



**HIGHAM LANE
SIXTH FORM**

GEOGRAPHY

A-Level Geography - Edexcel

Name: _____



WELCOME TO A LEVEL GEOGRAPHY

We are thrilled to have you join us on this exciting journey as you further your geographical awareness and exploration of geographical issues.

A Level Geography is about understanding the complex and dynamic world we live in. From climate change and global inequalities, to coastal environments and tectonic hazards, this course will challenge your thinking and broaden your perspective on both local and global issues.

Over the next two years, you'll develop valuable skills in analysis, critical thinking, research, and communication—all of which are highly respected by universities and employers alike.

There will be fieldwork opportunities, group projects, and plenty of real-world case studies to bring geography to life.

Be curious, ask questions, and stay engaged—you're about to see the world through a geographer's eyes.

Let's make it a fantastic start!

"GEOGRAPHY IS NOT ONLY UP TO DATE AND RELEVANT, IT IS ONE OF THE MOST EXCITING, ADVENTUROUS AND VALUABLE SUBJECTS TO STUDY TODAY." — MICHAEL PALIN (ROYAL GEOGRAPHICAL SOCIETY)

TOPICS COVERED IN THE COURSE

Paper 1: Physical Geography and People and the Environment

1. Tectonic Processes and Hazards (Year 12)

Plate tectonic theory and processes.

Causes, impacts and responses to earthquakes, volcanoes and tsunamis.

Hazard management and risk.

2. Coastal Landscapes and Change (Y12)

Coastal processes, landforms, and sea-level change.

Coastal erosion and flooding risks.

Human and sustainable coastal management.

3. The Water Cycle and Water Insecurity (Y13)

The global water cycle as a system.

Human impact and water insecurity.

Water conflict and sustainable solutions.

4. The Carbon Cycle and Energy Security (Y13)

The carbon cycle and global climate regulation.

Fossil fuels, energy pathways, and security.

Managing future carbon and energy challenges.

Paper 2: Human Geography and Global Systems

1. Globalisation (Year 12)

The nature, acceleration, and impacts of globalisation.

Transnational corporations (TNCs), trade blocs, and cultural diffusion.

Winners and losers in a globalised world.

2. Diverse Places (Year 13)

Population dynamics and demographic change.

Social inequalities and lived experiences of place.

Perceptions of urban and rural areas and their transformation.

3. Superpowers (Year 13)

What defines a superpower: economic, military, cultural influence.

The changing global balance of power.

Global influence, resource demand, and geopolitical tensions.

4. Migration, Identity and Sovereignty (Year 13)

Causes and consequences of migration.

Nation states and their evolution.

The role of global organisations on managing global issues and conflicts.

Paper 3: Synoptic Investigation of a Geographical Issue

This exam draws together themes from across the course. You'll apply knowledge from different topics to explore a contemporary issue. Key skills: evaluation, making connections, and applying critical thinking.

Non-Examined Assessment (NEA): Independent Investigation

An individual research project (3,000–4,000 words). You'll design your own question based on an area of the course.

Includes fieldwork, data collection, analysis, and reflection.

RESOURCES REQUIRED TO BE SUCCESSFUL ON THE COURSE



Core Materials

- Edexcel A Level Geography Textbook (Pearson or other endorsed publishers) - Covers all core and optional units with up-to-date case studies.
- Revision Guide (e.g. CGP, Pearson, or Hodder).
- Summarised content, exam tips, and practice questions.



Equipment

- A4 folder with dividers – For separating topics and keeping notes structured.
- Highlighters, pens, and sticky notes – For annotating and revision.
- Graph paper and calculator – For data interpretation and fieldwork analysis.



Support Systems

- Attend all lessons and ask questions.
 - Regularly review class notes and update folders.
 - Work collaboratively—study groups help!
 - Seek feedback from teachers on essays, case study detail and exam technique.
 - Use past papers to practise time management and build confidence
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HOW A LEVEL GEOGRAPHY IS DIFFERENT TO GCSE GEOGRAPHY

More independent reading

At A Level, you are expected to read beyond the classroom. This means using textbooks, news articles, reports, documentaries and academic sources to deepen your understanding of geographical issues.

More complex case studies

Case studies at A Level require more detail than GCSE. You will need to understand causes, impacts, responses, stakeholders, data and wider connections rather than simply memorising facts.

Greater emphasis on evaluation

You will be expected to make clear judgements about how important, successful or significant something is. Strong answers weigh up different arguments and use evidence to support a final conclusion.

More synoptic links between topics

A Level Geography often requires you to connect different parts of the course. For example, climate change may link to coasts, water insecurity, migration, globalisation and geopolitics.

Longer writing

Written answers are longer and more developed at A Level. You will need to structure extended responses carefully, explain ideas in depth and use evidence throughout.

More data interpretation

You will work with a wider range of geographical data, including maps, graphs, tables, photographs, statistics and fieldwork results. You will need to describe patterns, identify anomalies and explain what the data shows.

NEA and fieldwork independence

The independent investigation, or NEA, requires you to design and carry out your own geographical enquiry. This includes choosing a question, collecting data, analysing results and reaching your own conclusions.

COMPULSORY STUDENT TASKS TO BE COMPLETED PRIOR TO THE START OF THE COURSE

Select at least **two** of the project sheets which will encourage your wider reading and exploration of featured topics and case studies studied at A Level Geography.

You should follow the task instructions on the worksheet and access the suggested resources to complete your work.

Your choice of projects are:

1. What is the future for rural healthcare in the developing world?
2. Should we plant trees to save our planet?
3. Does the global dominance of Coca Cola bring more costs than benefits?
4. Is globalisation good or bad for our planet?
5. Why is the South China Sea so important to China?
6. Why do some places need regeneration?
7. Why are some locations more at risk from tectonic hazards?

