

Nonsuch High School for Girls

Sixth Form

September 2025

A Level Geography Handbook



'Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?'

Michael Palin

Name _____

Welcome to Geography A-Level

Why study Geography?



Geography is a dynamic, relevant subject, constantly changing and adapting. It explicitly engages with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from the local to the global.

So many of the world's current issues – at a global scale and locally - boil down to geography and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food, and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities. These are just some of the challenges facing the next generation, which geographers must help solve.

How is A Level different from GCSE?

A Level Geography develops and builds on GCSE Geography. In the AQA A-Level Specification, you will encounter familiar topics, such as Geography in Urban and Physical Areas. The core topics are “The Water and Carbon Cycles”, alongside new topics and concepts in Human Geography, such as Changing Places and Global Systems and Global Governance.

You will also have an Independent Investigation to complete called your NEA, which is a piece of work devised and undertaken by you that demonstrates required fieldwork knowledge, skills and understanding on a topic you have selected to investigate. This includes 4 compulsory fieldwork days which will come at a cost to you. These days have to be off site and cover human and physical concepts as well as skills.

In what different ways will you be expected to work?

Engaging in debates and discussions in lessons is strongly encouraged. Take the initiative by undertaking wider reading outside of class. If you go beyond the homework tasks by doing further research, reading magazine articles and newspapers - essentially taking an interest in geography in the news – you will have more to say and more importantly, you will gain a wider and deeper understanding of the world around us. We expect for every one-hour of learning in lesson, you should use 1 hour to learn outside of lesson in your study periods.

Successful students have a good knowledge of places, people and events. These students make connections between what they have experienced, what they see in the news and what we learn in class.

Don't rely just on the case studies in the textbook – think beyond these and seek to broaden your knowledge of different places and processes so you have more examples to draw upon. This is why reading around the subject and finding out more is very important- case studies and data need regular updating.

Geography is dynamic, constantly changing. You need to be able to represent this in your work.

Sixth Form Geography Students Should.....

Manage their own learning:

- This means working hard and working independently.
- Time management- not leaving things until the last minute to reduce stress and anxiety over work.
- Keeping your work up to date ready for folder checks.
- Using and referring to the Geography A Level textbook.

- Be engaged and participate- offer your answers, thoughts, and opinions in class, join in during group tasks.
- Regularly check your school email to read messages, see wider reading links and get information about lessons/courses/trips.

Make effective use of study time:

In your study periods you should be:

- Reflecting, reviewing and revising what's taught regularly- this will make revision for key assessments and exams a lot easier.
- Completing any set homework tasks
- Practising exam questions.
- Looking for wider reading articles and information in the library, online, the Geography Curriculum Shared Area.

You should **not**:

- Be re-writing your notes continuously in different ways.
- Just re-reading your notes.
- Just highlighting information in your notes.

Meet all deadlines (for homework, trip payments, handing anything in):

- This means staying organised and keeping on top of your workload.
- Write everything down in your planner so you know when it is due.
- If you have any difficulty with a piece of work, you must contact your teacher at least 24 hours before the deadline. Continual failure to meet deadlines will result in contact home and discussions with the Head of Department/Head of Year.
- Deadlines should be met even if you are absent or miss a lesson- email the work to your teacher or get it to them in advance.
- Manage your time well so meeting deadlines doesn't become an issue- don't leave things to the last minute.

Be Proactive:

- If there is a problem, letting your teachers know sooner rather than later.
- Ask in advance for work if you are missing a lesson.
- Going to looking something up if you are stuck rather than leaving it.

Act on feedback:

- Listening to all feedback provided in class and making notes about how to improve.
- Reading the next steps provided by teachers on homework and key assessments.
- Completing all student tasks outlined on the green feedback templates to a high standard.
- Redoing pieces of work when asked- or even if not- so you can improve.
- Set clear, realistic and manageable targets or next steps for yourself to achieve the improvements.

Take advantage of support available:

- Asking classmates for resources or notes if absent from a lesson.
- Asking classmates for help and support if stuck on something.
- Coming to any provided help or revision sessions.
- Emailing teachers or the Geography Department for help and support or coming to speak to them outside of lessons:

Stewart-a@nonsuchschool.org

Mcgullion-c@nonsuchschool.org

Carrington-a@nonsuchschool.org

- Whatever support is required, it will be given to you; but remember, the onus is on you to take the initiative and ask for it.

Seek out and make the most of opportunities:

- Being independent, both as a learner and as a Geographer.
- Find things out on your own, look up things about the topics without your teachers telling you.
- Enter advertised competitions.
- Go to advertised lectures.
- Get stuck into the fieldwork during our residential trip- creating your own original piece of fieldwork in something that you are interested in.

Problem solve:

- Recognise a problem before it gets to be one.
- Researching solutions using different sources of information.
- Using the people around you effectively- this could mean classmates, friends, teachers, parents etc.
- Make realistic decisions about the problem.
- Is this problem going to impact on others in a group, such as during a project?

