

Transition Materials for A Level Geography



Introduction

It is great that you are considering studying Geography at A Level.

This pack contains a programme of activities and resources to prepare you to start an A Level in Geography in September. It is aimed to be used after you complete your GCSE throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September. We follow the AQA A level specification 7037.

<http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

The pack is divided into some of the key topics you will study in A level Geography: Rivers, Glaciers, Coasts, Water Cycle/ Water Insecurity, Globalisation and Rebranding. There are a range of different activities to do in each topic area.

Discovering the world we live in is great fun. I hope that you will agree!

Aims of the course

Courses based on this specification should encourage students to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

Introduction to the AQA A level

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)**

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

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:
- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions (20–30%).

Skills

<p>Core skills</p> <ul style="list-style-type: none"> • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), 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. 	<p>Cartographic skills</p> <ul style="list-style-type: none"> • Atlas maps. • Weather maps – including synoptic charts (if applicable). • Maps with located proportional symbols. • Maps showing movement – flow lines, desire lines and trip lines. • Maps showing spatial patterns – choropleth, isoline and dot maps.
<p>3.4.2.3 Graphical skills</p> <ul style="list-style-type: none"> • 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. 	<p>3.4.2.4 Statistical skills</p> <ul style="list-style-type: none"> • 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 Chisquare test and the application of significance tests.
<p>3.4.2.5 ICT skills</p> <ul style="list-style-type: none"> • Use of remotely sensed data (as described above in Core skills). • 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. 	

Resource List

At AS and A Level Geography it is expected that you can demonstrate to the examiners that you have been partaking in wider reading.

Below is a list of books/journals and websites you could use over the next two years and beyond in university.

The list below is the name of the text books that are published by the specific exam boards.

Find out your exam board from your teacher before you purchase this book.

AQA - A/AS Level Geography for AQA Student Book (Cambridge)	https://www.cambridge.org/ukschools/subjects/geography/level-geography/aqa/level-geography-aqa-student-book/
AQA - AQA Geography - A Level and AS Student Book (OUP)	https://global.oup.com/education/product/9780198366515/?region=international
AQA - AQA A-level Geography Fourth Edition (Hodder)	https://www.hoddereducation.co.uk/Product?Product=9781471858697

GENERAL BOOK LIST

Redfern, D & Skinner, M Advanced Geography Philip Allan Updates	Redfern, D & Skinner, M Coursework and Practical Techniques Philip Allan	Nagle, G Advanced Geography Oxford University Press	Guinness, P & Nagle, G Advanced Geography: Concepts and cases Hodder & Stoughton
Skinner M, Redfern D & Farmer G The Complete A-Z Geography Handbook Hodder & Stoughton	Nagle, G & Spencer, K Advanced Geography Through Diagrams Oxford Revision Guides, Oxford University Press	Nagle, G & Spencer, K. Geographical Enquiries: Skills and Techniques for Geography Nelson Thornes	Nichols, A More Thinking Through Geography Chris Kington Publishing
Cook, I, Hordern, B, McGahan, H & Ritson, P Geography In Focus Causeway Press	Witherick, M Environment and People Stanley Thornes	Briggs, D, Smithson, P, Addison, K & Atkinson, K Fundamentals of the Physical Environment, 2nd ed Routledge	Waugh, D, Geography, An Integrated Approach Nelson Thornes
Ross, S, Essential Mapwork Skills Nelson Thornes	Maclean, K & Thomson, N Core Higher Geography Hodder & Stoughton	Witherick, M, Ross, S & Small, J A Modern Dictionary of Geography Arnold	Holmes, D & Warn, S Fieldwork Investigations Hodder & Stoughton
Skinner, M Access to Geography: Hazards Hodder Murray	Frampton, S, McNaught, J, Hardwick J & Chaffey J. Natural Hazards 2 Hodder	Nagle, G Access to Geography: Rivers and Water Management Hodder Murray	Bird, E Submerging Coasts John Wiley & Sons 9

Bird, E Beach Management John Wiley & Sons	Digby, B Global Challenges Heinemann	Nordstrom, K Beaches and Dunes of Developed Coasts Cambridge University Press	Prosser, R, Raw, M & Bishop, V Landmark AS Geography Collins Educational
Smith, H & Potts, J Managing Britain's Marine & Coastal Environment Routledge	Valiela, I Global Coastal Change Blackwell Publishing 9	Viles, H & Spencer, T Coastal Problems Edward Arnold	Witherick, M Environment & People Stanley Thornes
Woodroffe, C Coasts: Form, Process & Evolution Cambridge University Press	Bartlett, D & Smith J, GIS for Coastal Zone Management Taylor & Francis	Clayton, K M Coastal Process & Coastal Management Countryside Commission	French, P W The Changing Nature of and Approaches to UK Coastal Management at the start of the 21st Century The Geographical Journal
Haslett, S K Coastal Systems Routledge	Hill, M Access to Geography: Coasts and Coastal Management Hodder Murray	F Population, Resources & Development 2nd Edition Collins Educational	Council of Europe Political & Demographic Aspects of Migration Flows to Europe Council of Europe Press
Findlay, A & Findlay A Population & Development in the Third World Methuen & Co	Dorling, D & Thomas, B People and Places: a 2001 Census Atlas of the UK The Policy Press	Hinde, A England's Population: A History Since the Domesday Survey Hodder Arnold	Jackson, S Britain's Population: Demographic Issues in Contemporary Society Routledge
Jones, H Population Geography (2nd Edition) Paul Chapman	Milwertz, C N Accepting Population Control: Urban Chinese Women and the one-child family policy Curzon	Nagle, G Changing Settlements Nelson Thornes	Drake, G & Lee, C The Urban Challenge Hodder & Stoughton
Guinness, P Access to Geography Migration Hodder Murray	Gillet, J Access to Geography: Population Hodder Murray	Hill, M Rural Settlement and The Urban Impact on the Countryside: Access to Geography Hodder & Stoughton	Knox, P & Pinch, S Urban Social Geography: An introduction Pearson Prentice Hall
Sassen, S Global Networks, Linked cities, UK Routledge	Speke, J & Fox, V Discovering Cities: Liverpool The Geographical Association	Tallon, A R Exploring the attractions of city centre living: evidence and policy implications in British cities Geoforum: 35	Hill, M Access to Geography: Urban Settlement and Land Use Hodder Murray

Journals are a good way of keeping up to date with what's happening in the world of geography. You can subscribe for a year or buy individual past publications.

Some good Geography magazines are:

Geography Review, Go to: <http://www.philipallan.co.uk/geographyreview/index.htm>

Geographical, Go to: <http://www.geographical.co.uk/Home/index.html>

You need to be aware of current global events that are related to the units you will be studying; so look out for things in the news to do with the topics we are studying. You can use Google Alerts to make this easier

<http://www.google.co.uk/alerts?hl=en>

There are also many good websites you can use. News websites are partially good at keeping you informed and up-to-date.

