



Cardinal Langley RC Sixth Form

Preparing for A Level Geography



Welcome

- We would like to congratulate you for taking the time to seriously consider choosing Geography as one of your A Level subjects.
- Geography is an increasingly **relevant**, **dynamic** and **academically rigorous** subject that helps you to make sense of the world around you.
- This is reflected in the fact that Geographers are among the **most employable** university graduates.
- The Geography Department prides itself on **hard work** and **commitment** to help its students achieve the best grades they can.
- In return, we ask our students for **dedication** and **determination** to ensure their own success in the subject.
- We are confident that if you choose A Level Geography you will experience a course that challenges, stimulates and supports you throughout, resulting in a well earned and **desirable qualification** that will benefit you for life.



[Click the image for more about where Geography can take you.](#)



What do others say about Geography?

**Royal
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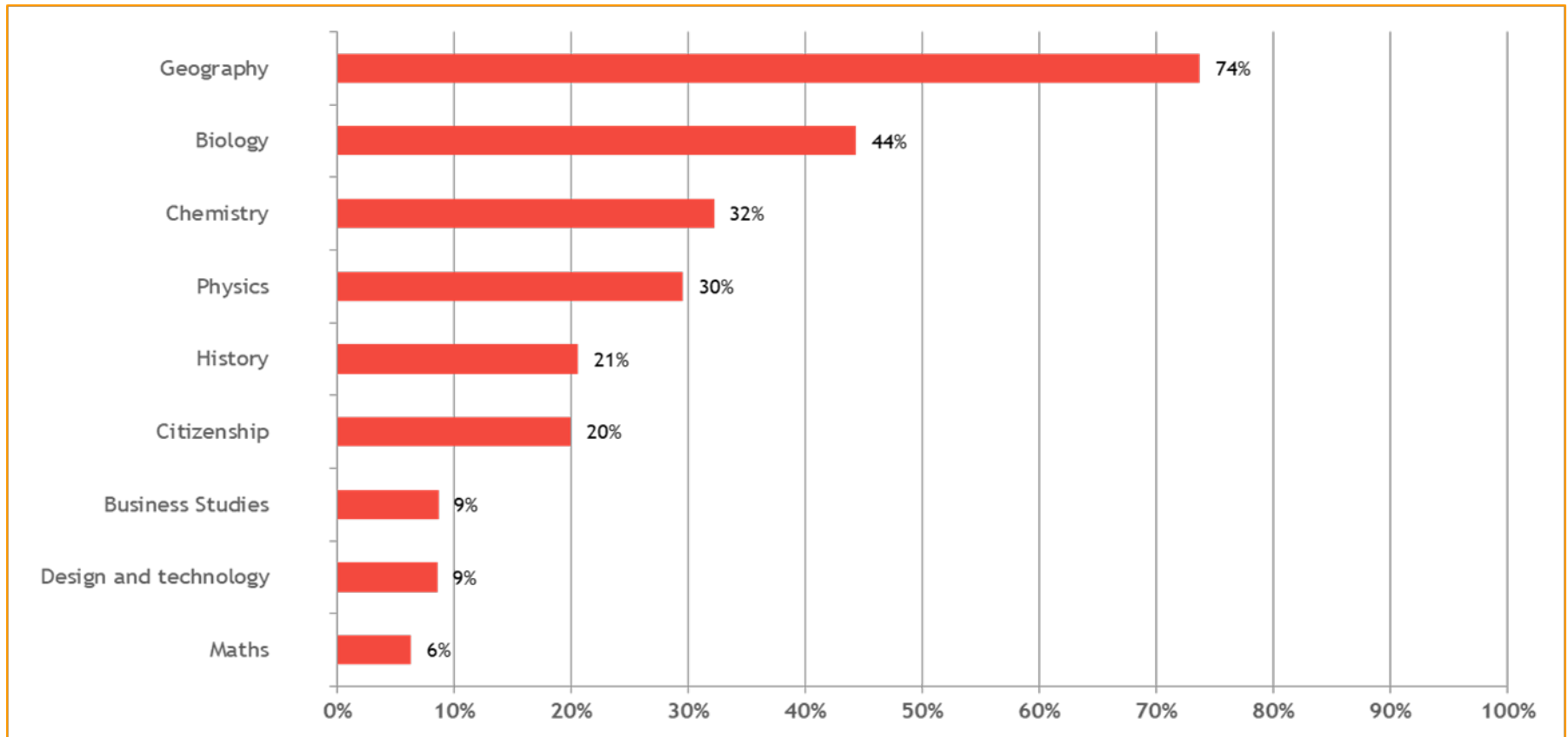
Advancing geography
and geographical learning

