

The Friary Sixth Form



Geography Subject Bridging Pack 2026

Course Expectations



Students are expected to arrive to their first lesson in September with all sections of their Bridging Pack complete, and with all of the following equipment:

- Two lever arch folders (One for Human Geography and one for Physical Geography)
- Two sets of folder dividers
- A large supply of plastic wallets
- Writing equipment and highlighters
- An A4 pad for note making

Your A Level will be broken into three separate components: Physical geography, Human geography and Geography fieldwork investigation. Within the Physical and Human components, you will study three sections (the content of which is summarized in the course overview).

The course will be delivered by the following teachers:

Physical Geography – Mrs Gisbourne (sgisbourne@friaryschool.co.uk)

Human Geography and Geography fieldwork investigation – Miss Aughton
(maughton@friaryschool.co.uk)

Course Overview



This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Physical geography

Water and carbon cycles

This section of the specification focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

Coastal systems and landscapes

This section of the specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Hazards

This section of the specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Human geography

Global systems and global governance

This section of the specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data, including those associated with and arising from fieldwork.

Changing places

This section of the specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Study of the content must be embedded in two contrasting places, one to be local. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.

Contemporary urban environments

This optional section of the specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Geography fieldwork investigation

All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement. The school is required to provide a fieldwork statement that confirms each student has undertaken four days of geographical fieldwork in relation to processes in both physical and human geography.

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. The independent investigation must:

- be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content
- involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis
- incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation
- involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches
- draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes
- demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them
- demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding
- require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context
- involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing
- demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case
- require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.

Tasks



Physical Geography Preparation

All topics require you to have an in-depth knowledge and understanding of countries, people and the environment they live in. The physical geography preparatory tasks that follow will help you to improve your understanding of the places we will focus on at A level.

We study the following places:

Coastal landscapes

UK (Holderness coastline)

Hazards

Indonesia

Haiti

United States of America (California)

Place 1: Holderness Coastline

1. Using : <https://www.internetgeography.net/topics/the-holderness-coast-case-study/> and https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_managemtn_holderness_2.pdf

-Where is the Holderness coastline?

-Why is it eroding?

-How has it changed over time? *This task should detail specific places along the coastline.*

2. Watch <https://www.youtube.com/watch?v=xN-3LIbqnDY>

-What is the impact of erosion along this coastline?

2. Do you think this area of coastline should be protected against erosion? Explain your answer in detail.

<https://www.bbc.co.uk/news/uk-england-humber-48382190>

<https://www.dailymail.co.uk/news/article-7915305/Dozens-people-lose-east-Yorkshire-homes-coastal-erosion.html>

Place 2: Indonesia

1. Create a fact file on Indonesia. Include a location map and a range of development indicators (birth rate, death rate, life expectancy, literacy rate, poverty levels)
2. Examine the impact of hazards which have taken place in Indonesia over the last 10 years. (Aim to give a range of examples with immediate and long term impacts).
3. Read <http://theconversation.com/living-with-natural-disasters-how-to-change-indonesias-culture-of-passive-resignation-109808>

What does this article tell you about the Indonesian's attitude to hazards?

Explain the reasons why Indonesian's have a passive resignation to disasters.

4. Listen to this: <https://www.bbc.co.uk/sounds/play/p0109q5t>

Outline the importance of spirituality to the people of Indonesia.

5. Using your points used to answer the previous questions, explain why it is difficult for the government to put in place effective strategies to reduce the impacts of hazards.

Place 3: Haiti

1. Create a factfile on Haiti. Include location, information on its level of development and specific development indicators (birth rate, death rate, life expectancy, poverty rate). The below website is helpful but conduct your own research. <https://www.worldbank.org/en/country/haiti/overview>
2. Watch: <https://www.youtube.com/watch?v=XP2V-oWqcgM>
While watching a video, produce a wordle of the adjectives you would use to describe the aftermath of the earthquake.