News websites include –

www.bbc.co.uk

<http://www.telegraph.co.uk>

You can also use websites like –

<http://www.nationalgeographic.com/>

<http://www.geographyalltheway.com/>

<http://www.gatm.org.uk/>

Finally, there are a plethora of websites offering you help with the subject content. Many will cover topics you don't study and most are based on the old specifications or different exam boards so check the content is relevant to you when using these sites. This is a list of the websites that are currently being prepared for the new Geography AQA specification for 2016.

www.geographyiseverything.co.uk

www.coolgeography.com

The Environment Agency: www.environment-agency.gov.uk/subjects/flood BBC News: news.bbc.co.uk/1/hi/english/static/in_depth/sci_tech/2000/climate_change/impact/united_kingdom.stm

University of Wisconsin: www.uwec.edu/jolhm/EH2/Molnar/storm.htm Molnar, M. (2005) The 1991 Bangladesh Cyclone and its impacts on flooding

Department for Energy, Food and Rural Affairs: www.defra.gov.uk Caribbean Environment Programme: www.cep.unep.org/issues Dover Coast Protection: www.dover.gov.uk/coast Foresight

2007: www.foresight.gov.uk Forum for Science, Industry and Business: www.innovations-report.com
Coasts: www.geography.btinternet.co.uk/coasts.htm

UN Department of Economic and Social Affairs: www.un.org/esa/population

Standard Grade Geography: www.scalloway.org.uk/popu4.htm

Internet Geography: www.geography.learnontheinternet.co.uk/topics/popn1.html

World clocks: tranquileye.com/clock/ University of Michigan: www.globalchange.umich.edu

Wikipedia: www.en.wikipedia.org/wiki/Demographic_transitio

BBC: www.bbc.co.uk/scotland/education/geog/population/

International Institute for Applied Systems Analysis: www.iiasa.ac.at/ BBC News: www.bbc.co.uk

Push/Pull Factors of International Migration: www.nidi.knaw.nl/web/html/pushpull/index.html

On line education: www.angliacampus.com/public/sec/geog/migrate/index.htm Princeton

University: www.mmp.opr.princeton.edu/ Forced Migration On Line: www.forcedmigration.org/

General Websites Student action on world poverty: www.peopleandplanet.org.uk United Nations: www.un.org

The Environment Agency: www.environment-agency.gov.uk

The Met Office: www.metoffice.com Search Engine: www.refdesk.com (Encyclopaedia of the Atmospheric Environment (2006) Weather)

Encyclopaedia of the Atmospheric Environment: www.ace.mmu.ac.uk/eae/english.html Oxfam: www.oxfam.org.uk CIA: www.cia.gov/cia/publications/factbook

Internet Geography: www.geography.learnontheinternet.co.uk Department for Environment, Food and Rural Affairs: www.defra.gov.uk Food and Agricultural Organisation: www.fao.org/

S-Cool Revision Site: www.s-cool.co.uk/

GeoResources: www.georesources.co.uk Revision Notes: www.revision-notes.co.uk

Barcelona Field Studies Centre: www.geographyfieldwork.com

Hodder Education: www.hoddereducation.co.uk (Geocases Series 2)

Pumpkin Interactive: www.pumpkin-interactive.co.uk/collections/geography

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news.bbc.co.uk/1/hi/english/static/in_depth/sci_tech/

2000/climate_change/impact/united_kingdom.stm. University of Wisconsin:

www.uwec.edu/jolhm/EH2/Molnar/storm.htm Molnar, M. (2005) The 1991 Bangladesh Cyclone and its impacts on flooding

Department for Energy, Food and Rural Affairs: www.defra.gov.uk Caribbean Environment

Programme: www.cep.unep.org/issues Dover Coast Protection: www.dover.gov.uk/coast Foresight

2007: www.foresight.gov.uk Forum for Science, Industry and Business: www.innovations-report.com

Coasts: www.geography.btinternet.co.uk/coasts.htm

UN Department of Economic and Social Affairs: www.un.org/esa/population Standard Grade

Geography: www.scalloway.org.uk/popu4.htm Internet Geography:

www.geography.learnontheinternet.co.uk/topics/popn1.html World clocks: tranquileye.com/clock/

University of Michigan: www.globalchange.umich.edu Wikipedia:

www.en.wikipedia.org/wiki/Demographic_transition BBC:

www.bbc.co.uk/scotland/education/geog/population/ International Institute for Applied Systems

Analysis: www.iiasa.ac.at/ BBC News: www.bbc.co.uk Push/Pull Factors of International Migration:

www.nidi.knaw.nl/web/html/pushpull/index.html On line education:

www.angliacampus.com/public/sec/geog/migrate/index.htm Princeton University:

www.mmp.opr.princeton.edu/ Forced Migration On Line: www.forcedmigration.org/

What can I do with Geography?

Your GCE Geography course gives you a strong foundation for understanding the two main themes of the subject: human geography and physical geography. Between them, they're what makes our planet tick. Human geography deals with how people and the environment interact and the way we both exist. It also looks at how people and groups move and live in the world around us. For example, you'll learn about stuff you see in the papers and on the news everyday, including issues of sustainability. Physical geography on the other hand, is all about the scientific aspects of our world, with an emphasis on how we can manage them. The end result of studying human and physical geography is that you'll have a better understanding of how mankind and the Earth work together. And it's not all theory either. You'll get the opportunity to visit places of geographic interest and roll up your sleeves with some fieldwork.

Students who take Geography find it goes well with Mathematics and any other Science subject or Art subject. This means Geography can either be your specialist topic, or play a supporting role for other subjects.



HUMAN AND CULTURAL GEOGRAPHY

.....focuses of the aspect of Geography that relate to different cultures, with a n emphasis on cultural origins.

Many cultural and human geographers are area specialists as well, meaning they focus their attention on a specific region, such as Latin America, Europe, Asia.

Because they carry out field observations in other countries, they will usually need good foreign languages.

Career options:

- Peace Corp Volunteer
- Community Developer
- Map Librarian

URBAN AND REGIONAL PLANNING

Geographers often work as planners to ensure that communities develop in an orderly way, along with the services necessary to support them. Planners must be able to develop building plans for subdivisions and housing projects.

They need to understand all factors that affect the value of land and real estate. It is a rapidly expanding field.

Career options:

- Urban and community planner
- Transportation Planner
- Health Services planner

ECONOMIC GEOGRAPHY

...concerned with the location and distribution of economic activity. It focuses on location of industries and retail and wholesale businesses, on transportation and trade, and on changing real estate.

Career Options:

- Location expert / Analyst
- Market researcher
- Traffic Manager / Route delivery manager

GIS

One of the greatest growth areas is the use of computers to generate maps and store-related information. They are used by planners, engineers, utility companies, local authorities, construction companies, surveyors, architects.

Career Options

- Cartographer
- Computer manager
- GIS specialist
- Remote-sensing analyst.

ENVIRONMENTAL GEOGRAPHY

Environmental problems and catastrophes involving toxic waste, air pollution, and water pollution, great care is now being taken to monitor the delicate balance between nature and human use of the earth.

Career options:

- Forestry technician
- Park ranger
- Hazardous waste Planner

PHYSICAL GEOGRAPHY

...examine the distribution of Earth's surface features and analyse the processes that create and shape landforms. Require dealing with problems of air/water pollution and management an disposal of solid, toxic and hazardous waste. They also study the impact of natural hazards.

Career Options

- Soil conservationist
- Hydrologist
- Weather forecast

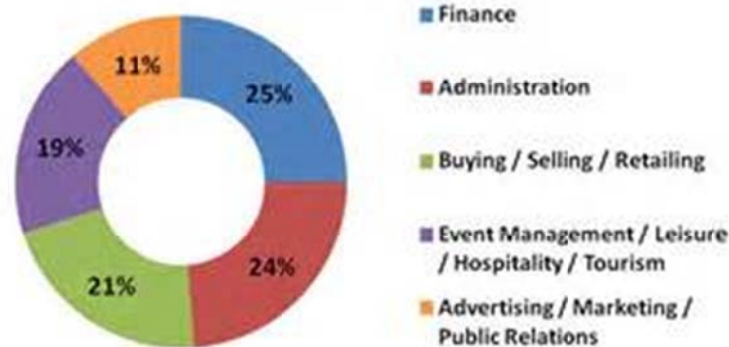
REGIONAL GEOGRAPHY

Students in this field study major regions of the world, i.e. Latin America, Europe, Asia. They become area experts and come to understand the way of life in those areas. They bring real expertise and understanding of issues to international business.

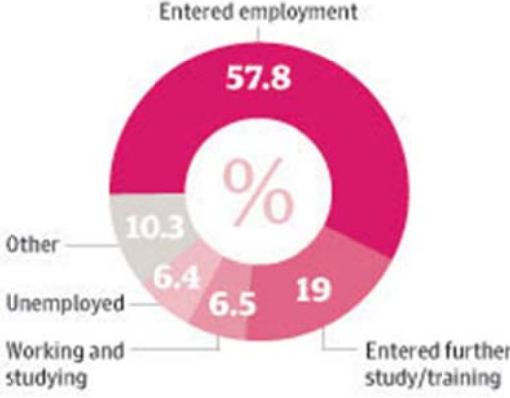
Career Options

- Area Specialist
- International business manager
- Ambassador
- Travel agent.

