



## Core Knowledge and Understanding Tasks

**Whether you have studied this subject before or not, there are elements of core knowledge and understanding that you must have prior to starting the A Level course.**

**Please provide a written answer to each of the following questions. There are links incorporated to help you discover the answers. We have created a series of tasks based on Year 12 topics each addressing an underlying theme of the course.**

### **Task 1 – Glaciation topic – focusing here on the “Equilibrium” theme**

*Equilibrium: a condition of balance which, when established, perpetuates itself unless controlling conditions change markedly.*

This glaciation theme looks at the advance and retreat of glaciers, the landforms created and human interactions with these landscapes.

Watch the video clip <https://www.youtube.com/watch?v=9h-bQKiX7nQ> and answer the following questions:

- 1) How long did the last ice age last?
- 2) Where did the evidence come from to simulate the climate of the past?
- 3) As the climate became colder in the ice age the glaciers advanced. Describe the pattern of ice accumulation and advance from the mountains into the valleys.
- 4) When did glaciers reach their maximum extent in the Alps and what was the temperature like compared to today?
- 5) What happened to sea levels during the ice age? Why?
- 6) What is expected to happen to global temperatures by the year 2100?
- 7) How are Alpine glaciers expected to respond?

Watch the 1min video clip <https://www.youtube.com/watch?v=0nEg81XX0MY>

- 8) Use the information from your previous answers to explain how the concept of mass balance and equilibrium concepts can be applied to the changes seen in the Alps.

### **Task 2 – Changing Places – focusing here on the “Identity” theme**

*Identity: how people view changing places from different perspectives and experiences*

- 1) Browse through the magazine Cotswold Life: <https://www.cotswoldlife.co.uk/home>.
  - a) Who is this magazine targeted at?
  - b) Create a spider diagram of impressions the magazine gives readers of the Cotswolds
- 2) Use the Geographical Information System [http://dclgapps.communities.gov.uk/imd/iod\\_index.html](http://dclgapps.communities.gov.uk/imd/iod_index.html). The “switch domain” button at the top allows you to compare different types of social deprivation data.

If you click on a location you can see a summary textbox for each location. Study the Cotswolds area (you may need to google Cotswold map if you are not sure!)

- a) How does social deprivation in the Cotswolds compare at a national level?
  - b) How does social deprivation in the Cotswolds compare with Gloucestershire as a whole?
- 3) Watch the video clip <https://www.youtube.com/watch?v=uPSUas961PU>. How does this clip challenge the identity of the Cotswolds established in questions 1 and 2?

### **Task 3 – Carbon and Water Systems – focusing here on the “Thresholds” theme**

*Thresholds: the tipping point for change within and between the cycles.*

- 1) Watch the video on global warming and sea level rise  
[https://www.youtube.com/watch?v=yN7S\\_YmMnQc](https://www.youtube.com/watch?v=yN7S_YmMnQc)
  - a) What is expected to happen to Greenland and Antarctica in this century?
  - b) What pattern is sea level rise currently demonstrating and how is this predicted to change suddenly?
  - c) How does the “relief” of ice sheets contribute to the idea of a natural threshold being reached causing an acceleration in the rate of change?
- 2) Watch the video on Amazonian rainforest  
[https://www.youtube.com/watch?v=JhoP9D\\_a4qE](https://www.youtube.com/watch?v=JhoP9D_a4qE)
  - a) What is expected to happen to the Amazon rainforest in the future?
  - b) What threshold tipping point may be crossed causing this change?
- 3) Watch the video on carbon in permafrost  
<https://www.youtube.com/watch?v=9uwijUfKYb0>
  - a) Consider the melting of the permafrost. Explain how a tipping point could be reached where climate change becomes irreversible.

**Task 4 – Global Governance – focusing here on the “Globalisation” theme**

*Globalisation: links between countries. **Globalisation** is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange.*

- 1) The global governance topic looks at the issues of Ocean and Migration and how they are managed by different groups. To understand the main global players, complete the table below;

<b><u>Organisation</u></b> <i>This is how they refer to themselves globally</i>	<b><u>Date formed</u></b> <i>When did they form? If possible note <b>why</b> they formed</i>	<b><u>Membership (countries or blocks)</u></b> <i>In some cases it is easier to list blocks of countries like the EU and in some cases like the UN it is easier to list the countries NOT in the organisation (do this in red)</i>	<b><u>Main aims</u></b> <i>According to the organisation’s website- what are their main aims?</i>	<b><u>Legal power or advise and steer?</u></b> <i>Legal power is if they have their own court. Advise and steer is if they do not have their own court so can just advise nations</i>
UNESCO				
NATO				
UN				
EU		<i>List the European countries NOT in the EU</i>		
G7/G8				
OPEC				

**Task 5 – Global Governance (migration) – focusing here on the “Causality” theme**

*Causality (drivers of global patterns of migration)*

1) What causes refugees to move?

