Geography

**Summer Independent Learning
Summer 2021.**

We study 6 different topics in A Level Geography.

In order for you to gain some basic knowledge and understanding of what our A level course is about, have a go at completing the following tasks/answering the questions that are taken from the A level specification.

How many can you do? Some are trickier than others. (You will be quizzed on some or all of these when you start college).

You can present your work in any way that you want - be creative.

Human Geography	Physical Geography
Changing places	Coastal systems and landscapes
1. How do you think an 'outsiders' (someone from outside Doncaster) feelings about Doncaster might be different to an 'insiders' (someone that lives in Doncaster) feelings? 2. List three TNCs (Transnational Companies) that you find in Doncaster.	1. Draw and annotate a cross section of a saltmarsh. Where can you find a saltmarsh? 2. Explain how sea level change has affected the island nation of Tuvalu.
Global systems and global governance	Hazards
1. What does globalisation mean to you? 2. Find an example of a 'global commons'. What threats does it face?	1. Find out and explain what is meant by the 'Hazard Management Cycle'. 2. Are tropical storms becoming more damaging? Explain your thoughts.
Resource security	Water and Carbon
1. Explain what is 'grey water' is. 2. How are countries trying to create more sustainable energy supplies?	1. How do humans change the water cycle? 2. List the places that carbon is stored in (and around) the planet.

A Level Geography Summer Independent Learning
Part 1- COASTS
Checklist. Upon completion of all tasks in Section 1 and 2 -

I can explain and evaluate different methods of coastal management.	
I can describe and give reasons for sea defences in Heysham, Morecambe Bay.	
I can recall key facts about the coastal management case study.	
I understand the threats to Venice in the past, present and future.	
I can explain and find evidence for sea level rises in Venice in the context of the global picture.	
I can evaluate the different approaches to protect Venice from rising sea levels.	
My work is A Level ready; a range of ideas are explained and developed in detail; keywords/vocabulary is accurately used throughout; it has clear headings and sub-headings.	

1 Coastal Management – Human intervention in coastal landscapes

Coastal management is defence against flooding and erosion, and evaluating the techniques that stop erosion to protect land. Coastal zones occupy less than 15% of the Earth's land area, while they host more than 45% of the world population. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.

What do I have to do?
1. Your independent learning is **to research 6 different coastal hard engineering strategies** – provide a description of how the management work within the coastal system and research the effectiveness (advantages and disadvantages) of these different methods. See the next page.
2. Create a **case study profile** of the coastal town of **Heysham, Morecambe Bay in Lancashire** as this is an illustrative example of the use of hard engineering. It includes a mix of traditional hard engineering strategies with a mix of more contemporary methods to improve the potential for sustainable management. See the next page.

How do I do it?
- Use the following tables as a guide to help you organise your research and work.
- This should take you approximately 3-4 hours.
- You can present your case study profile in any way you want but it will need handing in within your first week of lessons.
- Please use some of the suggested resources at the bottom of this page

Why do I have to do it?
A Level geography is about being able to investigate and learn new theories and concepts.
An A Level geographer needs to be able to be able to think holistically and apply theory to real life.
You will be tested on your knowledge and understanding of different coastal management and be able to evaluate the importance of coastal management in Morecombe and Heysham.

Task 1

Create a table or mind map _based_ on the table below, explaining how each strategy protects the coasts, often each strategy is large scale and costs a significant amount of money. Your task is to **independently research the specific purpose of each strategy and the effectiveness** within the coastal system. **Detailed paragraphs not one-word answers.**

Technique	Description	Advantage	Disadvantage	Approximate Cost
Groynes				
Sea Walls				
Cliff drainage				
Rock armour/rip rap				
Gabions				
Off-shore breakwater				

Task 2

Create a case study profile of the material you have learnt on **Hard engineering: Heysham**. Be creative in your presentation of this case study. It must include the following information:

1. Background information – Why do Heysham and Morecambe need protecting?
2. The council has selected 'Hold the line' management. Explain this strategy and why they have selected this.
3. What Council is in charge of this management?
4. What type of management schemes does Heysham and Morecambe use? Suggest why each strategy has been used in each location.
5. How many phases were in this comprehensive improvement scheme and when did the programme take place?
6. Extension - Suggest how these strategies will be challenged by future sea level rises – how future-proof is the hard engineering in Heysham?

