



Summer Transition Work
KS4 – KS5
Bridging the Gap

MEADOWHEAD GEOGRAPHY DEPARTMENT

Together with.....



Welcome to Team Geography

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Well done, you made a great choice. Of course, as a geography graduate (yep I studied geography at Uni) I would say that wouldn't I!

Well, don't just take my word for it. According to the former president of the Royal Geographical Society, Michael Palin, "Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them."

Former US President, Barack Obama, recognises the importance of geography too! He said "The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

In our rapidly changing world, we need people like you to study geography more than ever. The adopted godfather of geography, David Attenborough agrees! He said "The truth is: the natural world is changing. And we are totally dependent on that world. It provides our food, water and air. It is the most precious thing we have, and we need to defend it."

An essential outcome of studying geography is being able to apply knowledge and understanding to new settings. Thinking like a geographer is an amazing ability as Dr Rita Gardner points out "Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales."

With the skills and knowledge of a geographer **you** can make a difference to the world we live in. **Welcome to team geography.**

I ♥ Geography



"One of the most exciting, adventurous and valuable subjects today"



"Helps bridge divides and brings people together"



"Geography prepares young people with the knowledge, skills and understanding to make sense of their world"



"(the world) is the most precious thing we have, and we need to defend it"



Introduction

As a further education (FE) student you're going to find studying a little different to what you experienced at GCSE level. You are going to be expected to take more responsibility for your learning! Whether or not you're studying geography post-16 this project will help you to develop skills that can be used across FE courses (and you get to learn about two amazing volcanic eruptions that have happened lately!).



In this assignment you are going to research two volcanic eruptions that have occurred in 2021. To get started, take a look at the videos below to see what you're going to be studying.

Volcano 1 – Fagradalsfjall, Iceland

<https://tinyurl.com/fagrad1> <https://tinyurl.com/fagrad2>

Volcano 2 – La Soufrière, St Vincent

<https://tinyurl.com/lasouf1> <https://tinyurl.com/lasouf2>

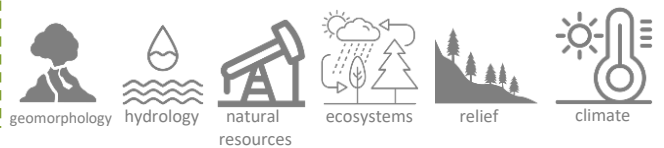
Human Geography

Things that are to do with people.



Physical Geography

Things that are to do with the natural environment.





Challenge 1 - Cornell Notes

When studying at FE you will be expected to do wider reading. This means reading extra articles/books etc. in addition to your text books that link to your courses. Making organised notes when doing this can really help develop your knowledge and understanding. One really useful note taking technique is Cornell Notes.

You are going to use the Cornell Notes method of recording information from the volcano resource booklet. To do this, you are going to research how to use Cornell Notes using the resources below.

