



GEOGRAPHY



Transition to A Level
Geography 2020

Welcome

Welcome to A-Level Geography at Bourne Grammar School. This booklet outlines what studying Geography will be like, what the School expects from you, and how to maximise your potential. It also guides you through several tasks that will help you in the transition from Year 11 to Sixth Form.

Overview

Bourne Grammar School Geography follows the OCR specification, which can be found [here](#). I would advise that you read through the specification so that you understand what you will be studying.

Tasks

The following tasks are designed to help you understand Geography as a way of seeing and understanding the world, and to introduce you to the themes we will be studying in the A Level course:

- Glaciated Landscapes
- Earth's Life Support Systems
- Changing Spaces; Making Places
- Global Migration
- Human Rights
- Future of Food
- Hazardous Earth

Glaciated Landscapes

1. Watch this video clip about Helheim glacier in Greenland:

<https://www.youtube.com/watch?v=bwNffZfTqlc>

Find a definition for the following terms: calving, crevasse, fjord, iceberg, ice sheet, mélange, terminus, valley glacier.

Make sure that your definitions are geographical and that they link to glaciation (the words may have other meanings in different disciplines). Use this website to help you: <http://www.antarcticglaciers.org/>.



2. Watch this clip about Nigardsbreen Glacier in Norway: <https://www.youtube.com/watch?v=ghC-Ut0fW4o>

Explain how meltwater helps glaciers to move.

3. Watch this video clip about Glacier National Park, USA: <https://www.youtube.com/watch?v=ur4I8tYnxP4>

How is climate change affecting glaciers in Glacier National Park?

Why is it important to study glaciers?

Human Rights

Explore the following website which gives an overview of what we'll be studying in Year 13: arcg.is/2mG8xJU
What human rights issues are occurring in the world today?



Changing Spaces; Making Places

In this topic, you'll be investigating lots of different types of places and how they have changed over time.

See what you can find out about Bourne, Newcastle, Kelham Island in Sheffield, and Manchester's Salford Quays.

- What was each place like in the past?
- What is it like now?

Refer to social, economic and environmental geography e.g. population, jobs, industry, significant buildings and architecture, wealth, and life in general.



Hazardous Earth

Part 1

Find 5 recent news articles about earthquakes or volcanic eruptions in different parts of the world. For each one, answer the following:

- Where did the event occur?
- What type of plate boundary was the hazard on?
- What were the effects?
- How did the development of the country or the magnitude of the event affect the impacts?



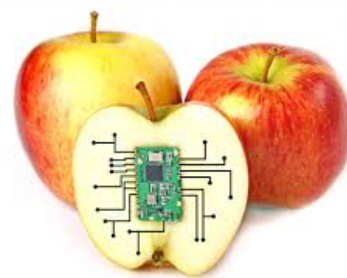
Part 2

Watch and take notes on the following video:

https://www.youtube.com/watch?v=_Ugwf6laE_k

Future of Food

There is a consensus that we can produce enough food. However, globally there is a mismatch between demand and supply. The future of food will be determined by an efficiently functioning **Global Food System** and the physical, social, economic and political factors that affect it. This is true on all scales. Even as I sit and write this, we can see evidence of demand outstripping supply in our local food outlets, supermarkets etc, fuelled by fear, leading to changes in social behaviours, underpinned by economic and physical access. This has affected people's **food security** on a local, regional and national level. Although unprecedented, it may highlight the vulnerability of the **food system**, even in an AC like the UK.



Globally, 750 million people are going hungry (1 in 12 people), the vast majority of these living in developing countries. At the other end of the spectrum, obesity affects approximately 2.1 billion people (30%) leading to 3 million obesity related disease deaths per year. Both are a consequence of poor food security and can/do coexist at every level. Therefore, the food system and the future of food is a complex issue and answering the question of how the humankind will feed itself (meeting individuals nutritional needs) in the 21st century remains challenging.

Part 1

Read the following link; <https://www.futureoffood.ox.ac.uk/what-food-system>.