Coastal management, and hard and soft engineering approaches are topics that are well resourced in books and online - a sample of resources below:

http://www.alevelgeography.com/coastal-protection-and-management-hard-engineering/
https://www.tutor2u.net/geography/reference/coastal-protection-hard-engineering
https://www.bbc.co.uk/news/uk-england-lancashire-27676639
https://www.brainscape.com/flashcards/hard-management-case-study-coastal-town-o-6692822/packs/9755863
https://www.lancaster.gov.uk/planning/engineering/wave-reflection-wall-replacement-project

CLICK ME!

Take it further task?

Now you have acquired new knowledge on coastal management and applied to a specific location can you retrieve this information ready for your first assessment?

Lets find out….. **Scan the QR code** to see if you can retrieve the key facts about Morecambe and Heysham. A level Geography you need to be place specific when answering exam questions!

Scan me!

Quizlet

Encoding
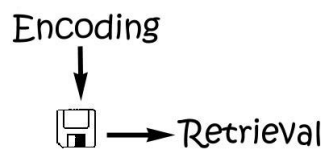
Retrieval

Retrieval Practice
[Practice Testing]

Hazards

1)The concept of hazard in a geographical context

2) Plate tectonics

Checklist-

I can explain the concept of a natural Hazard.	
I am able to explain the difference between a geophysical, atmospheric and Hydrological Hazard.	
I can explain how one volcanic or one seismic event will have different impacts: primary/secondary, environmental, social, economic, political.	

Complete the task below, use some of the suggested reading material and websites to support your learning.

1) Name the three types of natural hazards, and give examples of each.
   https://www.youtube.com/watch?v=xYSH-95VlLc
2) Create a case study profile of either a volcanic or seismic event you have studied at GCSE, use the template below to ensure you research it in enough detail. (Suggested examples Mount ST Helens, Monserrat, the Japanese Tsunami or Nepal earthquake.)

Name of Hazard **Tectonic setting**- Type of plate boundary (Diagram) Development of country Magnitude of event	**Location**- Map
Impacts on People eg Death toll, Number of homes destroyed etc	**Impacts on the economy (money)** Cost to economy/ Building damage/Aid needed
Impacts on the environment (Physical and human) Loss of habitat/Physical impacts (Flooding, wildfire, landslide etc)	**Response**- How was this event managed on a local, national or international scale?

Suggested support material

https://www.tutor2u.net/geography/collections/a-level-notes-physical-hazards
http://www.coolgeography.co.uk/A-level/AQA/Year%2013/A_Level_Revision.htm

Changing Places

Place differs to the abstract notion of space because places have meaning to people. Space becomes place as we get to know it better. For many, the most familiar example of place is their home, where they feel most attached and can be themselves. As a geographer, you need to look at the different aspects or multidimensionality of place. In its simplest way, place is a location with meaning
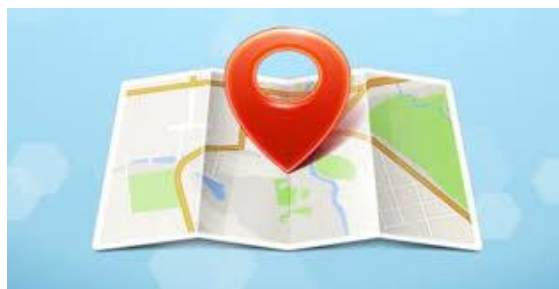
Checklist-

I can explain the **concept of place** and space.	
I am able to explain what **places** might **mean** to different people and how this can vary.	
I understand that places can **change over time** and how places can be **connected** to other places.	
I can explain and find evidence of **multiculturalism** and how this might change the **character** of a place.	
I can explain what **makes a place great** and how this is reflected for my **local place**.	
My work is A Level Ready: a range of ideas are explained and developed in detail; keywords are accurately used throughout; it has clear headings/sub-headings; presentation is something to be proud of.	