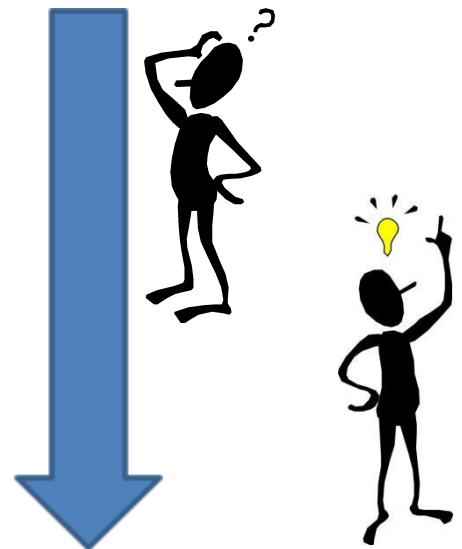
Be Resilient:

- If something doesn't work your way, or you don't get a very good mark for a piece of homework or in an assessment- not giving up and working through it.
- Seeking help to find out what went wrong and what you can do to improve.
- Using support systems both in the department and in school to get help.

What to do when stuck...

Instead of just giving up when you get stuck, you need to build up your resilience and ability to find a solution. Don't jump straight to asking your teacher, follow the steps below first:

1. Has the information been provided on the board?
2. Ask the person next to you/in your group- can they help?
3. Look in your notes/subject guidance booklets.
4. Check the textbook/revision guide.
5. Use the display posters around the room.
6. If you are still unsure: Then ask the teacher.



Course Outline (2 years)

This calendar outlines what to expect in each half term of each topic.

Be aware that this is subject to change but you will always be informed of any assessment and what it will include.

The assessment objectives (AO1, AO2 and AO3) are outlined in the Specification Summary that follows this overview.

Year 12

Date	Physical Geography (Teacher 1)	Human Geography (Teacher 2)
Half Term 1	Water and the Carbon Cycles <i>The Hydrological Cycle, Drainage Basins and Human Impact on the Water Cycle</i> <i>Case Study of a catchment area</i> Assessment: - Year 12 Bridging Work - AO1 knowledge 4-mark question - AO3 Skills 6-mark question - AO1/AO2 6-mark question - AO1/AO2 20-mark essay (AO1/AO2)	Global Systems and Global Governance <i>Globalisation and Global Systems, International trade and access to markets</i> Assessment: - Year 12 Bridging Work - AO1 knowledge 4-mark question - AO3 Skills 6-mark question - AO1/AO2 6-mark question - AO1/AO2 20-mark essay
Half Term 2	Water and the Carbon Cycles <i>The Carbon Cycle, Human Impacts on the Carbon Cycle and Mitigating Climate Change</i> <i>Case Study of the tropical rainforest and impacts on the Carbon Cycle</i> Assessment: - Folder Check - End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)	Global Systems and Global Governance <i>Global Governance and The Global Commons- with a focus on Antarctica as a global common, and a Globalisation Critique</i> Assessment: - Folder Check - End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)
Christmas Holiday		
Half Term 3	Changing Places <i>The nature and importance of places, Changing Places – relationships, connections, meaning and representation</i>	Coastal Systems and Landscapes <i>Introducing Coastal Systems, Processes and Landforms (Erosional and Depositional)</i>

	Assessment: ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 6-mark question ● AO1/AO2 20-mark essay (AO1/AO2)	Assessment: ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 6-mark question ● AO1/AO2 20-mark essay (AO1/AO2))
Half Term 4	Changing Places <i>How external agencies influence place, media and data representations of place, past and present processes of development influences characteristics of place</i> Assessment: ● Folder Check ● MS FORM Changing Places ● End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)	Coastal Systems and Landscapes <i>Sea Level Rise, Impacts of Climate Change and Coastal Management (hard and soft engineering, sustainable management)</i> Assessment: ● Folder Check ● MS FORM Coasts ● End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)
Easter Holiday		
Half Term 5	Skills, Revision & Study Leave for Examinations Assessment: ● Year 12 End of Year exams- Internal Examination (AO1, AO2 and AO3)	Skills, Revision & Study Leave for Examinations Assessment: ● Year 12 End of Year exams- Internal Examination (AO1, AO2 and AO3)
END OF YEAR EXAMS		
Half Term 6	FIELDWORK	
	Introduction to Independent Investigation and relevant skills (AO3) Planning and preparation for NEA Collecting of primary data for NEA ● Folder Check ● MS FORM Skills ● NEA Proposal Form	Introduction to Cartographic, Graphical and Statistical skills (AO3) Planning and preparation for NEA Collecting of primary data for NEA ● Folder Check ● MS FORM Skills ● NEA Proposal Form
Summer Holiday		
You will write up your NEA over the Summer Holidays. Independent Project (AO3) Writing up a fieldwork enquiry: ● Introduction and literature review ● Methodology ● Presenting your data ● Analysing your data ● Conclusion ● Evaluation		

Year 13

Between year 12 and year 13 there will be Building Work tasks to complete. This will help consolidate your Year 12 knowledge and allow you to reflect following the summer exams.