Cornell Notes

1. Watch the two videos about taking Cornell Notes on Internet Geography:
www.internetgeography.net/cornell-notes



Use the link above or scan the QR code

2. Divide up the page on the right to prepare it for recording Cornell Notes.

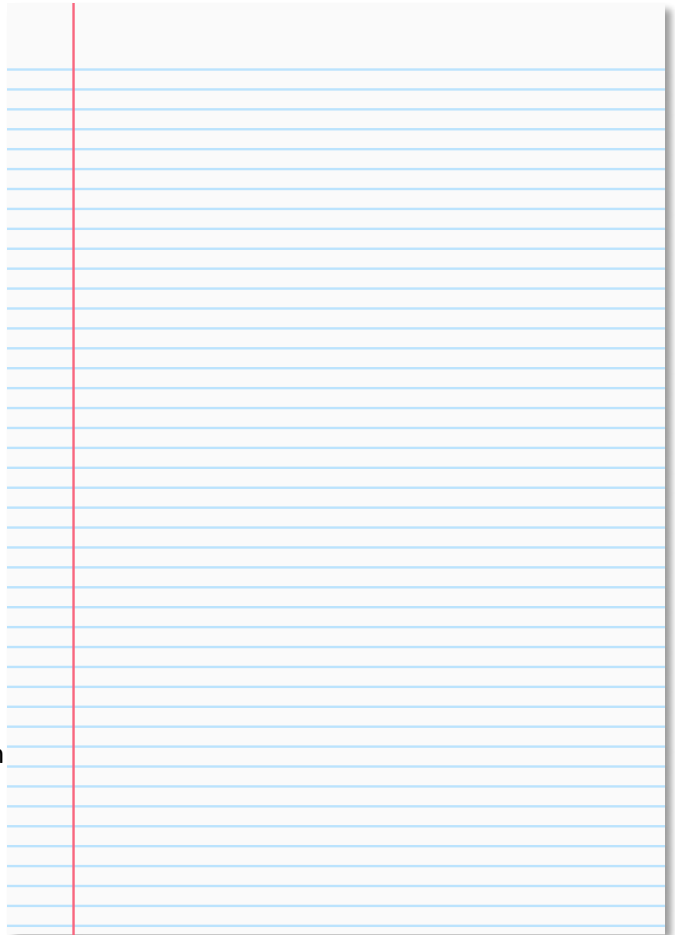
3. Annotate the page on the right to show how Cornell Notes should be completed.

4. Turn over the page and look at the example Cornell Notes that have been started. Using the webpage below complete the notes (I got up to paragraph 3 so start from 4).

www.alevelgeography.com/structure-of-the-earth

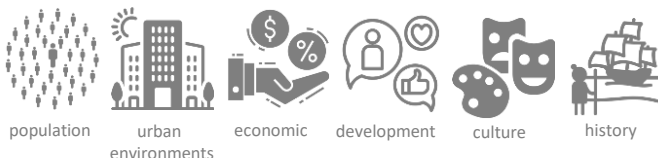


Use the link above or scan the QR code



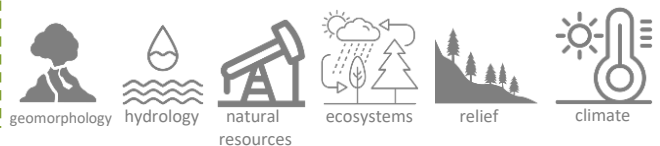
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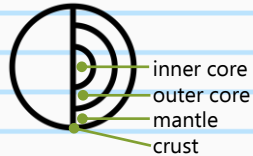
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Structure of the Earth

Keywords

Continental crust
Mohorovicic
Discontinuity (Moho)
Asthenosphere
Lithosphere



Crust – oceanic > around 5km
- continental > average around 100km large
30km (up to mountain ranges)

Moho – boundary between the crust and mantle

Mantle – dense (due to temp and pressure) – semi-solid rock – 2900km thick
- iron / magnesium / calcium

Upper Mantle – **Asthenosphere** **Lithosphere**
100 to 300 km down Semi molten (flows slowly) Rigid layer between crust and asthenosphere

Questions

What are the characteristics of the Moho?

Summary



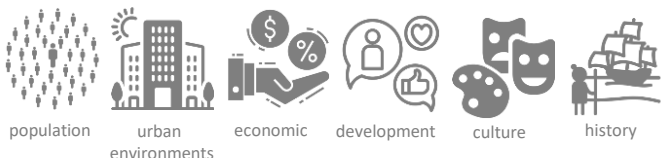
Challenge 2 - Take Note

In recent months volcanoes have been in the news with the eruptions in Iceland, near Mount Fagradalssfjall and the La Soufrière volcano on the Caribbean island of Saint Vincent. Volcanoes are covered in most A level Geography specs, so it is really useful for you to keep up with the news and study these recent events.

You have been provided with a resource booklet that discusses the eruption of the two volcanoes. Read the two articles and complete Cornell Notes for each article. Pages have been provided in this booklet for you to complete the activity.