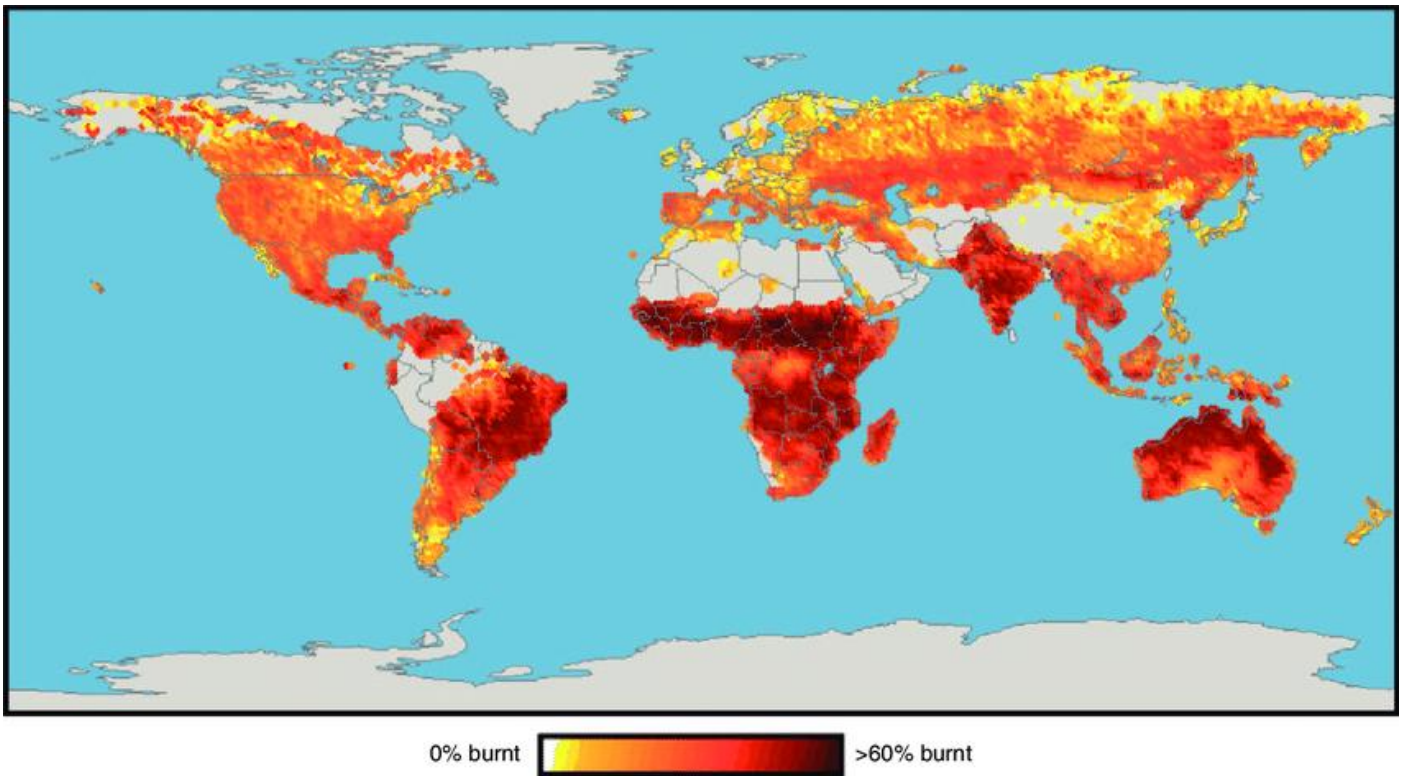
Describe the responses to the earthquake and its impacts.

Do you think the country are well prepared for hazards? Explain why.

