**GEOGRAPHY Preparation Work**

**What do we want you to do?**

Please complete the activities in transitions booklet below on Changing Places.

**How will this work be assessed/used in September?**

When you return in September, you will do an exam question based upon your case study and research.

**Useful additional reading:**

See transition booklet for list

**Transition Materials**

**for A Level Geography**

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**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. We follow the AQA A level specification 7037. <http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

The pack is divided into some of the key topics you will study in A level Geography: Rivers, Glaciers, Coasts, Water Cycle/ Water Insecurity, 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!

**Aims of the course**

Courses based on this specification should encourage students to:

• develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole

• develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which

illuminate their significance in a range of locational contexts

• recognise and be able to analyse the complexity of people–environment interactions at all

geographical scales, and appreciate how these underpin understanding of some of the key

issues facing the world today

• develop their understanding of, and ability to apply, the concepts of place, space, scale and

environment, that underpin both the national curriculum and GCSE, including developing a

more nuanced understanding of these concepts

• gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality,

representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds

• improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the

knowledge and ability to engage, as citizens, with the questions and issues arising

• become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

• apply geographical knowledge, understanding, skills and approaches in a rigorous way to a

range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography

• develop as critical and reflective learners, able to articulate opinions, suggest relevant new

ideas and provide evidenced argument in a range of situations.

**Introduction to the AQA A level**

|  |
| --- |
| **Component 1: Physical geography** |
| **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) |

|  |
| --- |
| **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: multiple-choice, 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 |

**Assessment Objectives**

|  |
| --- |
| AO1: Demonstrate knowledge and understanding of places, environments, concepts,  processes, interactions and change, at a variety of scales (30–40%). |
| AO2: Apply knowledge and understanding in different contexts to interpret, analyse and  evaluate geographical information and issues (30–40%). |
| • AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:  • investigate geographical questions and issues  • interpret, analyse and evaluate data and evidence  • construct arguments and draw conclusions (20–30%). |

**Skills**

|  |  |
| --- | --- |
| Core skills  • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a  variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and  digital imagery.  • Use of overlays, both physical and electronic.  • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.  • Numeracy – use of number, measure and measurement.  • Questionnaire and interview techniques. | Cartographic skills  • Atlas maps.  • Weather maps – including synoptic charts (if applicable).  • Maps with located proportional symbols.  • Maps showing movement – flow lines, desire lines and trip lines.  • Maps showing spatial patterns – choropleth, isoline and dot maps. |
| 3.4.2.3 Graphical skills  • Line graphs – simple, comparative, compound and divergent.  • Bar graphs – simple, comparative, compound and divergent.  • Scatter graphs, and the use of best fit line.  • Pie charts and proportional divided circles.  • Triangular graphs.  • Graphs with logarithmic scales.  • Dispersion diagrams. | 3.4.2.4 Statistical skills  • Measures of central tendency – mean, mode, median.  • Measures of dispersion – range, inter-quartile range and standard deviation.  • Inferential and relational statistical techniques to include Spearman’s rank correlation and Chisquare test and the application of significance tests. |
| 3.4.2.5 ICT skills  • Use of remotely sensed data (as described above in Core skills).  • Use of electronic databases.  • Use of innovative sources of data such as crowd sourcing and ‘big data’.  • Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations. | |

**Resource List**

At AS and A Level Geography it is expected that you can demonstrate to the examiners that you have been partaking in wider reading.

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

The list below is the name of the text books that are published by the specific exam boards. Find out your exam board from your teacher before you purchase this book.

|  |  |
| --- | --- |
| **AQA - A/AS Level Geography for AQA Student Book (Cambridge)** | <https://www.cambridge.org/ukschools/subjects/geography/level-geography/aqa/level-geography-aqa-student-book/> |
| **AQA - AQA Geography - A Level and AS Student Book (OUP)** | <https://global.oup.com/education/product/9780198366515/?region=international> |
| **AQA - AQA A-level Geography Fourth Edition (Hodder)** | <https://www.hoddereducation.co.uk/Product?Product=9781471858697> |

