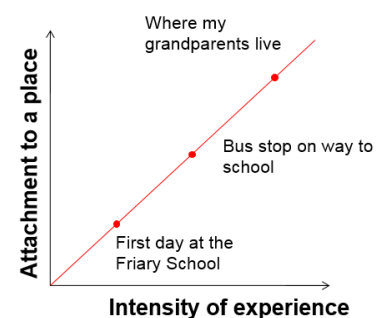


Year 11 going into 12 – Human Geography Bridging Pack 1: Changing Places

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. These three packs cover the Human paper topics.



1. The graph to the right shows the relationship between intensity of experience and depth of attachment to a place.
 - a. Add photos to the graph opposite to show some places that you have an attachment to and to what extent that attachment is strong.
 - b. How does our sense of place change as we grow up?



2. The way we understand different places depends on how attached we are to them. Geographer Edward Relph described these different responses to place as insider and outsider perspectives.

Read this article and explain how it relates to Relph's theory:

<https://www.derbytelegraph.co.uk/burton/travellers-maurice-lea-park-gresley-3293463>

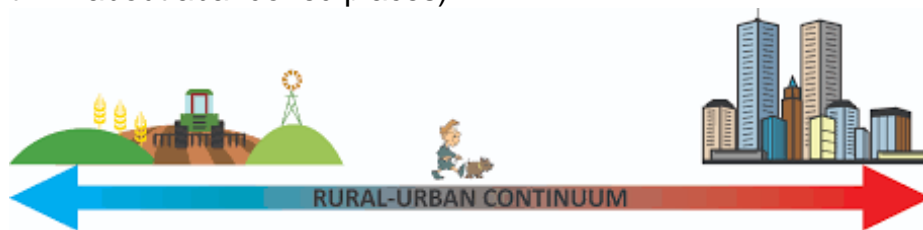
3. Another way in which geographers think about place is in terms of those that are privately owned and those that are open and accessible to the public. Look at the images below. Do you think they are privately or publicly owned and why?



4. Topophobia describes places that we're afraid of. Topophilia describes places that we love.
 - a. Find two images to illustrate topophobia and topophilia for you.
 - b. Would everyone agree with your opinion on these two places and why?
 - c. Could your perception of this place ever change and, if so, why?

5. The frictional effect of distance is a concept that states that places near to each other have a greater interaction, whereas those that are further apart have less interaction. Time-Space Convergence is the impression that distances between two locations have decreased due to between transport communications. How might these two theories contradict one another?

6. The rural:urban continuum shows how rural and urban areas are quite difficult to define and that places often lie inbetween.
 - a. How can places move from rural to urban?
 - b. How can places move from urban to rural? (this one is harder to imagine, but think about abandoned places).



7. Listen to the song 'New York' by Alicia Keys:

<https://www.youtube.com/watch?v=BT4RIDI7z3w>

 - a. What is her perception as New York as a place?
 - b. Try to pick out specific lyrics and explain how you know this.
 - c. Is her perception realistic or reliable and why?

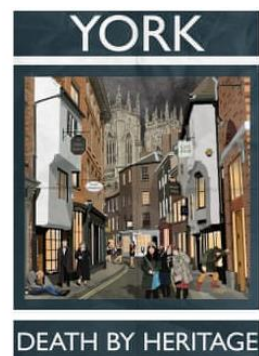
8. Read this article from the Guardian newspaper:

<https://www.theguardian.com/cities/2019/nov/29/rubbish-seaside-a-backhanded-love-letter-to-urban-britain>

 - a. What is the name of the artist who made these postcards?
 - b. Choose one of the postcards and explain what it shows.
 - c. Is this view fair/realistic/useful?

9. Watch this 18 minute TED talk about place representation:

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story_up-next?language=ky What is the message that the presenter is trying to give?



10. Create a fact file about Detroit in the USA. Include things like a location map and a timeline of events that have affected the city.
11. Almost all places that you visit are designed to manipulate your attitudes/feelings/behaviours. A good example of this is the school, where the posters on the walls are designed to inspire and motivate you to work harder. Think of one example of place manipulation and explain how it works.
12. Place studies. You will need to carry out two place studies (exploring the developing character of a place) as part of this course. They will help you to answer the 20 mark questions (the longer questions) in this section of the Human paper.