Most common graduate destinations



What 2008 human geography graduates did next



Gender breakdown



Types of work (%)



Sector breakout - Business/finance (%)



RIVERS AND WATER CYCLES

Pre knowledge topic – How to answer questions on river (and other) processes.

Historically in the Rivers section of the exam paper they will have a question that relates to a river process. As there are many processes that take place in a river it is more than likely that this sort of question that will come up in your exam (although it is not 100% certain). When answering questions on river processes it is essential that you are able to make it as simple for the examiner to give you full marks. There is no quick fix in terms of learning the processes. This takes time and some effort from yourself. However, if you present the processes in this example format you will be well on your way to learning the processes and also giving yourself the best chance to gain full marks in the question.

For this example, you are going to look at the formation of a waterfall. This technique can be used for almost all of the processes you are going to look in your Geography A level.

A common exam question would be –

“Using a diagram/s to help you, describe and explain the formation of a waterfall. (6 marks)”.

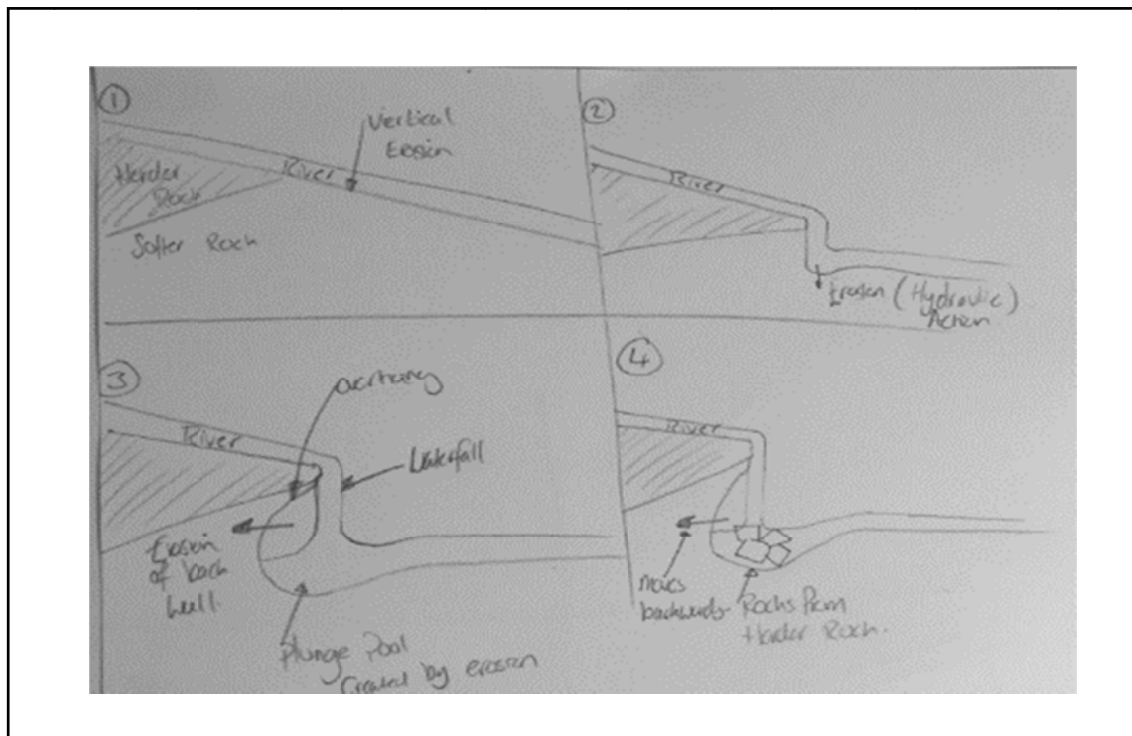
The key part is that they are asking for a diagram and written explanation so the two must be linked. The best way to approach this is firstly draw 4 boxes in the space provided to draw your diagrams and then label them 1,2,3,4 (for some process you might need more or less boxes but no less than 2 and no more than 6). Then in each box you will draw 4 key diagrams from the process. This has been done in the example below.

Then in the section below write the first paragraph that links to the first image you have drawn. Start this paragraph with a ④ so it clearly links to the diagram. This is again shown in the example below. You now have a stuttered answer which is simple to follow and answers the question giving you the best chance for full marks.

Sometimes questions might be slightly different for example –

“Describe and explain and the formation of a waterfall.”

There are no rules stating you cannot draw a diagram; the only difference here is that you will need to draw these diagrams where you also write your answer.



Rivers task

The drainage basin and hydrological cycle: the water balance.

With some extensive research this is quite an easy task.

You are to create an A3 poster with a **detailed** annotated diagram explaining the Water cycle and how it works. However, this also has to have the drainage basin incorporated into it as the two are linked.

There should be a clear process to the cycle and should be in extensive detail making it easy to follow and explain. Use the rivers Glossary for key terminology. The poster should be clear and in extensive detail. Within this you need to incorporate key words that are defined (a good idea is to have flaps with the key term on one side and then the definition under it). Make it bright bold and clear so it is an easy and “fun” revision tool.

For some information on the drainage basin and the hydrological cycle you can start here www.geographyiseverything.com/a---level.html. You can also try searching Google.

Glossary for Rivers

<i>Afforestation</i>	Planting a large area of the catchment area with trees to increase interception storage and evapotranspiration.
<i>Antecedent conditions</i>	Is moisture that was in the soil preceding to more rain falling.
<i>Aquifer</i>	Rocks, porous and permeable which can store water underground.
<i>Attrition</i>	The rounding of particles of sediment carried in water by repeated collision with each other and the shore.
<i>Bank full</i>	The state of flow of a river when it completely fills its channel.
<i>Baseflow</i>	Water that reaches the channel largely through slow through flow and from permeable rock below the water table.
<i>Bedload</i>	Larger material, cobbles, pebbles and sand transported by the river.
<i>Braided stream</i>	Made up of many interconnected channels separated by small islands.
<i>Calibre</i>	Is the measurement of the long axis of sediment in a river.
<i>Capacity</i>	Is the total volume of sediment a river can carry.
<i>Catchment area</i>	The area of land which drains water into a river system separated by the watershed.
<i>Cavitation</i>	Air bubbles trapped in the water get compressed into small cracks in the river's banks. The bubbles will eventually implode creating a small shockwave that weakens the rocks. The shockwaves are very small and weak but the continued process will weaken the rock until it falls apart.
<i>Channel Enlargement</i>	Deepening and/or widening the channel (by humans) to accommodate larger discharge and get it out of the area quicker.
<i>Channel flow</i>	The movement of water within the river channel.
<i>Channelisation</i>	A way that attempts to alter the natural geometry of the watercourse.
<i>Char</i>	An island formed from silt deposited in a delta. The land is about at sea level. It is very fertile and attracts settlers desperate for land. However, it can easily be washed away by monsoon floods and cyclones.
<i>Competence</i>	Is the maximum size (calibre) of load a river is capable of transporting.
<i>Condensation</i>	The name of the process where water vapour is converted into water.
<i>Contour ploughing</i>	Farmers work around hills not up and down- to reduce runoff, soil erosion and silting of river channels.
<i>Corrasion</i>	Erosion by friction scraping, scouring and rubbing of load in contact with banks and bed.
<i>Corrosion</i>	The dissolving of carbonate rocks (e.g. limestone) in slightly acidic water.
<i>Cross sectional area</i>	The total length of the bed and the bank sides in contact with the water in the channel
<i>Culverts</i>	Rivers in cities may be covered over or in concrete pipes to allow development and remove the increased amount of runoff created by impermeable surfaces.
<i>Dams</i>	Barriers engineered to hold back water, may be multipurpose; storage, flood management and recreation.
<i>Deficit</i>	A shortage in soil moisture (normally summer).
<i>Deltas</i>	They will form when the amount of sediment delivered at the mouth of a river exceeds the amount removed by waves and tidal currents.
<i>Deposition</i>	Decrease in rivers energy makes it no longer competent to carry the load so it deposits. This happens when a river enters a lake, sea, floods onto wide floodplain, shallow inside of meander or in time of drought.
<i>Discharge</i>	The volume of water flowing in a river per second measured in cumecs (cubic meters per second)
<i>Dissolved load</i>	Is the most common load type in chalk or limestone areas where weak acids (e.g. carbonic

