

Geography: Y11 into Y12

Objective –

To prepare students finishing their GCSE for the demands of A level Geography.

To specifically focus on the Changing Places and Glaciation units

How to use these slides

This powerpoint has been split into 3 sections:

1. Information about the A Level Geography Course.
2. Information and transition work on the Changing Places unit.
3. Information and transition work on the Glaciation unit.

What will I be doing at A level?

What Exam board? Wjec Eduqas

How will I be taught?

Students use the internet, intranet, GIS, magazines, journals and texts as well as applications such as Google Earth, to support their learning.

Courses are delivered through a range of approaches from debate, role play and group presentations to formal lessons, individual research, report writing and assessments. Emphasis is placed on developing each student's learning style and developing key skills.

What will I study in year 12?

During Year 12 you will study four units which cover aspects of both human and physical geography. The units are Glaciated Landscapes, Changing Places, Global Systems and Ecosystems

What will I study in year 13?

In Y13 a range of global issues are studied in the Contemporary Themes and Global Governance modules, studying such issues as migration and human impact on our oceans. Students also study tectonics as part of the tectonic hazards theme. There is a 4000 word independent investigation where students take control of a study, completing fieldwork and research for themselves. This is worth 20% of the final mark.

How you will be assessed at A level

Exam Board: WJEC Eduqas

 First units

Component 1: Changing Landscapes and Changing Places

Written examination: 1 hour 45 minutes

20.5% of qualification

Section A: Changing Landscapes

Choice between two themes, **either** Coastal **or** Glaciated Landscapes: two compulsory structured, data response questions and one compulsory extended response question

Section B: Changing Places

Two compulsory structured, data response questions and one compulsory extended response question

Component 2: Global Systems and Global Governance

Written examination: 2 hours

27.5% of qualification

Section A: Global Systems

Water and Carbon Cycles: two compulsory structured, data response questions and one compulsory extended response question

Section B: Global Governance: Change and Challenges Processes and patterns of global migration and global governance of the Earth's oceans: two compulsory structured, data response questions and one compulsory extended response question

Section C: 21st Century Challenges

One compulsory extended response question drawing on both Components 1 and 2 with resource material

Component 3: Contemporary Themes in Geography

Written examination: 2 hours 15 minutes 32% of qualification

Section A: Tectonic Hazards

One compulsory extended response question **Section B: Contemporary Themes in Geography** Four optional themes:

- Ecosystems
- Economic Growth and Challenge: India or China or Development in an African Context
- Energy Challenges and Dilemmas
- Weather and Climate

Two essay questions chosen from these four optional themes

Component 4: Independent Investigation

Non-exam assessment: 3000 to 4000 words 20% of qualification

One written independent investigation, based on the collection of both field data and secondary information

What do you need for the start of the year?

- Two folders:
 - Lever arch file that stays at home (mostly)
 - Ring binder to bring current work
- Revision Guide – purchase later in the year.
- Equipment including calculator
- Be organised - date every piece of paper (top left corner); new notes go at the back of the folder.
- Record of work sheet at the front (to be issued).
- Student guide (for Mr Knight part of the course – WJEC/EDUQAS Geography Changing Places Student Guide by David Burtenshaw Hodder Education **ISBN 9781471864056**)

What do you definitely need?

- **An inquisitive mind** – You must want to find out about the places/topics you will study. **You must read as much as possible** around the subject, not just what sources/books your teacher gives you.
- **Be committed** – You must make every effort to turn up to every lesson. If you miss a lesson it is your responsibility to catch up with the work missed.
- **Be organised** – You will need a folder. You will need to maintain the notes, homework and assessments in that folder. You will need to purchase books
- **Be resilient** – You may find parts of the course challenging. It may take you a while for you to adjust to the demands of A level Geography. You need to work with your teacher and be clear about any difficulties you are experiencing, so that we can work together to overcome them. But ultimately, it is down to you to act upon the advice and help given.

Transition work for the summer term

You will be set two topics of work to help you with your transition to A level.

The pieces of work are based on what is studied in the first two terms of your course and will give you a good start in understanding the demands of A level.

If you have any questions about the work, please email Mr Knight or Miss Richardson on the email address below

sknight@clcc.college

srichardson@clcc.college

Mr Knight – Changing Places work



Activity – Read the Geography review article on understanding place. This will give you a good understanding of what we as geographers are trying to understand about place.

You can access this article in one of two ways:

1. I have attached it to show my homework
2. Go into the shared drive on home access plus and go into the article geography review folder



How do we define place?

- The first place you may think of is your home, where you live and where your physical possessions and memories are gathered together. The place where you live is a particular place. However, the meaning of the term place has been hotly debated and varies according to discipline. To those in planning, place may refer to the built environment, artists and writers attempt to evoke place in their work; and to a philosopher, place may be a way of being-in-the-world.
- **Place is a portion of geographic space to which meaning has been given by people.**
- **Broadly speaking, geographers refer to three aspects of place:**

location

locale

sense of place

Definitions: Write these down

Location Where is it?	Locale The objective dimension	sense of place The subjective dimension
<p>'Where' a place is, for example the co-ordinates on a map.</p>	<p>Locale, unlike location, takes into account the effect people have on their setting. In terms of locale, a place is shaped by the people, cultures and customs within it.</p>	<p>This refers to the subjective and emotional attachment people have to a place.</p> <p>People develop a sense of place through experience and knowledge of a particular area.</p> <p>This may be completely different when looked at from another's perspective.</p>

Activity –

3 descriptions of Glastonbury: Which is locale, location and sense of place?