Doreen Massey (c1994)a geographer engaged with the theorisation of place stated that *'Places are not simply bounded locales where people gather…places are made of flows and movements and the myriad of interlinkages and interdependencies among places. They are simultaneously local and global, their social, cultural and economic relations stretched out across the globe, shaped by structural processes but retaining local particularities'.*

Yi Fu Tuan (1977) contrasts place with the allied concept of space, stating that *'place is security'* while *'space is freedom'* suggesting that while space is infinite, place is bounded, identifiable and something to which humans can become emotionally attached.

Complete the task below, use some of the suggested reading material and websites to support your learning.

1. **Special place:**
   a. Name a place that is special to you. Where is this special place? What is your special place like?
   b. How would you describe it to someone else? Why is it special/ important to you?
   c. Is this place special to anyone else? Is it special to everyone? Why/not?
   d. How has your place changed over time? Why might this be?
   e. If you had to summarise the character of your place in just 5 words, what would they be?

2. Mini case study of **London**, use this clip
   https://timeforgeography.co.uk/videos_list/cities/multiculturalism-london/:
   f. How is London multicultural? What evidence can you find? Quantitative (numerical) or Qualitative (non-numerical) data?
   g. Explain what the term 'Windrush generation'.
   h. How did Brixton become to have a strong West Indian culture? How is this reflected in the 'changed character' of Brixton?
   i. The West Indian community often suffered ethnic or racial discrimination. Give examples of this. How did this then develop social cohesion within the community?

j.   You are an outsider (most probably unless you are from there) to Brixton, how would you feel about visiting this place? Do you think it would be a positive experience? Negative? How comfortable would you feel? Why?

k.   **Challenge option**: Using the 'Lives on the Line - Tongues' London map, describe the multicultural nature of London (note you can click on the stations to find out the language diversity of a place https://tubecreature.com/#/tongues/current/same/U/940GZZLUBLG/FFTFTF/11/-0.1000/51.5200/

3)   FSC Fieldwork LIVE Investigating Place.

Complete the **'PlaceCheck Survey' fieldwork method** around *your* local place, out of your window or other places using google streetview. Use the fieldwork material on the following page. You could watch this 45 minute interactive lesson from the FSC to find out more about investigating places: https://encounteredu.com/live-lessons/ks4-5-investigating-place-280420

Other suggested support material

https://www.tutor2u.net/geography/reference/introduction-to-concept-of-place

https://www.tutor2u.net/geography/reference/the-concept-of-place

https://www.tutor2u.net/geography/reference/factors-contributing-to-the-character-of-places

https://www.tutor2u.net/geography/reference/insider-outsider-perspectives-on-place

Fieldwork Method 2: **Place check**

This method involves observing the features and characteristics of the place around you. Guided by 'What makes this place...' column, record your qualitative observations to define the range of ways that people's experiences and perception of a place might be shaped.

METHOD HINT: Try to consider the questions from a range of users' viewpoints e.g. over 70s, families etc. How might this improve or detract from our data?

What makes this place…	Your notes/ evidence…
• a special place? • What makes this place special or unique? • Why does it look the way it does? • What local activities/events have shaped its look? • Why do we like this place? • What can we make more of? • What potential is there to enhance the place?	
• a well-connected, accessible and welcoming place? • How accessible is it? What limits connectivity? • How welcoming is it here? Is anything confusing? • How well does parking work? • How can it be made more welcoming and accessible?	
• a safe and pleasant place? • What makes the streets/public space here safe? • What detracts from the safety and pleasantness? • How safe are the pavements/ road? • How can safety and pleasantness be improved? • How do people enjoy nature? What is missing?	(continued)

(continued) **What makes this place…**	**Your notes/ evidence…**
• a planet-friendly place? • What makes this place planet friendly? • What resources are wasted? • How does movement use resources? • How is waste handled? • How is energy used in buildings? • How adaptable/resilient is this place? • How could this place make better use of resources?	

Evaluation of Non-participant observation method: note here any pros or cons we identify	
+	-
+	-