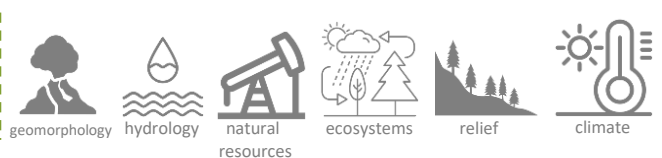
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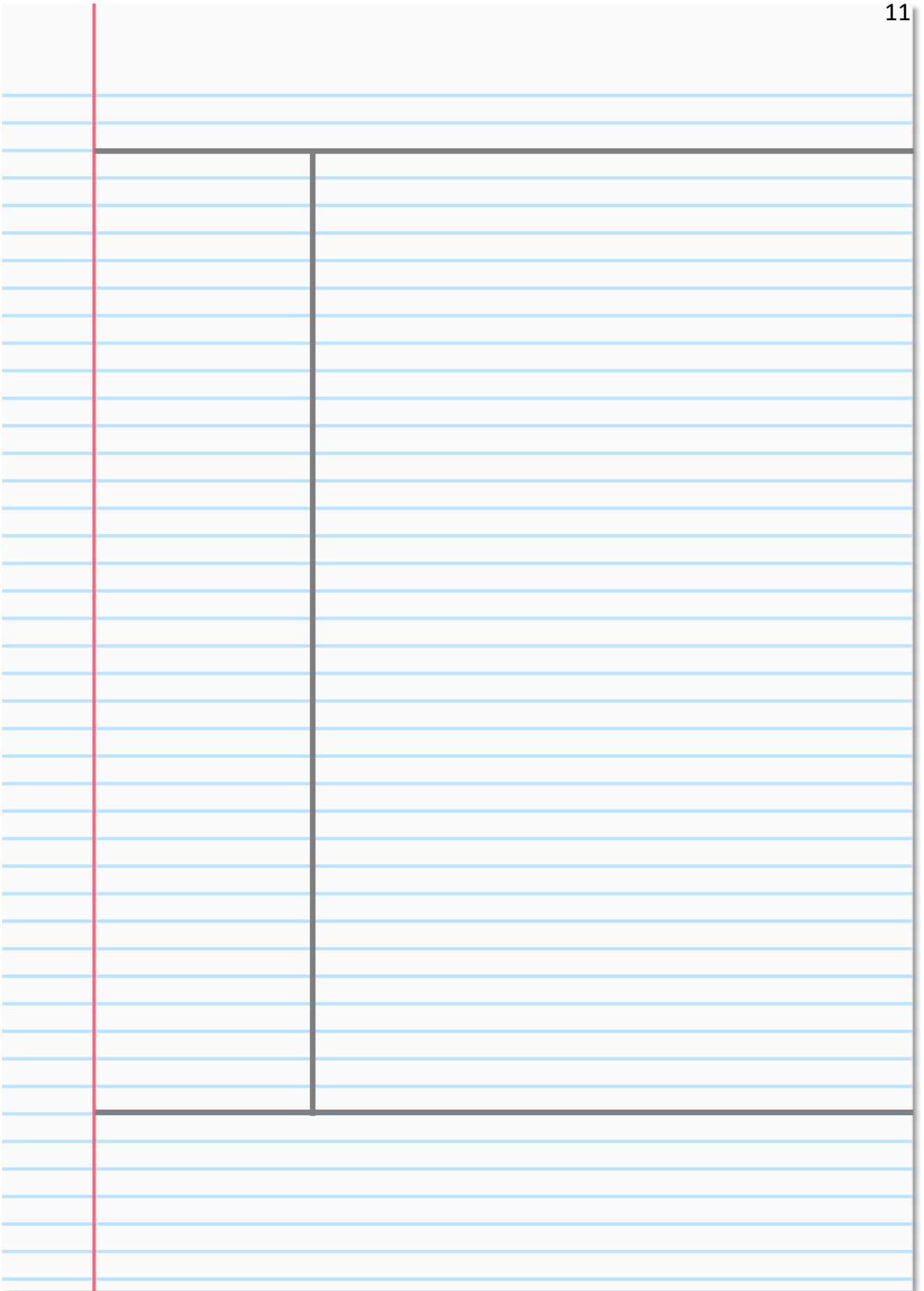


A table is drawn on a sheet of lined paper. The table has two columns and two rows. A vertical red line is on the left side of the page, and a vertical black line is to its right, forming the left boundary of the table. A horizontal black line runs across the top of the table, and another horizontal black line runs across the bottom. A vertical black line runs down the center, separating the two columns.