Place 4: USA

Wildfires

1. What is the definition of 'wildfire'
2. Describe the distribution of global wildfires and the average annual burned.



Global map of average annual area burned (percentage of cell burned) for 1960 to 2000; data from Mouillot and Field (2005)

3. Read this article: <https://www.theguardian.com/us-news/2019/oct/28/california-wildfires-explained-climate-change>

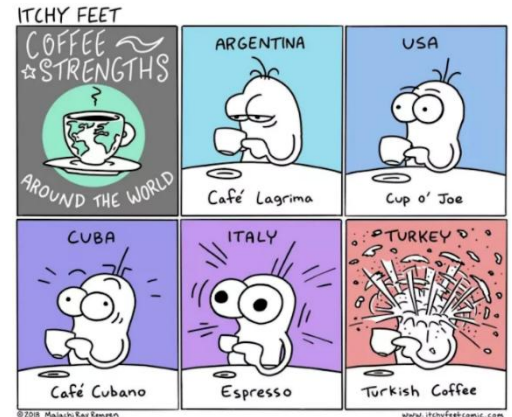
Using this article, and your own research on the most recent Californian wildfire

- a) Describe the frequency of wildfire events in California
- b) Are wildfires common in California? What are the causes of the wildfires?
- c) What are the effects of wildfires in California?

Human Geography Preparation

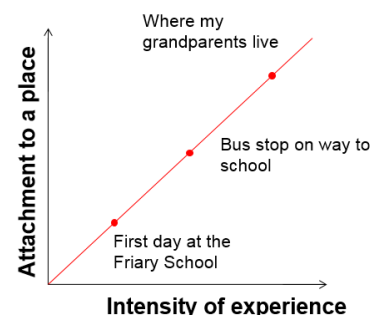
Global systems and global governance

1. What is globalisation?
2. Globalisation aims at a worldwide market. In contrast, glocalisation aims to produce a good that is adapted to a local market. How does the cartoon image on the right illustrate glocalisation?
3. We study both Amazon and Tata as global companies. Find out some facts about each company (e.g. location of Head Office, value of sales, retail locations globally).
4. 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>
5. What is the The Yamal megaproject and how is it threatening the Nenets (indigenous nomadic reindeer herders)?
6. 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>
7. 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>
8. 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.
9. What is palm oil and why do some people see it as a problem?
10. The global commons are places that are outside of the political reach of any country. What do you think the four global commons are?
11. We study Antarctica later in the module. How is Antarctica governed?



Changing Places

1. The graph to the right shows the relationship between intensity of experience and depth of attachment to a place.
 - a. Add photos to the graph opposite to show some places that you have an attachment to and to what extent that attachment is strong.
 - b. How does our sense of place change as we grow up?
2. The way we understand different places depends on the level to which we are attached to them. Geographer Edward Relph described these different responses to place in terms of insider and outsider perspectives.
 - a. Read this article and explain how it relates to Relph's theory: <https://www.derbytelegraph.co.uk/burton/travellers-maurice-lea-park-gresley-3293463>
3. Another way in which geographers think about place is in terms of those that are privately owned and those that are open and accessible to the public. Look at the images below. Do you think they are privately or publicly owned and why?





a.

4. Topophobia describes places that we're afraid of. Topophilia describes places that we love.
 - a. Find two images to illustrate topophobia and topophilia for you.
 - b. Would everyone agree with your opinion on these two places and why?
 - c. Could your perception of this place ever change and, if so, why?
5. The frictional effect of distance is a concept that states that places near to each other have a greater interaction, whereas those that are further apart have less interaction. Time-Space Convergence is the impression that distances between two locations have decreased due to between transport communications. How might these two theories contradict one another?
6. The rural:urban continuum shows how rural and urban areas are quite difficult to define and that places often lie inbetween.
 - a. How can places move from rural to urban?
 - b. How can places move from urban to rural? (this one is harder to imagine, but think about abandoned places).

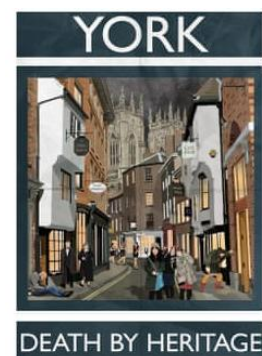


i.

