



# Geography

## Summer Independent Learning Summer 2024

	Focus	Task	Task summary	Checklist – tick when done
Compulsory	Fieldwork	1	PlaceCheck Survey of YOUR local place.	
Compulsory	Coastal management – Paper 1	2a	Research 6 different coastal hard engineering strategies and create a detailed table to evaluate them	
Compulsory	Coastal management – Paper 1	2b	Create a case study profile of the Holderness coast.	
Recommended	Hazards – Paper 1	3a	3 natural hazards + examples. What responses did the places have to reduce the impacts of these hazards?	
Recommended	Hazards – Paper 1	3b	Create a case study profile of either a volcanic or seismic event you have studied at GCSE.	
Compulsory	Changing Places – Paper 2	4a	Special place – create a spidagram or mind map about a place that is special to you.	
Compulsory	Changing Places – Paper 2	4b	Mini case study of London, use this clip to help you explore the multicultural nature of London	

### How do I do it?

- This should take you more than **6 hours** to complete.
- You can present your work in any way you want but make sure that it is clearly set out and easy to follow.
- Your work will need handing in within your first week of lessons.
- Use *some* of the suggested resources.

### 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.

**Part 1 Fieldwork – get outside - compulsory.**

**Fieldwork LIVE Investigating Place:** Complete the 'PlaceCheck Survey' fieldwork method around *your* local place, out of your window or other places using google streetview. You *could* watch this 45-minute interactive lesson from the FSC to find out more about investigating places or help you if stuck: <https://encounteredu.com/live-lessons/ks4-5-investigating-place-280420>

**KS5 Investigating Place**  
LIVE LESSON



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...
<ul style="list-style-type: none"> <li>• a special place?</li> <li>• What makes this place special or unique?</li> <li>• Why does it look the way it does?</li> <li>• What local activities/events have shaped its look?</li> <li>• Why do we like this place?</li> <li>• What can we make more of?</li> <li>• What potential is there to enhance the place?</li> </ul>	
<ul style="list-style-type: none"> <li>• a well-connected, accessible and welcoming place?</li> <li>• How accessible is it? What limits connectivity?</li> <li>• How welcoming is it here? Is anything confusing?</li> <li>• How well does parking work?</li> <li>• How can it be made more welcoming and accessible?</li> </ul>	
<ul style="list-style-type: none"> <li>• a safe and pleasant place?</li> <li>• What makes the streets/public space here safe?</li> <li>• What detracts from the safety and pleasantness?</li> <li>• How safe are the pavements/ road?</li> <li>• How can safety and pleasantness be improved?</li> <li>• How do people enjoy nature? What is missing?</li> </ul>	
<ul style="list-style-type: none"> <li>• a planet-friendly place?</li> <li>• What makes this place planet friendly?</li> <li>• What resources are wasted?</li> <li>• How does movement use resources?</li> <li>• How is waste handled?</li> <li>• How is energy used in buildings?</li> <li>• How adaptable/resilient is this place?</li> <li>• How could this place make better use of resources?</li> </ul>	

Consider: why is this a good method to use to investigate place? What are the limitations of using this method? What would make this information more reliable?



compulsory



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.

**Task 2a.** 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 judge the effectiveness (advantages and disadvantages) of these different methods.

**What do I have to do?**

Create a table or mind map *based* on the table below, explaining each technique the advantages and disadvantages. Try to find the cost per metre of the method. Then give YOUR opinion of the effectiveness and suitability of the technique for the UK.

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 of how the strategy protects the coast	Advantages	Disadvantages	Aprox. Cost per metre	Judgement effectiveness a& suitability
Groynes					
Recurved Sea Walls					
Cliff drainage					
Rock armour / rip rap					
Gabions					
Your choice					

**Task 1b** - Create a **case study profile** using the Holderness coast as an example. There are several locations along the coastline which you could research, (Mablethorpe, Hornsea and Withernsea) you must include a **minimum of 2 contrasting** locations and strategies.

**What do I have to do?**

Create a **case study profile** of the material you have researched on the **Holderness coast**. Be creative in your presentation of this case study. It *must* include the following information:

1. Background information – Why do places on the Holderness Coastline need protection?
2. The East Riding Council has selected 'Hold the line' management. Explain what this strategy means and why they have selected this.
3. What type of management schemes do your chosen places (x 2 contrasting) use?
4. For each place, suggest why each strategy has been used in each location.
5. When did the programme of protection start? Was it done in phases? How has the protection strategy been up-dated and maintained?
6. Challenge- Suggest how these strategies will be challenged by future sea level rises. Judge, how future-proof is the coastal protection strategy on the Holderness coast.