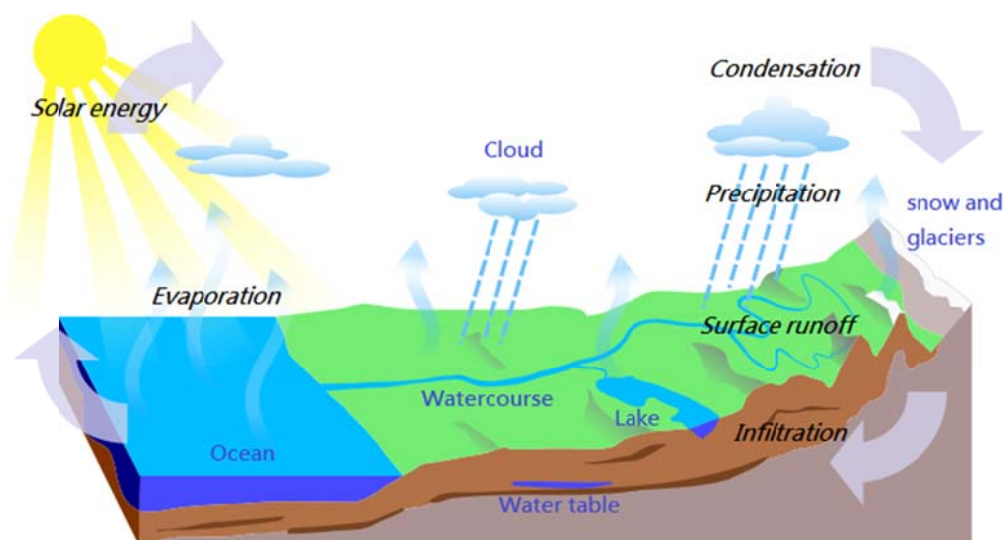
	acid from rainwater) may remove material in solution (Corrosion).
Distributary	Small channel which leaves the main river on a delta
Diversion spillways	Overflow channels which can take surplus water during times of flood.
Do minimum	Maintain existing flood measures but no more.
Do nothing	An approach that only deals with issues when they arise.
Drainage basin	The catchment area of a river and its tributaries.
Dredging	To remove sediment from the river bed to increase the depth of the channel
Dynamic equilibrium	Rivers are constantly changing over time to reach a state of balance with the processes that determine their form. As the flows of energy and materials passing through a river system vary, the river changes to move towards this equilibrium.
Eddies	Fast –flowing circular currents of water in the river flow.
Erosion	The wearing away of the surface of the land. It includes the breakdown of rock and its removal by wind, water or ice.
Eustatic	Changes in sea level caused by variations in the amount of water in the oceans.
Evacuation	In the worst situations people are alerted to vacate their properties.
Evaporation	The transformation of water droplets into water vapour by heating
Evapotranspiration	The loss of water from a drainage basin into the atmosphere from the leaves of plants.
Field capacity	the normal amount of water that can be held in the soil
Flocculation	River load particles join together on contact with the salt in sea water, increasing their weight and causing them to drop/ be deposited.
Flood	When excess water spills over onto land from a river.
Flood Abatement	Reducing the possibility of flooding by managing land use upstream e.g. afforestation
Flood embankments	The building up of levees which are often made of earth with rubble fill. They are more common in rural areas.
Flood forecasts	The meteorological office informs the environment agency of any flood hazards from precipitation.
Flood interception schemes	Intercepting channels, divert only part of the flow away, allowing flow for town and agricultural use, and flood retention areas.
Flood plain	The valley floor is wide and flat created by successive flooding events depositing material.
Flood Prediction	Records of river discharge and flooding are kept in order to predict future events.
Flood Proofing	Can be temporary i.e. sandbags to raise the height of flood walls, and protect household doors or permanent i.e. new buildings can be constructed with flood-proof ground floor walls, or have flood gates that can be moved into place.
Flood Relief Channel	Constructed to redirect excess water upstream of a settlement via an alternative route.
Flood walls	Increase height of channel, preventing water spilling out over the floodplain- common in cities.
Flood warnings	The Environment Agency warns residents when floods are likely to occur.
Floodplain Zoning	Planning controls on building of urban areas based on maps of relative risk.
Frequency	How often floods occur.
Gorge	The narrow, rocky, steep-sided valley, created by recession of a waterfall.
Graded profile	Theoretical Long profile of a river where erosion, transport and deposition are in equilibrium.
Groundwater	The deeper movement of water through the underlying rock.

<i>flow</i>	
Groundwater storage	The storage of water underground in permeable rock.
Hard engineering	Flood management strategies that are structural measures offering protection through engineering.
Helicoidal flow	Water flow pattern where the fastest current spirals across the channel and downstream in a corkscrew motion.
Hjulstrom's curve	Graph showing the relationship between velocity, erosion and deposition. Size of particles are clay, silt, sand gravel pebble boulders.
Hydraulic action	Force exerted by moving water on the bed and banks of a river that causes the river bed and bank to be eroded.
Hydraulic radius	The ratio of the cross sectional area of the channel and the length of its wetted perimeter
Hydrograph	A graph showing for a given point on a stream the discharge, stage (depth), velocity , or other property of water with respect to time; a graphical representation of stream discharge (volume/time) during a storm or flood event
Infiltration	The downward movement of water into soil surface.
Infiltration rate	The speed (mm/sec) at which water passes through the ground surface into the soil (faster in sandy soils)
Intercepting Channels	Divert only part of the flow, allowing water for urban and agricultural use. E.g. Great Ouse Protection Scheme
Interception	The prevention of precipitation from reaching the Earth's surface by trees and vegetation.
Interception storage	The total volume of water held on the surface of vegetation
Isostatic	Changes in sea level resulting from the rise and fall of land masses
Kinetic energy	Erosion caused by the mass of the water in motion.
Knick point	A break of slope in the long profile of a stream. Often the upper limit along which down cutting triggered by rejuvenation has reached- marked by rapids and waterfalls.
Lateral erosion	Middle and lower sections where river has high energy especially if close to bank full. Widens the valley especially strong on outside meanders where hydraulic action undercuts river cliffs.
Levees	Natural parallel ridges formed by deposition of coarser material closer to the river channel during flood events, alongside rivers. May be reinforced by engineers to form flood embankments.
Lining the channel	Lining the river channel with concrete, making it smoother which will reduce friction and increase velocity taking water away from urban areas quickly.
Load	The material carried by a river.
Magnitude	The size of the flood
Meanders	Bends in a river formed by Helicoidal flow, with erosion on the outside and deposition on the inside.
Naturalisation	Restoring rivers to a state closer to their original course by removing hard engineering and other restrictive structures.
Overland flow	The movement of water over the surface of the land, usually when the ground is saturated or frozen or when precipitation is too intense for infiltration to occur.
Peak rainfall	The time when the maximum amount of rain was falling.
Percolation	The movement of water through gravity within soil.
Point bar	Sediments laid down on the inside of a meander.
Potential energy	The erosive power that is related to the height the water has to fall downhill to reach sea level. (gravity)
Potholes	Are formed by corrasion (abrasion). Pebbles carried by the river are swirled around on the