7. Listen to the song 'New York' by Alicia Keys: <https://www.youtube.com/watch?v=BT4RIDl7z3w>
 - a. What is her perception as New York as a place?
 - b. Try to pick out specific lyrics and explain how you know this.
 - c. Is her perception realistic or reliable and why?

8. Read this article from the Guardian newspaper: <https://www.theguardian.com/cities/2019/nov/29/rubbish-seaside-a-backhanded-love-to-urban-britain>

- a. What is the name of the artist who made these postcards?
- b. Choose one of the postcards and explain what it shows.
- c. Is this view fair/realistic/useful?

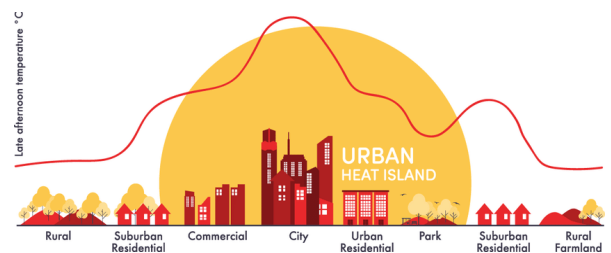


letter-

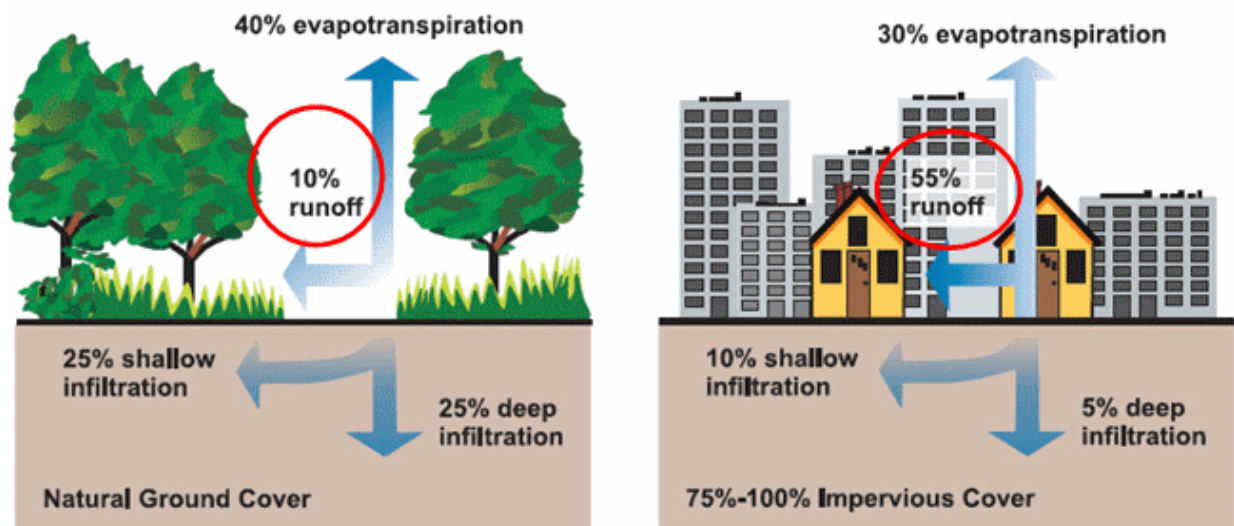
9. Watch this 18 minute TED talk about place representation:
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next?language=ky What is the message that the presenter is trying to give?
10. Create a fact file about Detroit in the USA. Include things like a location map and a timeline of events that have affected the city.
11. Almost all places that you visit are designed to manipulate your attitudes/feelings/behaviours. A good example of this is the school, where the posters on the walls are designed to inspire and motivate you to work harder. Think of one example of place manipulation and explain how it works.
12. Place studies. You will need to undertake two place studies (exploring the developing character of a place) as part of this course. They will help you to answer the 20 mark questions (the longer questions) in this section of the Human paper. We study Lichfield as our near place and Stratford in London as our distant place. Gather together some information about each place that you can use during these place studies. You could use maps, census data, photographs (past and present) or anything else that you think would be useful to show how the place has changed over time.

