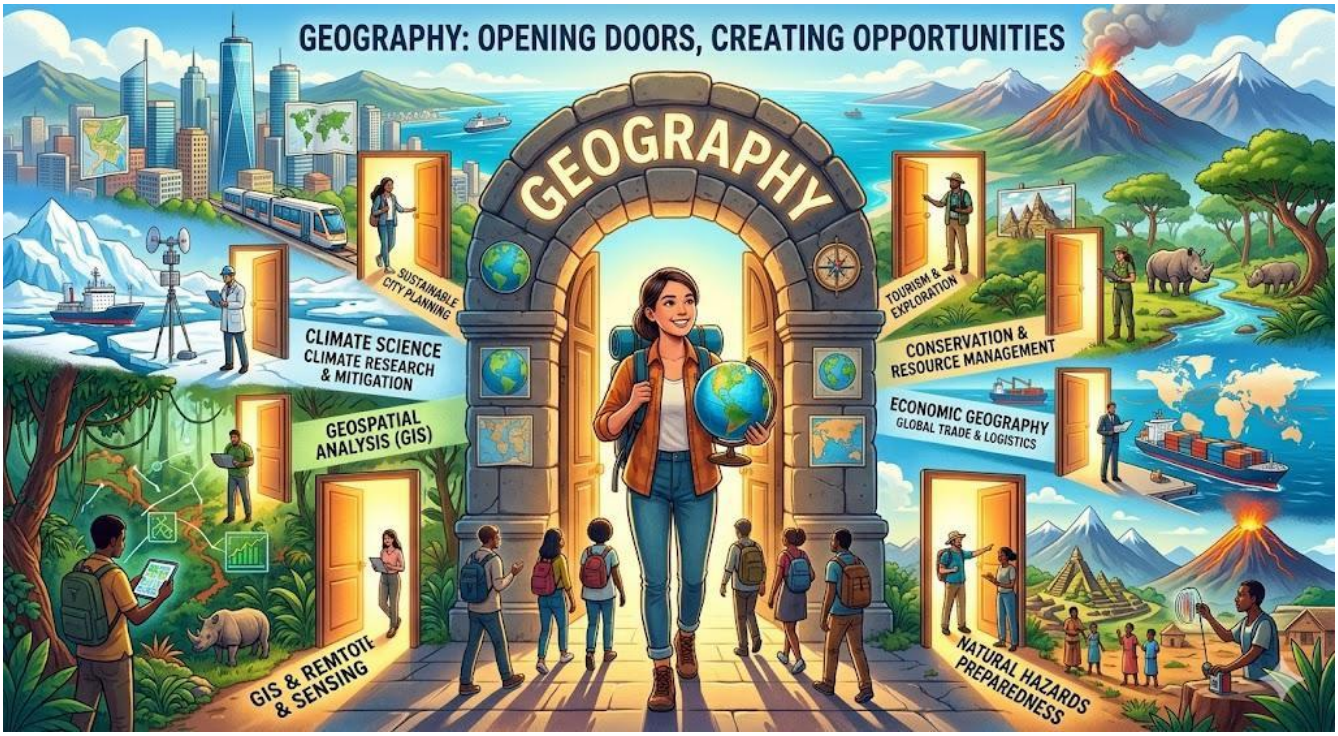
Geography A Level Bridging work

Welcome to Sixth Form!

Task	Completed?
1. Key terms and concepts	
2. My hometown	
3. Why is Geography Important?	


GEOGRAPHY: OPENING DOORS, CREATING OPPORTUNITIES
GEOGRAPHY
SUSTAINABLE CITY PLANNING
CLIMATE SCIENCE
CLIMATE RESEARCH & MITIGATION
GEOSPATIAL ANALYSIS (GIS)
GIS & REMTOTE SENSING
TOURISM & EXPLORATION
CONSERVATION & RESOURCE MANAGEMENT
ECONOMIC GEOGRAPHY
GLOBAL TRADE & LOGISTICS
NATURAL HAZARDS PREPAREDNESS

Geography Key Terms and Concepts

Use the handout below to find definitions of the following Geography key terms and concepts. Feel free to have a read about any that interest you!

Also feel free to add some!

Key term	Definition
Lithosphere	
Aesthenosphere	
Cryosphere	
Closed System	
Open System	
Positive feedback	
Negative feedback	
Dynamic Equilibrium	
Space	
Place	
Globalisation	
Superpower	
Transnational Corporation (TNC)	
Core-Periphery Model	
Geopolitical	
Trade	

Demographic	
United Nation's Sustainable Development Goals	

Key term	Definition
Spatial scale	
Temporal scale	
Synoptic	
Sustainability	
Interconnection	
Stakeholder	
Anthropogenic	

Part 1: Physical Geography
Understanding the physical environment requires looking at the Earth as a series of spheres and systems that constantly interact.