**GENERAL BOOK LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| Redfern, D & Skinner, M Advanced Geography Philip Allan Updates | Redfern, D & Skinner, M Coursework and Practical Techniques Philip Allan | Nagle, G Advanced Geography Oxford University Press | Guinness, P & Nagle, G Advanced Geography: Concepts and cases Hodder & Stoughton |
| Skinner M, Redfern D & Farmer G The Complete A-Z Geography Handbook Hodder & Stoughton | Nagle, G & Spencer, K Advanced Geography Through Diagrams Oxford Revision Guides, Oxford University Press | Nagle, G & Spencer, K. Geographical Enquiries: Skills and Techniques for Geography Nelson Thornes | Nichols, A More Thinking Through Geography Chris Kington Publishing |
| Cook, I, Hordern, B, McGahan, H & Ritson, P Geography In Focus Causeway Press | Witherick, M Environment and People Stanley Thornes | Briggs, D, Smithson, P, Addison, K & Atkinson, K Fundamentals of the Physical Environment, 2nd ed Routledge | Waugh, D, Geography, An Integrated Approach Nelson Thornes |
| Ross, S, Essential Mapwork Skills Nelson Thornes | Maclean, K & Thomson, N Core Higher Geography Hodder & Stoughton | Witherick, M, Ross, S & Small, J A Modern Dictionary of Geography Arnold | Holmes, D & Warn, S Fieldwork Investigations Hodder & Stoughton |
| Skinner, M Access to Geography: Hazards Hodder Murray | Frampton, S, McNaught, J, Hardwick J & Chaffey J. Natural Hazards 2 Hodder | Nagle, G Access to Geography: Rivers and Water Management Hodder Murray | Bird, E Submerging Coasts John Wiley & Sons 9 |
| Bird, E Beach Management John Wiley & Sons | Digby, B Global Challenges Heinemann | Nordstrom, K Beaches and Dunes of Developed Coasts Cambridge University Press | Prosser, R, Raw, M & Bishop, V Landmark AS Geography Collins Educational |
| Smith, H & Potts, J Managing Britain’s Marine & Coastal Environment Routledge | Valiela, I Global Coastal Change Blackwell Publishing 9 | Viles, H & Spencer, T Coastal Problems Edward Arnold | Witherick, M Environment & People Stanley Thornes |
| Woodroffe, C Coasts: Form, Process & Evolution Cambridge University Press | Bartlett, D & Smith J, GIS for Coastal Zone Management Taylor & Francis | Clayton, K M Coastal Process & Coastal Management Countryside Commission | French, P W The Changing Nature of and Approaches to UK Coastal Management at the start of the 21st Century The Geographical Journal |
| Haslett, S K Coastal Systems Routledge | Hill, M Access to Geography: Coasts and Coastal Management Hodder Murray | F Population, Resources & Development 2nd Edition Collins Educational | Council of Europe Political & Demographic Aspects of Migration Flows to Europe Council of Europe Press |
| Findlay, A & Findlay A Population & Development in the Third World Methuen & Co | Dorling, D & Thomas, B People and Places: a 2001 Census Atlas of the UK The Policy Press | Hinde, A England’s Population: A History Since the Domesday Survey Hodder Arnold | Jackson, S Britain’s Population: Demographic Issues in Contemporary Society Routledge |
| Jones, H Population Geography (2nd Edition) Paul Chapman | Milwertz, C N Accepting Population Control: Urban Chinese Women and the one-child family policy Curzon | Nagle, G Changing Settlements Nelson Thornes | Drake, G & Lee, C The Urban Challenge Hodder & Stoughton |
| Guiness, P Access to Geography Migration Hodder Murray | Gillet, J Access to Geography: Population Hodder Murray | Hill, M Rural Settlement and The Urban Impact on the Countryside: Access to Geography Hodder & Stoughton | Knox, P & Pinch, S Urban Social Geography: An introduction Pearson Prentice Hall |
| Sassen, S Global Networks, Linked cities, UK Routledge | Speke, J & Fox, V Discovering Cities: Liverpool The Geographical Association | Tallon, A R Exploring the attractions of city centre living: evidence and policy implications in British cities Geoforum: 35 | Hill, M Access to Geography: Urban Settlement and Land Use Hodder Murray |

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>

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. You can use Google Alerts to make this easier

<http://www.google.co.uk/alerts?hl=en>

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

News websites include –

[www.bbc.co.uk](http://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/>

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. This is a list of the web sites that are currently being prepared for the new Geography AQA specification for 2016.

