



Welcome to A-level Geography, and congratulations for making it to the summer!

A-level Geography is very different from GCSE. Obviously, you will continue to interrogate the world from a broad range of perspectives – human and physical, qualitative and quantitative, and so on. Crucially, though, you will do so through the lens of university-level concepts rather than an exhaustive list of topics.

While this may seem a daunting prospect, learning to see the world conceptually will enable you to understand it better, discuss its complexity, and really get to grips with the biggest issues on the planet today.

So, do not expect your teachers to spoon feed you the course or the 'right' answers. Do expect, however, to be encouraged and pushed to think for yourselves.

The transition tasks are aimed to challenge you in ways that Geography may not have previously done. They are shaped to make you think and elevate your understanding around the technology that encompasses the concepts within Geography. Unlike many of the other bridging projects this is a chance for you to engage with data, be independent and develop a flare for the subject.

Please complete the transition task by your first lesson back in September. This will be the first piece of assessed work at A Level. There will be prizes for the most creative and detailed projects.

I hope you enjoy the work as much as I did making it! I look forward to looking at it all in September.

Ms Taylor

Geography Bridging Project (GBP)

There are 3 parts to the GBP:

1. Use existing data to begin engaging with Geographical concepts through a technological lens.
2. Apply your learnt understanding to create your own maps.
3. Create a current affairs diary.

Part 1-

Click on the following websites, read the information on the left hand side, make notes where relevant and complete the tasks. Present this in a poster form.

Tornadoes-

<https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=9fcb92acd8e24da2a7954fc26973f5ef&folderid=106372d00bd540558c9d7575f80b344f>

London in maps-

<https://esriukeducation.maps.arcgis.com/apps/MapJournal/index.html?appid=68deced986334ba99dd7b5af883f5196>

Part 2-

Before you do this I think it will be useful to create an ArcGIS account (click sign up in the top right), although this is not necessary. You will need to follow the instructions on the links below to create 2 separate maps.

Mapping population density

<https://schools.esriuk.com/wp-content/uploads/Investigating-population-density.pdf>

Mapping unemployment

<https://schools.esriuk.com/wp-content/uploads/Mapping-unemployment.pdf>

Part 3-

This part is slightly different to the other 2 parts, this section should be ongoing throughout the summer and even throughout your A Level course.

To begin investigating into current news that links to Geography, use the link below to investigate how the dreaded coronavirus links to Geography and the technology you have been engaging with.

<https://www.rgs.org/schools/teaching-resources/the-coronavirus/>

Alongside this you will need to be aware of current global events. Look out for things in the news that will relate to Geography. There are many good websites you can use for free including:

www.bbc.co.uk

www.independent.co.uk

I'm sure you are aware that there are downloadable apps, that are an efficient way of keeping track of current affairs.

Whenever you notice something on the news that you think links to the Geography you will cover at A-level make a note in the table below. Notes do not have to be detailed, they just need to be a reminder to you.

E.g. May 2019 China-USA trade war. USA imposing trade tariffs on Chinese imports. Meant to be protecting US firms, but US firms end up paying more for the goods from China.

Extension- Prizes available for those that can prove they've done this!

If that hasn't fuelled your Geography enthusiasm enough, I have noted some following things for you to watch and read.

Online Lectures with the Royal Geographical Society-

[https://www.rgs.org/schools/teaching-](https://www.rgs.org/schools/teaching-resources/?categories=OnlineLecture&utm_source=School+Members&utm_campaign=e21185bae0-EMAIL_CAMPAIGN_2020_03_25_09_19&utm_medium=email&utm_term=0_bd6329754a-e21185bae0-)

[resources/?categories=OnlineLecture&utm_source=School+Members&utm_campaign=e21185bae0-EMAIL_CAMPAIGN_2020_03_25_09_19&utm_medium=email&utm_term=0_bd6329754a-e21185bae0-](https://www.rgs.org/schools/teaching-resources/?categories=OnlineLecture&utm_source=School+Members&utm_campaign=e21185bae0-EMAIL_CAMPAIGN_2020_03_25_09_19&utm_medium=email&utm_term=0_bd6329754a-e21185bae0-)

Prisoners of Geography- A challenging read but thoroughly enjoyable. If you find a chapter a bit difficult, there are some chapter reviews on YouTube.

Here are some essay ideas if you want to write up what you have read about:

- The first island chain and the Strait of Malacca pose problems for China in the western Pacific. What are these problems, and how is China resolving them?
- Compare and contrast natural and artificial borders. Drawing on examples from the text, what are the advantages and disadvantages of each?
- Identify three things Russia has done to enhance its borders, and describe briefly how those things make Russia more secure.
- What features of Europe helped to make it the world's first industrial power? Name three and explain how each added to Europe's advantage.