Earth spheres

·**Lithosphere:** The rigid, outermost shell of the Earth. It comprises the crust and the very top portion of the upper mantle. It is broken into the tectonic plates that move across the Earth's surface.

·**Asthenosphere:** Located directly beneath the lithosphere in the upper mantle. It is made of semi-fluid, ductile rock. High temperatures and pressure mean it can deform and flow slowly, which allows the overlying tectonic plates to move.

Cryosphere: The portions of the Earth's surface where water is in solid form, including ice sheets, glaciers, ice caps, permafrost, and sea ice.

Systems: Open vs. Closed

·**Open System:** A system where **both energy and matter** can cross the boundaries. Most natural ecosystems (like a drainage basin) are open systems because water (matter) enters as rain and leaves as river discharge, while solar energy enters and leaves.

·**Closed System:** A system where **energy** can enter and leave, but **matter** cannot. The Earth as a whole is considered a closed system; solar radiation arrives and heat escapes, but the actual amount of matter (water, carbon, rock) stays fixed within the planet.

System Behaviours: Feedback & Equilibrium

·**Positive Feedback:** A process where an initial change triggers a sequence of events that **amplifies and intensifies** the original change, moving the system further away from its original state.

- *Example:* Global warming melts Arctic sea ice > less ice means less sunlight is reflected (lower albedo) > more heat is absorbed by the ocean > further warming occurs.

·**Negative Feedback:** A process that **counteracts or dampens** the initial change, helping to restore stability and bring the system back to its original state.

- *Example:* Increased CO2 in the atmosphere warms the planet > stimulates plant growth > more plants absorb CO2 through photosynthesis > atmospheric co2 levels decrease.

·**Dynamic Equilibrium:** A state of balance within a constantly changing system. While there are continuous inputs, outputs, and internal changes, the system

maintains a relatively stable average state over time because negative feedback loops correct any major disruptions.

Part 2: Human Geography

Human geography explores how people organize themselves, how power is distributed, and how global connections shape local lives.

Space vs. Place

·**Space:** A objective, abstract geographic location or area defined by coordinates, distance, and physical boundaries (e.g., "The coordinate 51.5074° N, 0.1278° W").

·**Place:** A location that has been given **meaning, emotion, and attachment** by humans. Place is personal, subjective, and shaped by human experience, culture, and history (e.g., "My neighbourhood" or "London as a cultural hub").

Globalisation & Interconnection

·**Globalisation:** The growing integration and interdependence of countries worldwide through the increasing volume and variety of cross-border transactions in goods, services, capital, and ideas.

·**Interconnection:** The concept that no place or event exists in isolation. Changes in one part of the world (e.g., a factory closure in the UK) are inherently linked to decisions or processes elsewhere (e.g., investment shifts to Asia).

Power Dynamics: Superpowers & TNCs

·**Superpower:** A nation with leading global position and the ability to influence events and project power on a worldwide scale through economic, military, political, and cultural means (e.g., the USA, or emerging powers like China).

·**Transnational Corporation (TNC):** A large company that operates, produces, or markets goods and services in more than one country (e.g., Apple, Nike, Unilever). They are the primary architects of economic globalisation.

·**Trade:** The exchange of goods, services, capital, and commodities between countries.

·**Core-Periphery Model:** A model that explains global economic inequalities.

- The **Core** consists of wealthy, developed nations that control global trade and technology.
- The **Periphery** consists of less-developed nations that provide cheap labour and raw materials to the core.

Geopolitical & Demographic

·**Geopolitical:** The influence of geographical factors (such as location, resources, and territory) on international politics and relations between countries.

·**Demographic:** Relating to the structure of human populations, including statistics such as birth rates, death rates, age distribution, migration patterns, and population density.

Part 3: Sustainability, Scale & Geographical Thinking
These overarching concepts provide the framework for analysing geography at an advanced level.

UN Sustainable Development Goals (SDGs) & Sustainability

•**Sustainability:** Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. It requires balancing environmental protection, economic growth, and social equity.

•**UN SDGs:** A collection of 17 interlinked global goals adopted by the United Nations in 2015. They serve as a shared blueprint for peace and prosperity, targeting issues like poverty, climate change, inequality, and environmental degradation by 2030.

Scales: Spatial & Temporal

•**Spatial Scale:** The geographic extent or size of an area being studied. Geographers analyse issues across a hierarchy of scales: **Local** (a village), **Regional** (a county), **National** (a country), and **Global** (the entire planet).

