

WEST COVENTRY ACADEMY SIXTH FORM



SUBJECT TRANSITION BOOK Summer 2025

GEOGRAPHY

STUDENT NAME:

A-Level Geography

The key staff are:

Miss Coleman - Subject Leader for Geography

Miss McLaughlin – Associate Assistant Headteacher/Geography teacher

Miss Piggott- Geography teacher

Course Title: **A-level Geography**

Exam board: **Edexcel**

Exam Code: **9GEO**

Exam Board web site: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

About the course

Geography is a popular academic course where students will develop and apply their understanding of geographical concepts and processes to understand and interpret our rapidly changing world. Students will develop an awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global. While studying the course students will develop as global citizens who recognize the challenges of sustainability and the implications for their own and others' lives. Most of all, students will be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

What will I be learning about?

There are a total of 8 topics across the two year course.

	Dynamic Landscapes	Dynamic Places
	1. Tectonic processes and hazards 2. Landscape systems processes and change 2b. Coastal Landscapes	3. Globalisation 4. Shaping places- 4a. Regenerating places
	Physical Systems and sustainability	Global development and connections
	5. The water cycle and water insecurity 6. The carbon cycle and energy insecurity	7. Superpowers 8. Global development and connections- 8a. Health, rights and intervention

Physical Geography – Paper 1

Tectonic Processes and Hazards

Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Coastal Landscapes and Change

Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.

The Water Cycle and Water Insecurity

Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

The Carbon Cycle and Energy Security

A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.

Globalisation

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

Regenerating Places

Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed

Superpowers

Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested,

resulting in geopolitical implications.

Health, Human Rights and Intervention

Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

Academic and Career Pathways

Geography provides you with the skills required to study at a higher level whilst also developing skills that will be useful in the workplace. Students who have studied Geography in the past have followed a wide range of pathways including university, training schemes and employment. For university the course is particularly suitable preparation for Geography, Hazard Management, Environmental Science, Town Planning, Conservation and Tourism to name just a few.

Assessment method:

This is a 2 year linear course so all of your exams are at the end of year 13

The Geography A level is assessed by 3 exam papers worth a total of 80% and an Individual Investigation worth 20%

Paper 1 – 30%	Paper 2 – 30%
1. Tectonic processes and hazards 2. Landscape systems processes and change 2b. Coastal Landscapes 5. The water cycle and water insecurity 6. The carbon cycle and energy insecurity	3. Globalisation 4. Shaping places 4a. Regenerating places 7. Superpowers 8. Global development and connections 8a. Health, rights and intervention
Paper 3 – 20%	Coursework – 20%
Synoptic investigation with resource booklet (not pre-released)	Independent investigation 3000-4000 words. Based on fieldtrip in year 12

What equipment will be needed for the subject?

An A4 ring binder.

Dividers.

Lined paper

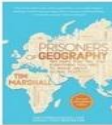

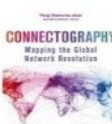
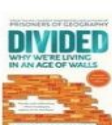
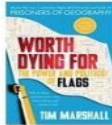
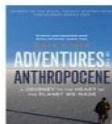

Pens (including black fine liners) pencils, rulers, protractor, compass, highlighters.

A calculator.

Wider reading

To be successful in A Level Geography it is vital that students complete a wide range of reading to support and improve their Geographical understanding. Below is a selection of suggested reading that you should aim to complete over the duration of the course.

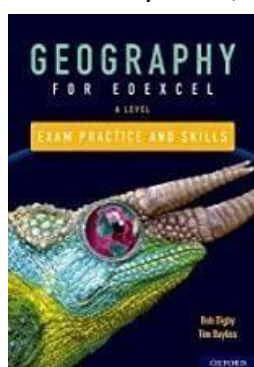
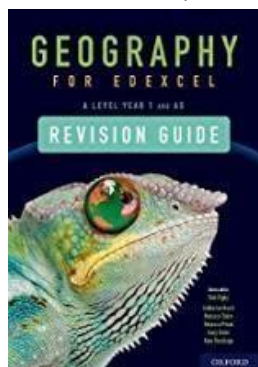
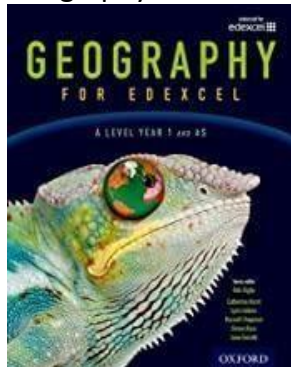
Geography Reading List