- It helps young people understand the places where they live;
- It helps children and young people to begin to make sense of the fast changing, highly interconnected world;
- It provides students with an opportunity to identify their importance and responsibility within the wider world;
- It connects the local with the global;
- It gives students the tools to not only analyse the world, but participate in the making of new worlds;
- It unites us, binds us, and reveals our true 'place' on this planet
- knowing why 'where' matters;
- It enables students to understand and recognise the complexity of global issues.

Geography GCSE is the subject for 'this' time

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YouGov Q1. Which, if any, of the following GCSE subjects (i.e. a qualification for 14 to 16 year olds) do you think currently help teach children about climate change?

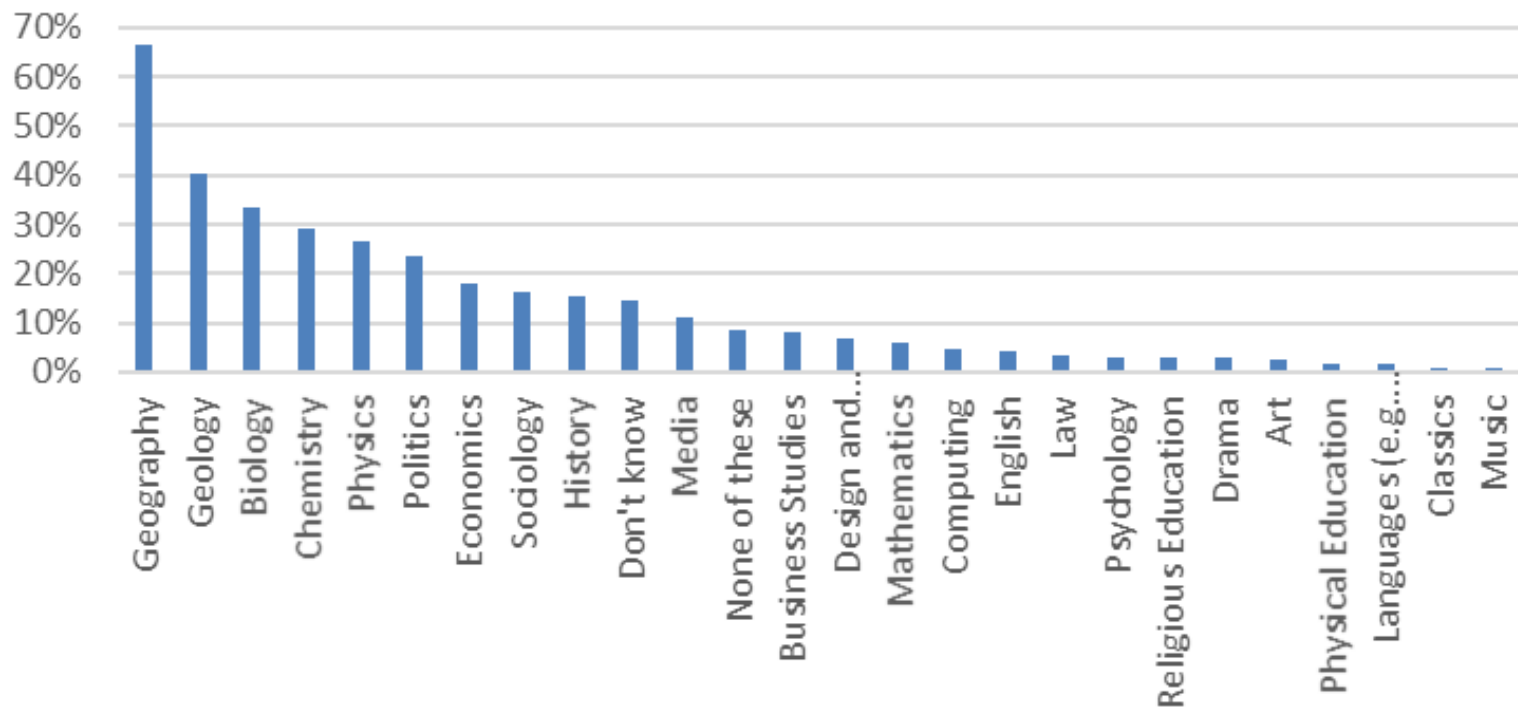
So is A Level Geography

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A Level subjects that teach about climate change
(YouGov/RGS 2020)





Geography entries have been growing

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GCSE

- 265,000 students
- Geography the 6th most popular subject at GCSE level
- 50% more entries than 2011
- 2010 27% of cohort took geography. 2018 40+%

A Level

- ~35,000 students in England, Wales and Northern Ireland sat an A Level