	riverbed.
Precipitation	All forms of moisture that reaches the Earth's surface, including rain, snow and dew.
Rapids	Rapids are stretches of fast-flowing water tumbling over a rocky and shallow riverbed.
Realignment	(straightening) shortening the river course by removing meanders, which increases gradient therefore moving water more quickly away from urban areas.
Recurrence interval	The interval at which particular levels of flooding will occur
Regime	The annual pattern of river discharge.
Rejuvenation	A renewal of energy which permits accelerated erosion and transport.
Revetments	Made of concrete, steel piling or gabions are used to strengthen banks
Riffles and pools	Shallows (riffles) alternate with deeper (pools) sections along the meandering sections of a river.
Risk categories	For floods low; 1 in 200 years or less; moderate- 1 in 75 to 1 in 200 years significant 1 in 75 years.
River cliff	Outside of a meander- steep undercut bank
River restoration	Returning uplands to peat bog increasing absorption to historic levels and delaying water entering streams that threaten towns.
Roundness	The shape of sediment in a river which changes downstream as a result of attrition. Highly angular → smooth/ rounded.
Runoff	Water flowing over the land surface as channel flow and overland flow. (aka surface flow and overland flow)
Saltation	Small stone bounce or leap-frog along the channel bed
Sinuosity	The curving nature of a meander described as; actual channel length divided by straight line distance
sluice gates	Barriers that hold back water, may even pump water in the opposite direction to flow with a pumping station.
Soft engineering	Flood management strategies that are non- structural measures more "naturalistic".
Soil moisture	The total amount of water, including water vapour, in an unsaturated soil
Solution load	Dissolved minerals transported within the mass of the moving water.
Stemflow	Flow down plant trunks and stems following interception.
Stormflow	Water that reaches the channel largely through runoff. This may be a combination of overland flow and rapid throughflow.
Straightening	To increase velocity of removal of water near to an urban area- may cause flooding downstream May make navigation quicker (see realignment)
Strata	Layers of rock
Surface storage	The total volume of water held on the Earth's surface in lakes ponds and puddles
Surplus	More than is needed e.g. soil moisture in winter
Suspended load	This is the bulk of the sediment transported by a river and consists of muds, clay and sand. It is the reason why rivers appear muddy when bank full or approaching the river mouth
Suspension	Sand and silt carried along by the flow of river.
Throughflow	The movement of water downslope within the soil layer.
Traction	Large stones rolled along the river bed.
Urbanisation	An increase in the proportion of a country's population living in urban areas.
Velocity	The speed and the direction at which a body of water moves (metres per second).
Vertical erosion	Dominates upper reaches of river cutting into the bed by abrasion and hydraulic action.
Washland restoration	Wet lands that are deliberately allowed to flood at times of high discharge. Allowing water flood over agricultural land in the floodplain and have that as part of management plan of farm.

Water budget	Relationship between inputs and outputs in a drainage basin. May be shown as a graph.
Water table	The surface of the saturated layer of soil or rock.
Waterfalls	Is a steep or vertical part of the river. Waterfalls occur when a band of hard rock lies across the river with softer rock downstream which is more rapidly eroded
Watershed	Boundary of a drainage basin, usually ridges of higher land.
Wetland and river bank conservation	Wetland includes environments such as marshes, swamps, bogs, and estuaries. Plants and animals found in wetlands are uniquely adapted to these conditions, and it has a unique biodiversity that projects aim to protect, preserve, or restore wildlife and maintain it sustainably.
Wetted perimeter	That portion of the perimeter of a stream channel cross section that is in contact with the water.
Wing dykes	Jut out from the sides of the channel to focus the main river current in the centre of the channel and away from the banks. This pins the river down preventing meanders migrating downstream.

Water Cycle/ Water Insecurity



http://quagroup.com/wp-content/uploads/Water_Cycle-en.png

Independent Research

1. What affect can humans have on the hydrological cycle?
2. What is a storm hydrograph and what factors can impact it? (Physical and human)
3. How have humans contributed to drought in Australia?
4. How might climate change impact the hydrological cycle?

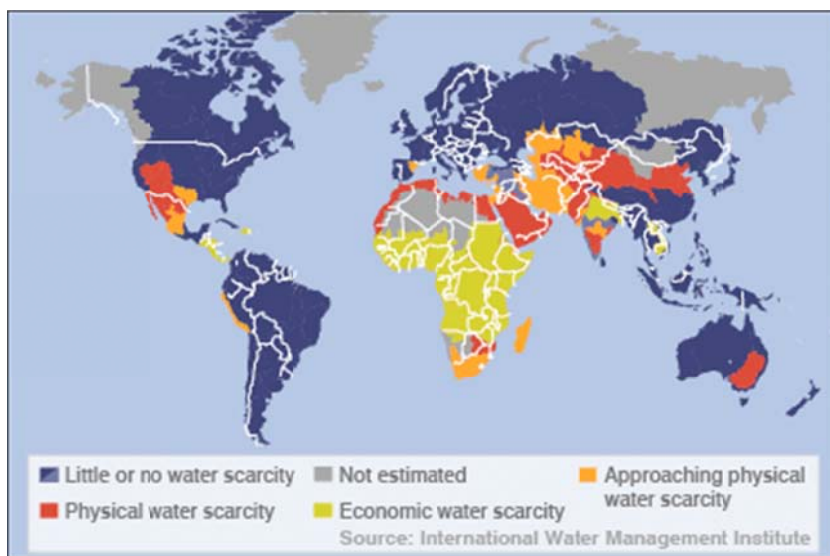
5. What are the human and physical causes of water insecurity?

<http://www.fao.org/nr/water/issues/scarcity.html>

<http://www.fao.org/nr/water/docs/wwd07brochure.pdf>

Pre Knowledge Topics – Water Cycle/ Water insecurity /Carbon cycle

1. Draw the hydrological cycle and label its inputs, outputs, stores and flows
2. Analyse patterns of water scarcity shown on this map:



(<http://news.bbc.co.uk/1/hi/sci/tech/5269296.stm>)

3. Using the following website, which areas of the UK are most at risk of flooding?
<http://watermaps.environment-agency.gov.uk/wiyby/wiyby.aspx?topic=floodmap#x=357683&y=355134&scale=2>
4. Why are treaties like 'The Helsinki Rules on the Use of Water' important in managing water supply?
5. Draw and annotate the Carbon Cycle. Describe ways in which humans have an impact on the cycle.
6. Discuss the natural changes to the carbon cycle.
7. What are positive and negative feedback loops.
8. Find the definition for the following words:

Aquifer	
Desalination	
El Nino	
Economic scarcity	
Geopolitical	
Groundwater	
High pressure	
Infiltration	
Irrigation	
La Nina	
Percolation	
Physical Scarcity	

Precipitation	
Prevailing	
Privatisation	
Rainshadow	
Relief rainfall	
Riparian	
Salinity	
Spatial imbalance	
Streamflow	
Surface runoff	
Urbanisation	
Virtual water	

Water pathways	
Water rights	
Water scarcity	
Water stress	
Water wars	
World water gap	

A/A* RESEARCH TASKS

1. Find 2 contrasting hydrographs. Make comparative points and examine why they are different.
2. Evaluate treaties like 'The Helsinki Rules on the Use of Water' important in managing water supply?
3. Examine how changes to ground water in Uganda are having an impact on the water cycle. (see Evidence from the 2013 Intergovernmental Panel on Climate Change Report).
4. Draw and annotate the carbon cycle. Examine what will happen as carbon dioxide concentrations in the atmosphere increases.
5. Examine ways in which humans have an impact on the carbon cycle.
6. Find out about Carbon sequestration and evaluate its effectiveness in carbon capture.



<http://www.onegeology.org/extra/kids/images/tides.jpg>

Independent Research

1. How does the geological structure of the coast influence the development of coastal landscapes?

<http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html>

2. What effect will sea level rise have on coastlines?

<http://www.theguardian.com/environment/sea-level>

<http://www.assembly.wales/Research%20Documents/Coastal%20Erosion%20and%20Sea%20Level%20Rise%20-%20Quick%20guide-30012014-235792/qg12-0014-English.pdf>

<http://www.bgs.ac.uk/discoveringGeology/climateChange/general/coastalErosion.html>

3. Why is Bangladesh so at risk from coastal flooding?

http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/river_flooding_management_rev6.shtml

http://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm

4. Find four images representing a range of mass movement along the coastline. Annotate them in detail and include examples of where they have occurred around the world. Explain each type of mass movement.
5. What is the difference between eustatic and isostatic sea level change?