Date	Physical Geography	Human Geography
Half Term 1	Hazards <i>The concept of hazard in a geographical context, Plate Tectonics, Seismic and Volcanic Hazards</i> Check In about Independent Project (AO3) Assessment: ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 9-mark question ● AO1/AO2 9-mark question ● AO1/AO2 20-mark essay (AO1/AO2)	Contemporary Urban Environments <i>Urbanisation and issues associated with urbanisation; urban climates and urban drainage</i> Assessment: ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 9-mark question ● AO1/AO2 9-mark question ● AO1/AO2 20-mark essay (AO1/AO2)
Half Term 2	Hazards <i>Storm Hazards and Fire Hazards</i> Case Studies: ● Case Study 1: A multi-hazardous environment beyond the UK ● Case Study 2: Local Scale Hazard Assessment: ● Folder Check ● MS FORM Changing Places ● End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)	Contemporary Urban Environments <i>Urban waste and waste disposal; Sustainable urban development</i> Case studies relating to two contrasting urban locations Assessment: ● Folder Check ● MS FORM Changing Places ● End of Unit Test- (AO1 knowledge 4-mark question/ AO3 Skills 6-mark question/ AO1/AO2 6-mark question/ AO1/AO2 20-mark essay (AO1/AO2)
Christmas Holiday		
Half Term 3	Revision of all topics and skills Assessment: ● MOCKS	Revision of all topics and skills Assessment: ● MOCKS
Half Term 4	Revision of all topics and skills Assessment: ● Folder Check ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 6-mark question ● AO1/AO2 20-mark essay (AO1/AO2)	Revision of all topics and skills Assessment: ● Folder Check ● AO1 knowledge 4-mark question ● AO3 Skills 6-mark question ● AO1/AO2 6-mark question ● AO1/AO2 20-mark essay (AO1/AO2)
Easter Holiday		
Half Term 5	Revision of all topics and skills Assessment: ● NEA Result	Revision of all topics and skills Assessment: ● NEA Result
Study Leave and A Level Exams		

Specification Summary

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, which will be in June 2024 at the end of Year 13. **We will be teaching a 2 year A-Level course with the exam board AQA.**

Component 1: Physical geography
What's assessed Section A: Water and carbon cycles Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes Section C: either Hazards or Ecosystems under stress
How it's assessed • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level
Questions • Section A: answer all questions (36 marks) • Section B: answer either question 2 or question 3 or question 4 (36 marks) • Section C: answer either question 5 or question 6 (48 marks) • Question types: multiple-choice, short answer, levels of response and extended prose
Component 2: Human geography
What's assessed Section A: Global systems and global governance Section B: Changing places Section C: either Contemporary urban environments or Population and the environment or Resource security
How it's assessed • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level
Questions • Section A: answer all questions (36 marks) • Section B: answer all questions (36 marks) • Section C: answer either question 3 or question 4 or question 5 (48 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Component 3: Geography fieldwork investigation

What's assessed

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3 000 – 4 000 words
- 60 marks
- 20% of A-level
- marked by teachers
- moderated by AQA

When will I be completing my Independent Investigation?

- We complete four-day trip during the summer term in June to help you practise different methods for your NEA and decide what topic you want to study.
- Information about these day trips will be provided to you in your taster session, Induction session and in September of Year 12.
- You will then have the summer holidays between Year 12 and 13 to complete your own additional research based around your chosen topic of investigation and carry out any further data collection as needed. For 'Building Work' you write up your NEA over the Summer Holidays. This will be due in September of Year 13.
- Your teachers will give you group guidance and mini deadlines on each of the four sections of your NEA to ensure you are on track to complete the investigation but the key component here is independence.
- Your teachers are not able to give detailed feedback or specific directed guidance on how to improve.

Geographic Skills

Competence in geographical skills will be developed during study of the course content and integrated into the different topics.

During their A-level course students should:

- be able to understand and use different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'
- collect and interpret different forms of data, be able to then analyse the data during a range of suitable analytical approaches
- undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data
- communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.

Quantitative Data	Qualitative Data
• Understanding of what makes data geographical and the geospatial technologies (e.g. GIS) that are used to collect, analyse and present geographical data • An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • Understanding of the purposes and difference between the following and to use them in appropriate contexts: - o descriptive statistics of central tendency and dispersion - o descriptive measures of difference and association, inferential statistics and the foundations of relational statistics - o measurement, measurement errors, and sampling • Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.	• Use and understand a range of different methodological approaches including interviews • Interpretation and evaluation of a range of source material including textual and visual sources • Understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations • Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Specific Skills as outlined in the AQA specification:

Core skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps, diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery
- Use of overlays, both physical and electronic
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text
- Numeracy – use of number, measure and measurement
- Questionnaire and interview techniques

Cartographic skills

- Atlas maps
- Weather maps – including synoptic charts
- Maps with located proportional symbols
- Maps showing movement – flow lines, desire lines and trip lines
- Maps showing spatial patterns – choropleth, isoline and dot maps

Graphical skills

- Line graphs – simple, comparative, compound and divergent
- Bar graphs – simple, comparative, compound and divergent
- Scatter graphs, and the use of best fit line
- Pie charts and proportional divided circles
- Triangular graphs
- Graphs with logarithmic scales
- Dispersion diagrams

Statistical skills

- Measures of central tendency – mean, mode, median
- Measures of dispersion – range, inter-quartile range and standard deviation
- Inferential and relational statistical techniques to include Spearman's rank correlation and Chi Square test and the application of significance tests

ICT skills

- Use of remotely sensed data
- Use of electronic databases
- Use of innovative sources of data such as crowd sourcing and 'big data'
- Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Geography specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

- **AO1:** Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%)
- **AO2:** Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%)
- **AO3:** Use a variety of relevant quantitative, qualitative and fieldwork skills to:
 - o investigate geographical questions and issues
 - o interpret, analyse and evaluate data and evidence
 - o construct arguments and draw conclusions (20–30%).

Assessment Objective Weightings for A Level Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1	15 – 20	15 – 20	0	30 – 40
AO2	14 – 19	14 – 19	2	30 – 40
AO3	1 – 6	1 – 6	18	20 – 30
Overall weighting of components	40	40	20	100

Assessment Weightings for A Level Geography

The marks awarded on the papers will be scaled to meet the weighting of the components.