Glastonbury is in the county of Somerset. It is located 23 miles south of Bristol. Latitude: 51.1456N and Longitude 2.7144W. It is situated at a dry point on the low-lying Somerset Levels.



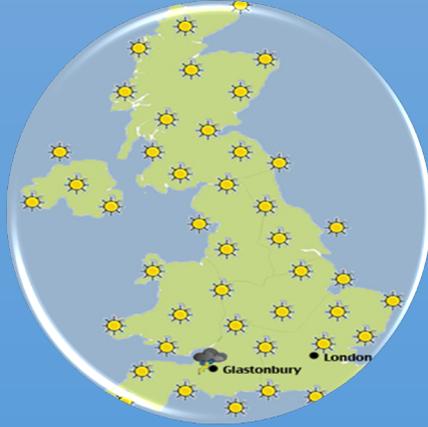
Glastonbury has its own unique character. It is home to a number of visitor attractions including Glastonbury Abbey and Glastonbury Tor (described by the National Trust as being one of the most spiritual sites in the country.)



Glastonbury is a place of great spiritual importance for people interested in Paganism, religious connections or the King Arthur affiliation. For others, it evokes emotions about the music festival held there at Worthy Farm.



ANSWER



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location



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locale



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sense of place

Activity - Research the characteristics of your local place. This may be Countesthorpe or on a wider scale Leicester. Your description should include the bullet points below.

Physical geography, e.g. altitude, slope angle, aspect, drainage, geology

- Demography, e.g. number of inhabitants, their ages, gender and ethnicity
- Socio-economic, e.g. employment, income and family status, education
- Cultural, e.g. religion, local traditions, local clubs and societies
- Political, e.g. local, regional and national government, local groups such as resident associations
- Built environment, e.g. age and style of buildings including building materials, density of housing

 **Consider these**

Place:		
location	locale	sense of place

Useful websites:

- <http://www.ons.gov.uk/ons/index.html> to **describe** census data such as population, gender, age structures and level of education.
- <http://www.ukcrimestats.com> or <http://www.crime-statistics.co.uk> to **describe** crime types and levels.
- <http://dclgapps.communities.gov.uk/imd/idmap.html> to **describe** deprivation data and <http://www.localhealth.org.uk> to **describe** health data. <http://home.rm.com/schoolfinder/> to **describe** school types and standards quality.
- <http://www.rightmove.co.uk> or <http://www.zoopla.co.uk> to **describe** house types, prices and availability, and question why certain streets are so expensive.

Activity - Write a 600 word summary (2 sides of A4) of your chosen place. Make sure you refer to location, locale and sense of place. Include evidence to back up your summary e.g. Map of Leicester, quotes form newspaper articles, statistics

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- Political, e.g. local, regional and national government, local groups such as resident associations
- Built environment, e.g. age and style of buildings including building materials, density of housing

Useful websites:

- <http://www.ons.gov.uk/ons/index.html> to **describe** census data such as population, gender, age structures and level of education.
- <http://www.ukcrimestats.com> or <http://www.crime-statistics.co.uk> to **describe** crime types and levels.
- <http://dclgapps.communities.gov.uk/imd/idmap.html> to **describe** deprivation data and <http://www.localhealth.org.uk> to **describe** health data. <http://home.rm.com/schoolfinder/> to **describe** school types and standards quality.
- <http://www.rightmove.co.uk> or <http://www.zoopla.co.uk> to **describe** house types, prices and availability, and question why certain streets are so expensive.

 **Consider these**

Place:		
location	locale	sense of place

Activity - Is there a place that you are attached to? Use your own knowledge/ research on the tablet to describe your “place”. This may be Countesthorpe or on a wider scale Leicester.

Changing Places Overview

In the first section you explored how places are identified using a range of characteristics to identify the location, locale and sense of place.

However places do change over time and clearly this unit expects you to understand how places (particularly in the UK) change over time. It would be helpful for you to have an overview of the location of these places and the economic changes that have impacted on these regions of the UK.

Map of the UK Regions

Activity- Label the regions

Region:

1=

2=

3=

4=

5=

6=

7=

8=

9=

1=

11=



In this unit we will explore the socio-economic changes that will impact on different places in the UK. You must be able to refer to these in an exam.

