



A Level Bridging Work

Having selected to follow an A Level in Geography, there are **two core and one optional 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 these tasks at the start of September.

Task A:

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**.

WHAT IS THE MEANING OF MY PLACE?

CULTURE

There are a large range of different cultures and people who follow different religions in this area. There's a range of religious communities from Jewish, Christian, Muslim, Hindu and Sikh. Religious centres include Leicester Progressive Jewish congregation, St John the Baptist church, Geta Bhawan temple and Leicester Chinese Christian Church. The main ethnic makeup of Stonegate is 50.2% Muslim, 16.5% Christian, 12.3% Hindu, 10.1% no religion, 6.9% Christian (Leicester Chinese Church).

59.7% of Stonegate's population speak English. Other predominant languages include Gujarati, Bengali and Polish.

HISTORY

The name originates from old English as 'Stone Gated'. There was suggestion of an old Roman settlement with Kibberley Road which is known to have been a Roman Road and where the name of area derives from. Urban Development did not start until the 19th century. Stonegate Conservation Society aims to protect some of the many well preserved Victorian and Edwardian houses. There are also a selection of listed buildings in the area. It is common that a lot of older/large Victorian houses have been converted into flats, nursing homes and doctors, dental practices.

POPULATION

In the 2011 census the population of this area was recorded to be 20,340. The population is younger as a whole than the national average, the average age is 32. Stonegate also has a lower level of residents born in the UK than the national average however this may be due to the fact that Leicester as a whole has a highly significant immigrant population in comparison to other cities.

PHYSICAL GEOGRAPHY

The area is mostly built up and is roughly rectangular in shape. The land is mostly flat with some slight dips and gradients.

BUILDINGS

As well as larger Victorian and Edwardian houses there are also examples of terraced houses in this area. Commonly the houses are made of red brick, slate and timber and often houses have red clay roof tiles. There are a significant number of tree-lined streets (Avenues). The average house price in this area is £291,000 and the average for a semi-detached house is £359,210.

MONEY AND INVESTMENT

There has been development of higher tier services that have been made in flats and nursing homes. Additionally Leicester University Business School has recently been developed. They have created a brand new open green space next to London Road by the university, which makes it more lively and green. Queens Road shops are also often being upgraded on a regular basis. There are many services in the area such as shops, tennis courts, allotments, places of worship, library etc.

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 B:

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.
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.
- Approximately 1000 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>

Task C:

Unit: All A Level units

Key Idea: *Building your knowledge and skills as a Geographer*

This is an optional task. There are a wide variety of tasks and activities within it. There are two overall aims: to support your development as a Geographer, and to prepare you for the start of A Level Geography at Chosen Hill. You will likely choose a range of tasks depending on your areas of interest within the subject, or that you find topical and accessible. The majority of tasks are based around reading, as this will be a core requirement of the A Level course, but there are also interactive activities and a wide range of video material that can be accessed.

Read the document '**Preparing for A Level Geography**' carefully and consider which tasks you can allow time to complete, and which stimulate your interest for further study. You may find that those around the course itself stimulate you to click on further links, or to investigate some of the issues you come across in more detail. These tasks may prove particularly valuable if you are uncertain of meeting the entry requirements for the course.

Chosen Hill School - Geography Department
Preparing for A Level Geography

As you begin to study for your A Level Geography course, you will be asked to prepare for your A Level Geography course. This involves understanding the geographical concepts and processes that underpin the subject. The following information will help you to do this.

1. Developing as a Geographer - Understand your geographical knowledge and understanding through a range of activities, including critical thinking to evaluate and synthesise your own research in light of the evidence.

2. Preparing for A Level Course - Meeting to explore the topics and their foundations which will be covered in A Level course.

To be a good geographer you need to be able to think conceptually, bring ideas to the paper and use your knowledge in a logical, structured way. It is not just about memorising facts and figures, but about understanding the processes and systems that shape the world around us.

At CHS we have a range of resources to help you with this. Our Geography Department has a range of resources available to you, including:

- **Geography Department Website** - This is the best place to go for all the latest news and information about the department.
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The best geography of A Level begins by looking at the world and generally with a focus on the geographical context of the world. It is important to understand the geographical context of the world, not just the physical context, but also the human context. This involves understanding the processes and systems that shape the world around us, and how these processes and systems are influenced by the physical context.

Developing as a Geographer

The department focuses on developing your geographical knowledge, understanding and skills through a range of activities, including:

- **Fieldwork** - This involves going to a geographical location to collect data and observe the processes and systems that shape the world around us.
- **Research** - This involves investigating a geographical topic in depth and presenting your findings in a clear and structured way.
- **Critical Thinking** - This involves evaluating the evidence and arguments that are used to support a geographical claim.
- **Communication** - This involves presenting your geographical knowledge and understanding in a clear and structured way.

1. Geographical Concepts

There are four main geographical concepts which are key to understanding the world around us. These are:

- **Location** - This refers to the position of a place on the Earth's surface.
- **Place** - This refers to the characteristics of a place, such as its physical and human features.
- **Space** - This refers to the area between two places.
- **Scale** - This refers to the size of the area being studied.

2. Physical Geography

Physical geography is the study of the natural environment and the processes that shape it. It includes the study of the atmosphere, hydrosphere, lithosphere and biosphere.

3. Human Geography

Human geography is the study of the human environment and the processes that shape it. It includes the study of the population, urban and rural areas, and the impact of human activities on the environment.

4. Geographical Skills

Geographical skills are the skills and techniques that are used to study the world around us. These include:

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• **Europe** - This is a great way to stay up to date with the department's activities.

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• **Africa** - This is a great way to stay up to date with the department's activities.

• **Oceania** - This is a great way to stay up to date with the department's activities.

Preparing for A Level Geography at Chosen Hill

At Chosen Hill we follow the OCR A Level in Geography. This will focus on two main areas: physical geography and human geography. The course will cover a range of topics, including the natural environment, the human environment, and the impact of human activities on the environment.

The course will be delivered through a combination of lectures, seminars, and practical work. You will be encouraged to think critically and to evaluate the evidence and arguments that are used to support a geographical claim.

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The unit explores the relationship between the atmosphere and the Earth's surface. It covers the processes of weathering, erosion, and mass wasting, and the impact of human activities on the environment.

1. The Atmosphere

The atmosphere is the layer of gases that surrounds the Earth. It is composed of a mixture of gases, including nitrogen, oxygen, and carbon dioxide. The atmosphere plays a key role in regulating the Earth's temperature and protecting the planet from harmful solar radiation.

2. Weathering and Erosion

Weathering is the process of breaking down rocks and minerals into smaller particles. It can be caused by physical processes, such as the expansion and contraction of rocks, or by chemical processes, such as the reaction of rocks with water and acids. Erosion is the process of removing soil and rock from the Earth's surface. It can be caused by wind, water, and ice.

3. Mass Wasting

Mass wasting is the movement of soil and rock down a slope. It can be caused by a variety of factors, including gravity, water, and human activities. Mass wasting can be a major hazard in many areas, particularly in mountainous regions.

4. Human Impact

Human activities can have a significant impact on the atmosphere and the Earth's surface. For example, the burning of fossil fuels releases greenhouse gases into the atmosphere, which can lead to global warming. Deforestation can lead to soil erosion and the loss of biodiversity.

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Good luck. We look forward to seeing how you've progressed when we meet in September.

R Papper
D Hearing
H Wyatt

Chosen Hill Geography Department.