You will study a near place (local area) and a distant place. Gather together some information about your local area that you can use during your near place study. You could use maps, census data, photographs (past and present) or anything else that you think would be useful to show how the place has changed over time.

Have a look at this brilliant case study of Birmingham, which has been created by ESRI (click on the image for the hyperlink). It will give you some ideas about how to carry out place studies.

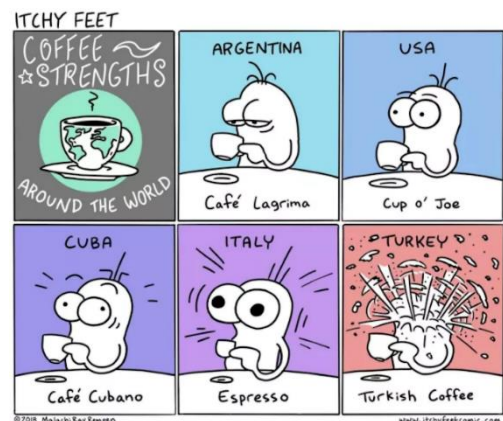


Year 11 going into 12 – Human Geography Bridging Pack 3: Global Systems and Global Governance

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. These three packs cover the Human paper topics.



1. What is globalisation?
2. Globalisation refers to a worldwide market. In contrast, glocalisation produces goods that are adapted to local markets. How does the cartoon image on the right illustrate glocalisation?
3. With reference to question 2, take a look at the artist's website for more ideas about glocalisation and perceptions of place (which gives a synoptic link to the Changing Places module too): <http://www.itchyfeetcomic.com/>



4. We study both Walmart and Tata as global companies. Find out some facts about each company (e.g. location of Head Office, value of sales, retail locations globally).
5. How do these two web pages show a world that is connected? What are the 'flows' that connect place both here and in other examples that you can think of?
 - a. https://www.reddit.com/r/MapPorn/comments/b88cyg/all_the_underwater_fiber_optic_cables_that/?utm_content=buffer84b2c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
 - b. <https://www.marinetraffic.com/en/ais/home/centerx:-1.5/centery:50.8/zoom:9>
6. What is the The Yamal megaproject and how is it threatening the Nenets (indigenous nomadic reindeer herders)?
7. What is China's 'belt and road' initiative? Read this article and make some notes: <https://www.theguardian.com/cities/ng-interactive/2018/jul/30/what-china-belt-road-initiative-silk-road-explainer>



8. What is the trade war between the USA and China all about? Read this article and make some notes: <https://www.bbc.co.uk/news/business-45899310>
9. We look at the coffee trade later in this module. Use images to show how coffee is grown and produced (I've asked for images as coffee that is growing does not look like coffee that you'd buy!) Try to include some specific locations.
10. What is palm oil and why do some people see it as a problem?
11. The global commons are places that are outside of the political reach of any country. What do you think the four global commons are?
12. We study Antarctica later in the module. Create a fact file about Antarctica. What threats does Antarctica face and how is it governed?
13. Suggested books to read for in preparation for this module:
 - a. Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics - Tim Marshall
 - b. Factfulness: Why Things Are Better Than You Think - Hans Rosling
 - c. The Levelling: What's Next After Globalization - Michael O'Sullivan



Year 11 going into 12 – Human Geography Bridging Pack 2: Population and the Environment

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. These three packs cover the Human paper topics.



1. What is the current global population?
2. What are the three most populous countries in the world?
3. Read this article about what different children around the world eat over the course of one week:
<https://www.boredpanda.com/kids-surrounded-weekly-diet-photos-daily-bread-gregg-segal/> Choose two contrasting images and try to think of reasons why they are so different.

#3 Davi Ribeiro De Jesus, 12, Brasilia, Brazil



4. Read this article from February 2020:
<https://www.bbc.co.uk/news/world-africa-51348517> How can unforeseen factors threaten agricultural productivity?
5. Read this article:
<https://www.theguardian.com/sustainable-business/2015/aug/13/food-growing-underwater-sea-pods-nemos-garden-italy> Is this method of food production sustainable?
6. Epidemiological transition refers to the changes in the pattern of mortality and morbidity as a country experiences social and economic development. It states that:
 - a. LICs experience more communicable diseases (infectious diseases)
 - b. HICs experience more non-communicable diseases (non-infectious diseases)Give examples of diseases that are communicable and non-communicable.