- Increase on 2018 (& recovered ~50% of the 2017 drop)

Higher Education

- * Expanding numbers in HE from ~5,000 pa to ~6,500 pa

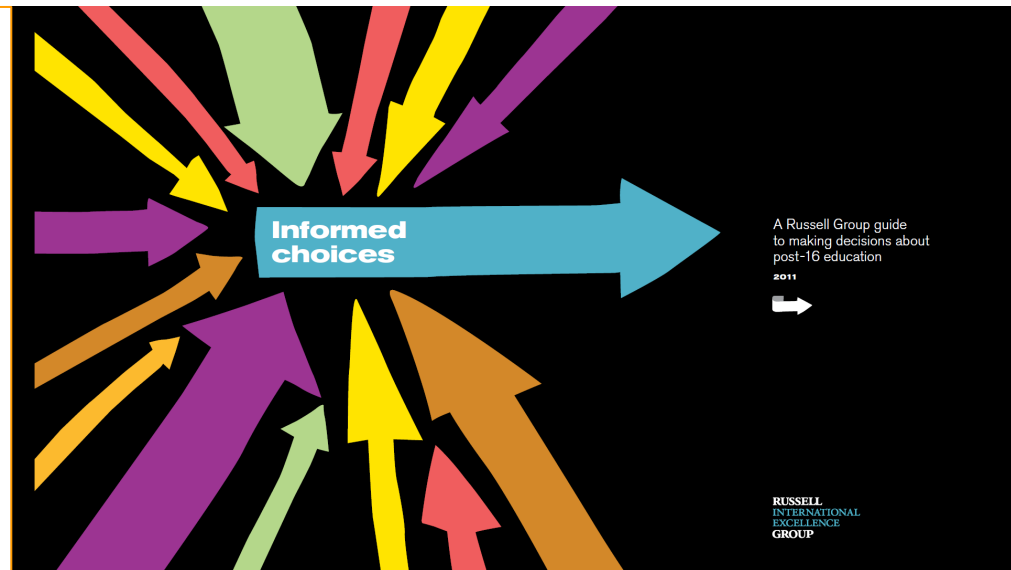
A Level Geography supports entry into HE

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Subjects that can be viewed as 'facilitating' subjects are:

- Mathematics and Further Maths
- English
- Physics
- Biology
- Chemistry
- **Geography**
- History
- Languages (Classical and Modern)



These 'facilitating subjects' are the subject most likely to be required or preferred for entry to degree courses, and choosing them will keep more options open to you at university (2011)



Geography opens doors to *other* degrees

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Did not progress to a degree

Combined

Education

Creative arts & design

History & philosophical studies

Languages

Mass communications & documentation

Business & Administrative studies

Law

Social studies

Architecture, building & planning

Computer science

Engineering & technology

Mathematical sciences

Physical sciences

Agriculture & related

Veterinary science

Biological sciences

Subjects allied to medicine

Medicine & dentistry

Geography

I'm a geographer and proud of my career

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Dr Kit Ying Angel Ng - Senior Geomorphologist

Dr Kit Ying Angel Ng is a Senior Geomorphologist at Arup, based in London.