Students' final marks will be calculated by adding together the scaled marks for each component.

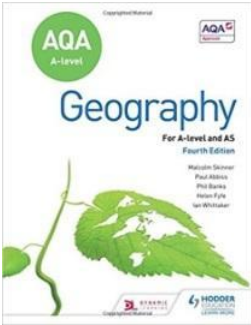
Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below:

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Physical geography	120	x1	120
Component 2: Human geography	120	x1	120
Component 3: Geographical investigation	60	x1	60
Total scaled mark:			300

Key Resources

There are several key things you need to organise yourselves for A Level Geography.

Textbook:



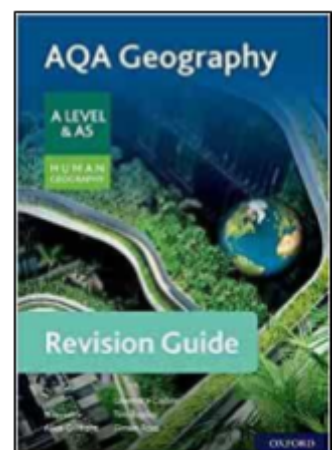
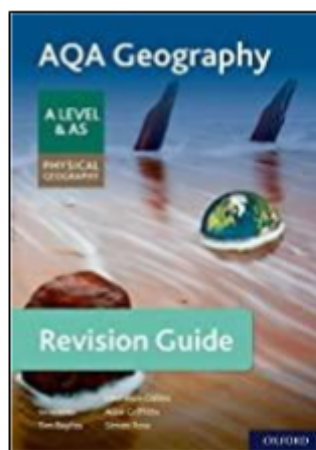
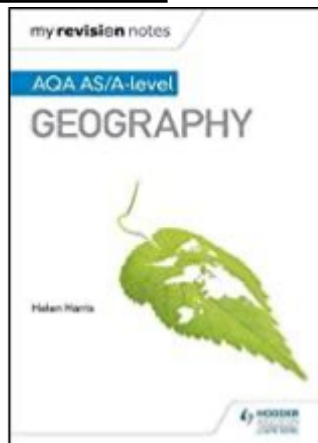
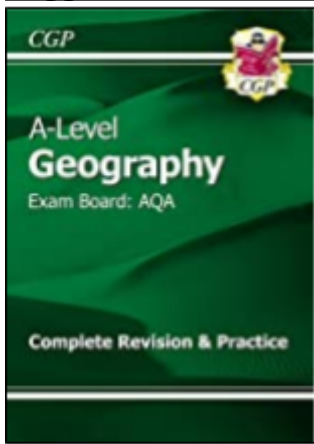
AQA A-level Geography Fourth Edition Paperback (2016) by Ian Whittaker, Paul Abbiss, Helen Fyfe, Philip Banks Malcolm Skinner [ISBN: 1471858693]

A book will be issued to you in September of Year 12.

There are other textbooks for AQA A Level Geography available, and you are welcome to buy these for supplementary support if you wish to. The Oxford University Press books, one human and one physical are a recommendation if you want something extra.

You can follow the BBC, the Guardian as well as a whole range of specialists across many geographic fields and related areas- volcanologists, meteorologists, the Environment Agency, Gapminder, economists, politicians, Ordnance Survey, other School Geography and University departments across the country!

Suggestions for Revision Guides:



There are lots of other A Level Revision Guides and workbooks out there. Again, you do not have to purchase any if you don't want to.

Geography Enrichment

i. ONLINE NEWS ARTICLES

Keeping up to date with the news is very important and will allow you to have access to a wider range of case studies beyond the classroom.

THE CONVERSATION

<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!

ALJAZEERA

<https://www.aljazeera.com/>

Different perspective on global news with lots of stories about Asia, the Pacific and Africa. There is a documentaries section too on the

FRANCE 24

<https://www.france24.com/en/>

Again, another site giving a different perspective on global news. French focuses but you often get stories from other areas of the world not picked up on by UK news outlets.

THE ATLANTIC

<https://www.theatlantic.com/world/>

The Atlantic covers news, politics, culture, technology, health, and more, through its articles, podcasts, videos, and flagship magazine.

TIME

<https://time.com/>

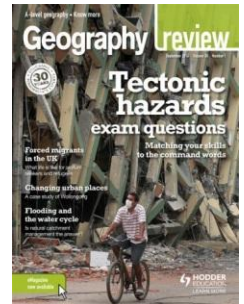
Breaking news and analysis from TIME.com. Politics, world news, photos, video, tech reviews, health, science and entertainment news.

ii. MAGAZINES

Keeping up to date with the news is very important and you can do this via magazines as well as online sites.

A LEVEL GEOGRAPHY REVIEW:

- The magazines are scanned in and are located in the Curriculum Shared Area in the Geography Folder. There is then a folder for Geography Review
- The paper copies will be kept in the library
- These are excellent for further information about a topic, a case study or exam advice about the new specification and assessment.



GEOGRAPHICAL:

- You can subscribe to it and have it delivered straight to you at home or purchase in any high street news agent. If you subscribe to the digital version only you also get access to their whole back catalogue of magazines.
- They also have a brilliant website <http://geographical.co.uk/> with articles, videos reviews of Geography and Travel books.



