

Anglo European Sixth Form

Summer Transition Work

Subject: A LEVEL GEOGRAPHY

Exam Board: AQA

Qualification: A LEVEL

Compulsory tasks:

*These tasks must be completed by students before their first lesson in September.
These tasks will be reviewed by the class teacher.*

Paper 1: Physical Geography:

Task 1: The Carbon Cycle

Watch the clip about the carbon cycle

<https://timeforgeography.co.uk/videos-list/carbon-cycle/carbon-cycle-stores/>

- Name the major stores of Carbon in the Carbon Cycle

Read pages 7-11 and highlight key information

<file:///N:/Downloads/alevelsubjectcontentoverviewwaterandcarboncycling.pdf>

- Using both sources create an annotated diagram with details about each of the major stores of carbon

Task 2: The Water Cycle – exploring drainage basins using GIS

Open up this website

<https://storymaps.arcgis.com/stories/9be77f7ecfb84ce293bbe6ca251bc892>

Scroll slowly through the story map and complete the questions below

1. How might the shape of the catchment area and the drainage pattern affect a river's response to rainfall?
2. How does this apply to the Upper Aire Catchment?
3. What might this mean in terms of flood risk?
4. How does the topography of the catchment area affect flows and stores of water?
5. Consider how the elevation, gradient and aspect of the catchment, how will these impact on the local hydrology?
6. How will the topography affect flood risk?
7. How will the surface land cover affect the movement and store of water in the catchment?
8. Consider which land covers you might think of as "risky" or "low risk" in terms of their impact on Flooding.
9. How does rainfall intensity impact on flood risk?
10. How will the permeability of the rocks impact on the movement and store of water within the catchment?

Paper 2: Human Geography:

Task 1: Multiple Meanings about Places

Read through the extract provided from James Rebank's book *The Shepherd's Life* and answer the following questions using your own opinions – no internet research is required:

- How does the teacher portray the Lake District in her assembly?
- How was the Lake District seen up until 1750? How did this change?
- How do James Rebanks and other locals experience the Lake District?
- How is the Lake District an example of a 'contested place'?

This will give you an idea of what it will be like to study place as a concept at A Level

Task 2: The Index of Multiple Deprivation (IMD)

1. What is the Index of Multiple Deprivation (IMD)? (Define IMD in your own words)
2. Why was the IMD developed? (Explain the purpose)
3. How is the IMD calculated? (Explain the basic process)
4. What are the seven domains of deprivation that make up the IMD? (List and briefly describe each domain)
5. What is a Lower-layer Super Output Area (LSOA)? (Explain the geographical unit used)
6. Go to: https://dclgapps.communities.gov.uk/imd/iod_index.html
7. Look up the IMD rank for Ingatestone: (Use the IMD explorer or data to find the rank)
8. What does this rank tell us about the level of deprivation in Ingatestone? (Interpret the rank)
9. Is Ingatestone generally considered more or less deprived than other parts of England? (Explain)
10. What other factors might influence the IMD score in Ingatestone? (Discuss possible factors)

Advisory tasks:

These tasks will support you to excel in the course. They may not be explicitly reviewed by your teachers, but they will allow students to demonstrate a genuine passion for going "above and beyond" in this subject

Paper 1: Physical Geography

Watch the documentary below and answer the following questions

[Before the Flood Full Movie National Geographic](#)

1. What is the main topic of the documentary "Before the Flood"?
2. Describe the role of Leonardo DiCaprio in the documentary
3. List three key environmental issues highlighted in the film
4. How does the documentary portray the impact of climate change on wildlife and ecosystems?
5. Identify at least two examples of sustainable solutions presented in the film
6. Explain the concept of greenhouse gases and their role in climate change
7. What is the significance of the Paris Agreement discussed in the documentary?

8. Reflect on your own understanding of climate change before watching the documentary. How has your perspective changed after viewing it?
9. Research one environmental organization or initiative that is actively working to address climate change. Make notes on what it is doing, who it involves, where it is active, how successful it has been [e.g. a campaign it has led]

Paper 2: Human Geography

IMD: Analysing Spatial Patterns

1. Using a map of IMD scores for Essex, describe any spatial patterns you notice: (e.g., areas of high deprivation, areas of low deprivation)
2. What factors might explain these spatial patterns? (Discuss possible reasons for the patterns)
3. Are there any areas within Essex where you would expect to see high levels of deprivation based on other knowledge? (Explain why)
4. How might the IMD be used to target services or resources in areas of high deprivation? (Discuss potential applications)
5. Use the IMD website to explore other areas in England. What spatial variances can you observe? Why might they be like that?

General Geography Challenges:

Complete one (or more!) of the free courses available online through Open Learn (link below). Check out the geography-related courses on offer in Nature & Environment, Science, Maths & Technology or Society, Politics & Law. Pick something that interests you based on what you will be studying next academic year and have a go

- Introductory courses should consolidate your knowledge and understanding from GCSE and provide a stepping stone to studying in the Sixth Form.
- Intermediate course broadly replicate the level of detail required to achieve a top grade at A Level and in the IB.
- Advanced courses include material that is equivalent to undergraduate study at university.

<https://www.open.edu/openlearn/subject-information>

Podcasts

The following podcasts are recommended and will be used throughout the A Level and IB courses to support independent learning. Check them out on your preferred podcast platform – the BBC podcasts are available online and through the BBC Sounds app.

Ask the geographer

<https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/>

An excellent podcast produced by the Royal Geographical Society. The RGS interview a range of geographers about their current research to help keep your case studies up-to-date.

GA Geogpod

<https://www.geography.org.uk/GeogPod-The-GAs-Podcast>

A new podcast from the Geographical Association (GA) that includes interviews about teaching and learning as well as the latest geographical research. The latter is most relevant for students. Check out episode 1 if you are interested in coastal landscapes!

BBC The Inquiry

<https://www.bbc.co.uk/programmes/p029399x/episodes/downloads>

A brilliant podcast from the BBC World Service that focuses on one question, ideas from four expert witnesses and an answer. There are a host of geographical questions in the archive. For IB students, check out the podcasts about water scarcity in Cape Town and Chennai.

BBC Thinking Allowed

<https://www.bbc.co.uk/programmes/b006qy05/episodes/downloads>

Another excellent podcast from the BBC World Service. Search for the disasters episode - it is a must-listen for all A Level and IB students for their hazards units in the Upper Sixth.