◇ MID CAREER, ENVIRONMENT AND SUSTAINABILITY, BUSINESS AND INNOVATION



Owen Miller - Problem Solving Analyst

Owen Miller is a Problem Solving Analyst for Thames Valley Police.

◇ EARLY CAREER, GOVERNMENT AND POLICY, GEOSPATIAL AND TECHNOLOGICAL INNOVATIONS



Layla Batchellier - Communications and Engagement Manager

Layla Batchellier is the Communications and Engagement Manager for the RRS Sir David Attenborough at the British Antarctic Survey.

◇ EARLY CAREER, COMMUNICATIONS AND ENGAGEMENT



Dr Andy Markham - Company Director

Dr Andy Markham is the Company Director of Hydrobiology.

◇ SENIOR POSITIONS, ENVIRONMENT AND SUSTAINABILITY, ENTREPRENEURSHIP AND OWN BUSINESS



Terri Freemantle - Senior Earth Observations Specialist

Terri Freemantle is a Senior Earth Observations Specialist for Satellite Applications Catapult.

◇ MID CAREER, GEOSPATIAL AND TECHNOLOGICAL



Chipo Meke - Management Consultant

Chipo Meke is a Management Consultant for KMPG in London.

◇ EARLY CAREER, BUSINESS AND INNOVATION



Kevin Lee - Assistant Desk Officer

Kevin Lee is Assistant Desk Officer at the Foreign and Commonwealth Office, based in London, UK.

◇ EARLY CAREER, GOVERNMENT AND POLICY, INTERNATIONAL DEVELOPMENT



Lucy Alliott - Management Consultant

Lucy Alliott is a Management Consultant at PwC. Although she is based in London, UK, she has worked on projects all over the world.



Cengizhan Sehir - Global Trade Programme Manager for the Americas and Turkey

Cengizhan Sehir is a Global Trade Programme Manager for Americas and Turkey at the Foreign and Commonwealth Office, based in London, UK.



Farhasaad Shahid - Communications Associate

Farhasaad Shahid is a Communications Associate at the United Nations High Commissioner for Refugees (UNHCR), the UN Refugee Agency, and is based in Stockholm, Sweden.



Lieutenant Colonel Paul Hammett - Commanding Officer

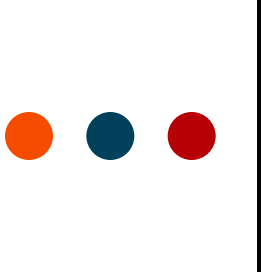
Lieutenant Colonel Paul Hammett is Commanding Officer of the 42 Engineer Regiment (Geographic) at the British Army, Ministry of Defence.



Dr Anjana Khatwa - Programme Manager for Learning

Dr Anjana Khatwa is Programme Manager for Learning at the Jurassic Coast Trust, based in Dorset, UK.

◇ MID CAREER, EDUCATION,



Geographers are more likely to be in work

- Five years after graduation geography graduates have an **above average likelihood of gaining employment**.
- Geographer employment rates **outperform many other disciplines**, including politics, physics and history.



Geographers earn above average graduate salaries

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- Geography graduate earnings **outperform** many other subjects, including technology, biosciences and history
- Geographers' salaries are above the average for graduates:
 - 2% more for men
 - 10% for women

Course Objectives

A Level Geography offers a variety of units of study across both human and physical Geography. They will help you to engage critically with some of the most pressing challenges facing the world today, in the hope that you will become part of the solution to many of the world's problems.



Fieldwork provides an exciting opportunity to study processes, systems and interconnections in both human and physical geography. You will develop skills to select research questions, apply relevant techniques and skills, and find appropriate ways to analyse and communicate your findings.

As well as the interesting topic content, you will also develop your qualitative and quantitative geographical skills, working with images, factual text and creative material, digital data, numerical and spatial data.

Course Overview

You will be taught by two teachers - one will deliver Physical Geography and one will deliver Human Geography.