- 1  **Prisoners of Geography**
Tim Marshall
Splitting the world into 10 distinct regions suggests our key political driver continues to be our physical geography. It includes why China and India will never fall into conflict. One of the best books about geopolitics you could imagine!
- 2  **Factfulness**
Hans Rosling
A radical new explanation of why we systematically get the answers to questions about development, revealing ten instincts that distort our perspective. Sweeps aside our worst instincts and makes the world a sunnier place.
- 3  **The Almighty Dollar**
Dharshini David
Follows \$1 from a shopping trip in Texas, via China's central bank, Nigerian railroads, the oilfields of Iraq and beyond to reveal the complex relationships of our new globalised world.
- 4  **Connectography**
Parag Mehta
A guide through the emerging global network civilisation in which megacities complete over connectivity and borders are increasingly irrelevant. Shows how a new foundation of connectivity is pulling together a world that appears to be falling apart.
- 5  **Divided**
Tim Marshall
There are many reasons why we erect walls, because we are divided in many ways: wealth, race, religion, politics. Understanding what has divided us, past and present, is essential to understanding much of what's going on in the world today.
- 6  **Off the Map**
Alastair Bonnett
From forgotten enclaves to floating islands, from hidden villages to New York gutter spaces, this book charts the hidden corners of our planet. Topophilia, the love of place, is a fundamental part of what it is to be human.
- 7  **The Silk Roads**
Peter Frankopan
Our understanding of the world is shaped by the narrow focus on western Europe and the US. An antidote to Eurocentric accounts of the world, examining several continents and centuries and the factors that influenced the flow of goods and ideas.
- 8  **Worth Dying For**
Tim Marshall
The histories, the power and the politics of the symbols that unite and divide us. We wave them and burn them and still, in the 21st century, we die for them. We need to understand the symbols that people are rallying around.
- 9  **Adventures in the Anthropocene**
Gala Vince
Our planet is said to be crossing into the Age of Humans. This book sees what life is really like for people on the frontline of the planet we've made, from artificial glaciers to electrified reefs.
- 10  **10 Billion**
Stephen Emmott
It's about our failure: failure as individuals, the failure of business and the failure of our politicians. It is about an unprecedented planetary emergency. It's about the future of us.
- 11  **The Bottom Billion**
Paul Collier
Explains four traps that prevent the homelands of the world's billion poorest people from growing and receiving the benefits of globalisation - civil war, natural resources, being landlocked and ineffective governance.
- 12  **10 Billion Population**
Danny Dorling
Explores how we got to 10 billion and the key issues that we face in the coming decades including how to deal with scarcity of resources and how our cities will grow and how we should prepare for population decline.
- 13  **Peoplequake**
Fred Pearce
The population bomb is being defused. Half the world's women are having two children or fewer and within a generation, the world's population will be falling, and we will all be getting very old. This book confronts our demographic demons.
- 14  **This is the Way the World Ends**
Jeff Nesbit
Our world is in trouble - right now. This book tells the real stories of the substantial impacts to Earth's systems unfolding across each continent from longer droughts in the Middle East to the monsoon season shrinking in India. A blueprint for real-time, workable solutions we can tackle together.

A - Level textbooks:

Geography for Edexcel A Level Year 1, Oxford University Press, ISBN 978-0-19-836645-4

Geography for Edexcel A Level Year 2, Oxford University Press, ISBN 978-0-19-836648-5



Other good sources to read:

Geographical Magazine (A monthly magazine available from a newsagent)

National Geographic. (A monthly magazine featuring excellent photographs). Available from newsagents

A **good quality newspaper** such as; The Guardian, The Times, The Telegraph, The Independent or the I for a more concise read.

The Coventry Telegraph (Often features items on urban developments in Coventry)

Recommended Television shows/videos to watch

BBC evening news broadcasts: Every week there are items related to the syllabus you are following.

Examples would be for Paper 1 extreme weather events, volcanic eruptions and earthquakes. For Paper 2 it could be about migration, asylum seekers etc.

Documentaries: there will be many of these that relate to the syllabus, so make sure you have looked through the syllabus and have an idea of what to watch out for.

