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**Geography**

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| **Key skills developed in this work:**   * Show understanding of the principal processes operating within physical geography and human geography * Show an understanding of the causes and effects of change on natural and human environments * Develop an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems * Develop the ability to handle and evaluate different types and sources of information * Develop the skills to think logically, and to present an ordered and coherent argument in a variety of ways |

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| **Research work:**  The activities in this document will support content in the following AS-level units:   * *Core Physical Geography*   + Hydrology and fluvial geomorphology   + Atmosphere and weather   + Rocks and weathering * *Core Human Geography*   + Population   + Migration   + Settlement dynamics   **Research activity 1 – Investigating hypotheses**  *Objectives:*   * Research and investigate current geographical local or global issues * Use a variety of sources of information to help you with your research   *Task:*   * Use the internet to research the hypotheses below. These are all units covered at AS-level and will help to broaden your case study knowledge. You will also be able to use the knowledge from your previous study of geography to help you.  |  |  | | --- | --- | | **Theme** | **Hypotheses** | | **Hydrology and fluvial geomorphology** | * Human activities are the main cause of river flooding * It is possible to prevent rivers from flooding * Flooding causes only negative consequences * Flooding affects people more than the natural environment | | **Atmosphere and weather** | * Global warming is caused only by large organisations * Climate change has only caused negative consequences | | **Rocks and weathering** | * Coastal cliff collapse is caused only by physical processes * Earthquakes cause more damage in LEDCs compared to MEDCs | | **Population** | * There are only negative consequences for countries with ageing populations * Birth control is the only way to reduce birth rates in a country * A youthful population is of benefit for a country | | **Migration** | * International migration is mainly voluntary * Push factors are the main reason for internal and international migration | | **Settlement Dynamics** | * Residents in shanty towns face only problems/challenges * It is a good thing to develop in a rural-urban fringe |   **Research activity 2 – Case studies**  *Objectives:*   * Research and investigate case studies * Use a variety of sources of information to help you with your research   *Task:*   * Use the internet to research one, two or more of the case studies below. These are all units covered at AS-level and will help to broaden your case study knowledge. The named examples in the table are just examples. You can explore any place or country in the world!  |  |  | | --- | --- | | **Theme** | **Hypotheses** | | **Hydrology and fluvial geomorphology** | * Case study 1: What are the causes and impacts of river floods, how can floods be predicted and what is the recurrence interval of floods * Case study 2: Investigate the causes and impacts of a river flood (on the people, and environment) * Case study 4: River management, e.g. the River Harbourne | | **Atmosphere and weather** | * Case study 1: What are the effects of human activity on the climate, temperature (heat island), precipitation and winds * Case study 2: Urban climates, e.g. Chicago | | **Rocks and weathering** | * Case study 1: Explore the impacts of a volcanic eruption (MEDC or LEDC) and how the impacts can be reduced (e.g. White Island, New Zealand, 2019) * Case study 2: Explore reasons why a landslide or mudslide has happened in an area and strategies to stop this from happening again (e.g. Uttarakhand, India, 2013) | | **Population** | * Case study 1: The impacts of a youthful population and how governments and agencies are trying to reduce birth rates (e.g. Uganda) * Case study 2: What are the impacts of an ageing population and how governments and agencies are trying to increase birth rates (e.g. Italy or France) * Case study 3: China’s one-child policy and whether the two-child policy is having an impact. | | **Migration** | * Case study 1: What is the cause, character, scale and pattern of an international migration stream and its impact on the source and receiving area * Case study 2: Internal migration in Brazil - rural to urban (north Brazil to Sao Paulo) * Case study 3: Mediterranean - deadly migration route * Case study 4: International migration - Romania to the UK and Mexico to the USA | | **Settlement Dynamics** | * Case study 1: Explore attempts to improve quality of life for shanty town residents in any country (e.g. Rio de Janeiro in Brazil, Nairobi in Kenya or Kolkata, India) | |

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| **Website links:**  The table below lists some useful websites with free online courses:   |  |  | | --- | --- | | **Source** | **Website** | | Future Learn | <https://www.futurelearn.com/>  Subject: Nature and Environment | | The Open University | <https://www.open.edu/openlearn/free-courses/full-catalogue>  Subject: Nature and Environment | | Geographical Association | <https://www.geography.org.uk/Open-University-resources>  Some great online courses in association with Open University. | | Ivy League Courses | <https://www.classcentral.com/collection/ivy-league-moocs> | |

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| **Appropriate additional reading:**  **Current affairs – keeping in touch with the world**  *Objectives:*   * Read the news and explore what is happening in the world * Listen to podcasts about current affairs   The table below lists some useful sources of information   |  |  | | --- | --- | | **Source** | **Website** | | The Conversation (news reports) | <http://theconversation.com/uk> | | BBC News (news reports) | www.bbc.co.uk | | The Guardian (news reports) | [www.theguardian.com/uk](http://www.theguardian.com/uk) | | National Geographic (news reports) | [www.nationalgeographic.com/](http://www.nationalgeographic.com/) | | Royal Geographical Society – “Ask the Geographer podcasts” | <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> | | The Documentary Podcast | <https://www.bbc.co.uk/programmes/p02nq0lx/episodes/downloads> | |

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| **Other:**  Video and other technologies can play a significant role in learning. The aim is to provide a deeper understanding of a wide range of issues and challenges in the contemporary world through videos and documentaries  The table below lists some interesting videos and documentaries which will help deepen your understanding of geography. | |
| **Source** | **Website and content** |
| Netflix | * ***Into the Inferno:*** With stunning views of eruptions and lava flows it captures the raw power of volcanoes. * ***Cowspiracy:*** Investigate the food and meat industry. * ***Our Planet:*** Sir David Attenborough series investigating the different biomes and their varied flora and fauna. * ***David Attenborough - A life on our planet:*** Sir David Attenborough recounts his life, and the evolutionary history of life on Earth, to grieve the loss of wild places and offer a vision for the future. * ***Mission Blue:*** This documentary follows oceanographer Sylvia Earle’s campaign to save the world’s oceans from threats such as overfishing and toxic waste. * ***Our Great National Parks:*** From Africa’s beaches to Japan’s islands to Australia’s Great Barrier Reef – the natural world’s untamed beauty comes into gorgeous focus. * ***72 Dangerous Places to Live:*** Get up close and personal with avalanches, fiery volcanoes and other natural disasters and learn why some people choose to live in their destructive paths. |