You will study 6 units in total and complete one piece of coursework:

Physical Geography		Human Geography	
Coastal Systems and Landscapes	1 Exam Paper 2hr 30mins 40% of grade	Contemporary Urban Environments	1 Exam Paper 2hr 30mins 40% of grade
Water and Carbon Cycles		Changing Places	
Hazards		Global Systems and Global Governance	
Coursework - An individual investigation which must include data collected on a field trip. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.			3000 – 4000 words 8 months 20% of grade

KS5 Long Term Plan

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Yr 12 – PA	<div>Intro</div> <div> Coastal Systems and Landscapes <ul style="list-style-type: none"> The Coast as a system? Coastal Landscape Development; Coastal Management. </div> <div> Essay Writing Skills </div> <div> Water and Carbon Cycles <ul style="list-style-type: none"> Water and Carbon Cycles as a system; The Water Cycle. </div> <div> NEA Intro </div>											
Yr 12 – LT	<div> Contemporary Urban Environments <ul style="list-style-type: none"> Urbanisation, urban forms and urban issues; Urban climate, drainage and waste; Sustainable urban development. </div> <div> Changing Places <ul style="list-style-type: none"> The nature and importance of places; Relationships, connections, meaning and representation; Place studies. </div>											
Yr 13 – PA	<div> Water and Carbon Cycles <ul style="list-style-type: none"> The Carbon Cycle; Water, carbon, climate & life on Earth. </div> <div> Hazards <ul style="list-style-type: none"> The concept of a hazard; Tectonic hazards (Plate Tectonics, Seismic and Volcanic) Weather Hazards (Tropical Storms and Wildfires). </div> <div> Revision </div>											
Yr 13 – LT	<div> Changing Places </div> <div> Global Systems and Global Governance <ul style="list-style-type: none"> Globalisation & Global Systems. International trade and access to markets; Global Governance, Global Commons and Global Critique. </div>											

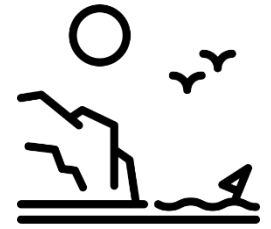
FIELDWORK

OTHER INTERRUPTION

EXAM PERIOD

HOLIDAY

Unit Overview – Coastal Systems and Landscapes



This unit focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. Geomorphological processes and how they shape distinctive landscapes are studied. Similar to the Water and Carbon Cycles unit, a systems approach to study is specified.

Students will develop an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. Opportunities to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork will be offered.

Sub Topics include :

- Coasts as natural systems;
- Systems and processes;
- Coastal landscape development;
- Coastal management.

Unit Overview – Water and Carbon Cycles



This unit focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.

A systems approach to the study of water and carbon cycles will be taken. The content invites students to consider the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. You will have the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills.

Sub Topics Include :

- Water and carbon cycles as natural systems;
- The water cycle;
- The carbon cycle;
- Water, carbon climate and life on Earth.

Unit Overview – Hazards



This unit focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.

Again the unit offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills.

Sub Topics include :

- The concept of hazards in geographical context;
- Plate tectonics;
- Volcanic hazards;
- Seismic hazards;
- Storm hazards;
- Fires in nature.

Unit Overview – Contemporary Urban Environments



This unit focuses on urban growth and change which present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion.

Engaging with these themes in a range of urban settings from contrasting areas of the world provides opportunities for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this unit offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills.

Sub Topics include :

Urbanisation;

Urban forms;

Social and economic issues associated with urbanisation;

Urban climate;

Urban drainage;

Urban waste and its disposal;

Other contemporary urban environmental issues.

Unit Overview – Changing Places



This unit 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. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.

Study of the content must be embedded in two contrasting places. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place will be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.

Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including through fieldwork.

Sub Topics include :

The nature and importance of places;
Changes – relationships, connections, meaning & representation;
Relationships and connections;
Meaning and representation;
Place studies.

Unit Overview – Global Systems and Global Governance



This unit focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students will engage with important dimensions of these phenomena with emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.

Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data.

Sub Topics include :

- Globalisation;
- Global systems;
- International trade and access to markets;
- Global governance;
- The 'global commons';
- Antarctica as a global common.