[www.geographyiseverything.co.uk](http://www.geographyiseverything.co.uk)

[www.coolgeography.com](http://www.coolgeography.com)

The Environment Agency: www.environment-agency.gov.uk/subjects/flood BBC News: news.bbc.co.uk/hi/english/static/in\_depth/sci\_tech/ 2000/climate\_change/impact/united\_kingdom.stm.

University of Wisconsin: www.uwec.edu/jolhm/EH2/Molnar/storm.htm Molnar, M. (2005) The 1991 Bangladesh Cyclone and its impacts on flooding

Department for Energy, Food and Rural Affairs: www.defra.gov.uk Caribbean Environment Programme: www.cep.unep.org/issues Dover Coast Protection: www.dover.gov.uk/coast Foresight 2007: www.foresight.gov.uk Forum for Science, Industry and Business: www.innovations-report.com Coasts: [www.geography.btinternet.co.uk/coasts.htm](http://www.geography.btinternet.co.uk/coasts.htm)

UN Department of Economic and Social Affairs: [www.un.org/esa/population](http://www.un.org/esa/population)

Standard Grade Geography: [www.scalloway.org.uk/popu4.htm](http://www.scalloway.org.uk/popu4.htm)

Internet Geography: www.geography.learnontheinternet.co.uk/topics/popn1.html

World clocks: tranquileye.com/clock/ University of Michigan: www.globalchange.umich.edu Wikipedia: [www.en.wikipedia.org/wiki/Demographic\_transitio](http://www.en.wikipedia.org/wiki/Demographic_transitio)

BBC: [www.bbc.co.uk/scotland/education/geog/population/](http://www.bbc.co.uk/scotland/education/geog/population/)

International Institute for Applied Systems Analysis: www.iiasa.ac.at/ BBC News: [www.bbc.co.uk](http://www.bbc.co.uk)

Push/Pull Factors of International Migration: [www.nidi.knaw.nl/web/html/pushpull/index.html](http://www.nidi.knaw.nl/web/html/pushpull/index.html)

On line education: www.angliacampus.com/public/sec/geog/migrate/index.htm Princeton University: www.mmp.opr.princeton.edu// Forced Migration On Line: [www.forcedmigration.org/](http://www.forcedmigration.org/)

General Websites Student action on world poverty: www.peopleandplanet.org.uk United Nations: www.un.org

The Environment Agency: [www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

The Met Office: www.metoffice.com Search Engine: www.refdesk.com (Encyclopaedia of the Atmospheric Environment (2006) Weather)

Encyclopaedia of the Atmospheric Environment: www.ace.mmu.ac.uk/eae/english.html Oxfam: www.oxfam.org.uk CIA: [www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook)

Internet Geography: www.geography.learnontheinternet.co.uk Department for Environment, Food and Rural Affairs: www.defra.gov.uk Food and Agricultural Organisation: [www.fao.org/](http://www.fao.org/)

S-Cool Revision Site: [www.s-cool.co.uk/](http://www.s-cool.co.uk/)

GeoResources: www.georesources.co.uk Revision Notes: [www.revision-notes.co.uk](http://www.revision-notes.co.uk)

Barcelona Field Studies Centre: [www.geographyfieldwork.com](http://www.geographyfieldwork.com)

Hodder Education: www.hoddereducation.co.uk (Geocases Series 2)

Pumpkin Interactive: [www.pumpkin-interactive.co.uk/collections/geography](http://www.pumpkin-interactive.co.uk/collections/geography)

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The Environment Agency: www.environment-agency.gov.uk/subjects/flood BBC News: news.bbc.co.uk/hi/english/static/in\_depth/sci\_tech/ 2000/climate\_change/impact/united\_kingdom.stm. University of Wisconsin: www.uwec.edu/jolhm/EH2/Molnar/storm.htm Molnar, M. (2005) The 1991 Bangladesh Cyclone and its impacts on flooding

Department for Energy, Food and Rural Affairs: www.defra.gov.uk Caribbean Environment Programme: www.cep.unep.org/issues Dover Coast Protection: www.dover.gov.uk/coast Foresight 2007: www.foresight.gov.uk Forum for Science, Industry and Business: www.innovations-report.com Coasts: [www.geography.btinternet.co.uk/coasts.htm](http://www.geography.btinternet.co.uk/coasts.htm)