Useful websites

www.tutor2u.net – **Tutor2u** is a very good Geography resource for all students. It contains an excellent Blog with relevant news stories, exam advice and analysis of topical events. It also has various quizzes, revision notes and Power Points for free.

www.thestudentroom.co.uk – The Student Room is an excellent and easy to use website. The Geography A Level section is easy to find and in particular there are some good revision sections.

www.theguardian.com/environment - The Guardian newspapers Environment section. Good up to date articles on a wide range of topics, it is always good on disasters such as floods.

www.ifitweremyhome.com – If it were my home is a really good site to compare the quality of life between countries of your choice. Easy to use, and it is quite addictive.

www.nationmaster.com - Nationmaster is a vast compilation of data from hundreds of sources. You can get maps and graphs on all kinds of statistics with ease.





www.worldmapper.org - Worldmapper is a collection of world maps, where territories are re-sized on each map according to the subject of interest. There are now nearly 700 maps. It is excellent for you to practise describing the maps and attempting to analyse them, this is what you will have to be good at in both G1 and G2.

<http://www.gapminder.org/> - Gapminder is the website that all up to date geographers need to know about and use. Gapminder World shows the World's most important trends. It is especially good on population and includes interactive graphs and videos.

www.bbc.co.uk/news - The BBC is the first port of call for unbiased reporting on a huge number of issues in the news. It is also a good worldwide archive of news events in the past.

www.metoffice.gov.uk - Met Office weather and climate change forecasts for the UK and worldwide. World leading weather services for the public, business, and government.



	Overheard – National Geographic Podcast Science Weekly – The Guardian Podcast Ask the geographer Podcasts (Royal Geographical society) The Development Podcast – World Bank The World Economic Forum Podcasts	Planet Money – The economy explained RGS Online Lectures BBC Costing the Earth BBC The Documentary Podcast Living Planet Podcast The Economist podcast
	World economic forum videos Royal Geographical Society Youtube iPlayer Science and Nature Playlist iPlayer Climate Change Playlist BBC Earth	iPlayer Earth from Space iPlayer Stacey Dooley on BBC Three iPlayer Race Across the World iPlayer Africa with Ade Adepitan iPlayer Fashion Conscious
	Sporcle – country and capital knowledge Geoguesser UNDRR Stop disaster emergency planning game The Ocean Game – can you save the town?	
	@NatGeo (National Geographic) @RGS_IBG (Royal Geographical Society) @Edexcel_Geog (Edexcel Geography) @Geographical_Mag (Geographical Magazine from the RGS)	

TRANSITION WORK TO COMPLETE

Complete this work and bring to your first lesson.

Physical Geography: Tectonic Processes and Hazards

In this unit you will explore the origin and nature of natural hazards, the dramatic and sometimes catastrophic impacts and the various ways in which people respond to them.

Produce a scrap book on any natural hazards that have or will occur in 2024/2025. Look out for case studies or research theories on earthquakes, volcanoes or tsunamis

Keep newspaper cuttings, printouts and written notes which you can later refer to during your A Level course.

Physical Geography: Coastal Systems and Landscapes

1. This unit is based on a systems approach. Firstly, identify the four major subsystems of the earth:
 - Atmosphere <https://www.nationalgeographic.org/encyclopedia/atmosphere/>
 - lithosphere <https://www.nationalgeographic.org/encyclopedia/lithosphere/>
 - hydrosphere <https://www.nationalgeographic.org/encyclopedia/hydrosphere/>
<https://oceanservice.noaa.gov/facts/cryosphere.html>
 - biosphere. <https://www.nationalgeographic.org/encyclopedia/biosphere/>
2. What is the definition of the term coast?
3. How important are coasts for the world population? How many of the worlds mega-cities are located by the sea? How many people live within 60 miles of a coast?
4. Create a picture montage of key landforms from around the world. Find out what the landform's geographical name is and label each image with this information. You can add to the list below.