Pre Knowledge Topics - Coasts

1. Use GIS (Google Earth) to map of a variety of coastal landscapes in the UK and around the world
2. Draw field sketches of contrasting coastlines
3. Use <http://wtp2.appspot.com/wheresthepath.htm> to measure rates of erosion over time along contrasting coastlines
4. Annotate images to show a range of approaches to coastal management and their environmental impact
5. Create a map of the sediment cells around the UK
6. Sketch and annotate a recurved spit to show its formation
7. Annotate diagrams to show the different types of erosion and transportation at the coast
8. Draw sketches of concordant and discordant coastlines
9. Draw and annotate the formation of a stump
10. Create a summary table of hard and soft engineering strategies – with description of strategy, costs, advantages, disadvantages, examples/case studies.
11. Find the definition for the following words:
12. Research about the coastal system.
13. Find out about positive and negative feedback loops within the coastal system.

Term	Definition
<i>Abandon the line</i>	
<i>Abrasion</i>	

<i>Accretion</i>	
<i>Advance the Line</i>	
<i>Arch</i>	
<i>Attrition</i>	
<i>Attrition</i>	
<i>Backwash</i>	
<i>Bar</i>	
<i>Benefit cost ratio</i>	
<i>Berm</i>	
<i>Beach nourishment</i>	
<i>Blow –hole</i>	
<i>Breaching</i>	
<i>Char</i>	
<i>Constructive waves</i>	
<i>Concordant geology</i>	
<i>Corrasion</i>	
<i>Corrosion</i>	
<i>Cusp</i>	
<i>Cuspate foreland</i>	
<i>Defence line</i>	
<i>Deltas</i>	
<i>Destructive waves</i>	
<i>Differential erosion</i>	

<i>Discordant geology</i>	
<i>Diurnal range</i>	
<i>Do Nothing</i>	
<i>Downdrift</i>	
<i>Dunes</i>	
<i>Eustatic</i>	
<i>Fetch</i>	
<i>Fiord</i>	
<i>Flocculation</i>	
<i>Flood</i>	
<i>Frequency</i>	
<i>Gabion</i>	
<i>Geo</i>	
<i>Groyne</i>	
<i>Halophytes</i>	
<i>Hard engineering</i>	
<i>High energy coast</i>	
<i>Hold the line</i>	
<i>Hydraulic action</i>	
<i>Isostatic</i>	
<i>Isthmus</i>	
<i>Longshore drift</i>	
<i>Low energy coast</i>	

<i>Magnitude</i>	
<i>Managed retreat</i>	
<i>Mass Movement</i>	
<i>Plagioclimax</i>	
<i>Psammosere</i>	
<i>Recession</i>	
<i>Recurrence interval</i>	
<i>Retreat the line</i>	
<i>Return period</i>	
<i>Revetment</i>	
<i>Ria</i>	
<i>Runnel</i>	
<i>Saltation</i>	
<i>Sediment cell</i>	
<i>Sediment sink</i>	
<i>Slumping</i>	
<i>Soft Engineering</i>	
<i>Spit</i>	
<i>Spring tide</i>	
<i>Stack</i>	
<i>Subaerial erosion</i>	
<i>Surges</i>	
<i>Swash</i>	

<i>Swell</i>	
<i>Tidal bore</i>	
<i>Tidal Range</i>	
<i>Tombolo</i>	
<i>Updrift</i>	
<i>Wave cut platform</i>	
<i>Wave crest</i>	
<i>Wave energy</i>	
<i>Wavelength</i>	
<i>Wave period</i>	
<i>Wave steepness</i>	
<i>Wave refraction</i>	
<i>Wave trough</i>	
<i>Weathering</i>	

A/A* RESEARCH TASKS

1. Assess the impact of sea level change. Use global to local case studies in your research.
2. Evaluate flood protection in the Netherlands.
3. Hard engineering strategies are more effective than soft. Discuss this statement. Include case studies and examples to support your research on this topic. To what extent do you agree with this statement?
4. Draw and annotate the characteristics of landforms associated with emergence and submergence. Compare the landforms you have researched.
5. Find out about how sea level change affects coastal landscapes across the globe.
6. Plan a piece of fieldwork which could be conducted at a coast – either looking at processes, landforms or management strategies – you will need a hypothesis, methodology – description, justification, limitations to method and improvements. What statistical analysis could you use and how could you present your data.
7. Find out about Mann-Whitney U, Spearman's rank, chi squared.

v. Globalisation

KEY INFORMATION

In the last 30 years, globalisation has taken a real front seat in the concepts taught at A level geography. Changes in economy are at the forefront however changes in the environment, culture, demographics and politics of the world are also important and impact on areas at a range of scales.

Key past influences

- Since the discovery of the Americas, world trade and economy began to take shape.
- The colonialism of certain countries enabled the British Empire to control $\frac{1}{4}$ of the world bringing along British culture.
- The founding of the United Nations after the first world war allowed countries to work together easily.

Continued influences and evolution of globalisation

- Transnational Corporations (TNC): These are top firms with HQs usually in HICs however operate all over the world and are globally recognised (Coca Cola, Disney, Apple).
- Internet and IT: These have allowed design and manufacturing to be faster and easier. Jobs that typically humans would have done are now done online by less people- Allowing many high tech industries to be “footloose” and not reliant on being near by a resource or labour force.
- Transport: Now quicker, more efficient and low cost. The arrival of the 747 in the 1960s has revolutionised trade and movement of people.
- Growth of markets: Increase in urban living means more demand for trade, services and products.

TASK



Spiderman- a comic superhero, has been reimagined for an Indian audience.

1. Research the characteristics of this Spiderman that are Indian rather than American.
2. What is the difference between economic and cultural globalisation? What does this Spiderman represent?

Global groupings

- Trade blocs: To trade easily between countries, certain agreements have been created. Examples are EU, NAFTA, CARICOM



- Economic groupings: Countries are grouped together based on wealth and power. Example are LICs/HICs (LDC or HDCs), NICs, OPEC and OECD.

TASK

2. What do the acronyms above stand for?

TNCs and Trade aims

- They tend to operate where labour is cheap and regulations are lacking
- To gain government grants from countries that are attracting new business
- They operate inside local trade barriers and avoid tariffs
- They like to be near markets

Positives to TNCs

- Raising living standards – TNCs invest in the economies of many NICs and LICs
- Transfer of technology – south Korean firms e.g. Samsung have learned to design products for foreign markets
- Political stability – investment by TNCs has contributed to economic growth and political stability e.g. China
- Raising environmental awareness – due to large corporate image TNCs do respond to criticism e.g. Starbucks have their sustainability campaign

Negatives to TNCs

- Tax avoidance – many avoid paying full taxed in countries they operate in through concessions, e.g. Starbucks and Amazon
- Limited linkages – FDI does not always help developing nations economies
- Growing global wealth divide – selective investment in certain global areas is creating a widening divide e.g. Southeast Asia vs. sub-Saharan Africa
- Environmental disaster and destruction – example of Bhopal, India disaster in 1984

TASK

3. Create an annotated photo of either your family car or your living room with the various places where the parts/ features were manufactured.

4. Choose an example of a TNC and create a timeline of events since their foundation as a company. What have been the benefits that the company has brought to the countries involved. Examples could be Nike, Mattel, Disney or Tesco.

Networks and hubs

The term 'global network' refers to links between different countries in the world, this includes – flows of capital, traded goods, services, information (and people). Some areas are well connected i.e. high income areas, others poorly i.e. low income areas.

- A network is a model that shows how places are linked together. E.g. London Underground.
- A global hub is used to describe a place which is especially well connected. Connections between these hubs are called flows and include:
 - ✓ Money- as major capital flows are routed through global stock markets
 - ✓ Raw materials - e.g. food and oil traded between nations
 - ✓ Manufactured goods and services - value of world trade is \$70 trillion
 - ✓ Information - internet has brought real-time communication between distant places
 - ✓ People - movement of people still an issue due to border controls and immigration law

TASK

5. Create a case study of Easyjet- an example of a shrinking world. Include some background information, role of technology and current impact of the company.

Being switched off

- Many countries in the world are unable to access global networks.
- Specific conditions have caused them being switched off.

