



A Level Bridging Work

Having selected to follow an A Level in Geography, there are **three tasks** below for you to complete before the start of September. The aim of these tasks is to consolidate and extend your knowledge and understanding of certain areas of the subject that we feel will be of use to you at the start of Year 12. These tasks have been carefully selected because they are directly relevant to the units you will be studying, so please ensure you give each enough thought and time to enable you to hit the ground running at the start of the course.

All A Level students need to develop an ability to research, analyse information and make supported arguments and judgements about the research that they have collected. Extended writing skills are fundamental to success in Geography, and you will be expected to write structured, coherent answers as part of the course. You will submit **Tasks A, B & C** in your first lesson with each teacher in September.

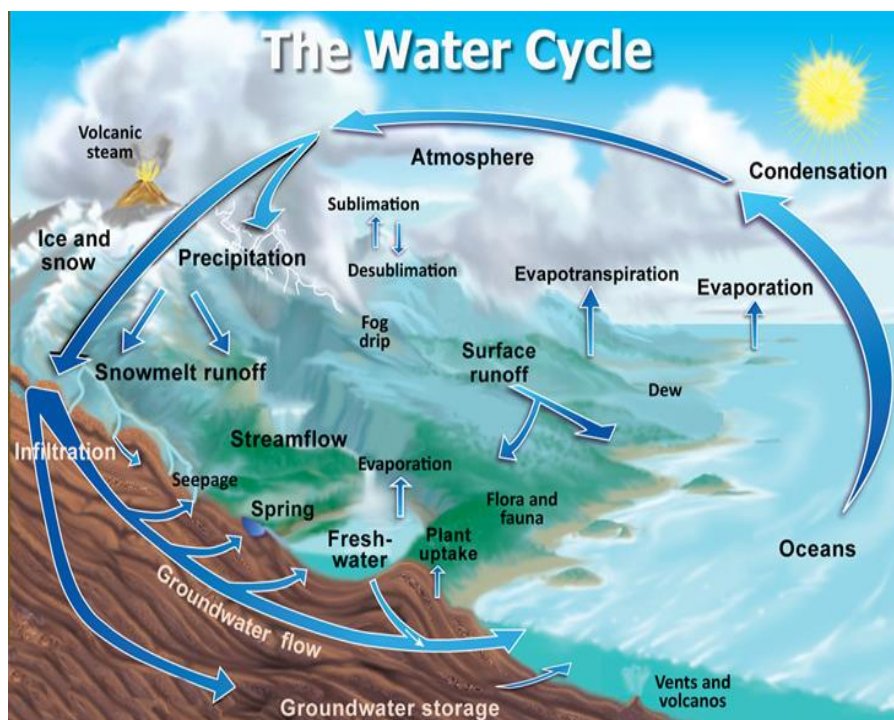
Task A:

Unit: 1.2 Earth's Life Support Systems

Key Idea: *Water cycles between the land, oceans and atmosphere through open and closed systems.*

Research Question: **How does the Water Cycle change over time?**

Water supports life on Earth, utilised by flora, fauna and humans. 71% of the Earth's surface is covered in water however 68% of the freshwater is locked in ice and glaciers. Water is moved and stored beneath our feet and this 30% is critically important to life on Earth. Water is cycled between the land, oceans and atmosphere in open and closed systems, the processes within these cycles are inter-related.



What to do:

1. Refamiliarise yourself with the water cycle, and look up the definitions for any of the key words on this diagram that you don't yet recognise.
2. It will be useful to have a large diagram, like the one shown here, to refer back to as you research.

What to research:

Part of the Earth's Life Support Systems unit focuses on changes in the water cycle over time. There are a number of natural variations and human impacts **on** the water cycle, and changes **in** the water cycle. These include:

- **Storm events**
- **Seasonal changes**
- **Farming practices**
- **Land use change**
- **Water abstraction**

What to submit:

Your task is to research these variations and impacts, exploring how and why they change the water cycle. Make sure you have detailed research on each idea. You should then produce **a PowerPoint** explaining these variations and showing which of the factors is the largest in forcing change in the water cycle. Some things you may want to consider:

- **Scale** - are the factors having an impact on a local/regional/national scale?
- **Development** - are the factors magnified by the fact that countries are LIDC's, EDC's or ACs?
- **Management** - can the factors be easily managed in the future to reducing the significance of the impact?

Useful Links:

- <https://geography-revision.co.uk/a-level/physical/water-cycle/>
- <https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/a/the-water-cycle>
- <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=6dc9f1c1-f92d-4c04-9f85-9985844a6a79&lang=en-GB>
- <http://www.creditvalleyca.ca/watershed-science/our-watershed/the-water-cycle/how-humans-affect-the-water-cycle/>

Task B:

Unit: 2.1 Changing Spaces; Making Places

Key Idea: Places are multi-faceted, shaped by shifting flows and connections which change over time.

Research Question: What is the Meaning of My Place?

One of the oldest tenets of Geography is the concept of place. As a result, place has numerous definitions but to geographers place is 'a location with meaning'. Places can be dynamic, multifaceted and complex. A **sense of place** refers to emotions someone attaches to an area based on their experiences. As a result, you are going to focus on your **local area** to explore its **geography** and **its meaning to you**.