The Twelve Apostles, Australia
McWay Cove, California
Azure Window, Malta
Couesnon River – Mont Saint Michel
Almaliq Coast, Italy
Costa Rica's Tidal Forests

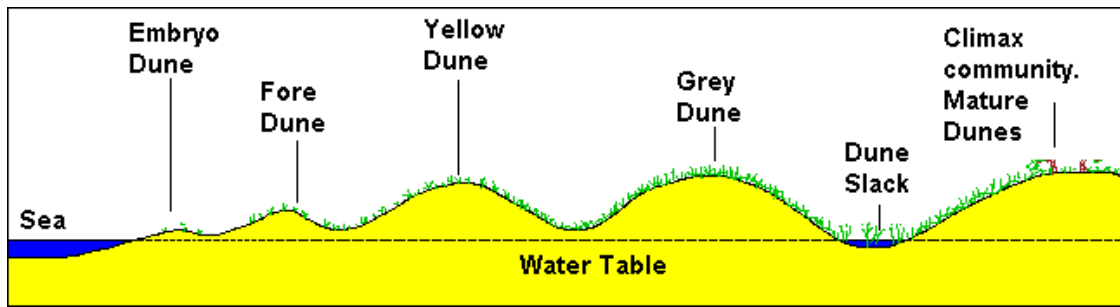


5. Sand dunes are often thought of in conjunction with the term coast but what are they and how do they form. Watch the videos and define the key terms and annotate the diagram below.

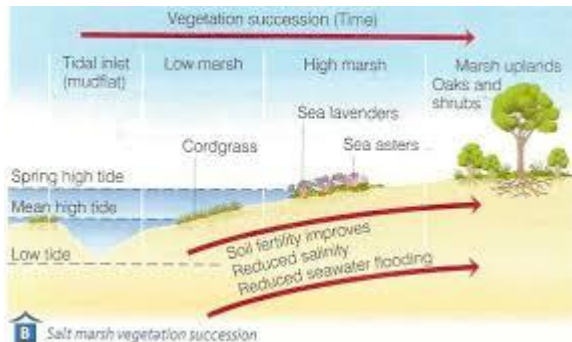
https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/
<https://www.youtube.com/watch?v=OiAs1-VCsXs&nohtml5=False>

Key Terms: Sediment Cell, Saltation, Surface Creep, Colonisation, Pioneer Species, Embryo Dune, Fore Dune, Yellow Dune, Blow-out, Grey Dune, Climax Community.



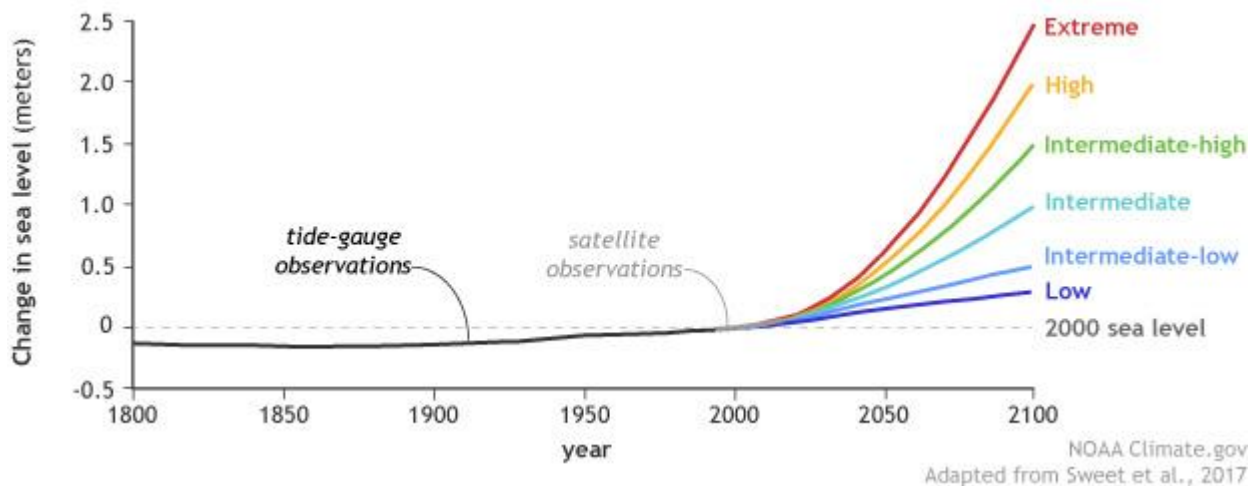


6. Research the formation and importance of Salt Marshes and Mudflats



7. Look at the graph below. Analyse the data presented.

Possible future sea levels for different greenhouse gas pathways



Observed sea level from tide gauges (dark grey) and satellites (light grey) from 1800-2015, with future sea level through 2100 under six possible future scenarios (coloured lines). The scenarios differ based on potential future rates of greenhouse gas emissions and differences in the plausible rates of glacier and ice sheet loss. NOAA Climate.gov graph, adapted from Figure 8 in Sweet et al., 2017

8. Eustatic and Isostatic changes are key terms when looking at changing coastlines. Draw simplified diagrams to explain what these terms mean.