PLANET EARTH:

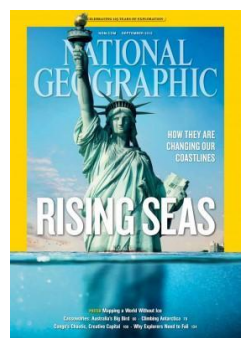
<http://www.nerc.ac.uk/latest/publications/planetearth/>

- Planet Earth is a free magazine aimed at non-specialists - policymakers, businesspeople and members of the public with an interest in environmental science.
- You can subscribe for free to paper copies or download the electronic copies of the articles from their website.
- <http://www.nerc.ac.uk/> The main website for the organisation NERC - the Natural Environment Research Council – is also excellent for articles about research projects for environmental science funded by NERC.



NATIONAL GEOGRAPHIC:

- A world leader in geography, cartography and exploration.
- Not only is their website great for articles, videos and pictures, there is also the famous National Geographic magazine. Articles are on a whole range of subjects, from cultures, climate change, the environment, people's behaviours, historical geography, sustainability
- There is a substantial back catalogue of magazines available in the library.
- You can sign up for a subscription, through their website and you receive a free gift upon signing up and a National Geographic Fleece!



iii. PODCASTS

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

We recommend that listen to at least 2 episodes from two different podcasts:

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!

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/b006r4wn/episodes/player> (many topics, including amongst others.. climate change, carbon, urban greening, deforestation, alternative power, plastics etc.)

From Our Own Correspondent

<https://www.bbc.co.uk/programmes/b006qjlq>
Insight, wit and analysis from BBC correspondents, journalists and writers from around the world.

The Compass

<https://www.bbc.co.uk/programmes/p035w97h/episodes/downloads>
Surprising stories from unusual places. With ideas too big for a single episode, The Compass presents mini-series about the environment and politics, culture and society. Again some great ones here for geography.

Crossing Continents

<https://www.bbc.co.uk/programmes/b006qt55>
Series focusing on foreign affairs issues- again with some great links to geography and a wide range of topics.

The Economist Radio

<https://www.economist.com/podcasts/>
Sound reasoning on current affairs, business and finance, science and technology, and global issues
Links mainly to business and economics, but there are ties to geopolitics and globalisation.

Popular Volcanics

<http://popularvolcanics.buzzsprout.com/423493>
A podcast about volcanoes hosted by Dr. Erik Klemetti and Dr. Janine Krippner. Each month we'll talk about eruptions going on around the world, banter about volcano research and talk to a guest about the world of magma (and other stuff, too).

Disasters: Deconstructed Podcast

<https://podcasts.apple.com/us/podcast/disasters-deconstructed-podcast/id1464487896>
This is a podcast hosted by @KsChmutina and @vonmeding reflecting on human society and our role in disasters. Subscribe on iTunes and Spotify!

Many podcasts can be found on the app Podbean which you download onto your phone. Each podcast you sign up to follow is then automatically updated. You can then download the episode to your device to listen to offline or listen online using data/wifi.

iv. BOOKS

Remember you can make use of the local libraries' digital library service for books – you don't have to access hard copies or copies for Kindle/e-readers.

We recommend that you read at least one book from the list below. The list is diverse and engaging as wider reading at this stage is not about developing your subject knowledge but cultivating a deeper interest in the subject. We look forward to hearing about what you have read in September.

Prisoners of Geography- Tim Marshall (2016) 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!

The Power of Geography: Ten Maps That Reveal the Future of Our World - The Much-Anticipated Sequel to the Global Bestseller Prisoners of Geography – Tim Marshall (2021) In this revelatory new book, Marshall explores ten regions that are set to shape global politics in a new age of great-power rivalry: Australia, Iran, Saudi Arabia, the UK, Greece, Turkey, the Sahel, Ethiopia, Spain and Space. Find out why Europe's next refugee crisis is closer than it thinks as trouble brews in the Sahel; why the Middle East must look beyond oil and sand to secure its future; why the eastern Mediterranean is one of the most volatile flashpoints of the twenty-first century; and why the Earth's atmosphere is set to become the world's next battleground.

Factfulness: Ten reasons we're wrong about the world – and why things are better than you think- Hans Rosling (2019) – this is a must-read book from a geography perspective – this takes a more realistic view of the world, presenting issues in fact-based context. It is a rational look at actually how far the world has measurably improved and what's left to be done.

Adventures in the Anthropocene- Vince, G (2016) – this looks at the effects that humans are having on the surface and structure of the planet with a balanced view on recognising threats and dangers whilst also look for practical answers and solutions.

The Almighty Dollar- Dharshini David (2018) 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.

Connectography- Parag Khanna (2017) - A guide through the emerging global network civilisation in which megacities compete 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.

Divided- Tim Marshall (2018) - 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.

Off the Map- Alastair Bonnett (2015) - 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.

The Silk Roads- Peter Frankopan (2016)- 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.

Worth Dying For- Tim Marshall (2017) - 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.

10 Billion- Stephen Emmott (2013)- 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.

The Bottom Billion- Paul Collier (2007) - 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 landlocks and ineffective governance.

10 Billion- Danny Dorling (2013) - 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.

Peoplequake- Fred Pearce (2011)- 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.

This is the Way the World Ends- Jeff Nesbit (2018) - 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.