UN Department of Economic and Social Affairs: www.un.org/esa/population Standard Grade Geography: www.scalloway.org.uk/popu4.htm Internet Geography: www.geography.learnontheinternet.co.uk/topics/popn1.html World clocks: tranquileye.com/clock/ University of Michigan: www.globalchange.umich.edu Wikipedia: www.en.wikipedia.org/wiki/Demographic\_transition BBC: www.bbc.co.uk/scotland/education/geog/population/ International Institute for Applied Systems Analysis: www.iiasa.ac.at/ BBC News: www.bbc.co.uk Push/Pull Factors of International Migration: www.nidi.knaw.nl/web/html/pushpull/index.html On line education: www.angliacampus.com/public/sec/geog/migrate/index.htm Princeton University: www.mmp.opr.princeton.edu// Forced Migration On Line: [www.forcedmigration.org/](http://www.forcedmigration.org/)

**What can I do with Geography?**

Your GCE Geography course gives you a strong foundation for understanding the two main themes of the subject: human geography and physical geography. Between them, they’re what makes our planet tick. Human geography deals with how people and the environment interact and the way we both exist. It also looks at how people and groups move and live in the world around us. For example, you’ll learn about stuff you see in the papers and on the news everyday, including issues of sustainability. Physical geography on the other hand, is all about the scientific aspects of our world, with an emphasis on how we can manage them. The end result of studying human and physical geography is that you’ll have a better understanding of how mankind and the Earth work together. And it’s not all theory either. You’ll get the opportunity to visit places of geographic interest and

roll up your sleeves with some fieldwork.

Students who take Geography find it goes well with Mathematics and any other Science subject or Art subject. This means Geography can either be your specialist topic, or play a supporting role for other subjects.

[](http://www.bing.com/images/search?q=CLIP+ART+WOMAN&view=detailv2&&id=E0B954609DB6C5008204BBF262FE7E1D548DD45D&selectedIndex=86&ccid=RjiSROYs&simid=608014679737566099&thid=OIP.M46389244e62c80f2a36f12676ac3824ao0)

HUMAN AND CULTURAL GEOGRAPHY

…..focuses of the aspect of Geography that relate to different cultures, with a n emphasis on cultural origins. Many cultural and human geographers are area specialists as well, meaning they focus their attention on a specific region, such as Latin America, Europe, Asia. Because they carry out field observations in other countries, they will usually need good foreign languages.

Career options:

* Peace Corp Volunteer
* Community Developer
* Map Librarian

URBAN AND REGIONAL PLANNING

Geographers often work as planners to ensure that communities develop in an orderly way, along with the services necessary to support them. Planners must be able to develop building plans for subdivisions and housing projects. They need to understand all factors that affect the value of land and real estate. It is a rapidly expanding field.

Career options:

* Urban and community planner
* Transportation Planner
* Health Services planner

ECONOMIC GEOGRAPHY

…concerned with the location and distribution of economic activity. It focuses on location of industries and retail and wholesale businesses, on transportation and trade, and on changing real estate.

Career Options:

* Location expert / Analyst
* Market researcher
* Traffic Manager / Route delivery manager

ENVIRONMENTAL GEOGRAPHY

Environmental problems and catastrophes involving toxic waste, air pollution, and water pollution, great care is now being taken to monitor the delicate balance between nature and human use of the earth.

Career options:

* Forestry technician
* Park ranger
* Hazardous waste Planner

GIS

One of the greatest growth areas is the use of computers to generate maps and store-related information. They are used by planners, engineers, utility companies, local authorities, construction companies, surveyors, architects.

Career Options

* Cartographer
* Computer manager
* GIS specialist
* Remote-sensing analyst.

REGIONAL GEOGRAPHY

Students in this field study major regions of the world, i.e. Latin America, Europe, Asia. They become area experts and come to understand the way of life in those areas. They bring real expertise and understanding of issues to international business.

Career Options

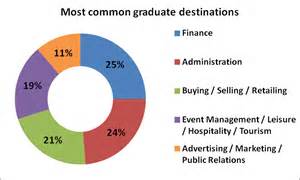
* Area Specialist
* International business manager
* Ambassador
* Travel agent.