•**Temporal Scale:** The time horizon over which geographical changes occur. This can range from seconds (an earthquake), to decades (coastal erosion), to millions of years (tectonic plate movement and continental drift).

Geographical thinking

Synoptic
•**Definition:** The ability to look at the "big picture" by drawing connections between different areas of geography.
•**Why it matters:** In Edexcel A-Level, you will be expected to write synoptically. This means linking physical processes (like climate change) to human impacts (like migration and economic strain), showing that you understand how different topics collide in the real world.

Stakeholder
•**Definition:** Any individual, group, or organization that has an interest in, or is affected by, a geographical issue, project, or decision.
•**Significance:** Different stakeholders always have conflicting views. For a new coastal defence scheme, stakeholders might include local homeowners (who want protection), environmentalists (who want natural habitats preserved), and local councils (who have limited budgets).

Anthropogenic
•**Definition:** Anything caused, influenced, or produced by human activity.
•*Example:* "Anthropogenic climate change" refers to global warming driven by human greenhouse gas emissions, as opposed to natural climate cycles.

Holy Trinity School
A Church of England Secondary School

My Hometown: A study of Crawley as a Place

You are going to create a Place study of the school and your local area, to study how Crawley has turned from a Space, into a Place.

Along the way you will use GIS, wider reading and your own knowledge to build up a picture of Crawley.

Questions	Answer
First things first! Which ward in Crawley do you live in? Use the Census map (link 2) to inset a map of your area.	
Use the IMD map (link 2) to insert a map of deprivation in your local area.	
What is the average age in your ward?	
What is the average employment status in your ward?	

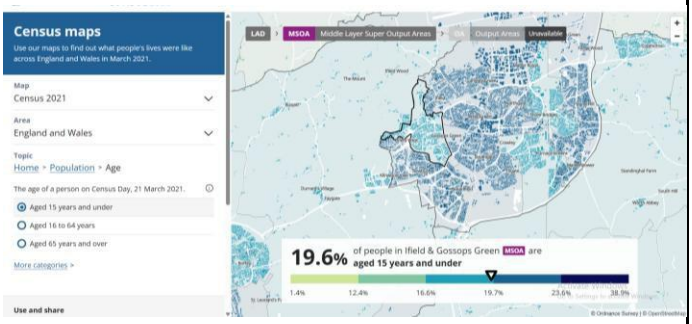
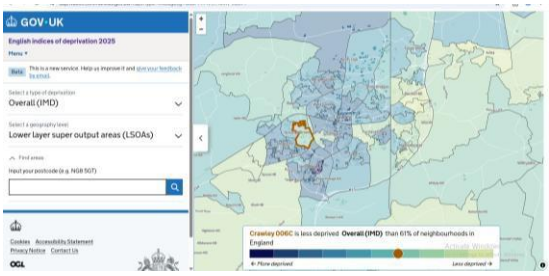
What is the average education status in your ward?	

Holy Trinity School
A Church of England Secondary School

My Hometown: A study of Crawley as a Place

Questions	Answer
Is your ward a welcoming place to be in? Think about the following: - Crime - Social acceptability - Disability access	
Is your ward accessible to the public? Does your ward have public areas that are gated or inaccessible?	
What features of your ward do you feel a connection to? Can you include any photos of these places?	

How has the regeneration of Crawley town centre impacted your ward? Has it made a difference and do people feel more connected to Crawley than they did?	

Link 1: Census	https://www.ons.gov.uk/census/maps/	
Link 2: Index of Multiple Deprivation	https://deprivation.communities.gov.uk/maps?type=imd&geog=lsoa#5.18/52.116/-7.743	
Link 3: Regeneration of Crawley town centre	https://crawley.gov.uk/sites/default/files/2022-08/Crawley%20Town%20Centre%20Regeneration%20Programme%202022.pdf	

Holy Trinity School
A Church of England Secondary School

Why is Geography important?

Geography as a subject spans multiple disciplines. Geographers are found in every walk of life and are used in careers like town planning, politics, healthcare, retail and education.

Use the questions below to understand why the study of Geography will be important to you.

Questions	Answer
How is this subject useful to you in your own life? Think about the skills you might be learning, the challenges that are shaping you and the new information you will acquire.	
How is subject potentially useful to people in your close circle? Think about friends or family members whose lives are positively impacted by the subject.	
How is the subject useful to your community? Think about how the subject or experts in the subject may have shaped the community you are in.	
How is this subject used in wider society? Think about our country and beyond – what does the subject contribute on a national or international scale? How does it improve lives and what problems does it solve?	

Why is this subject on the national curriculum? We can only study a small number of subjects, so why does Geography make the list?	