Contemporary urban environments

1. Megacities are urban areas with more than 10 million residents. Research the top 10 megacities in the world (by population). Where are they located? Is there a trend?
2. London is classed as a world city. This means it is significant in global trade, finances and culture. Read this article <https://grownuptravelguide.com/makes-london-world-city/> and find 5 specific reasons that London is classed as a world city.
3. Regeneration is an important process in most UK cities. Regeneration schemes improve run down areas in order to reduce social and economic inequalities. Read this article <https://metropolitics.org/Regeneration-and-the-Legacy-of.html> and compare Thatcher's approach to problems in the inner city to Post-Thatcher strategies.
4. Research a recent regeneration scheme in Birmingham. How has it improved the area? Are there any conflicts?
5. Explain why urban areas are warmer and experience thunderstorms.



6. Drainage and flooding is a major problem in cities. Explain how a drainage basin can be altered by processes of urbanization.



7. Watch this video <https://www.youtube.com/watch?v=r-q5V6LDxEY> and explain how Singapore has managed an increase in waste production.
8. Liveability is an assessment of what a place is like to live in, using particular criteria such as environmental quality, safety, access to shops and services and cultural activities. What aspects of a town/city would make it an ideal place for you to live?
9. Watch this video on sustainable urban development <https://www.youtube.com/watch?v=IFjD3NMv6Kw> . Which is the most important factor in your opinion?

Glossary



Key term	Definition
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Accretion	The building of sediment along a coastline, forming depositional landforms such as beaches and spits.
Albedo	A measure of reflectivity of the Earth's surface
Asthenosphere	The plastic layer of the upper mantle upon which the lithosphere lies
Culture	The way of life of a particular group of people at a particular time, generally customs and beliefs.
Eustatic change	worldwide variations of sea level resulting from climate (and so hydrological cycle) change
Dendric	Tree or branch-like pattern a river system has
Food Insecurity	When an individual does not consume healthy food or the necessary energy input in calories each day.
Global Common	An area that does not belong to one country, but instead belongs to everyone, including: the atmosphere, international waters, outer space, and Antarctica.
Global Governance	The process of global management, where multiple nations act together in matters that affect the entire world.
Globalisation	The growing interdependence of countries through cross-border transactions (capital, technology, migration, knowledge, culture, etc).
Hydrograph	Graph describing stream discharge and rainfall over time
Isostatic change	level of the land, which is also influenced by ice ages. During an ice age, the weight of the ice forces the land to sink. When the ice age has finished, the melting of the ice causes the land to rebound back up, like a spring.
Lived Experience	The contribution of experiences and opportunities to an individual's views and values.
Megacity	A city with a population of more than 10 million people.
Placelessness	Places that lack unique character or reputation, due to chain stores replacing local independent shops or a lack of attachment experienced by people visiting the location.
Population	The number of people within a defined area.
Relief	Shape and height of the land
Salt Marsh	Coastal wetland ecosystem that is inundated for some period of time by seawater.

Additional Reading



BOOKS – most of these are available on Audible as alternative to purchasing a physical copy

Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics - Tim Marshall

The Power of Geography: Ten Maps that Reveal the Future of Our World – Tim Marshall

Factfulness: Why Things Are Better Than You Think - Hans Rosling

The Levelling: What's Next After Globalization - Michael O'Sullivan

A Short History of Nearly Everything - Bill Bryson

There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina – Squires and Hartman

Ghosts Of The Tsunami: Death and Life in Japan's Disaster Zone - Richard Lloyd Parry

ONLINE NEWS ARTICLES

THE CONVERSATION.COM <http://theconversation.com/uk> we can highly recommend you use this!

This you will find is really useful to support many of your A Levels. It provides up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles.

BBC NEWS <https://www.bbc.co.uk/news> - an excellent source of up to date articles – explore the key headings such as Science, as well as the UK, World and other stories.

THE GUARDIAN <https://www.theguardian.com/uk> - again many useful articles and logically ordered – keep an eye on the Environment, Science, Society, Global Development stories in particular!