Exam Board

When studying A Level Geography you will follow the AQA Specification. This will provide you with continuity from GCSE, which will give you a foundation of knowledge and understanding of the subject in preparation for A Level.



Having followed the AQA Specification at GCSE, you will be more familiar with the command words and exam technique required at A Level, although there are some small differences.

Below are some links to AQA pages that give you a deeper idea of the course content:

[AQA A Level Geography Homepage](#)

[AQA A Level Geography Exam Question Command Words](#)

[AQA A Level Geography Subject Specific Vocabulary](#)

KS4 – 5 Transition

The transition from GCSE to A Level Geography can be quite intimidating for some students. For others, they don't appreciate the size of the transition involved.

The biggest change you will experience when studying A Level Geography is the need to study **independently**. This means that segments of each unit will be researched on your own, without the direct input of your teacher. A Level Geography requires a **deep understanding of a broad range of topics** and independent learning is critical to this. Therefore, the Geography department will expect you to take responsibility for your own learning, contributing to the analysis of what you do and do not understand fully.

The exam board also want A Level students to have a **synoptic understanding** of the subject, which means to recognise links between different aspects of Geography rather than an understanding of separate units of study in isolation of each other. For example, how does your understanding of different levels of development around the world (as studied in the GCSE unit 'The Changing Economic World) link to the different ways countries cope and manage the impacts of a natural disaster (as studied in the GCSE unit 'The Challenge of Natural Hazards)?



It's essential that A level Geography students recognise the requirements and establish habits and routines designed to develop these requirements early in the course.

WHAT DOES INDEPENDENT STUDY LOOK LIKE IN A LEVEL GEOGRAPHY?

After the Lesson
spend 30 mins.....

REVIEW YOUR NOTES



- Highlight key terms.
- Identify the main points of the lesson.
- Identify any evaluation points

CHECK YOUR UNDERSTANDING



- Identify the terms you can't define.
- Identify concepts you don't know.

CHECK YOUR TEXTBOOK



- Use textbooks or revision guide to look at what you don't get to see if that clarifies it.

ADD TO YOUR REVISION OUTLINE



- Add examples / case studies covered to your revision outline.

POST IT NOTE REMINDERS



- Make a note of the parts you are not sure on to remind you to ask your teacher in the next lesson.

After the Learning Phase
spend 60 mins.....

REVIEW YOUR NOTES



- Compare to the spec / revision outline to see if you have any gaps in your notes.

FILL IN ANY GAPS YOU HAVE.



- Use textbooks / PPTs to fill in any gaps that you have in your notes.

READ NEWS ARTICLES FROM INTERNET



- Make sure that you complete a reading log for each article.

CHECK YOUR UNDERSTANDING



- Test your self
- Complete activities from the text books and revision guide.

ASK FOR HELP



- See your teacher for help with anything you are not sure on or don't understand.

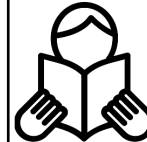
SUMMARISE THE PHASE



- Summarise the topic on to a trigger sheet. E.g. Flash Card, Cornell sheet, Mind map

At the End of the Unit
spend 90 mins....

REVIEW YOUR NOTES



- Compare to the spec/PLC to see if you have any gaps in your notes.

FILL IN ANY GAPS YOU HAVE.



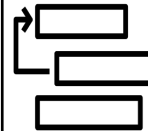
- Use textbooks / PPTs on Teams to fill in any gaps that you have in your notes.

APPLY TO AN EXAM QUESTION



- Plan out the exam question. Put in as much detail as you can.
- Complete the exam question

ORGANISE YOUR FILE



- Ensure your file is up to date and in chronological order.
- Make sure anything digital is printed out.

ASK FOR HELP



- See your teacher for help with anything you are not sure on or don't understand.

OTHER
Tips



Complete an hour online each week focusing on the topics you struggle with most.



Keep going back to topics, redo activities and see what you can remember



Make links and cross reference between topics.



Be aware of what is happening in the world

Read the [Hodder 'Learning skills for A-level success' booklet](#) before moving on to the next slide.