Physical	Human
<ul style="list-style-type: none"> - Poor soil for farming - No coastline puts investors off as trade is harder - Vulnerability to hazards and climate change 	<ul style="list-style-type: none"> - Low skills of the population - Poor literacy rates - Politically instability - Civil war

Globalisation glossary

Term	Meaning
Accessibility	A measure of the ease with which an individual can reach features in the wider world- overcoming "friction of distance"
Anti- capitalism	Any challenge to profit driven economies. It was given media prominence 1990 WTO summit Seattle, where there were protests.
Anti- globalisationists	Individuals who believe that globalisation is having a negative impact on cultural diversity
Appropriate technology	Technology that can be made with local materials by local people at an affordable price, whilst benefitting individuals and communities, it will have a limited impact on the environment.
Balance of Payments	The difference between the exports and imports of a country. Deficit is when the imports of a country are greater than its exports. Surplus is when the exports of a country are greater than its imports.
Bilateral trade agreements	An agreement between two countries that regulates the terms of trade between them. If conditions are attached, loans that can only be spent on the resources or services of the donor country, it is called tied aid . <i>In 1991 the UK provided £234 million pounds of funding for the Pergau River Dam in Malaysia, in return Malaysia spent £1 billion on British arms. Tied aid is now illegal in the UK.</i>
Black Holes	represent the 15 countries that limit or prohibit their citizens' access to internet as a way of censoring the free flow of information
BRICs	The BRICs matter because of their economic weight. They are the four largest economies outside the OECD (Organization for Economic Co-operation and Development, the rich man's club). They are the only developing economies with annual GDPs of over \$1 trillion (Indonesia's is only half that). With the exception of Russia, they sustained better growth than most during the great recession and, but for them, world output would have fallen by even more than it did. China also became, by a fraction, the world's largest exporter. Meanwhile, the BRICs are also increasing their trade with one another: Chinese-Indian trade has soared and is

	likely to reach \$60 billion this year. China has also become the largest market for the fast-industrialising countries of East Asia.
Bulk carriers	Designed to carry cargoes such as iron ore, coal and wheat as cheaply as possible, in very large quantities, slowly e.g. by boat.
Capitalism	The social and economic system which relies on market mechanism to distribute factors of production (land, labour, capital) in the most efficient way.
Civil society	Any organization or movement that works in the area between the household, the private sector and the state to negotiate matters of public concern. Civil societies include non governmental organizations (NGOs), community groups, trade unions, academic institutions and faith based organizations.
Colonialism	Permanent rule of one country or region by another, usually based on conquest. Feature of European expansion since sixteenth century, as Western powers took control of people and territory across much of globe. Last wave in Africa, late-nineteenth century. South American colonies gained independence in nineteenth century, African and Asian after WW II.
Communications systems	The ways in which information is transmitted from place to place in the form of ideas, instructions and images.
Connectivity	Tangible and intangible ways that places are connected by telephone lines, retail outlets, roads, rivers, language and families. Connectedness combines information on terrain and access to road, rail and river networks. It also considers how factors like altitude, steepness of terrain and hold-ups like border crossings slow travel
Containerisation	Transport in a standard sized unit which can be sent by road rail or ship, requiring specialized handling equipment for freight like machine parts or manufactured electronic equipment.
Debt Crisis	Widespread inability in 1980s among developing countries to service loans, and resulting strains in domestic development, due to rising oil prices, higher real interest rates, reduced lending, and declining exports, with total debt burden reaching \$1 trillion in 1986. Addressed through debt management led by IMF, involving new loans on condition of structural adjustment of state finances. For overview by an anti-debt organization,
Deregulation	Lifting of government controls over an industry which usually results in greater competition and lower prices for consumers.
Development Indicator	Usually a numerical measure of quality of life in a country. Indicators are used to illustrate progress of a country in meeting a range of economic, social, and environmental goals. Since indicators represent data that have been collected by a variety of agencies using different collection methods, and there may be inconsistencies among them.
Emergency aid	Provided after or during a disaster. Often short term aid. E.g. <i>Emergency temporary shelters after an earthquake.</i>
Emerging markets	Developing countries that are experiencing the fastest rate of growth in the global economy
Energy pathways	Supply routes between energy producers and consumers; they can be pipelines, shipping routes or electricity cables.

Export-processing zones	Also free trade zones. Selected areas in industrializing countries marked by low taxes and tariffs, subsidized infrastructure, and exemption from some regulations, designed to attract foreign direct investment and stimulate growth
Food miles	A measure of the distance food travels from its source to the consumer. This can be given either in units of actual distance or of energy consumed during transport.
Foreign Direct Investment	(FDI) Investment by firm based in one country in actual productive capacity or other real assets in another country, normally through creation of a subsidiary by a multinational corporation. Measure of globalization of capital. Effects on growth and inequality in developing countries disputed.
Free trade	A situation where there are no restrictions on trade between nations. This situation will never exist because nations have very strict rules about trading in some items, such as pornography, or they may ban goods for quarantine reasons, such as meat products from countries with outbreaks of 'mad cow' disease.

Now find the definitions for the following:

Kyoto Protocol	
Liberalization of trade	
Loan	
Logistics	
Long term aid	
Mass media	
Megacities	
Multiculturalism	
Multilateral aid	

vi. Rebranding

KEY INFORMATION

Why rebrand?

There are many reasons why areas need to rebrand and change their image. Some key definitions are:

Regeneration- This is the physical change of an urban or rural area. The intention is to attract investment and bring economic wealth in the area and bring in more visitors.

Re-Imaging- How areas construct and promote a more positive image to increase its popularity.

Rebranding- Helping change to the area to be more attractive to a different target audience.

Before an area rebrands itself, it must look into the following aspects:

- Environmental factors- improving derelict infrastructure
- Social factors- overcoming cycles of decline and poverty
- Economic factors- Improve investment and job opportunities
- Political factors- What money can be brought in from various initiatives and grants?

CBD in decline

- Many CBDs can fall into decline due a number of reasons
 - 1) Increase in rent and costs/upkeep
 - 2) Congestion in town centres puts people off coming in and spending money
 - 3) The rise of out of town shopping centres and outlets
 - 4) Edge of town science parks reducing the need for offices in the centre of town.

TASK

1. Create a cycle of decline for a town where the CBD is suffering. What are the knock on effects?
2. Using the photo of Birmingham below, research how the city has transformed itself.



Decline in countryside villages

Although many countryside areas are deemed as idyllic, the rural community has been hit with many crises and images of village life have been portrayed as difficult and sometimes boring. This is due to:

- Wide spread coverage of the food and mouth scandal in 2001, showing the nation horrible images of burning dead animals.
- Pressure groups and coverage of hunting
- Bad reputation- boring, sleeping, backward and unfriendly

This decline has led to a number of challenges for rural areas

- Affordable housing- often large farm houses or bought as second homes. This prices out first time buyers and a younger market
- Depopulation- younger residents moving out because of house prices, university or for job opportunities elsewhere.
- Changes in agriculture- low pay, long hours and increase of mechanisation
- Transport- difficult access and lack of reliable public transport

Previous coalmining areas

Between 1984 and 1997, 170,000 coal mining jobs were lost in England. This has led to a number of challenges in a previously thriving community:

- Ground contamination from the mines and now areas of dereliction

- No grounding for entrepreneurial skills or education as the population went into the coal mining business.
- Long term illnesses due to the amount of time spent by some in the mines.

Seaside issues

Synoptic link- Tourism! As resorts tend to be seasonal in the UK, this has led to the decline of many seaside resorts.

TASK

3. Create a timeline of decline for Blackpool. What have the impacts been? Have there been attempts to improve the area?



Rebranding strategies

Key definition- A stakeholder is an individual or group that has an interest in a particular project. This would be economically or emotionally.

Two types of approaches

- Top down approach where decisions are made by the authorities and then imposed on the specific people or places. The good things about this approach are that many considerations would be looked at and focus of the plans will be strategic.
- Bottom up approach is based on listening to locals and coming up with solutions. The advantage to this is that local will be in control and closely involved with the plans.
- A partnership approach is where a group of people come up with plans however they are made up from many stakeholders and will represent public, private and voluntary sectors.