Don't Go There: From Chernobyl to North Korea—one man's quest to lose himself and find everyone else in the world's strangest places- Adam Fletcher (2018)- In this unusual, hilarious travel memoir Adam Fletcher sets out on a quest to visit some of the strangest places in the world. He enters a Chinese blizzard armed with only a pack of biscuits, ponders the apocalypse in Chernobyl, is chased down by the Croatian police on his way to the newest country in the world, meets the Devil incarnate on a night bus in Moldova, ruin a socialist mass dance, and comes face-to-face with two (dead) dictators in North Korea.

The Making Of The British Landscape: From the Ice Age to the Present- Nicholas Crane (2016) - The British landscape has been continuously occupied by humans for 12,000 years, from the end of the Ice Age to the twenty-first century. It has been transformed from a European peninsula of glacier and tundra to an island of glittering cities and exquisite countryside. In this geographical journey through time, we discover the ancient relationship between people and place and the deep-rooted tensions between town and countryside.

Origins: How the Earth Shaped Human History (2019)- When we talk about human history, we focus on great leaders, mass migration and decisive wars. But how has the Earth itself determined our destiny? How has our planet made us? By taking us billions of years into our planet's past, Professor Lewis Dartnell tells us the ultimate origin story. When we reach the point where history becomes science we see a vast web of connections that underwrites our modern world and helps us face the challenges of the future.

Travel books are a great way to examine Geography as well. This allows you to see different perspectives of places through the eyes of the author:

- **Michael Palin**- Many of his travel books were written as an accompaniment to the TV shows (eg Pole to Pole, Sahara, Himalayas, Brazil and his most recent North Korea- see documentaries). Michael Palin really loves geography and this come through in his books.
- **Bill Bryson**- Many of his travel books are perhaps considered more outdated (eg The Lost Continent: Travels in Small-Town America, 1989) but this could allow you to think about how this places and lanscapes could have changed in the meantime. *NB: Don't read these in a public place- they are funny and you will find yourself laughing!*

This is not exhaustive by any means! There are so many titles out there!

v. ONLINE COURSES

There are some great online course out there that you can do to extend your learning.

We recommend that you complete one online course from FutureLearn:

Future Learn

<https://www.futurelearn.com/>



- Future Learn is a convenient online hub for free online courses.
- They collate loads of courses from top UK and European universities.
- You can filter your course search by subject, the amount of time you'd like to spend studying a week, and the duration of your course. Most courses have a set start date, but don't worry, you can join and work your way through it after it starts.
- Future Learn is powered by cutting edge research in education, favouring micro-learning principles and interactivity in education.
- Our top picks:
 - **Ecology and Wildlife Conservation – University of Leeds**
 - **Come Rain or Shine: Understanding the Weather – University of Reading**
 - **Exploring Our Ocean – University of Southampton.**
 - **Concepts in Sustainable Development: An Introduction to the Key Issues- University of Leicester**
 - **Tipping Points: Climate Change and Society- University of Exeter**
 - **Transforming Energy Systems: Why Governance Matters- University of Exeter**
 - **Achieving Sustainable Development- Trinity College Dublin**
 - **Causes of Climate Change- University of Bergen**
 - **Invisible Worlds: Understanding the Natural Environment - University of Exeter**

There are some other brilliant sites out:

The Royal Geographical Online Lectures

https://www.rgs.org/schools/teaching-resources/?categories=OnlineLecture&utm_source=School+Members&utm_campaign=e21185bae0-EMAIL_CAMPAIGN_2020_03_25_09_19&utm_medium=email&utm_term=0_bd6329754a-e21185bae0-

- This is a comprehensive catalogue of online lectures facilitated by the Royal Geographical Society.
- Delivered by academics from leading universities in the UK, you will be spoilt for choice.
- Titles include:
 - **Feeding 9 billion**

- o **Digital Technology in Africa**
- o **Mobile Middle Classes**
- o **Air Quality for all?**

The Open University

<https://www.open.edu/openlearn/free-courses/full-catalogue>

- The Open University is the leading university for flexible, distance teaching- there are more than 1,000 free courses available online for a while range of subjects!
- Courses accommodate a range of expertise and time required for study. Most also come with a free statement of participation on completion. Here are some of our suggestions for the geographically minded:
 - o **Ecology and Ecosystems**
 - o **Biofuels**
 - o **Earthquakes**
 - o **The Frozen Planet**
 - o **Introduction to Geology**
 - o **Water and Human Health.**

Open Yale Courses

<https://oyc.yale.edu/>

- Yale provide free and open access to a selection of introductory courses taught by the university's highly esteemed scholars.
- Each course comes with high-quality, downloadable lecture videos, as well as suggested readings and problem sets.
- Here's some that will certainly appeal to A Level Geographers:
 - o **The Atmosphere, the Ocean and Environmental Change – Professor Ronald Smith**
 - o **Philosophy and the Science of Human Nature – Professor Tamar Gendler**
 - o **Global Problems of Population Growth – Professor Robert Wyman**

UN CC: e-Learn

<https://unccelearn.org/>

- UN CC: eLearn is the official United Nations learning partnership for all things related to climate change.
- They offer self-paced and downloadable courses, meaning you can dip in and out of them as and when you please.
- There's an abundance of information on climate change – you can learn about climate policy, green economies, sustainable diets and personal finance, and lots more with these interactive courses.
- Take a look at some of the examples:
 - o **Introduction to Green Economy**
 - o **Climate Change and Cities**
 - o **Children and Climate Change**

vi. 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.