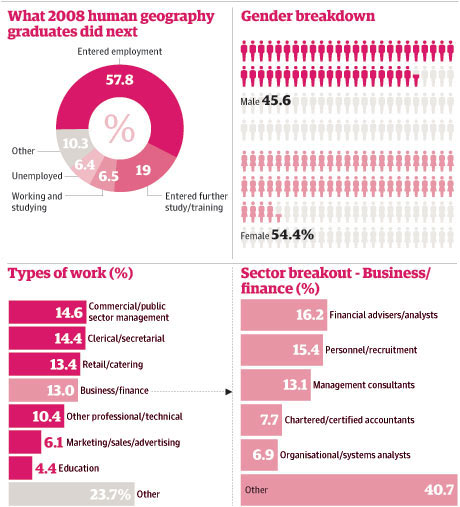
PHYSICAL GEOGRAPHY

….examine the distribution of Earth’s surface features and analyse the processes that create and shape landforms. Require dealing with problems of air/water pollution and management an disposal of solid, toxic and hazardous waste. They also study the impact of natural hazards.

Career Options

* Soil conservationist
* Hydrologist
* Weather forecast

**[](http://www.bing.com/images/search?q=geography+jobs&view=detailv2&&id=96016C1254D13B5C9A67F2F6D6879F1A518E7187&selectedIndex=2&ccid=/lp%2bzm12&simid=607994343067027118&thid=OIP.Mfe5a7ece6d76da2efe251d49f3316c75o0)**



**[](http://www.bing.com/images/search?q=geography+jobs&view=detailv2&&id=1B4531A2178E764CA682F33A7919A132C2D75DB4&selectedIndex=0&ccid=t%2b/xqZAG&simid=608014426332397842&thid=OIP.Mb7eff1a990061656a18e787bb036586bo0)**

**PLACE STUDIES**

**UNIT 2: CONTEXT FOR PLACE STUDIES**

The final section of the Changing Places topic asks you to explore the developing character of a place local to your home or study area and of a contrasting different place. A place for study should be about the size that you could comfortably walk around in a couple of hours. It may be that your local place is Wimbledon or where you live. The contrasting different place may be in the same country or different country but it must show significant contrast in terms of

* economic development and/or
* cultural background and/or
* population density and/or
* cultural background and/or
* systems of political and economic organisation

In some cases the geographical distance may be quite small.

Places studies must incorporate the knowledge acquired from the rest of the specification and thereby further enhance your understanding of the way your life and tat of others are affected by continuity and change in these places.

Before choosing your place studies you will need to look at the availability of data and the different sources of information before committing to one distant place. For places abroad, charities and no-governmental organisations are useful sources of information, as are government websites and international or global institutions such as the World Bank.

Possible places your could investigate are - A UK coastal resort eg Bournemouth for a distant place and a local area i.e Wimbledon /Mitcham/Morden for local

**RESOURCES FOR RESEARCH ON PLACES:**

**Maps** are an important tool for any investigation of place. They can show the location of a place in relation to other and, depending on the type of map chosen, can also display physical and human features of the local area. For a rural place, you could start with an OS map 1:25,000 scale.

Use **street maps** for urban areas.

**GOAD** maps show individual buildings and their uses - see field work activities.

**Goole Maps** zoom in at street level.

**Google Earth** provides detailed coverage of places all over the world. This is very useful for your study of a distant place.

**Literary Sources such as books, atlases and newspapers** can be usedalongside maps to providehistorical information about places. Your local library will be a useful source of information and there may be a Local History society in the area you are investigating.

The **Internet** provides a wealth of information about different places. Official government websites provide geographical information such as the census data or local health statistics. An internet search on your chosen places will also result in other statistics, facts, opinions, stories etc. Remember this information is created for a purpose – to inform, persuade, to sell, to present a viewpoint of create a change in attitude of belief and no one has to approve its content before it is released.

See [www.neighbourhood.statistics.gov.uk](http://www.neighbourhood.statistics.gov.uk) for national demographic statistics

See The **Local Government Association** website for up to date published data about geographic areas

See **LG Inform Plus** to generate reports on places at census ward level

See <http://about.esd.org.uk> for national demographic statistics

See [www.checkmyarea.com/](http://www.checkmyarea.com/) to check how residents of a postcode have been profiled, and what their behaviours might be like.

See <http://maps.cdrc.ac.uk/> for geospatial data from the 2011 census.

Type in the **postcode** for the area you want to investigate in more detail.

