

A Level Geography Ribston Hall High School



Welcome to the Geography Department at Ribston Hall High School

Geography is a fantastic subject which covers a wide range of skills and content. It looks at the world in which we live, the changes that have taken place and the changes that may happen in the future. Geography is relevant to your life and your world.

The Edexcel course is contemporary issues-based; it allows you to think for yourself and use your knowledge and understanding to make justified decisions.



If you want to do well at A Level, you need to be able to

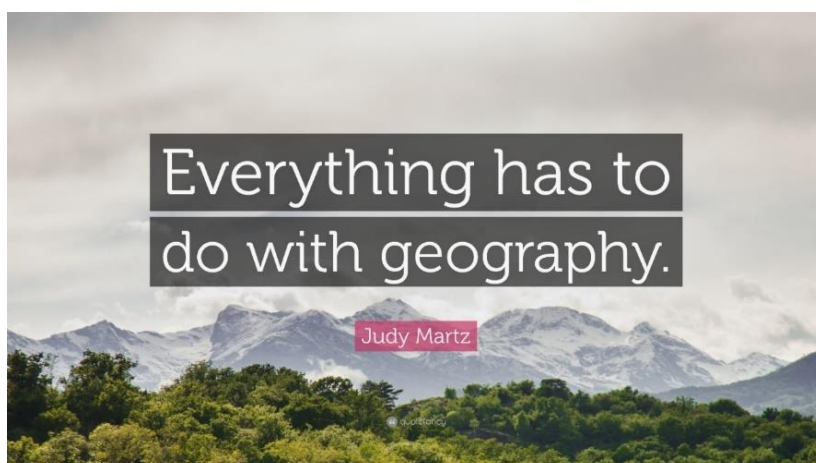
THINK LIKE A GEOGRAPHER.

To develop these skills, complete the activities in this pack, which will help you to:

- broaden your world knowledge and
- fine-tune your analytical and thinking skills.

Enjoy the tasks; we look forward to seeing you in September!

Ms Morgenstern and Miss Mowatt



What's in the course? A Level Geography Exam Board: Edexcel (9GEO)

Teachers: Ms Morgenstern (Physical Geography) and Miss Mowatt (Human Geography)

Overview

Paper 1 – Physical Geography. 2hrs 15 mins, 105 marks – 30%

Tectonic Processes and Hazards, Coastal Landscapes, Carbon Cycle & Energy Insecurity, Water Cycle & Water Insecurity

Paper 2 – Human Geography. 2hrs 15 mins, 105 marks – 30%

Globalisation, Regenerating Places, Superpower Geography and Migration, Identity & Sovereignty.

Paper 3 – Synoptic Paper. 2hrs 15 mins, 70 marks – 20%

Three themes of Players, Futures and Uncertainty & Attitudes and actions rooted in the core topics.

NEA – Individual investigation (coursework). 70 marks – 20%

This is a 2000-3000 word report, that you will produce from your own independent data collection in the UK. It can be based on ANY of the topics in the course specification.

Fieldwork - 4 days of field work to help understanding of what we studied, and to gain skills for the NEA.

What will I study in Year 12?

PHYSICAL GEOGRAPHY	HUMAN GEOGRAPHY
<p>Topic 1: Tectonic Processes and Hazards EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters? EQ3: How successful is the management of tectonic hazards and disasters?</p> <p>Topic 2B Coastal Landscapes and Change EQ1: Why are coastal landscapes different and what processes cause these differences? EQ2: How do characteristic coastal landforms contribute to coastal landscapes? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players?</p>	<p>Topic 3: Globalisation EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures? EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?</p> <p>Option 4A Regenerating Places EQ1: How and why do places vary? (an in-depth study of the local place in which you live/study and one contrasting place) EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration?</p>

What will I study in Year 13?

PHYSICAL GEOGRAPHY	HUMAN GEOGRAPHY
<p>Topic 5: The Water Cycle and Water Insecurity EQ1: What are the processes operating within the hydrological cycle from global to local scale? EQ2: What factors influence the hydrological system over short- and long-term timescales? EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p> <p>Topic 6: The Carbon Cycle and Energy Security EQ1: How does the carbon cycle operate to maintain planetary health?</p>	<p>Topic 7: Superpowers EQ1: What are superpowers and how have they changed over time? EQ2: What are the impacts of superpowers on the global economy, political systems and the environment? EQ3: What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>8B Migration, Identity and Sovereignty EQ1: What are the impacts of globalisation on international migration?</p>

EQ2: What are the consequences for people and the environment of our increasing demand for energy?

EQ3: How are the carbon and water cycles linked to the global climate system?

EQ2: How are nation states defined and how have they evolved in a globalising world?

EQ3: What are the impacts of global organisations on managing global issues and conflicts?

EQ4: What are the threats to national sovereignty in a more globalised world?



WHAT DO YOU NEED TO DO BEFORE SEPTEMBER?