Supporting Resources



PODCASTS

Now is the time to broaden your geographical understanding! Stick your headphones in and listen to some of the following...

Costing the Earth – There are some great podcasts here to pick from on a wide variety of geographical issues <https://www.bbc.co.uk/programmes/boo6r4wn/episodes/player> (many topics, including amongst others.. climate change, carbon, urban greening, deforestation, alternative power, plastics etc.)

Royal Geographical Society – “Ask the Geographer podcasts” -

<https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> - a fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go!

Floodlines about Hurricane Katrina

Natural Disasters – Haiti

GEOGRAPHICAL DOCUMENTARIES

There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in.

The following are all available on iPlayer.

- David Attenborough Box Sets – there are 9 amazing boxsets available on iplayer from David Attenborough exploring our amazing world

<https://www.bbc.co.uk/iplayer/group/po6m42d9>

- The Americas with Simon Reeve <https://www.bbc.co.uk/iplayer/episodes/moo095po/theamericas-with-simon-reeve>

- Simon Reeve around the world <https://www.bbc.co.uk/iplayer/group/po6rnkm>

- Mediterranean with Simon Reeve

<https://www.bbc.co.uk/iplayer/episodes/bobnb6tt/mediterranean-with-simon-reeve>

The following are all available on ITV Hub

- Britain Underwater: Fighting the Floods <https://www.itv.com/hub/britain-underwater-fightingthe-floods/7a0157>

- Joanna Lumley's Hidden Caribbean: Havana to Haiti <https://www.itv.com/hub/joanna-lumleyshidden-caribbean-havana-to-haiti/2a7578>

The following are all available on Channel 4 – On Demand

- When the Immigrants Leave (Dispatches)

<https://www.channel4.com/programmes/dispatches/on-demand/69555-001>

- China's Lonely Hearts (Unreported World)

<https://www.channel4.com/programmes/unreported-world/on-demand/56011-011>

- The world's dirtiest river (Unreported world)

<https://www.channel4.com/programmes/unreported-world/on-demand/58399-001>

- Forests of Fear (Unreported World) - <https://www.channel4.com/programmes/unreportedworld/on-demand/69224-006>

- Hurricane Hell (Unreported World) <https://www.channel4.com/programmes/unreportedworld/on-demand/69224-007>

- The World's Dirtiest Air (Unreported World)

<https://www.channel4.com/programmes/unreported-world/on-demand/67193-002>

- The week Britain Froze (Dispatches)

<https://www.channel4.com/programmes/dispatches/on-demand/66548-007>

GEOGRAPHICAL FILMS

(some are available online free – others may be available on providers such as Amazon Prime / Netflix etc.)

- Touching the Void (15) (great for visualising glacial landscapes) – a powerful true story docudrama (strong language in parts)
- Before the Flood (2016) (PG) – National Geographic <https://www.filmsforaction.org/watch/before-the-flood-2016/> (presented by Leonardo DiCaprio – exploring climate change and looking at what needs to be done today to prevent catastrophic disruption of life on our planet.
- The Impossible (2012) (12) – Movie based on real life events of the 2004 Boxing Day tsunami which killed 200,000 people.
- Slumdog Millionaire (15) – based on life in the slums of Mumbai
- Our Planet (Netflix series) – explores how climate change impacts all living creatures.
- Mandela: Long Walk to Freedom (12) – an epic which celebrates the journey of Nelson Mandela from childhood in a rural village through to his election as President of South Africa. This explores what happened in South Africa with regards to apartheid and Black opposition through the eyes of Nelson Mandela.
- Hotel Rwanda (12) - the true story of hotel manager who houses and protects Tutsi refugees – this is a hard-hitting film based on the Rwandan Conflict of the 1990s.
- The Last King of Scotland (15) – another hard-hitting story, based on struggles faced by Uganda under the dictatorship of Idi Amin.
- Into the Wild (2007) (15) – based on the story of a university graduate who gives up all of his material possessions and journeys alone into the Alaskan Wilderness