Sit back and enjoy, or watch and take notes for future use. There may be things you can use for case studies.

Many programmes often have expiration dates so check carefully how long something is available for. If something is no longer available see what else you can find. Let us know any recommendations!

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/p06m42d9>
- The Americas with Simon Reeve
<https://www.bbc.co.uk/iplayer/episodes/m00095p0/theamericas-with-simon-reeve>
- Simon Reeve around the world <https://www.bbc.co.uk/iplayer/group/p06rrnkm>
- Mediterranean with Simon Reeve
<https://www.bbc.co.uk/iplayer/episodes/b0bnb6tt/mediterranean-with-simon-reeve>
- BBC Coasts
<https://www.bbc.co.uk/programmes/b006mvlc>
- BBC Our Coasts – newer series based on the Coasts series
<https://www.bbc.co.uk/programmes/m000f696>



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>
- Alexander Armstrong in the Land of the Midnight Sun
<https://www.itv.com/hub/alexander-armstrong-in-the-land-of-the-midnight-sun/2a3386>
- Britain's Best Walks with Julia Bradbury
<https://www.itv.com/hub/britains-best-walks-with-julia-bradbury/2a3365>
- Griff's Great Australian Adventure
<https://www.itv.com/hub/griffs-great-australian-adventure/2a6577>



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>

The following are all available on **My5**:

- Decoding the Weather Machine

<https://www.my5.tv/decoding-the-weather-machine/season-1/episode-1>

- Around the World by Train with Tony Robinson

<https://www.my5.tv/around-the-world-by-train-with-tony-robinson/season-2/episode-1>

- Britain's Great Rivers: Then and Now

<https://www.my5.tv/britain-s-great-rivers-then-now/season-1>

- Burning Up: Britain in Meltdown (looking at the 2018 heatwave)

<https://www.my5.tv/burning-up-britain-in-meltdown/season-1>

- Inside DHL: The World's Biggest Delivery Company

<https://www.my5.tv/inside-dhl-the-world-s-biggest-delivery-company/season-1>

- Kilauea- Hawaii on Fire

<https://www.my5.tv/kilauea-hawaii-on-fire/season-1>

- Michael Palin in North Korea (shown on Channel 5 but no longer available there)

<https://vimeo.com/291154585>- only episode 1



The following are all available on **Netflix**:

Rotten:



This docuseries travels deep into the heart of the food supply chain to reveal unsavoury truths and expose hidden forces that shape what we eat.

The Boy who Harnessed the Wind:

Inspired by a science book, 13-year-old William Kamkwamba builds a wind turbine to save his Malawian village from famine. Based on a true story.

Dark Tourist:

From a nuclear lake to a haunted forest, journalist David Farrier visits unusual -- and often macabre -- tourism spots around the world.

Fire Chasers:

Fire Chasers is a 2017 English-language original Netflix documentary series produced by Leonardo DiCaprio and directed by Molly Mayock, showing the dangers of firefighting by exploring the 2016 California fire season (We study Wildfires at A Level.)

Pandemic:

A series that looks at global disease outbreaks. Links to science but also how globalisation and a global world has led to the risk increasing as a disease can travel much faster around the world.

Chasing Coral

Chasing Coral is a 2017 documentary film about a team of divers, scientists and photographers around the world who document the disappearance of coral reefs.

Again, this is not exhaustive by any means! There are so many titles out there.

Super Curricular opportunities in Geography

1/ Nonsuch Geographic



Join the Nonsuch Geographic Magazine Committee to create a magazine on the big Geographical Issues!

Organise and run competitions with other year groups based on our magazine theme.

Meetings held weekly to write articles and edit other student entries.

2/ Young Geographer of the Year (RGS)

Where, how and why

Throughout the pandemic our ability to travel near or afar has been severely limited. This year, to encourage young people to widen their geographical horizons, whether locally or much further afield, the Society is asking pupils where, how and why.

**Royal
Geographical
Society**
with IBG

- **Where?** Where might you want to travel to? We'd like you to give a geographical overview of the place you'd like to visit. It doesn't matter if the place is local to you or much further afield, we'd like you to give its geographical overview and share your understanding of its key physical and human features.
- **How?** How would you get there and what reasons might you give for the type/s of transport you might use? Is the place a short walk away or somewhere that would require transport to take you beyond the UK?
- **Why?** What makes this place geographically interesting, important or meaningful to you?

Entrants must enter into the Key Stage category they were in on the 30 June 2022.

The deadline for receipt of all entries is Monday 3 October 2022 at 5.00pm.

KS2, KS3 and KS4 students will produce an A3 size entry. This can be handmade (then sent in electronically via a scanned copy or photograph) or using PowerPoint, Word, Publisher or PDF, etc.

Key Stage 4 criteria: Describe at least six geographical features using annotated images, data and diagrams

Entrants' names and school names must not be written anywhere on submitted entries.

We do not have a preferred style for submissions. We are looking for eye-catching, innovative, informative and accurate submissions which show off the geography around where you would like to go to, how you'd go there and why this particular place.

<https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2022-competition/>

Geography at University and Beyond!

To think like a geographer is to appreciate the big picture, to make sense of interactions between natural and human environments.

This ability takes geographers in some exciting directions, where they are part of addressing major challenges facing the world. Students have gone to study Geography at a range of universities from Oxford and Cambridge to Exeter, Loughborough, Plymouth, Durham, Nottingham and Southampton.