<https://www.bgs.ac.uk/discoveringGeology/climateChange/general/coastal.html?src=topNav>

9. Read the National Geographic article. <https://www.nationalgeographic.com/environment/global-warming/sea-level-rise/> What are the main causes of eustatic sea levels rising throughout the world?
10. Fjords are submerged landforms as a result of changing sea levels. Research what a fjord is and how they are formed. Include images to enhance your notes.
<https://www.youtube.com/watch?v=rJrVP43MZYI>
https://www.youtube.com/watch?v=U_2DtNLnc0M
11. Watch the video <https://vimeo.com/4997847> looking at the environmental refugees of Tuvalu.
12. Read the article on the impacts of rising Sea Level on the island nation of Tuvalu and conduct your own research. <https://www.theguardian.com/global-development/2019/may/16/one-day-disappear-tuvalu-sinking-islands-rising-seas-climate-change>. Create a case study of the island. Location, GDP, current situation, Impacts of climate change and possible solutions.
13. The Netherlands, leaders in coastal protection?
 Listen to the podcast
<https://www.ft.com/content/8dd0106e-e05d-4ef4-9c13-8f7a32a72304>
- What are the risks to the Netherlands and why?
<https://www.dutchnews.nl/news/2019/12/as-sea-levels-rise-how-long-until-the-netherlands-is-under-water/>
- How has Rotterdam found ways of working with the environment?
<https://www.euronews.com/2019/10/14/rising-sea-levels-how-the-netherlands-found-ways-of-working-with-the-environment>
 Smart Water storage in Rotterdam <https://dakakker.nl/site/?lang=en>
 The Maeslantkering Barrier
 The Floating Farm (Video) - <https://floatingfarm.nl/>
- Create a case study detailing the threats and solutions the Dutch have adopted.
14. What causes tides? Watch the 4-minute video clip and using annotated diagrams try to explain this force of nature.
https://timeforgeography.co.uk/videos_list/coasts/what-causes-tides/
15. What is the importance of ocean currents? Watch the video and answer this question.
<https://oceanexplorer.noaa.gov/edu/learning/player/lesson08.html>



Human Geography: Globalisation

1. What is globalisation?
2. Globalisation refers to a worldwide market. In contrast, glocalisation produces goods that are adapted to local markets. How does the cartoon image on the right illustrate glocalisation?
3. With reference to question 2, take a look at the artist's website for more ideas about glocalisation and perceptions of place (which gives a synoptic link to the Changing Places module too): <http://www.itchyfeetcomic.com/>
4. We study both Walmart and Tata as global companies. Find out some facts about each company (e.g. location of Head Office, value of sales, retail locations globally).
5. How do these two web pages show a world that is connected? What are the 'flows' that connect place both here and in other examples that you can think of?
 - a. https://www.reddit.com/r/MapPorn/comments/b88cyg/all_the_underwater_fiber_optic_cables_that/?utm_content=buffer84b2c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
 - b. <https://www.marinetraffic.com/en/ais/home/centerx:-1.5/centery:50.8/zoom:9>
6. What is the The Yamal megaproject and how is it threatening the Nenets (indigenous nomadic reindeer herders)?
7. What is China's 'belt and road' initiative? Read this article and make some notes: <https://www.theguardian.com/cities/ng-interactive/2018/jul/30/what-china-belt-road-initiative-silk-road-explainer>
8. What is the trade war between the USA and China all about? Read this article and make some notes: <https://www.bbc.co.uk/news/business-45899310>
9. We look at the coffee trade later in this module. Use images to show how coffee is grown and produced (I've asked for images as coffee that is growing does not look like coffee that you'd buy!) Try to include some specific locations.
10. What is palm oil and why do some people see it as a problem?
11. The global commons are places that are outside of the political reach of any country. What do you think the four global commons are?

