

A-Level Bridging Work - GEOGRAPHY

All tasks should be completed and handed in to your teacher during your first lesson at the start of the academic year. **The highlighted task** should take approximately **one hour** to complete and this should be submitted to your teacher on the A-level induction day in term 6.

Introduction to the Course (2 hours)	GCSE Flashback (2 hours)	A Level Preparation Tasks (2 hours)
<p>Our A Level course follows the AQA exam board meaning we study the following topics:</p> <p>Physical Geography (Paper 1 – 2hr30m) worth 40% of your A level.</p> <ol style="list-style-type: none"> 1. Water & Carbon Cycles 2. Glacial Systems and Landscapes 3. Hazards <p>Human Geography (Paper 2 – 2hr 30m) worth 40%.</p> <ol style="list-style-type: none"> 1. Global Systems & Global Governance 2. Changing Places 3. Contemporary Urban Environments <p>Geographical Investigation (Non-Examined Assessment) worth 20%.</p> <p>Students complete an individual investigation which must include data collected in the field. A 3,000 to 4,000 word report.</p> <p>Two units you will study are: Water & Carbon Cycles and Changing Places.</p> <p>To prepare and introduce you to these units, please complete the following:</p>	<p>Task: Water and Carbon Cycles Create a storyboard explaining what the enhanced greenhouse effect is, what the impacts are and our options to mitigate and/or adapt.</p> <p>Task: Contemporary Urban Environments Create a keyword glossary for the following terms:</p> <ul style="list-style-type: none"> ● Inequality ● Development ● Regeneration ● Migration ● Demography ● Human Development Index ● Rural ● Urban ● Urbanisation ● Megacity ● Deprivation ● Greenfield Site ● Brownfield Site ● Government Policy 	<p>Task: Water and Carbon Cycles You need to research and produce a written report on the effectiveness of planting trees to mitigate climate change. You should aim to <i>evaluate the effectiveness</i> by comparing planting trees to other techniques used to mitigate climate change e.g. renewable energy or carbon capture etc. Reports should be written in your own words, approximately 2 sides of A4 paper, ICT or handwritten.</p> <p>Task: Changing Places For a location of your choice find a photograph, a newspaper article and an artistic source (poem, song, painting, drawing) about the place. Annotate each source with:</p> <ul style="list-style-type: none"> ● What they suggest about the place e.g it's ● picturesque, rural, quiet etc. ● What they show and why? E.g is it showing ● you the best parts of the place for a reason? ● What does the source not show and why? E.g. Conflict, litter etc.

<p>a. Water & Carbon Cycles: This section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationship associated with them.</p> <p>Read the PDF found on this website "A Level Subject Content Overview: Water and Carbon Cycling": https://www.rgs.org/schools/teaching-resources/water-and-carbon-cycles/</p> <p>b. Changing Places: This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local.</p> <p>Work through the following storyboard to introduce you to some of the unique ideas of this topic: https://focusschoolwilto.maps.arcgis.com/apps/Cascade/index.html?appid=f10c512164d0498d8f3bcfad8ae61d39</p>		
--	--	--

Approx. 6 hours of work in total. For further guidance, please contact Mrs Jones via email cjones@chippingnortonschool.org