1. GET ORGANISED

a) Make sure you have the following essential equipment for

September:

- A4 ring binders with plastic wallets and dividers and a pad of lined A4 paper.
- Fully stocked pencil case with coloured pens, highlighters, pencils, ruler, colouring pencils etc.
- Calculator

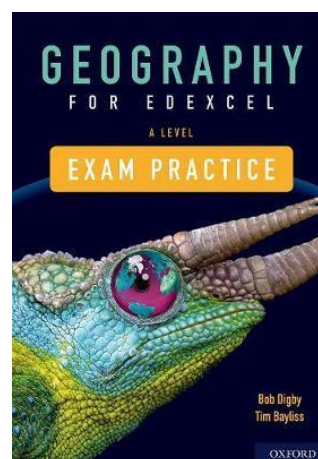
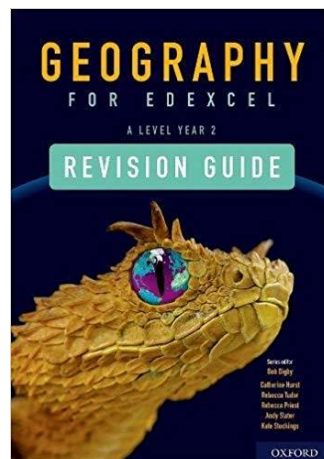
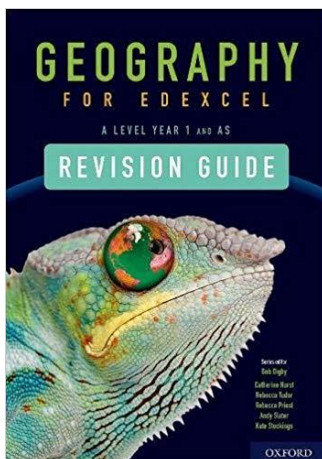


b) Print out and look through the Specification (see link below) and put it in your folder

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html#tab-Teaching>

Are there any notes and case studies from your GCSE notes which will be helpful? Keep them and put them in your folder in the relevant sections!

c) Buy the books to help you: We *strongly recommend* that you buy the Oxford Revision Guides which are an excellent guide to the course (and in our opinion the best). (You need only buy the Year 1 book initially.)



2. GET THE SKILLS

At GCSE, you are told what to write down, what is relevant and what isn't. At A level and beyond, you are expected to take NOTES. If you write too much, it's hard to get the job done. If you write too little, you don't have enough detail to revise from. How will you know what is relevant and what isn't? Watch the following YouTube clips to help you:

General <https://www.youtube.com/watch?v=AffuwylZTQQ&safe=true>

Cornell style <https://www.youtube.com/watch?v=kbDRTtof5ko&safe=true>

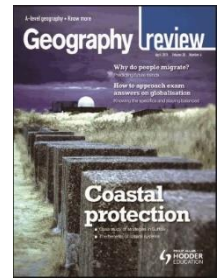
General <https://www.youtube.com/watch?v=m5cQ5bWLi2A&safe=true>

General <https://www.youtube.com/watch?v=amVHBlhWwCo&safe=true>

3. GET THE KNOWLEDGE

Reading widely, watching the news, listening to intelligent people analyse and discuss, and analysing and discussing things YOURSELF will help you to **THINK LIKE A GEOGRAPHER**.

a) **Journals:** Geography Review is a journal specifically aimed at A level Geographers. There are back-copies in our school library. Extra resources are also published and available online at: <https://www.hoddereducation.co.uk/magazines/magazines-extras/geography-review-extras>



Geographical is a good free journal: <http://geographical.co.uk/>



b) **Newspapers:** The detailed analysis that you get in WRITTEN news articles are much more insightful than the brief news that you get when you watch the news on TV. The Guardian and The Telegraph newspapers both have good analysis and tend to have different political viewpoints to each other. Both are available free online and as apps.

c) **Podcasts:** Widen your knowledge whilst hoovering your bedroom! There are lots of great free-download podcasts that will give you a broad geographical knowledge. Two to get you started (**free download from BBC Sounds**):



From Our Own Correspondent – Three BBC Correspondents from around the world tell detailed stories about how events have affected local people.

50 Things That Made the Modern Economy – Tim Harford (an economist) explains how things that we take for granted (like paper money and baby formula) totally changed the way the world works. Although most of the things are not specific to the course, the reasoning will really help you learn how to analyse in depth, and it is really interesting.



d) **YouTube Channels:** There are lots of useful channels; here are two to start with.
Wendover Productions – 10-15 minute videos about how the world works.

TED – interesting talks on pretty much everything.



Summary of tasks for you to do over the summer:

1. **GET ORGANISED:** Shop for the things you need. Print out the specification, put it in your new Geography folder.

2. **GET THE SKILLS:** Watch the You Tube Videos on note taking.

3: **GET THE KNOWLEDGE:** Browse the journals, newspapers, podcasts and YouTube sites. Listen to / watch / read several and discuss with your family if possible.

Then choose ONE newspaper article and ONE podcast story that you think is relevant to the course and which MADE YOU THINK DIFFERENTLY about an issue, and

a) Take **NOTES** from each (using the note-taking skills you learned from the video clips).

b) Summarise them further, breaking them down into what you think are the **5 most important** points (one short sentence for each point).

c) Write a final sentence, justifying **why you think this is good Geography**, and explaining **how this made you think differently**.

Please bring these pieces of writing to your first Geography lesson