Explain which part(s) of the food system are under pressure in the UK at the moment? Think, Production? Process? Storage? Transport? Distribution/Retail? Why?

Part 2

Food security is a contested term. Can you remember it from your Y11 studies? Make a note of your definition. Tip! The UN Food and Agricultural Organisation (FAO) is the most commonly used.

Part 3

Food security consists of 4 pillars. To be food secure (meet the definition) each pillar needs to be present. Remember, this applies at all scales, from the individual to the global. Unfortunately, they are not, the pillars unequal or missing completely as a consequence of the physical, social, economic and political factors that affect the world on a variety of scales leading to significant inequalities in food security.

Read the following link; <https://www.foodsource.org.uk/building-blocks/what-food-security>.

Sketch a diagram/notes/concept map (your choice) to summarise the 4 pillars of food security. Provide real world examples where you think certain pillars of food security are missing.

Part 4

Read the following report on the global state of food security and nutrition (2019);

<http://www.fao.org/state-of-food-security-nutrition/en/>

Use this report to practise skim reading - yes, it is a skill! How does the report link to the overall topic? What are the key headings? What are the key trends? What data/examples are relevant? What are the solutions?

Global Migration

Part 1: Key terms revision

For each of the following words, create a key terms page, flashcards etc

<http://ocr.org.uk/qualifications/as-a-level-gce-geography-h081-h481-from-2016/delivery-guide/Images/123-404047-learner-resource-2a-v2.docx>



Part 2:

Read the current articles on migration from the Guardian. Summarise the main points about them.

<https://www.theguardian.com/world/migration>

Part 3

Watch does Europe really have a migrant crisis?

<https://www.youtube.com/watch?v=ldyrZLhp98s>

Part 4

Research migration patterns around the world. Make summary notes on what you find out including facts and figures.

Earth's Life Support Systems

Part 1

Watch and take notes on the following videos.

<https://www.youtube.com/watch?v=HK8LLWSIlm4>

<https://www.youtube.com/watch?v=sTvqlijqvTg>

https://www.youtube.com/watch?v=G4H1N_yXBiA



Part 2

Read the following GeoFile. Then, summarise the article in either a poster, or bullet point list.

https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/global_warming_fact_fiction_and_myth.pdf

Part 3

Research how water is stored on planet Earth. Where is it stored? In what quantities? You may wish to search for some pie charts to show this.

Part 4

Watch and take notes on the following videos.

<https://www.youtube.com/watch?v=oaDkph9yQB8>

https://www.youtube.com/watch?v=b6CPsGanO_U

<https://www.youtube.com/watch?v=Pz6AQXQGupQ>

Part 5

Read the following GeoFile. Answer the questions at the bottom of the page.

<http://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/5-Water-Cycle-and-Insecurity/Groundwater.pdf>

Focus Questions

1. *Why are groundwater reserves important?*
2. *With the use of examples, explain how human activity affects groundwater.*
3. *In what ways can groundwater be managed sustainably?*

Supplementary Reading

There is a huge amount of literature that will help you get to grips with your geographical studies. Below is a list to help you get started (please follow the hyperlinks). Over the next two years we expect you to become autonomous readers and study aspects of the subject that interest you, particularly when it comes to your coursework - the non-examined assessment (NEA). A really great way to prepare for the A-Level is to keep up-to-date on current world issues in the news.

Geography at [The Guardian](#)

[The Royal Geographical Society \(with the Institute of British Geographers\)](#)

[The Geographical Association](#)

[Geography in Government](#)

[Geographical Concepts and GIS](#)

[Geography and Technology](#)

Professor Peter Jackson on [thinking geographically](#)

Professor Peter Jackson's [key geographical concepts](#)

Understanding Geography

Using the links above, answer the following questions, writing a paragraph for each.

- What is Geography?
- How is it so diverse?
- Why is Geography important to society?
- How does geography contribute to a valuable skill-set for employment?

Text Books

There is only one textbook for the OCR specification which can be seen here. You may wish to purchase a revision guide or the textbook so you can read up on the topics before you start to study them.