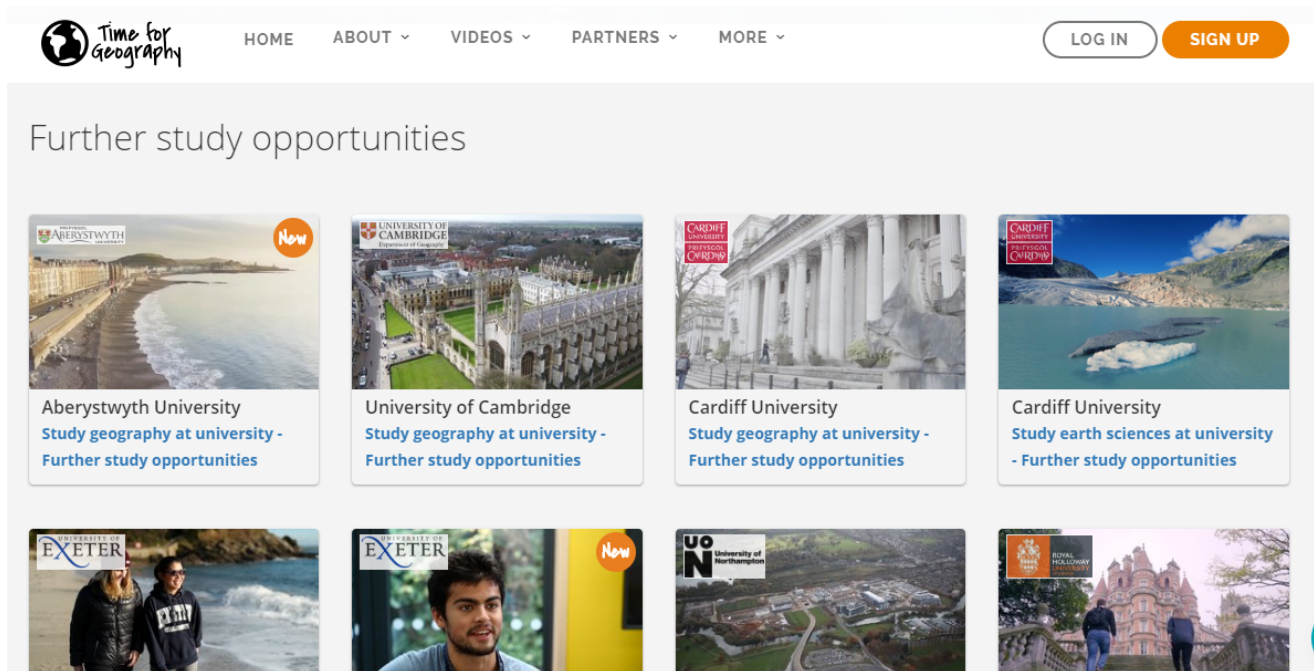
In general, Geography is considered a science which attempts to explain the world around us and the impact of both natural and manmade factors and events.

Human Geography is concerned with the study of human societies – how they operate, develop, and the challenges they face. So if you choose a human geography course, you may cover issues such as population change (demography), cultural and religious practices, international relations, global politics, economics, and globalization.

Physical Geography focuses on the Earth's physical processes – climates and weather systems, ecosystems and biomes, earthquake and volcanoes, geology, environmental science and even rock in oceanography.

This means that you'll find courses titled either as a Bachelor of Arts (BA) or Bachelor of Science (BSc), or at postgraduate level, a Master of Arts (MA) or Master of Science (MSc).

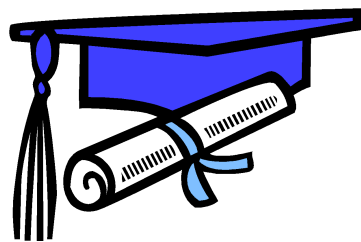
The website Time for Geography has a section all about future opportunities at university with 32 videos links to a range of courses across the country.



https://timeforgeography.co.uk/videos_list/further-study-opportunities/

Courses commonly include arranged field trips - which might be to far-flung locations, or situated closer to home.

Geography is a broad and all-compassing subject and geography graduates are frequently highlighted as being particularly employable due to their wide understanding of contemporary and diverse issues as well as their skills such as decision-making, problem-solving, research and evaluation skills.



As such, the list of jobs for Geography students is vast!

Cartographer, resource management, insurance and risk assessment, catastrophe modeller or emergency planner, hazard manager, flood mapping and management, finance, business, banking, estate agents, teacher (primary and secondary), researchers, charity worker, aid/development worker, urban planner, transport planner, surveyor, retail planner and locator, logistics and distribution, GIS and mapping software, tourism officer, ecotourism developer, explorer, architect, nature conservationist, environmental consultant, sustainability consultant, water conservation and water quality management, environmental lawyer, pollution analyst, meteorologist, climatologist, climate change analyst, media researcher, journalist, geologist, hydrologist, volcanologist, engineer, renewable energy developer, oceanographer.....

The possibilities are endless!

The Royal Geographic Website has a really good section all about careers and jobs that use Geography that inspired the display in 301.

<https://www.rgs.org/geography/choose-geography/careers/>

<https://www.rgs.org/iamageographer/>

This is a fantastic site that talks to real people about what their jobs involve and how they linked to Geography.

“Geographers are highly employable with geography graduates working in roles ranging from environmental consultants to commercial analysts, and from catastrophe modellers to teachers”

The Royal Geographical Society, March 2017

