

Name: \_\_\_\_\_

## A Level Geography Preparation Work

This work is to be completed and handed in on your first Geography lesson. This includes a completed skills checklist (turn over), therefore do not lose this sheet. All transition work will be uploaded onto the school website if you misplace it. If you are unsure about any of the skills, there will be a 'Core skills question booklet' uploaded to the school website for you to practice some of the skills. This is the same booklet we handed out at GCSE if you are a previous Rushcliffe student.

### Physical Geography – Natural Systems

What we study in physical geography is based around system frameworks and their application – therefore you must have a good understanding of systems and what affects them.

1. Read page 2 and 3 of the information sheets provided. Use these pages, and your own research on the internet, to create a revision resource to include:
  - a. Definition of a system
  - b. Description of a systems 3 properties (elements, attributes and relationships).
  - c. Description of the common characteristics different systems share (boundaries, inputs, outputs, flows, stores).
  - d. Explain the differences between the 3 classifications of systems; isolated, closed and open.
  - e. Explain what is meant by dynamic equilibrium
  - f. Explain the differences between positive feedback and negative feedback. Include 2 diagrams, one showing an example of a positive feedback in a system and the other showing an example of a negative feedback in a system.
  - g. What type of system is the Earth? Why?
  - h. Describe the 5 subsystems of the Earth.
  - i. What is meant by a cascading system?
2. Use page 38-39 of the information sheets to create a revision resource for systems characteristics of a coastal systems, to include:
  - a. The inputs, outputs, flows/transfers, stores/components of a coastal system
  - b. An example of a positive and negative feedback in a coastal system
  - c. Description of sources of energy in a coastal system
  - d. The difference between a high and low-energy coast
  - e. Sediment sources in a coastal system

### Human Geography – Population and the environment.

Agricultural systems – research the following:

1. What are the characteristics of the following types of farming? Include an example and where it occurs around the world for each.
  - a. Commercial farming
  - b. Subsistence farming
  - c. Intensive farming – both capital and labour
  - d. Extensive farming
2. Create a systems diagram for aspects of the farming system. This will include inputs, processes, outputs and losses.

Skills:

Look through the 'Core Skills' PowerPoint slides. Complete the checklist below to show how confident you are with these skills. If you are unsure of any, make sure to use the 'Core skills question booklet' uploaded on the school website to improve your understanding.

	Skills to cover	✓	/	✗
Graphical Skills	Line graphs			
	Bar charts			
	Pie charts			
	Pictograms			
	Histograms (with equal class intervals)			
	Divided bars			
	Scatter graphs			
	Population pyramids			
	Choropleth			
	Isoline (gradient, contour and value)			
	Dot maps			
	Dot density maps			
	Proportional symbols			
	Flow lines			
	Dispersion graphs			
Numerical Skills	Area & scale			
	Sample sizes and reliability			
	Proportion and ratio			
	Magnitude and frequency			
Statistical Skills	Mean, median, range			
	Quartile, Interquartile range			
	Mode and modal class			
	Percentage increase/decrease and understand the use of percentiles			
	Relationships in bivariate data: <ul style="list-style-type: none"> <li>• Trend lines in scatterplots</li> <li>• Lines of best fit</li> <li>• Interpolate and extrapolate</li> </ul>			
Qualitative and Quantitative	Maps			
	Fieldwork data			
	Geospatial in GIS			
	Satellite imagery			
Enquiry and argument	Descriptive, analytical, critical writing			
	Written communication skills			
	Well-evidenced conclusions			
Literacy	Literacy skills including SPaG			
Cartographic skills	Atlas maps <ul style="list-style-type: none"> <li>• Co-ordinates - latitude &amp; longitude</li> <li>• Describe distribution and location</li> <li>• Relationship between physical and human factors</li> </ul>			
	OS maps <ul style="list-style-type: none"> <li>• 4- and 6-figure grid references</li> <li>• Scale, distance, direction – straight- and curved-line distances</li> <li>• Gradient, contour, spot height</li> <li>• Identify basic landscape features (e.g. stacks)</li> <li>• Identify relief and link to cross-sectional drawings</li> <li>• Infer human activity – e/g/ tourism</li> </ul>			
	Maps in association with photographs <ul style="list-style-type: none"> <li>• Compare maps</li> <li>• Sketch maps – draw, label, understand, interpret</li> <li>• Photographs – use and interpret ground, aerial and satellite photographs</li> <li>• Describe human and physical landscapes from photographs</li> <li>• Draw sketches from photographs</li> <li>• Label and annotate diagrams, maps, graphs, sketches and photographs</li> </ul>			