What to do:

1. Go to Google Maps and find your local area (or if possible find an OS Map of your local area)
2. Take a screen shot and copy/paste onto a word document
3. Place the map in the centre of the document
4. Draw a boundary that you think defines 'your place'

What to research:

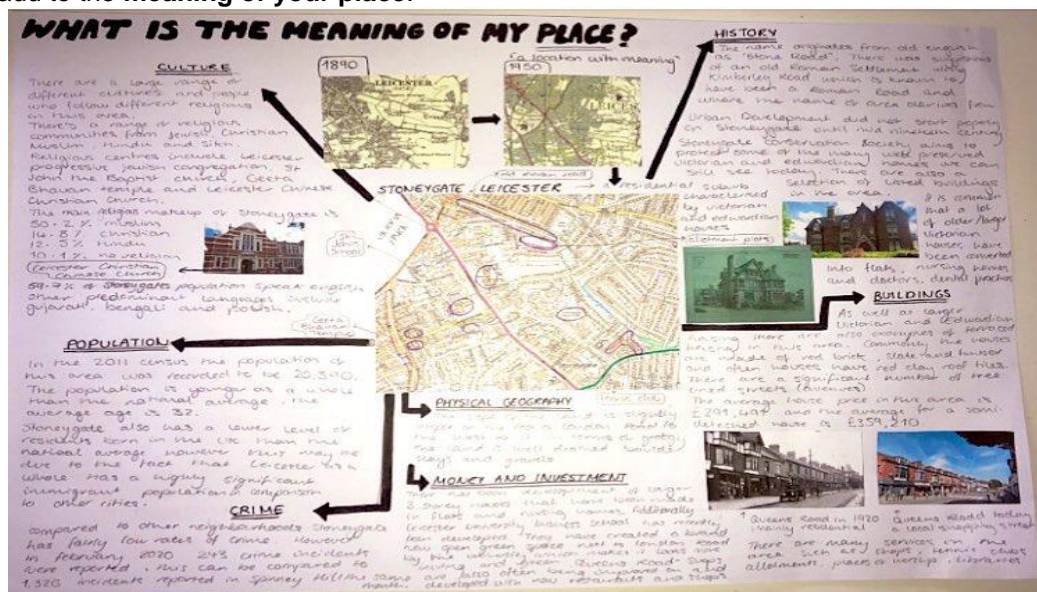
1. What information can you find out about this place? Consider the following:

Physical Geography (drainage, relief, geology)	Culture (religions, traditions, languages)	Development indicators (health, wealth, literacy)
Buildings (age, style, materials, house prices)	Places are shaped by a number of factors. Research the following for your area:	Population (age, ethnicity, employment)
Money and Investment (regeneration)	Crime	History

2. **Why is this place important to you?** Consider what connects you to this place, your direct experience living there, your memories or what specific locations are significant to you.

What to submit:

Annotate your map with the information that you have gathered from the guidance above to create a **poster presentation**. This can be completed on the computer or by hand. Take the opportunity to explore and reflect on your place, for example, on a daily walk. You can include photographs, images, historical maps, sketches, anything that you think will add to the **meaning of your place**.



Useful Links:

- <https://www.ons.gov.uk/census/2011census/2011censusdata>
- <https://www.uklocalarea.com/>
- <https://www.ourwatch.org.uk/crime-map>
- <https://datashine.org.uk/#table=QS302EW&col=QS302EW0002&ramp=RdYIGn&layers=BTTT&zoom=12&lon=-0.1500&lat=51.5200>

Task C:

Unit: 3.1 Climate Change

Key Idea: *Debates on Climate Change are shaped by a variety of agendas.*

Research Question: **Why is there a debate over Climate Change?**

The one topic that connects and influences almost all current study of geography **climate change**. It is having huge effects on the environment we live in and the resources we rely on and is an important topic we continue to study at A Level in greater depth. Besides understanding the causes, impacts and responses to climate change, it is important to develop an understanding of the reasons why it is so difficult to reach a common understanding of it, or a common approach to adaptation or mitigation.

What to do:

1. Read back through the notes you made about Climate Change at GCSE, and any further reading you did from the information in Step 2 of your preparation of A Level.
2. Take time to consider your own position in the Climate Change debate and how this might influence the way you interpret the information that is presented to you. Are you completely impartial? Could your views on the climate debate have been influenced by the media?



What to submit:

In a Word document, write **a report** about how our understanding and perception of climate change has changed over time. Organise your report into the following sections:

- a) An introduction in which you set out the evidence for climate change and say what climate change is.
- b) A section on the causes of climate change – these may be both natural and human.
- c) A section on the main impacts of climate change. You may want to split this up into different sub-sections, for example UK / Wider World, social / economic / environmental, immediate / longer-term. You choose sub-heading that best fits with your findings and notes.
- d) A section on responses and mitigation strategies. What is currently being done, or could be done to reduce the risks of climate change? Why are some countries / organisations doing more than others?
- e) A conclusion in which you give your own opinion of the main challenging facing us in terms of tackling climate change and (if you can) what you think should be the main priorities for the UK over the coming decades.
- f) A bibliography at the end in which you list the main sources of information that you found to write your report.

Success criteria for the report:

A good report will be:

- Rich in specific details, geographical language, figures and place examples.
- Written in clear, discrete sections – possibly with the use of sub-headings.
- Paragraphs use the PEEL structure, each starting with a clear point (focus of the paragraph), followed by evidence/examples and explanation/discussion. Paragraphs should end with a link back to the point of that paragraph or link to the next paragraph.
- Text is in your own words with nothing lifted directly from the sources. It represents what you personally have taken from your research.
- Information is drawn from a wide range of the sources suggested (listed in a bibliography).
- Accurate spelling, punctuation and grammar.
- Maximum 2000 words in length.

Useful Links:

- <https://www.bbc.co.uk/news/science-environment-24021772>
- <https://www.theguardian.com/environment/climate-change>
- <https://theconversation.com/uk/topics/climate-change-27>
- <https://www.bbc.co.uk/news/science-environment-51134254>