

## Geography

### Year 11 into 12 Summer Bridging work

Congratulations on making it through Year 11 and picking the most awesome Geography A-level Subject. Hopefully you will have noticed that the vast majority of what we cover is relevant in our everyday lives.

In order to get you prepared for next year we would ask you to complete the following tasks by the end of the summer break. The first 3 tasks need to be completed at the beginning of the summer break in order to allow you enough time to complete the rest in as much detail as you need to, you will need to space your learning so leaving it all to the last week in August will not work. In fact if you are going on holiday you could print off what you need for task 2/3 and 6! (Although you do need some time to relax!)

- 1) Log onto CANVAS and look under Year 11 Geography Room >modules> A Level Geography (Alternatively the school website may have the resources there)
- 2) Find the specification and print off/download the areas of study we are going to cover over the next two years:  
Physical Geography: Dynamic Landscapes- Topic 1 Tectonic Processes and Hazards and Topic 2B Coastal Landscapes; Topic 5 The Water cycle and water insecurity; Topic 6 The carbon cycle and energy security  
Human: Dynamic places: Topic 3 Globalisation and Topic 4B Diverse Places; Topic 7 Superpowers; Topic 8B Migration, Identity and Sovereignty
- 3) Complete an audit of your knowledge. Take three colours blue, orange, yellow – blue is unconfident, orange is ok, yellow is fully confident- and highlight your copy of the specification (this can be done electronically too)
- 4) Log onto CANVAS the school library page and find the link Phillip Allan Magazines > Geography Review Magazine. It will ask you to choose an issue – click on a date and number.  
Pick an article that interests you and read it – you need to pick 3 articles in total with at least one focussing on a human topic, one on a physical topic.
- 5) You are going to make notes on the articles that you read. Read through the note taking tips attached to this document.  
NB You MUST USE the Cornell Method of note-taking to complete these notes (see instruction attached)  
NB You MUST USE the Harvard method of referencing for your notes (see PDF on CANVAS)
- 6) Complete the skills audit attached to this document- think about the areas you feel confident in, those you feel less confident in, where could you go to help you become 'skilled up'?

Please bring this all along to our first lesson and be ready to share your knowledge, questions and potential concerns.

☺Team Geography

FYI this is what some outside agencies say about the benefits of studying Geography:

- ✓ Geography A-level develops critical thinking – one of the key skills required for many jobs and University courses
- ✓ Geography is considered one of the key facilitating subjects by the Russell Group Universities
- ✓ Geography graduates are some of the most employable and diverse graduates due to the nature of the skills developed and the plethora of concepts and ideas studied.

Geography A-Level requires you to develop a variety of skills. The following table is an audit to see how comfortable you feel about the skills highlighted in the specification.

Read through the following list and tick under the appropriate columns (you may tick all, none or some!)

	Know	Understand	Collect	Interpret	Analyse/ Evaluate	Questions/ Concerns
Primary data						
Secondary data						
Sampling methods						
Coding						
Data presentation techniques						
Dot maps						
Kite diagrams						
Dispersion diagrams						
Satellite images						
GIS						
Qualitative data						
Interviews						
Oral accounts						
newspapers						
Creative media						
Aerial/Oblique/ ground photographs						
Sketches						
Drawings						
Statistical tests						
t-test						
Spearman's rank						
Chi-squared						
Central tendency and dispersion						
Gini co-efficient						
Lorenz Curve						
Mode, median, mean						
Inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot						
Consider how confident you feel about the following statements						
The specification requires students to be able to						
		☹	ok	☺		
identify sources of error in data and to identify the misuse of data						
undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation						
communicate and evaluate findings						
to draw well- evidenced conclusions informed by wider theory						
construct extended written argument about geographical matters.						

Tips on note taking:

Adapted from [http://education.exeter.ac.uk/dll/studyskills/note\\_taking.PDF](http://education.exeter.ac.uk/dll/studyskills/note_taking.PDF) accessed 30.06.17

Understand what you are looking for in the reading. Are you looking to gain a general understanding or are you searching for specific information or support for an argument?

Rowntree (1976: 40-64) outlines what he calls the 'SQ3R' approach to reading and note taking from text. He suggests that students should use the following activities in order to get the most from a reading in the most efficient way.

1. **Survey** – flip through the chapter or book *or section* and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.
2. **Question** – Why are you reading what you are reading? What is the purpose? Are you reading on how eskers are formed? In which case only read that section. Are you trying to learn more about diversity? In which case you may need to read more but pick out the key points
3. **Read** – read actively but quickly, looking for the main points of the reading – **don't take any notes** – you might want to read through twice quickly.
4. **Recall** – Write down the main points of the reading and any really important facts, and opinions that help support the main points. (Also record the bibliographic details – where you got the information from using the Harvard style of referencing- this will help you if you need to go back over the notes)
5. **Review** – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

**I would like you to make all of your notes using the Cornell Method- this will take time to start off with but hopefully is more beneficial in the long term and will be a useful skill to have developed for your coursework.**

## The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

### Method

Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. Leave 2 inch margin at the bottom of the page - this is where you will summarise the notes after you have completed them. During class/after reading take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

<http://sas.calpoly.edu/asc/ssl/notetakingsystems.html> accessed 30.06.17

see also:

<http://www.wikihow.com/Take-Cornell-Notes> - goes through the methodology step by step

[http://lsc.cornell.edu/wp-content/uploads/2015/10/Cornell-Note\\_Taking-System.pdf](http://lsc.cornell.edu/wp-content/uploads/2015/10/Cornell-Note_Taking-System.pdf) -a template with instructions

Sources of information:

Digby et al (2016) Geography for Edexcel A Level Year 1 and AS. Glasgow: Oxford University Press

*NB: Digby et al (2016) Geography for Edexcel A Level Year 1 and AS is the textbook that we ask students to buy and is the main one we will use in class (along with Book 2)*

Frost et al (2016) Edexcel AS/A level Geography. London: Pearson

Dunn et al (2016) Edexcel A Level Geography. 3<sup>rd</sup> Ed London: Hodder

Dunn, C (2016) Edexcel AS/A-level Geography Student Guide Year 1. Tectonic processes and hazards; landscape systems, processes and change. Slovenia: Hodder

Dunn, C (2017) Edexcel AS/A-level Geography Student Guide 2: Globalisation; Shaping places. Slovenia: Hodder

Older but useful for other bits:

Knight, J, (2007) Glaciation and Periglaciation Advanced Topic Master. Spain: Phillip Allen Updates

Anderson, D (2011) Glacial and Periglacial Environments. Access to Geography. London: Hodder

Digby et al (2011) AQA Geography AS.