

Geography

Year 12 into 13 Summer Bridging work

Congratulations on making it through Year 1. We hope you have enjoyed what you have learnt so far, including the challenges of some new topics and ideas. 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.

- 1) COURSEWORK PREPARATION- about 10-15 hours should be spent on this.
 - a) Read through the folder you have been given with the information from all of the textbooks. Make sure you fully understand what is expected of you and make notes, on post-its, of any questions that you have.
 - b) You need to complete some pre-reading and note-taking on the theories/ideas that will support your coursework investigation. This is very important as you need to have this information to use throughout your coursework.
 - c) Make sure that you make notes using the CORNELL method and that you record all of your data sources using the Harvard referencing system- see Canvas for this.
 - d) Come back with a completed plan of what data you would like to collect and why- you must be able to justify the importance of the data that you are collecting – come with some secondary data already found. You will want to add to this after the fieldtrip.
 - e) Attempt to write an introduction to your fieldwork investigation- see the guidance on how long this should be.
- 2) Log onto CANVAS and find the year 13 room under Geography>modules
- 3) Find the specification and print off/download the areas of study we have covered this year. Physical: Dynamic Landscapes- Topic 5 Water Issues and Security and Topic 2b Coastal landscapes and change. Human: Dynamic places: Topic 8B Migration and Topic 4b Diverse Places
- 4) Complete an audit of your knowledge.
- 5) You are going to make additional notes on the sections you are **least confident in**. Start with your least most comfortable topic- do not use our course textbook but find/use other resources such as the suggested reading below, there are additional websites that are also interesting. 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 reminder attached)

NB You MUST USE the Harvard method of referencing for your notes (see PDF on CANVAS)

These notes will form the basis of your revision so please make sure that you complete them over the summer, this way you will have more time to concentrate on making the notes on the new topics in year

13

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.

Tips on note taking:

Adapted from 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. During class, 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/notetakingystems.html> accessed 30.06.17

Sources of information:

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

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

Dunn et al (2016) Edexcel A Level Geography. 3rd 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. Singapore: Oxford University Press

Digby et al (2011) AQA Geography A2. Singapore: Oxford University Press

Gillet, A (2005) Access to Geography: Population. London: Hodder

Guinness, P (2003) Access to Geography: Globalisation London: Hodder

And of course there are Journal articles vis JSTOR (via the school library website) and numerous websites