See [www.phoutcomes.info/](http://www.phoutcomes.info/) for access to services for different groups

See [www.Zoopla.co.uk](http://www.Zoopla.co.uk) and the **Land Registry** for property prices

See <http://maps.cdrc.ac.uk/> for Index of Multiple Deprivation Data for 2015

See [www.education.gov.uk/schools/performance/](http://www.education.gov.uk/schools/performance/) for information on educational standards

See [www.police.uk](http://www.police.uk) for information on crime

See [www.phoutcomes.info/](http://www.phoutcomes.info/) for health related data

See [www.apho.org.uk/](http://www.apho.org.uk/). for snapshots of health for each local authority in England

VISIT MAPROOM RGS @ South Kensington near the Royal Albert Hall for maps of all areas over the last 100 years

**SECTION A: INVESTIGATION & LOCALE OF NEAR AND DISTANT PLACE**

**1. Research the physical geography of the area**:

-relief

-height

-aspect

-drainage

**2. Find out how humans have impacted on the area. This can be shown as annotation on a local amp and illustrated using photographs were possible.**

**3. Include a map to show the main land uses in the area.**

**4. Describe how the area has changed over time by researching and comparing with older OS maps. Describe changes in the size of the place, types of land use and infrastructure.**

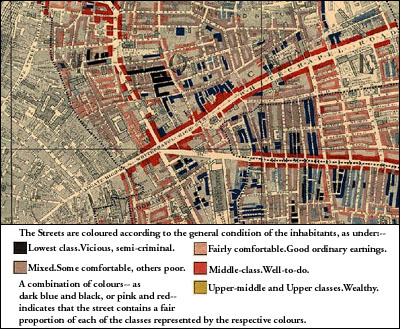
**5. CHALLENGE: Compare the OS map of your local area to Goole Earth.**

**-What characteristics are shown? Which ones are not?**

**-How do these images compare with the place as you know it?**

**6. CHALLENGE:**

**-See if you can find maps which show economic and demographic changes in lived experience within the area. (See Charles Booth Poverty maps for London)**

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**SECTION B: DEMOGRAPHIC CHARACTERISTICS**

1. **Use relevant graphs and tables to describe the demographic characteristics of the area including:**

**-population structure (age/gender)**

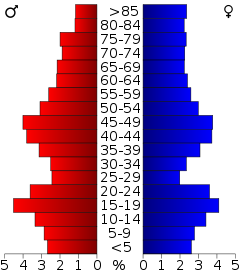
**-ethnicity**

**-religion**

**2. Describe and explain the demographic characteristics of each area.**

**3. Compare and contrast the two areas studied (near and far place).**

**4. CHALLENGE: Evaluate changes which have taken place over time.**



**SECTION C: ECONOMIC CHARACTERISTICS**

**1. Create an economic profile of your two places by describing the following:**

**-levels of employment and unemployment**

**-the proportion of people working in each economic sector (primary/secondary/tertiary/quaternary)**

**-Gross Disposable Household Income estimates**

**-house prices now and how these have changed over time**

**-access to services for different economic groups (see** [**www.phoutcomes.info/**](http://www.phoutcomes.info/)**)**

**-the Index of Multiple Deprivation (IMD)**

**The IMD is a UK government qualitative study measuring deprivation at small-area level across England. It can be used to show economic inequality between and within different places . It is based on 37 separate indicators organised across 7 distinct domains of deprivation, which are combined using appropriate weights. The 7 domains of deprivation are**

**-income**

**-employment**

**-health deprivation &disability**

**-education, skills and training**

**-crime**

**-barriers to housing and services**

**-living environment**

**NOTE: These are a measure of relative deprivation not affluence. There will be some deprived people living in the least deprived areas.**

**2. Compare and contrast the two areas studied (near and far place).**

**3. CHALLENGE: Evaluate changes which have taken place over time.**

**SECTION D : SOCIAL CHARACTERISTICS & INEQUALITIES**

**1. Describe the social characteristics and inequalities of your two places including the following:**

**-school performance**

**-crime statistics**

**-health - related data (eg life expectancy, key diseases /illnesses)**

**2. Describe and explain the social characteristics of each area.**

**3. Compare and contrast the two areas studied (near and far place).**

**4. CHALLENGE: Evaluate changes which have taken place over time.**



**SECTION E: REPRESENTATIONS OF PLACES STUDIED**

**Particular weight must be given in your place study to the use of qualitative sources. These may include novels, poetry, nature writing and travel writing. See resources on Torquay and Brick Lane for ideas.**