7. Read the article 'What do the people of the world die from?': <https://www.bbc.co.uk/news/health-47371078>
Does it support the idea of epidemiological transition?

8. Listen to this podcast called 'the Long and Short of Life Expectancy':
<https://www.bbc.co.uk/sounds/play/m00088mh> Make notes.

9. You will study two diseases as part of this course: Malaria and Lung Cancer. Create two fact files about these diseases. Include things like a prevalence map (shows where the disease is most common), causes and consequences.

10. Research the aims of the following three organisations:
a. DfID
b. WHO
c. Bill and Melinda Gates Foundation

Who funds these causes and what specific things have they managed to achieve?

11. Read this geofactsheet about the Demographic Transition Model. If you can, print and highlight it. We keep additional reading in a special section of our folders so hold onto



26 Demographic transition model.pdf

this and any other reading that you do.

12. Research the IPAT equation. What is it and what does it show?

13. Additional reading idea: The Limits to Growth (1972). This is a book and so would take some time to read. It isn't essential, but it would be good background to this course if you're able to read any of it.

14. Research the Rapa Nui people of Easter Island. Where is Easter Island? What happened to these people and how does it relate to this course?



15. Watch this documentary:
<https://www.gapminder.org/videos/dont-panic-the-facts-about-population/> It's 58 minutes long but it's really useful for this course. Hans Rosling (the presenter) is an expert on population and so well worth watching!

16. Later on in the module you will need to know the difference between climate change and ozone depletion. Make notes to show the difference between the two.



17. Read this article: <https://time.com/5523805/china-aging-population-working-age/> Why do countries need to manage population change?

18. Throughout this unit, we will look at the following places as our case studies:

- a. Tanzania (population growth),
- b. Uganda (youthful populations and population projections) and
- c. The UK (ageing population and population projections).

Create fact files for each of these three countries (location maps, current populations, current issues etc).



Geography GCSE to A Level bridging work

You have chosen to do Geography, so you have clearly developed some interest in the subject. We feel that Geography only becomes more interesting in A Level, but it does require a change in how you work. Up until now, you have been used to teachers telling you and teaching you everything you need to know. However, at A Level, you need to go beyond this and actively read around the topics to gain a broader and deeper understanding.

This work is designed to give you a head start in Geography and give you a taste for what it is all about. There are a few useful weblinks on this page that will take you to very useful ideas on where to start. There are also three activity sheets (GeogGeek), which focus on the human side of the course but please also remember to look at the physical side as well. It is not expected that you watch every video and read every book mentioned, but it would be good to cover as many as you can. It will make you a better Geographer, pique your interest and make you more prepared for A Level.

It is important to note that you will be studying AQA and that your topics will be:

Physical

- Water and Carbon Cycles
- Coastal systems and Landscapes
- Hazards

Human

- Global Systems and Global Governance
- Changing Places
- Contemporary urban environments

What do you have to do?

Here is a huge amount of potential ideas and work for you to do. We want you to at least get a taster of every topic we cover so that you are prepared and ready to impress us in September. **To show you have done this, you will need to bring with you at least one page of A4, either word processed or handwritten, to summarise what you have found out for each topic we will cover. These should include a mixture of written work and diagrams.** If you complete the GeogGeek sheet for a topic, you are NOT then required to produce a further summary sheet.

Where to begin

- Visit this the Geographical Association page on preparing for A Level <https://www.geography.org.uk/Preparing-for-A-level-geography>
- Complete the GeogGeek sheets. These are on separate documents.
- Visit the website 'Time for Geography', there are lots of great videos here which cover many of the topics. <https://timeforgeography.co.uk/>
- Visit this website for preparing for A level at St Ivo school http://www.geobytes.org.uk/preparingforalevel.html?fbclid=IwAR34_71v2e8x-FEgEhINWreygv3-JgWCNs2r9t83a0xa6AQpc9aQOSuwgbs

Enjoy doing this by doing small amounts often. If you have any issues or questions email me at c.aldred@theacademycarlton.org

We look forward to seeing you in A Level!

Geography team.