Pre Course Online Learning

There are numerous opportunities for you to start preparing for A Level Geography. Online learning platforms offer free courses to help you understand the subject better. Below is a selection of links that have been chosen specifically to prepare you for studying A Level Geography at Cardinal Langley.



The Open University and Future Learn have collated a collection of videos, podcasts and blogs entitled [Geography Matters](#). This is an essential starting point for your pre course online learning.



On the following pages there are links to short courses that will help you to prepare for A Level Geography further.

It is made clear which are the essential and which are recommended/optional courses. If you follow the courses properly, with structure and purpose, for example, by taking notes and following extra research opportunities through links, you will gain a lot from the time you invest. This, in turn will make the transition to A Level Geography easier.

Pre Course Online Learning

Open Learning (Open University) – You will need to create an account, but courses are free:

- [Introducing the Environment – Ecology and Ecosystems](#) (11 hours); **(RECOMMENDED)**
- [Environment: understanding atmospheric and ocean flows](#) (10 hours); **(RECOMMENDED)**
- [Water for life](#) (15 hours); **(RECOMMENDED)**
- [Environment: treading lightly on the Earth](#) (15 hours); **(RECOMMENDED)**
- ['Land grab': an environmental issue?](#) (8 hours). **(OPTIONAL)**

- [Watching the weather](#) (10 hours); **(RECOMMENDED)**

- [Why sustainable energy matters](#) (9 hours); **(RECOMMENDED)**
- [Can renewable energy sources power the world?](#) (24 hours); **(OPTIONAL)**

- [Earthquakes](#) (8 hours). **(ESSENTIAL)**

Pre Course Online Learning

Future Learn – You will need to create an account, but courses are free:

- [Big Data and the Environment](#) (3 hours per week over 3 weeks); **(RECOMMENDED)**
- [Climate Change: The Science](#) (3 hours per week over 4 weeks); **(RECOMMENDED)**
- [Causes of Climate Change](#) (4 hours per week over 3 weeks); **(ESSENTIAL)**
- [Tipping Points: Climate Change and Society](#) (3 hours per week over 2 weeks); **(ESSENTIAL)**
- [Climate Change: Solutions](#) (3 hours per week over 4 weeks); **(ESSENTIAL)**
- [Transforming Energy Systems: Why Governance Matters](#) (4 hours per week over 4 weeks). **(RECOMMENDED)**

Pre Course Online Learning

Future Learn (Continued) – You will need to create an account, but courses are free:

- [Extreme Geological Events](#) (4 hours per week over 3 weeks); **(ESSENTIAL)**
- [An Introduction to Emergency Planning and Preparedness](#) (3 hours per week over 2 weeks); **(RECOMMENDED)**
- [Come Rain or Shine: Understanding the Weather](#) (3 hours per week over 3 weeks); **(RECOMMENDED)**
- [Environmental Justice](#) (4 hours per week over 5 weeks). **(RECOMMENDED)**
- [Cultural Heritage and the City](#) (4 hours per week over 3 weeks); **(ESSENTIAL)**
- [Migration and Cities](#) (3 hours per week over 3 weeks); **(RECOMMENDED)**
- [Sustainable Cities: Governing Urban Adaptation Under Climate Change](#) (3 hours per week over 3 weeks); **(ESSENTIAL)**

Wider Reading

Regularly accessing the resources below will help to develop your wider understanding of the key concepts in Geography and knowledge of some recent case studies:

[Geography in the News;](#)

[Geographical Magazine \(from the Royal Geographical Society\);](#)

[National Geographic;](#)

[Geography at Science Daily;](#)

[BBC Science and Environment;](#)

[Sky News Climate;](#)

[The Conversation;](#)

[Ted Talks](#) (Use keywords in the search bar to filter Geography relevant content).



Remember, the more time you spend working through this resource, the better equipped you will be for A Level Geography.

I am sure that if you find these resources interesting and you enjoyed your GCSE Geography course, you will find pleasure and fulfilment studying A Level Geography.

Please do not hesitate to contact me if you require any further assistance with any of the Online Learning tasks or you have any questions related to the A Level Geography course.

We look forward to seeing you in September.

Mr Ahern – Head of Humanities

Email - pahern@clrchs.co.uk