**Artistic representations:  
-**marketing materials

-posters

-poems/novels

**Media representations**

-TV programmes/footage

-documentaries

-websites

**Sources detailing the lived experience of place**

**-**surveys (try to conduct your own to gat personal perceptions of the area)

-blogs

-twitter/facebook/instagram

**Economic & social change**

**-**old & current photos

-newspaper articles

**FURTHER READING:**

‘Understanding Cultural Geography: Places & Traces’ J Anderson (2015)

‘Place: An Introduction’T Cresweel (2014)

‘Changing Place;Changing Places’ A Level overview http://www.rgs.org/

**Unit 1: Physical Geography – Hazards – Wildfires**

Section of the Syllabus:

3.1.5.6 Fires in nature Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impact and human responses as evidenced by a recent wild fire event

**Resources to support your project:**

* **Kerboodle pages 262-271 of A Level Physical Geography textbook**
* [Wildfires 101 | National Geographic - YouTube](https://www.youtube.com/watch?v=5hghT1W33cY)
* [El Niño 101 | National Geographic - YouTube](https://www.youtube.com/watch?v=d6s0T0m3F8s&list=PLMo2TOxQmL4fbL9Toc7QdP6WRtbEtQv0_&index=8)
* [Wildfires - BBC News](https://www.bbc.co.uk/news/topics/ce2gz9mdde3t/wildfires)
* [Fires in Nature | Impact Of Wildfires | A Level Geography Revision Notes (geography-revision.co.uk)](https://geography-revision.co.uk/a-level/physical/fires-in-nature/)
* [Ch 11 Wildfires - Open Geography Education](https://www.opengeography.org/ch-11-wildfires.html)
* [Wildfires case study - Mindmap in A Level and IB Geography (getrevising.co.uk)](https://getrevising.co.uk/diagrams/wildfire)
* [wildfires a level geography - Bing video](https://www.bing.com/videos/search?q=wildfires+a+level+geography&qpvt=wildfires+a+level+geography&FORM=VDRE)
* [Royal Geographical Society - Geography resources for teachers (rgs.org)](https://www.rgs.org/schools/teaching-resources/australian-wildfires/)

**Your task is to produce a mini information booklet all about the hazards of wildfires. Wildfires are one of the hazards which you will study in the Hazards unit of work alongside seismic events, volcanic activity and tropical storms. It is a topic which you have not studied before.**

**Your information booklet about wildfires needs to include the following information:**

* **Definition of what a wildfire is.**
* **Favourable conditions for wildfires e.g. vegetation, climate, (A/A\* work – also discuss the El Nino, The Indian Ocean Dipole )**
* **Causes of wildfires**
* **Impacts of wildfires – social, environmental, economic, political impacts (A/A\* - also look at the impact of wildfires on global systems e.g. carbon cycle, water cycle, human systems)**
* **Responses to wildfires – long and short term**
* **Strategies for managing wildfires – e.g preparedness, mitigation, adaptation, prevention**
* **Case study on wildfires e.g. Australian wildfires, Alberta Wildfires (A/A\* - what is meant by the risk and vulnerability of a hazard and then apply to your case study - what was the risk and vulnerability of your case study).**
* **Try to include lots of image, diagrams, articles, links to podcasts, news headlines, quotes.**

**A/A\* - find out about the Park Model and how does your case study on wildfires link to the Park Model. Does your wildfire case study represent the stages of the Park Model.**

**The World is Out There**

**…..**

1. Watch some key geographical programmes on TV or on DVD.
2. 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.
3. Follow some key players on Instagram and Twitter- Such as USGS, National Geographic and NASA.
4. <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 university's and are great background preparation for the students. Most of the courses have approximately 3 hrs study time a week.
5. Download news apps onto your phone and read on the go - The Telegraph has a great Travel section and so does The Daily Mail.
6. 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.
7. Use YouTube to watch documentaries on weather change and global warming.
8. Join the **Royal Geographical Society and Royal Geographical Association**. These will let you visit lectures and send you up to date resources for A level Geography. Visit the websites for these organisations too!

