Geography

Summer Independent Learning Summer 2026

	Focus	Task	Task summary	Checklist
Compulsory	**Fieldwork**	**1**	**Place Check 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 mind map about a place that is special to you.**	
		4b	**Mini case study of London, use the clip to help you explore the multicultural nature of London**	
Optional	Skills	5	Play with the Wayback app to test your skills	

Why should I do it?

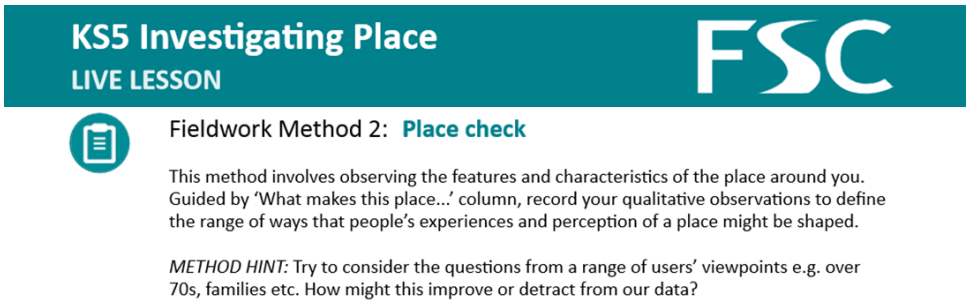
A Level geography is about investigating the world around us by learning new theories and concepts. An A Level geographer needs to be able to be able to think holistically and apply theory to real life examples. You will be gaining skills when investigating and be able to hit the ground running when you join us in September.

How do I do it?

- This should take you more than **6-8 hours** to complete. You should do a little over time and check off the work you complete as you go along.
- 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 to be handed in during your first week of lessons.
- Use *some* of the suggested resources.

Part 1 Fieldwork – get outside - Compulsory

Fieldwork LIVE Investigating Place: Complete the **'Place Check Survey' fieldwork method** on the next page. This should be completed around *your* local place. 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



Part 1. Place check survey, Location:	
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?	
• 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?	

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?

Part 2 Coasts - 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 around 37% of the world population (UNEP).

There are different ways to manage coastal landscapes:

- 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** and give a description of how the management works 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. This should be at least 1 side of A4 paper. Explain how each technique/ strategy protects the coast. Think of its advantages and disadvantages. Try to find the cost per metre of the method. Then giver YOUR opinion of the effectiveness and suitability of the technique for the UK. Tip- write **d*etailed* 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					
Sand dune planting					
Your choice					

Make a judgement. Which method would you choose for this location and why?

Task 2b - Create a **case study profile** using the Holderness coast as an example. There are several locations along the coastline which you could research such as Mappleton, Hornsea and Kilnsea. Choose **2 contrasting** locations with different strategies or techniques. Be creative in your presentation of this case study. Make sure your information is clearly presented with sub-headings to make it easy to follow.

What should I include?

1. Background information – Why do places on the Holderness Coastline need protection?
2. Explain the term, 'Hold the Line'. Why might East Riding Council have chosen this strategy?
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?

Coastal Management 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.

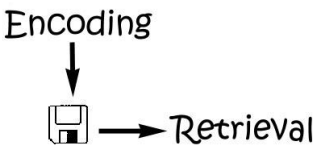
Coastal management, and hard and soft engineering approaches are topics that are well resourced in books and online. Here are a sample of resources suitable for A Level Geography:

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

Take it further and test yourself?

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!



Retrieval Practice
[Practice Testing]

Quizlet

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 impacts did they have? 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-95VlLc

b) Create a case study profile of either a volcanic or seismic event you have studied at GCSE, use the template in the table below to ensure you *research it in enough detail* – you will need to go beyond your GCSE class notes. Examples might include Haiti Earthquake, Typhoon Haiyan, Monserrat, the Japanese Tsunami or Nepal earthquake.) Possible content below.

Task 3b case study profile content	
Name of Hazard **Tectonic setting-** Type of plate boundary (Diagram) Development of country Magnitude of event	**Location-** Map
Impacts on People e.g., 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 for hazards task
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/

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 (*c*. 1994) 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 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/

1. How is London multicultural? What evidence can you find? Quantitative (numerical) or Qualitative (non-numerical) data?
2. Explain the term 'Windrush generation'.
3. How did Brixton gain 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 help to 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?

Part 5 skills – strongly recommended

Improve your spatial analysis skills 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
Hover over the icons on the left to change and play with the data. Search any place, anywhere. No writing required!

Find out about where you live: https://www.ons.gov.uk/census/maps/ No writing required.

Going Beyond your A Level

Further reading & watching – totally optional but part of being a geographer!

- 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)
- https://www.esriuk.com/en-gb/map-gallery/70-years-of-imagery London over time
- https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9 Careers in GIS
- https://www.ted.com/talks/danny_dorling_maps_that_show_us_who_we_are_not_just_where_we_are?language=en&subtitle=en Maps tell us who we are
- Watch Race Across the World on iPlayer
- 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
- Thunberg, G. (2019). No One Is Too Small to Make a Difference – Penguin

Watch the news / read a news website. What is going on in the world? Read The Guardian Newspaper? The Conversation newsletter?

Careers in Geography and beyond?

https://timeforgeography.co.uk/video-collections/geography-geoscience-careers/
https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9 Careers in GIS