Rural rebranding strategies

The countryside has a lot to offer and it is important that it is conserved and kept the way it is otherwise it would lose its appeal. When rebranding a rural community you have to think about:



Different strategies used to rebrand the countryside

- ✓ Creating a food town
- ✓ Diversifying the farm land- such as paintballing or festivals
- ✓ Growing organic crops
- ✓ Rural heritage and tourism
- ✓ On farm tourism- horse-riding, clay pigeon shooting or B&Bs
- ✓ Rural energy- HEP or solar plants
- ✓ Farm shops

Case study – Eden project, St Austell

Who were the stakeholders involved with its development?

Has the development been a success? Why?



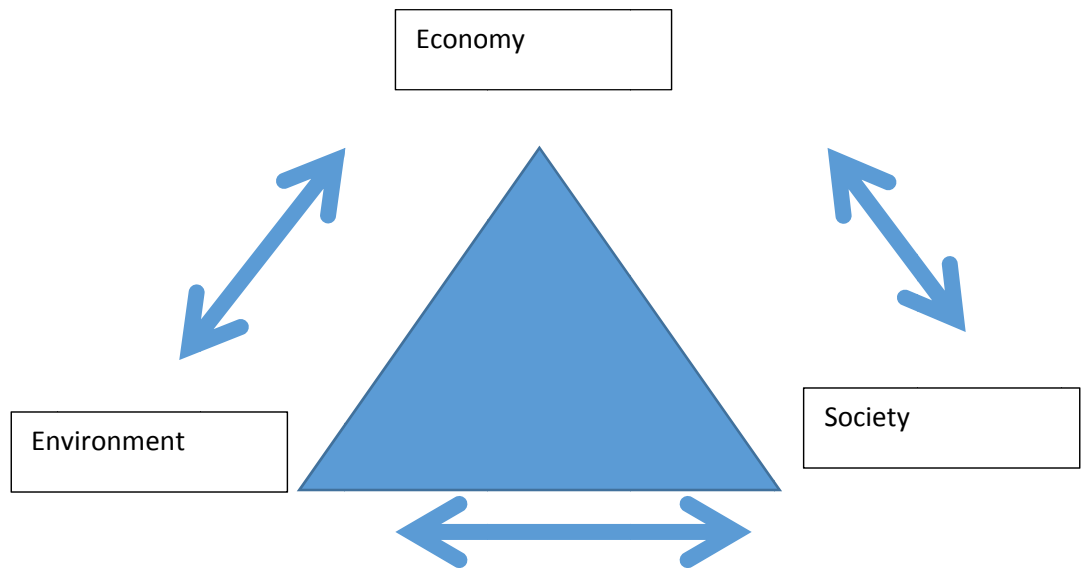
Urban rebranding strategies

Towns and cities thrive on culture and heritage in the UK and when rebranding, it is important to harness these features.

- ✓ Technology led enterprise
- ✓ Sport, art and culture- such as the Tate Modern at Margate
- ✓ Improvements in retail- Bullring in Birmingham
- ✓ Improvement in public transport
- ✓ Themed events throughout the year- Christmas Markets are popular
- ✓ Food cities
- ✓ Redevelopment of warehouses- such as Royal Victoria docks and Docklands
- ✓ Creation of sustainable cities- Curitiba

Sustainable rebranding

More and more redevelopment and rebranding will involve some form of sustainable development.



Case study – Curitiba, Brazil



Research ways in which Curitiba has developed with sustainability in mind.

Evaluation involves looking at an area before and after rebranding

1. Rebranding processes should begin with a detailed assessment, measuring the economic, environmental and social state of the place before rebranding starts.
2. Later evaluations can then measure any changes by comparing data – e.g. whether more residents are happy with the facilities after rebranding. They should also take into account the impact on different groups – e.g. local businesses and visitors.
3. Comparing the data can be a good way of measuring whether the rebranding has been successful, but it can never be completely reliable – e.g. residents might be happier, but that could be because the resident who weren't happy with the rebranding have moved away.

A/A* RESEARCH TASKS

1. Assess the world trade in one food commodity. Use global to local case studies in your research to show where it is produced, who sells it and where it is sold.
2. Evaluate the role of the UN.
3. TNCs can provide advantages and disadvantages. Discuss this statement. Include case studies and examples to support your research on this topic. To what extent do you agree with this statement?

1. Watch some key geographical programmes on TV or on DVD.
2. Read the National Geographical Magazine (this is very focused upon the United States) or take out a subscription to the Geographical Association for Geography Review. You could also subscribe to the RGS publication.
3. Follow some key players on Instagram and Twitter- Such as USGS, National Geographic and NASA.
4. <https://www.futurelearn.com/courses> - These are free online courses that anyone can join with many being based on topics you will study at A level. They are run by university's and are great background preparation for the students. Most of the courses have approximately 3 hrs study time a week.
5. Download news apps onto your phone and read on the go - The Telegraph has a great Travel section and so does The Daily Mail.
6. When visiting somewhere new – e.g.: on holiday- keep a journal of all the new geographical features you see and try to find out as much as you can about where you are visiting.
7. Use YouTube to watch documentaries on weather change and global warming.
8. Join the Royal Geographical Society and Royal Geographical Association. These will let you visit lectures and send you up to date resources for A level Geography. Visit the websites for these organisations too!

TRIPS OUT:

- Check your local museums and visit one that has an exhibition related to Geography eg; Science museum or Natural History Museum in London and the Museum of London (development of a settlement over time)
- Local museums are great sources of information on development of settlements over time, and local history / culture, including Barnet, Brent, Croydon, Kingston, Bromley, Hackney etc.
- Any museums outside of London, such as The Shed in Bristol these are great for studying local geography.
- Cheddar Gorge
- Barnes Wetland Centre
- London Zoo looking at ecosystems and Ecology
- Walk along the River Mole, Dorking.
- Christchurch Bay
- Slapton Ley, Devon – coastal management
- Holderness Coast for coastal erosion or Lyme Regis for coastal slumping and mass movement.
- Further afield! – Iceland for Tectonic features, Solfataras in Naples, San Francisco – TransAmerica building

CHALLENGE READING LIST

General Introduction to Geography

- Dodds, K. (2007) [Geopolitics: A very short introduction](#). Oxford, OUP.
- Cloke, P., Crang, M. and Goodwin, M. (2013) [Introducing Human Geographies, 3rd Edition](#). London, Routledge.
- Goudie, A. and Viles, H. (2010) [Landscapes and Geomorphology: A very short introduction](#). Oxford, OUP.
- Rogers, A., Castree, N. and Kitchin, R. (2013) [A Dictionary of Human Geography](#). Oxford, OUP.
- Koser, K. (2007) [International Migration: A very short introduction](#). Oxford, OUP.
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- Middleton, N. (2009) [Deserts: A very short introduction](#). Oxford, OUP.
- Redfern, M. (2003) [The Earth: A very short introduction](#). Oxford, OUP.

Physical Geography

- Gregory, K.J. (2010) [The Earth's Land Surface: Landforms and processes in geomorphology](#) . Sage, London.
- Thomas, D.S.G. (ed.) (2010) [Arid Zone Geomorphology: Process, form and change in drylands, 3rd edition](#). Wiley-Blackwell, London.
- Barry, R.G. and Chorley, R.J. (2012) [Atmosphere, Weather and Climate, 7th Edition](#). London, Routledge.
- McIlveen, R. (2010) [Fundamentals of Weather and Climate, 2nd Edition](#). Oxford, OUP.
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- Townsend, C.R., Begon, M. and Harper, J.L. (2008) [Essentials of Ecology, 3rd Edition](#). Malden, MA, Blackwell.
- Lomolino, M.V., Riddle, B.R., Whittaker, R.J. and Brown, J.H. (2010) [Biogeography, 4th edition](#). Sunderland, MA, Sinauer Associates.

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- Coe, N., Kelly, P. and Yeung, H. (2013) [Economic Geography: A contemporary introduction, 2nd Edition](#). Oxford, Wiley-Blackwell.
- Anderson, J. (2009) [Understanding Cultural Geography: Places and traces](#). London, Routledge.
- Flint, C. (ed.) (2005) [The Geography of War and Peace](#). New York, OUP.