



Year 11-12 Bridging Work Cover Sheet

SUBJECT:
Geography

DATE: Summer 2026

The aims of this bridging work are:

Objective 1: To provide students with an activity that helps inform content that will be taught to them in the first half-term of Year 12.

Objective 2: To introduce students to new terminology that will support them in accessing A-level content. This could include key command words used in essay questions or specific course-related terminology.

Objective 3: Introduce wider reading, listening or watching with a structured follow-up task

INSTRUCTIONS:

Part 1: Log

A task that adequately prepares students for the Year 12 AUTUMN TERM 1 specification.

Complete a wider reading log throughout the summer to keep up to date with important geographical news stories that link into the specification for Year 12 in the Autumn Term. Those topics are Water and Carbon and Global Systems and Governance.

In the log, in column 1 add a 4-bullet pointed summary of the news story and in the second column describe what part of the specification it exactly links to. Such as below

I would check the news at least once a week with the aim of collecting at least 2 different news stories each week. You can of course check every day as the news does update regularly and events can happen very quickly. By the time you come back in September, you should have at least 14 different stories.

Recommend Websites:

<https://www.bbc.co.uk/news>

https://www.bbc.co.uk/news/science_and_environment <https://www.theguardian.com/uk/environment>

<https://www.theguardian.com/global-development>

<https://www.independent.co.uk/environment>

<https://theconversation.com/uk>

<https://theconversation.com/uk/environment>

<https://theconversation.com/uk/cities>

<https://www.economist.com/> You do have to subscribe to this website to access.

<https://www.nationalgeographic.com/latest-stories/>

<https://www.aljazeera.com/> Different perspective on global news with lots of stories about Asia, the Pacific and Africa.

<https://www.france24.com/en/> Again, another site giving a different perspective on global news. French focused but you often get stories from other areas of the world not picked up on by UK news outlets.

<https://www.theatlantic.com/world/> The Atlantic covers news, politics, culture, technology, health, and more, through its articles, podcasts, videos, and flagship magazine. <https://time.com/> Breaking news and analysis from TIME.com. Politics, world news, photos, video, tech reviews, health, science and entertainment news.

You can of course go beyond this list and go to many other websites but try to think about which websites/newspapers will provide you with reliable information: E.g. why might the Sun or the Daily Mail not be the best sites to use?

Visiting somewhere different? If you visit any different countries in the summer why not check out their local news and see what is happening there! This will definitely be different to anyone else's. This also applies to if you visit any different local areas outside London and see any local newspapers/stories.

Links to Topics:

Physical: Water and Carbon Cycles:

- Storms and extreme rain events
- Flooding and managing floods
- Water security
- Rising CO2 emissions
- Impacts of climate change
- Ways to reduce CO2 emissions
- Deforestation to the Amazon and other rainforests around the world

Human: Global Systems and Governance:

- How has globalisation changed the way we trade- how do goods and services move around the world?
 - Have there been any trade wars or changes to trade between countries?
 - Maybe impacts of Brexit on the UK and our trading partners?
 - Is one country (like China) moving to make trade deals with other parts of the world (e.g. in Africa?)
 - How is the world governed? What does it mean to be governed? What global organisations are out there to help manage governance? E.g. the United Nations? What is their role?
 - What issues are there with geopolitics? Have any countries "fallen out" with each other? Are there any strained relationships? How is this shaping other key processes around the world?
- Contemporary Urban Environments:
- How cities in the UK (or around the world) are changing?
 - Why do people move to cities?
 - How are cities coping now that more people than ever live in urban areas?
 - What are the main issues facing cities in HICs and how are they different to issues facing cities in LICs?
 - Managing waste/air pollution/water pollution/traffic congestion
 - Sustainability in cities If you are unsure how something links to the course please see the A Level

Geography specification on the AQA website:

<http://filestore.aqa.org.uk/resources/geography/specifications/AQA-7037-SP-2016.PDF>

You could also find articles about resources, disease outbreaks, food in/security, energy in/security, renewable vs fossil fuels, overpopulation, aging populations, migration issues and pressures, Brexit and the implications for Europe. There is obviously a lot out there about coronavirus at the moment- what different angles about the virus can you find? We don't study health specifically, so can you link to any aspects of the A Level specification?