Suggested Resources for Wider Reading and Research

Use the websites below to support your bridging tasks and to begin developing the wider reading habits needed for A Level Geography. You do not need to use every website, but you should aim to use reliable sources rather than relying only on simple internet searches.

How to use these resources well

When completing your bridging work, aim to use at least three reliable sources. Try to include a mixture of written information, statistics, maps, graphs or examples. Avoid copying and pasting large sections of text. Instead, read the information, summarise it in your own words, and use evidence to support your points.

Resource	Link	How it can help
Time for Geography	https://timeforgeography.co.uk/	Short, expert-led videos on key physical and human geography topics, including coasts, hazards, climate, carbon, water and tectonics. Useful for building topic knowledge before lessons.
Royal Geographical Society – Schools Resources	https://www.rgs.org/schools/resources-for-schools	High-quality articles, case studies and teaching resources. Useful for exploring geographical issues in more depth and improving your academic understanding.
Royal Geographical Society – A Level Geography	https://www.rgs.org/choose-geography/choose-geography-at-school/at-a-level	Useful for understanding the value of A Level Geography, the skills you will develop, and where the subject can take you in the future.
BBC News	https://www.bbc.co.uk/news	Useful for keeping up to date with current geographical issues, such as climate change, migration, conflict, inequality, natural hazards and global development.
Our World in Data	https://ourworldindata.org/	Excellent for finding graphs, maps and statistics on population, climate change, health, development, energy, poverty and migration. Useful for adding evidence to your work.
Gapminder	https://www.gapminder.org/	Helps challenge misconceptions about global development using data and interactive tools. Particularly useful for globalisation, development and inequality topics.
Met Office – Weather and Climate Resources	https://weather.metoffice.gov.uk/learn-about/met-office-for-schools	Useful for understanding weather, climate change, extreme weather and the impacts of climate hazards on people and places.
USGS Natural Hazards Education	https://www.usgs.gov/educational-resources/natural-hazards-education	Useful for tectonic hazards, including earthquakes, volcanoes and tsunamis. Provides scientific information, maps and hazard education resources.
World Bank Open Data	https://data.worldbank.org/	Useful for researching countries and comparing development indicators such as GDP, population, life expectancy, poverty, education and access to services.
Pearson Edexcel A Level Geography Specification	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html	This is the official course specification. It shows the topics, assessment structure and key skills required for the Edexcel A Level Geography course.

DESIRABLE STUDENT TASKS THAT WE SUGGEST YOU COMPLETE BEFORE THE START OF THE COURSE

1. Research Key Themes

Explore and make notes on the big ideas you'll study. Use reliable websites or YouTube channels.

1. What is globalisation and how does it affect people and places?
2. Why are some countries more vulnerable to natural hazards than others?
3. How do humans influence the water and carbon cycles?
4. What makes a superpower, and how is global power shifting?

2. Case Study Snapshots

Choose two countries—one developed and one developing—and research:

1. Population trends and urban growth
2. A recent natural hazard event (e.g. earthquake, flood, drought)
3. Social or political challenges (e.g. inequality, migration, human rights)
4. Summarise your findings in bullet points or a short paragraph each.

3. Watch and Reflect

Watch at least one documentary or geography-related video, and write a brief reflection (100–200 words).

Suggested options:

The True Cost (globalisation and fashion)

Simon Reeve documentaries BBC iPlayer

Planet Earth or Our Planet (climate and ecosystems)

Geography Now! (YouTube channel – country profiles)

Time for Geography (short topic videos)

ASPIRATIONAL TASKS THAT YOU MAY CHOOSE TO COMPLETE BEFORE THE START OF THE COURSE

1. Read a Geography-Focused Book

Choose one of the following (or something similar), and write a short reflection on how it connects to human or physical geography:

Prisoners of Geography/The Power of Geography/The Future of Geography – Tim Marshall

Factfulness – Hans Rosling

Adventures in the Anthropocene – Gaia Vince

The Almighty Dollar – Dharshini David

Task: Note down 3–5 key insights and how they might apply to future A Level topics.

2. Create a Mini Geography Blog or Journal

Over the summer, write 2–3 blog-style entries (or journal pages) covering current geographical issues. Examples:

Extreme weather events and climate change

A refugee crisis or border conflict

A superpower's role in global geopolitics

Urban inequality or housing issues in your area

Extension: Include photos, maps, or graphs to support your entries.

3. Build a Case Study Portfolio

Start a digital or physical portfolio of case studies you can add to throughout the course. Include headlines, stats, maps, and key stakeholders Aim to include at least:

1.1 tectonic hazard.

2.1 coastal location.

3.1 global city.

4.1 country facing human rights challenges.

4. Write a Mini Essay

Choose one of the following titles and write a 500–800 word response. Use evidence and structure your argument clearly:

“Tectonic hazards are more deadly in developing countries”. Discuss.

“Globalisation creates both opportunities and inequalities”. Evaluate this view.

“Geography is the most important subject for solving the climate crisis.” Do you agree?

5. Carry Out a Local Fieldwork Study

Design a small field investigation in your local area. It can be physical (e.g. coastal erosion or flood risk) or human (e.g. land use, inequality, or sense of place).

Include:

A title and research question

Method for collecting data

Summary of findings with 1 visual (graph, photo, map)

A short conclusion

All work completed must be brought to your first geography lesson at the start of Y12.

We look forward to welcoming you to the team in September!

Mr Flavell - Subject Leader for Geography - Y12 & Y13

Mr Taylor - Teacher of Geography - Y12

Mr Blankley - Teacher of Geography - Y13