Research the reasons why people leave their homes as refugees. Think about both physical and human reasons. Find two examples, one caused by a human reason (such as conflict) and one physical reason (e.g. a natural hazard). For each example state the cause, where people move from and to and how different groups have responded (for example the UN, Red Cross and Save the Children).

**Task 6 – Global Governance (oceans) - focusing here on the “Risk” theme**

*Risk: associated with ocean plastics*

Watch the Sky News Documentary on YouTube

[https://www.youtube.com/watch?v=D35YnZ7\\_WxM](https://www.youtube.com/watch?v=D35YnZ7_WxM) create a sheet of paper with three columns as shown below:

<b><u>Causes</u></b>	<b><u>Effects</u></b>	<b><u>Responses</u></b>
<i>(Make sure you give specific place examples)</i>	<i>At the end of the video categorise these by shading over each one. Split them into: Social, Environmental and Economic. Are there any that fall into another category? If so add it in</i>	<i>At the end of the video categorise these by shading them into local, regional and global. (Was this response local to one part of a country? Was it country or region (e.g. Scandinavia) wide? Or is it a global response because everyone is involved?)</i>

**The Bigger Picture Task**

**As well as reinforcing your core knowledge and understanding, our A Level curriculum will expose you to what are called the ‘established orthodoxies’ within each subject, which can include key research, important people who have contributed to the field, as well as broader methods and theories that exist within the subject.**

**Prior to starting the A Level course, it is important that you are aware of the following themes and topics so that you can develop an understanding of how they contribute to some of the established orthodoxies within the study of Geography.**

The Royal Geographical Society <https://www.rgs.org/> is the UK's learned society and professional body for geography, supporting geography and geographers across the world. They are also a registered charity and a membership organisation. The Society was founded in 1830 to advance geographical science. Today, they achieve this by supporting

geographical research, education, and fieldwork and expeditions, as well as by advocating on behalf of the discipline and promoting geography to public audiences. The Society holds over two million items, including maps, photographs, books, documents, paintings and artefacts, in its historical collections.

The Society values its independence and the breadth of its activities to promote and support the discovery and understanding of the world's people, places and environments. They welcome professional geographers, geography graduates and all those with an enthusiasm for geography, travel and exploration as members.

#### Tasks

- 1) Please read the attached letter to you from Sir Michael Palin, president of the Royal Geographical Society. <https://www.rgs.org/schools/teaching-resources/michael-palin%E2%80%99s-letter-promoting-gcse-and-a-level/>. (*Michael Palin famous for Monty Python, film roles and travel documentaries*).
- 2) Spend some time familiarising yourself with the Royal Geographical Society website <https://www.rgs.org/>. Explore the website to find the answer to the question; "What is Geography"?

Another organisation dedicated to teaching of Geography is the Geographical Association. The following webpage from their site has some ideas for you explore:

<https://www.geography.org.uk/Geography-from-home>

### Recommended Reading List and the Department's 'Top Pick' Title

**As an A Level student, we want you to value academic endeavour (scholarship) and develop a thirst for learning in your chosen subject. Our curriculum will help you to understand that scholarship is not just about learning facts, it is about nurturing powerful knowledge.**

**We will help you with this by directing you to resources that will not only deepen your knowledge and strengthen your understanding of the A Level content, but also broaden it beyond that of the exam board specification.**

Please find the full subject reading list alongside our prospectus on the Sixth Form section of the STRS website here: <https://strschool.co.uk/sixthform/prospectus>. We would encourage you to explore as many of these titles as you can.

From the published reading list, the most highly recommended book to read before September is:

Head of Department's 'top pick' book title:

- Prisoners of Geography, Tim Marshall (2015) (Ideally read the whole book but pay particular attention to the chapters 5 and 10. These link most closely with the A Level specification).

Once you have read the recommended book/chapter/article, consider the following:

- What did you learn from the reading?
- Have you identified any patterns or made any connections?
- What unanswered questions has the reading left you with?
- Did you agree entirely with what you have read? If so, why? If not, why not?
- Are there any themes or topics that you would like to explore further?

### Other Recommended Activities

**Please find below a selection of suggested additional activities that the department feel it would be useful for you to explore prior to starting the A Level course in September.**

One unit of A Level Geography that you are examined on; is titled "21<sup>st</sup> Century challenges". There is a wide range of things that you could be asked to respond upon from across the specification. This webpage will help you explore a range of these geographical issues: <https://21stcenturychallenges.org/challenges/>.

Create yourself an OpenLearn Open University account. <https://www.open.edu/openlearn/>. Here you can access a huge range of modules that will support any of your chosen A level subjects.