Activity - Below is a list of these places we will study. Shade in an label where they are on the map opposite. (you can use another map if you wish)

Regions/counties/districts

Leicestershire

Tyne and Wear (Newcastle)

Redcar and Cleveland

South Wales

Cornwall

North West Highlands

North Lanarkshire

Cumbria/Lake District

M4 Corridor

Cities/ Towns

Glasgow

Cambridge

Manchester

Birmingham (Jewellery Quarter)

London (Kings Cross)

Leicester

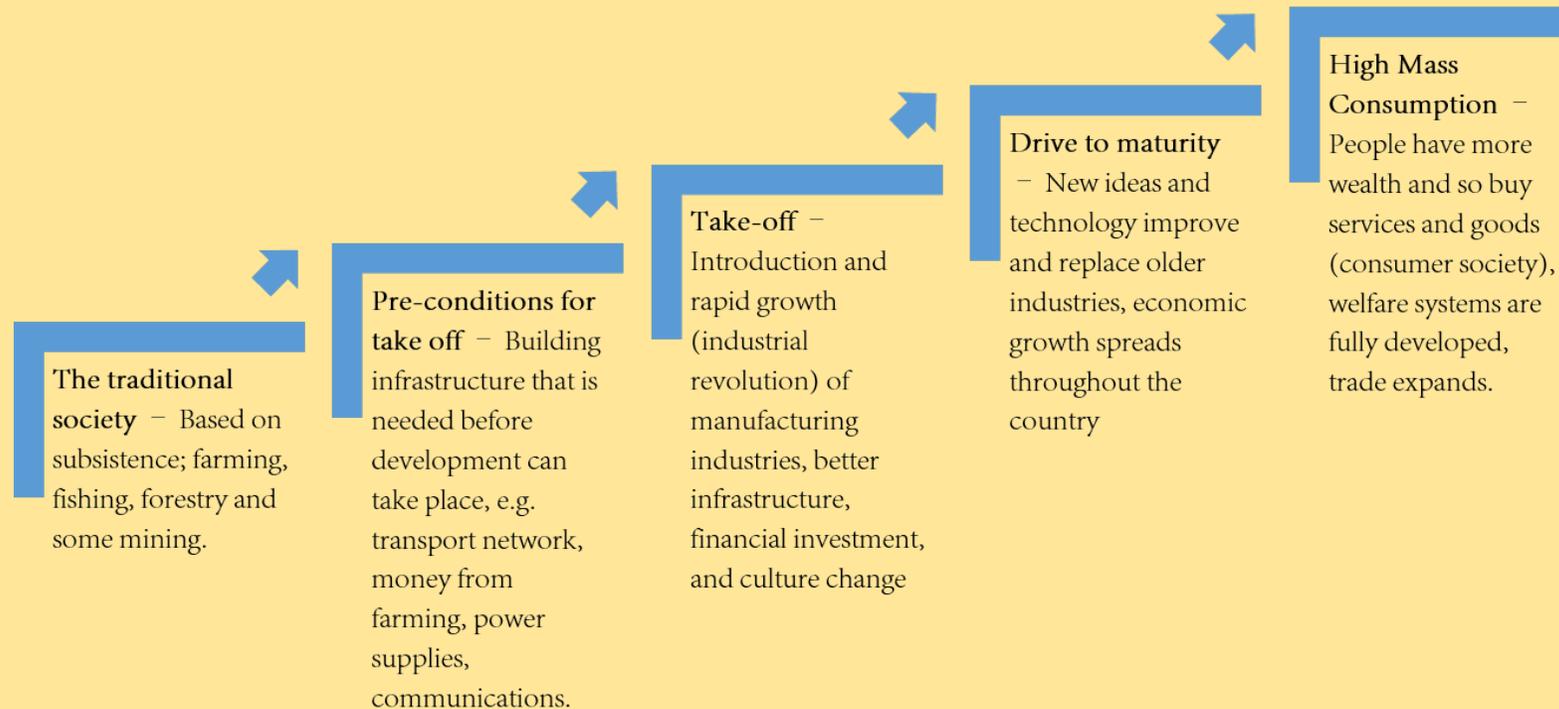


Below is Rostow's Model, one of the models you will study to see how places change over time.

Activity: If we use Rostow's model and apply it to the UK what would the answers to the following questions be: (you will need to find out more about Rostow's model and the UK by doing internet research)

- 1. What century did take off occur in the UK?**
- 2. What century/ part of the century did drive to maturity occur in the UK?**
- 3. What decades did high mass consumption begin in the UK?**

The Rostow Model



These places have undergone rapid industrial change over the last century as part of the drive to maturity phase/ mass consumption phase.

Activity – Match the industry that has declined, with the correct place. Add it to your map. You may use the industry for more than one place.

Regions/counties/districts

Leicestershire

Tyne and Wear (Newcastle)

Redcar and Cleveland

South Wales

Cornwall

North West Highlands

North Lanarkshire

Cumbria/Lake District

Cities/ Towns

Glasgow

Manchester

Birmingham Leicester

Coal mining

Tin mining

Ship building

Steel making

Textiles

Hosiery

Agriculture

Car manufacturing



Miss Richardson – Glaciation work



Miss Richardson – Glaciation work

All work on Glaciation is contained on pages 1-11 of the PiXI A level transition work. This has been attached to SMHW

You need to read these pages and follow the instructions. The activity to research the seven different cold environments will improve both your research skills and key vocabulary.

As already highlighted in this document, it is a requirement at A level that you become more of an independent learner, who can research around a topic and therefore broaden both your knowledge and your vocabulary