Coastal management, and hard and soft engineering approaches are topics that are well resourced in books and online. Here are a sample of resources suitable for A Level Geography:

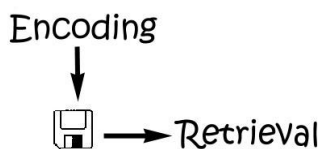


- <https://storymaps.arcgis.com/stories/843601cebe404ca7901500ebf7a75366>
- <http://www.alevelgeography.com/coastal-protection-and-management-hard-engineering/>
- <https://www.tutor2u.net/geography/reference/coastal-protection-hard-engineering>
- [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal\\_managemtn\\_holderness\\_2.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_managemtn_holderness_2.pdf)

**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?

Let's find out..... **Scan the QR code** to see if you can retrieve the key facts about Holderness. A level Geography you need to be place specific when answering exam questions!



Scan me!



**Part 3: Strongly recommended content. Natural Hazards**



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

- a) Name the four types of natural hazards and give examples of each. Why did they occur? What responses did the places have to reduce the impacts of these hazards? You can use this clip or your own research:  
<https://www.youtube.com/watch?v=xYSH-95VILc>
- b) 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* – you will need to go beyond your GCSE class notes. (Suggested examples Haiti Earthquake, Typhoon Haiyan, Monserrat, the Japanese Tsunami or Nepal earthquake.)

<b>Task 3b case study profile content</b>	
<b>Name of Hazard</b> <b>Tectonic setting-</b> Type of plate boundary (Diagram) Development of country Magnitude of event	<b>Location- Map</b>
<b>Impacts on People</b> eg Death toll, Number of homes destroyed etc	<b>Impacts on the economy (money)</b> Cost to economy/ Building damage/Aid needed
<b>Impacts on the environment (Physical and human)</b> Loss of habitat/Physical impacts (Flooding, wildfire, landslide etc)	<b>Response-</b> 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>  
<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/>  
[https://timeforgeography.co.uk/videos\\_list/plate-tectonics/](https://timeforgeography.co.uk/videos_list/plate-tectonics/)

#### Part 4 compulsory task - 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



#### Two important geographers:

**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 part 4 tasks a, b and c below, use some of the suggested reading material and websites to support your learning.**

- a) **Special place** – create a spidagram or mind map about a place that is special to you. Consider the questions below to add detail to your answer:
1. Name a place that is special to you. Where is this special place? What is your special place like?
  2. How would you describe it to someone else? Why is it special/ important to you?
  3. Is this place special to anyone else? Is it special to everyone? Why/not?
  4. How has your place changed over time? Why might this be?
  5. If you had to summarise the character of your place in just 5 words, what would they be?
- b) **Mini case study of London**, use this clip to help you explore the multicultural nature of London.  
Write paragraphs using the questions below  
[https://timeforgeography.co.uk/videos\\_list/cities/multiculturalism-london/](https://timeforgeography.co.uk/videos_list/cities/multiculturalism-london/)
1. How is London multicultural? What evidence can you find? Quantitative (numerical) or Qualitative (non-numerical) data?
  2. Explain what the term 'Windrush generation'.
  3. How did Brixton become to have a strong West Indian culture? How is this reflected in the 'changed character' of Brixton?
  4. The West Indian community often suffered ethnic or racial discrimination. Give examples of this. How did this then develop social cohesion within the community?
  5. You are an outsider (most probably unless you are from Brixton) 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?

## Self-check your knowledge and understanding?

How confident are you in what you have produced? Do you understand your work?

### Fieldwork **compulsory** task understanding checklist-

I can investigate places using fieldwork.	
I can consider why a PlaceCheck survey might be a valuable fieldwork method	
I evaluate the limitations of a PlaceCheck survey	

### Coasts **compulsory** task understanding checklist.

I can explain and evaluate different methods of coastal management.	
I can describe and give reasons for sea defences on the Holderness coast.	
I can recall key facts about the coastal management case study.	
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.	

### Hazards recommended task understanding 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.	

### Changing Places **compulsory** task understanding 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.	

### Further reading & watching – totally optional:

- <https://www.bbc.co.uk/iplayer/episode/m001l5ms/our-changing-planet-series-2-episode-1>
- <https://www.bbc.co.uk/iplayer/group/p06rrnkm> Travel the world with Simon Reeve
- <https://www.netflix.com/gb/title/81410405> White Island (Netflix)
- <https://www.itv.com/watch/the-crossing/10a2269/10a2269a0001> The Crossing
- <https://www.bbc.co.uk/iplayer/episode/p090xz9z/i-am-greta>. I am Greta (2021)
- Brown, L. (2017) The Volcano, Montserrat and Me: Twenty years with an active volcano
- Dorling, D. (2015) Inequality and the 1% - Verso
- Marshall, T. (2018) Divided: Why We're Living in an Age of Walls, Elliot and Thompson Ltd
- Marshall, T. (2015) Prisoners of Geography, Elliot and Thompson Ltd
- Pickerill, J. (2016) Eco-Homes: People, Place and Politics.
- Thunberg, G. (2019). No One Is Too Small to Make a Difference – Penguin
- <https://www.esriuk.com/en-gb/map-gallery/70-years-of-imagery> London over time
- Or play with the 'WayBack App' to see how places have changed over time.  
<https://livingatlas.arcgis.com/wayback/#active=46399&ext=-115.34940,36.03895,-115.24760,36.08904>