Part 2: Glossary

A key terminology task that includes subject-specific vocabulary

Complete a glossary of new key terms you come across in your articles in the template provided.

Part 3: Geo Review

A wider reading, watching or listening task with guided/structured follow-up activities.

Complete one Geo Review template for one of the articles that interests you the most.

FOLLOW UP:

Your bridging work will be assessed in the following way/s:

Teachers will take in the work at the beginning of term and written feedback will be given on the work. Any latecomers to the course will also have to complete the bridging work but with an extended deadline.

You should bring the work to your first lessons in September and a folder containing any copies of the articles you have read (paper or printed electronic) plus the completed log you have created. This will be checked by your Year 12 teachers in September to ensure you have completed it.

There will also be a class-based discussion and activity about the stories you have collected over Summer that you will need to take part in, so having plenty of stories to use will make this easier.

This reading log then something you should be referring to as we go through the course to add in case study details. I would recommend continuing something like this during your time in A level Geography to keep up to date with the news and stories out there as this information can add a level of sophistication to your 20-mark answers.

For your Geo Review you will be awarded a colour for attitude to learning to start off the term. The criteria is below.

Assessment

Purple:

- Your Geo Review is fully completed with an exceptional level of detail. It is clear you have read the article and taken your time to complete the review.
- The summary is clear and specific summarising the main points of the article
- The 3 facts and figures are clearly categorised (perhaps into more than one category)
- There is a clear and very detailed link back to the specification and what you are studying.
- All 5 definitions are of complex key terms and concepts from the article

Blue:

- Your Geo Review is fully completed with a high level of detail.
- The summary is clear, summarising the main points of the article
- The facts and figures are categorised and are useful to you
- There is a clear link back to the specification and what you are studying.
- 1 or 2 of the definitions are of complex key terms and concepts from the article

Green:

- Your Geo Review is fully completed and all areas filled in.
- But there is potential for more detail to be added such as the specification links.
- Key words are completed but could be more complex words/concepts from the article.

Yellow:

- Your Geo Review is completed but sections lack detail, such as definitions, or the written areas (Summary and links to study). Key words are likely to be more basic words/concepts from the article.
- OR Your Geo Review is partially completed, eg 2 out 3 facts or 3 out of 5 definitions.

Orange:

- Your Geo Review is incomplete. Whole sections are not completed, eg definitions

Part 1: Log

Article Title and Date	4 Bullet Point Summary	What part of the specification does this link to specifically?
<u>1.</u>		
<u>2.</u>		
<u>3.</u>		
<u>4.</u>		
<u>5.</u>		
<u>6.</u>		
<u>7.</u>		
<u>8.</u>		
<u>9.</u>		
<u>10.</u>		
<u>11.</u>		
<u>12.</u>		
<u>13.</u>		
<u>14.</u>		

Teacher Checked	
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Part 2: Glossary

Key Word	Definition	Linked to what topic?

Teacher Checked	
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Part 3: Geo Review



GeoReview:

Read the provided wider reading article and complete the review sheet. Once completed, file under the correct topic in your folder.

Geography Topic:	
Title of Article/Piece of Wider Reading:	
Source:	Date of Publication:
Named Example/Case Study:	Where in the world? (City/Country/Continent):
Summary of Article: 1. <i>Read the text</i> 2. <i>Break it down into sections</i> 3. <i>Identify the key points in each section</i> 4. <i>Write the summary</i> 5. <i>Check the summary against the article</i>	

In your opinion, what are the three most important facts/figures/pieces of knowledge that you could use in further study, such as an assessment or piece of classwork?		
1		Social/Economic/ Environmental/Political (Circle as appropriate)
2		Social/Economic/ Environmental/Political (Circle as appropriate)
3		Social/Economic/ Environmental/Political (Circle as appropriate)

Specification Links

How does this article link to what you have been studying? <i>(Be clear and specific)</i>

What key words have been used in this article? Select 5 key words and complete their definitions below.
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Keyword:		Definition:
1		
2		
3		
4		
5		

Date Completed:

Teacher Checked	Purple	Blue	Green	Yellow	Orange
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