TRIPS OUT:

* Check your local museums and visit one that has an exhibition related to Geography eg; Science museum or Natural History Museum in London and the Museum of London (development of a settlement over time)
* Local museums are great sources of information on development of settlements over time, and local history / culture, including Barnet, Brent, Croydon, Kingston, Bromley, Hackney etc.
* Any museums outside of London, such as The Shed in Bristol these are great for studying local geography.
* Cheddar Gorge
* Barnes Wetland Centre
* London Zoo looking at ecosystems and Ecology
* Walk along the River Mole, Dorking.
* Christchurch Bay
* Slapton Ley, Devon – coastal management
* Holderness Coast for coastal erosion or Lyme Regis for coastal slumping and mass movement.
* Further afield! – Iceland for Tectonic features, Solfataras in Naples, San Francisco – TransAmerica building

CHALLENGE READING LIST

General Introduction to Geography

* Dodds, K. (2007) [Geopolitics: A very short introduction](http://ukcatalogue.oup.com/product/9780199206582.do). Oxford, OUP.
* Cloke, P., Crang, M. and Goodwin, M. (2013) [Introducing Human Geographies, 3rd Edition](http://www.routledge.com/books/details/9781444135350/). London, Routledge.
* Goudie, A. and Viles, H. (2010) [Landscapes and Geomorphology: A very short introduction](http://ukcatalogue.oup.com/product/9780199565573.do). Oxford, OUP.
* Rogers, A., Castree, N. and Kitchin, R. (2013) [A Dictionary of Human Geography](http://ukcatalogue.oup.com/product/9780199599868.do). Oxford, OUP.
* Koser, K. (2007) [International Migration: A very short introduction](http://ukcatalogue.oup.com/product/9780199298013.do). Oxford, OUP.
* Maslin, M. (2008) [Global Warming: A very short introduction](http://ukcatalogue.oup.com/product/9780199548248.do). Oxford, OUP.
* Matthews, J. and Herbert, D. (2008) [Geography: A very short introduction](http://ukcatalogue.oup.com/product/9780199211289.do). Oxford, OUP.
* Middleton, N. (2009) [Deserts: A very short introduction](http://ukcatalogue.oup.com/product/9780199564309.do). Oxford, OUP.
* Redfern, M. (2003) [The Earth: A very short introduction](http://ukcatalogue.oup.com/product/9780192803078.do). Oxford, OUP.

Physical Geography

* Gregory, K.J. (2010) [The Earth's Land Surface: Landforms and processes in geomorphology](http://www.sagepub.com/books/Book233712) . Sage, London.
* Thomas, D.S.G. (ed.) (2010) [Arid Zone Geomorphology: Process, form and change in drylands, 3rd edition](http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0470519088.html). Wiley-Blackwell, London.
* Barry, R.G. and Chorley, R.J. (2012) [Atmosphere, Weather and Climate, 7th Edition](http://www.routledge.com/books/details/9780203016206/). London, Routledge.
* McIlveen, R. (2010) [Fundamentals of Weather and Climate, 2nd Edition](http://ukcatalogue.oup.com/product/9780199215423.do). Oxford, OUP.
* Huggett, R.J. (2004) [Fundamentals of Biogeography, 2nd Edition](http://www.routledge.com/books/details/9780415323475/). London, Routledge.
* Townsend, C.R., Begon, M. and Harper, J.L. (2008) [Essentials of Ecology, 3rd Edition](http://www.blackwellpublishing.com/townsend/). Malden, MA, Blackwell.
* Lomolino, M.V., Riddle, B.R., Whittaker, R.J. and Brown, J.H. (2010) [Biogeography, 4th edition](http://www.sinauer.com/biogeography-4e.html). Sunderland, MA, Sinauer Associates.

Human Geography

* Clifford, N., Holloway, S., Rice, S. and Valentine, G. (eds.) (2009) [Key Concepts in Geography, 2nd Edition](http://www.uk.sagepub.com/books/Book230446). London: Sage.
* Coe, N., Kelly, P. and Yeung, H. (2013) [Economic Geography: A contemporary introduction, 2nd Edition](http://eu.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002417.html). Oxford, Wiley-Blackwell.
* Anderson, J. (2009) [Understanding Cultural Geography: Places and traces](http://www.taylorandfrancis.com/books/details/9780415430555/). London, Routledge.
* Flint, C. (ed.) (2005) [The Geography of War and Peace](http://global.oup.com/academic/product/the-geography-of-war-and-peace-9780195162097). New York, OUP.