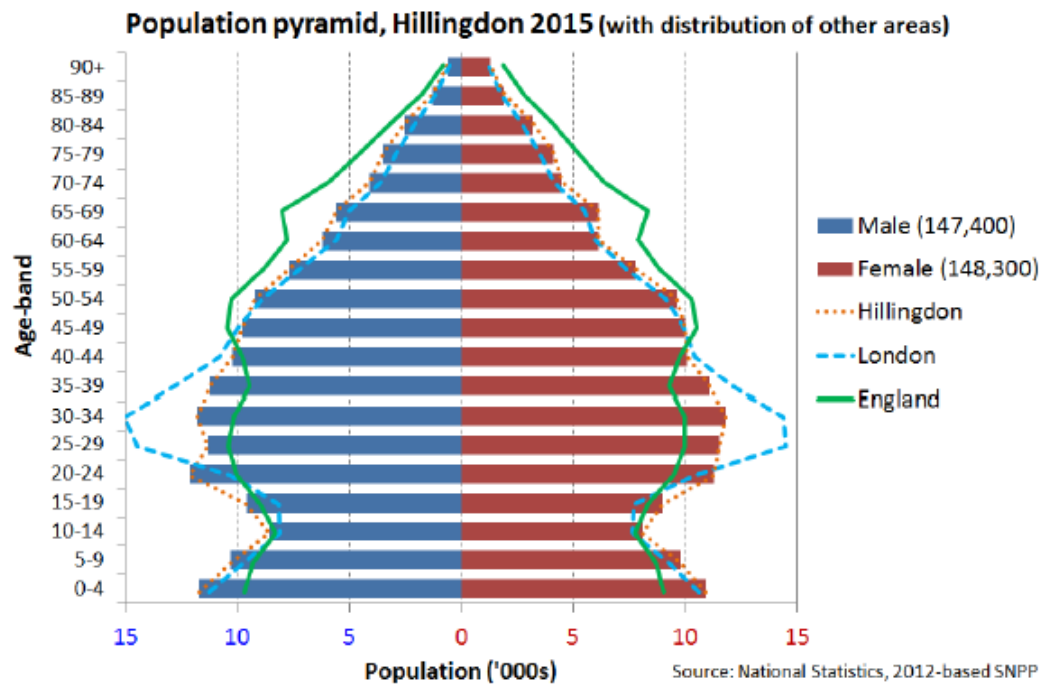
1. Looking at the photographs below, assess how Pinner has changed over time?



2. Using the graph of London's population, justify why the population has changed over time.

Hillingdon is the second largest of London's 33 boroughs and takes its name from a Parish recorded in the eleventh century.

3. How does Hillingdon's population compare with the national picture and London?



4. What data can the government use to measure population change over time?
5. Hillingdon is an ethnically diverse borough with 43% of residents from Black and Minority Ethnic groups. How has migration influenced population in London?
6. On June 23rd 2016 the people of the UK will vote to either leave ("Brexit") or "Remain" in the EU. Create a table showing the arguments for both sides.

Brexit	Remain

Rural vs urban perceptions



The picture above shows the “Rural Idyll”
Summarise what this term means

1. Look at the two images. What are the advantages and disadvantages of living Rural and Urban areas?



2. Create a two spider diagrams to the benefits and problems of living in the Urban Core and the Rural Periphery.
3. Urban places are seen differently by different groups of people because of their lived experience of places and their perception of those places. What factors do you think might influence a person’s point of view? Justify your answer.
4. What problems arise for local people when rich people from the city buy second homes in rural locations?
5. Explain the message behind the cartoon.



Conflict between different cultural/social groups

Culture in our society is more diverse in the UK today. Much of this is due to migration and globalisation. Complete the table below to show the advantages and disadvantages of Migration on host country like the UK

Impacts of Migration on UK	
<u>Advantages</u>	<u>Disadvantages</u>

The World is Out There



1. Check your local museums and visit one that has an exhibition related to Geography e.g.; Science museum or Natural History Museum in London and the Museum of London (development of a settlement over time)
2. Local museums are great sources of information on development of settlements over time, and local history / culture. Research museums in your local area and try to visit a couple.
3. Watch some key geographical programmes on TV or on DVD, e.g. Human Planet, End of the Line, Raging Planet and anything by Professor Ian Stewart or David Attenborough.
4. Read the National Geographical Magazine (this is very focused upon the United States) or take out a subscription to the Geographical Association for Geography Review. You could also subscribe to the RGS publication.
5. Follow some key players on Instagram and Twitter- Such as USGS, National Geographic and NASA.
6. <https://www.futurelearn.com/courses> - These are free online courses that anyone can join with many being based on topics you will study at A level. They are run by universities and are great background preparation for the students. Most of the courses have approximately 3 hrs study time a week.
7. Download news apps onto your phone and read on the go - The Telegraph has a great Travel section and so does The Daily Mail.
8. When visiting somewhere new – e.g. on holiday- keep a journal of all the new geographical features you see and try to find out as much as you can about where you are visiting.
9. Use YouTube to watch documentaries on weather change and global warming.
10. Start building your own reading and research list of articles associated with Geography that you have read. This will be essential for improving your understanding and enabling you to embed your wider reading into your work, and strengthen your results and future university applications.