The image shows a sheet of lined paper with a table structure. A red vertical line is positioned on the left side of the page. The table is defined by black lines and consists of two columns and two rows. The top row is shorter than the bottom row. The right column is significantly wider than the left column. The table is empty, and the background consists of horizontal blue lines.

The image shows a sheet of lined paper with a table structure. A red vertical line is positioned on the left side of the page. The table is defined by black lines and consists of two columns and two rows. The top row is shorter than the bottom row. The table is positioned in the upper half of the page, leaving a significant amount of space below it. The rest of the page is filled with horizontal blue lines for writing.

The image shows a writing template on a page with blue horizontal lines. At the top right, the number '10' is printed. A red vertical line is positioned on the left side, creating a margin. A grey header bar spans the top of the page. Below the header, a table structure is defined by black lines. The table has two columns: a narrow left column and a wide right column. The table is bounded by a top horizontal line, a bottom horizontal line, and a vertical line separating the two columns. The rest of the page is filled with blue horizontal lines for writing.



The image shows a page with a white background and a dashed black border. A vertical red line is positioned on the left side, creating a margin. A black border forms a rectangular frame that is open at the top. Inside this frame, there are horizontal blue lines spaced evenly down the page. A vertical black line is drawn from the top of the black frame down to the bottom, creating two columns. The right column is wider than the left column. The top of the page is a solid white area, and the bottom of the page is also a solid white area, with blue lines extending into these areas.



Challenge 3 - Mind Mapping

You should now be in the position of having several pages of notes covering each volcanic eruption. The challenge now is transforming the information you have gathered into knowledge. This is where mind maps can help! A mind map can help organise information and help illustrate how things are interrelated. The guide below illustrates how to create a mind map.



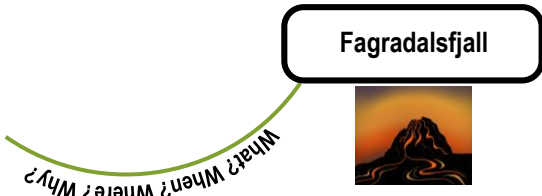
Step 1

Start with a central concept. Write this in the middle of a piece of plain paper that is orientated landscape.



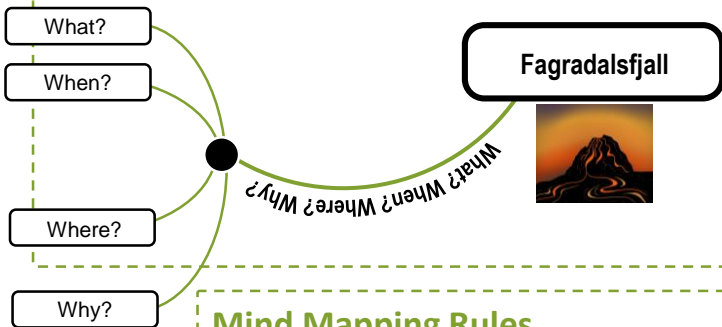
Step 2

Draw a reasonably sized (coloured) memorable image that represents the topic you are going to be mapping.



Step 3

Draw branches from the central theme. Using a different colour for each branch is useful. Write key words along these branches that represent what information will be included on this branch.



Step 4

Draw additional branches that extend from your main branches. Add appropriate images where you can. Keep expanding the mind map.

Mind Mapping Rules

- Use symbols
- Keywords on lines
- Lines of different colour, size, styles
- Upper and lower case to emphasise
- Vary colours
- Key headings
- lists

Use the A3 templates you've been given to organise your information and produce a mind map to show the main features of each eruption.

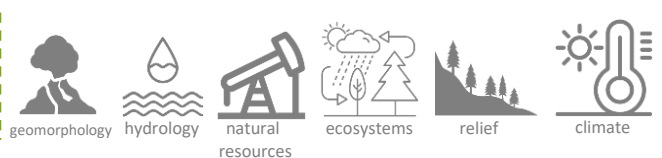
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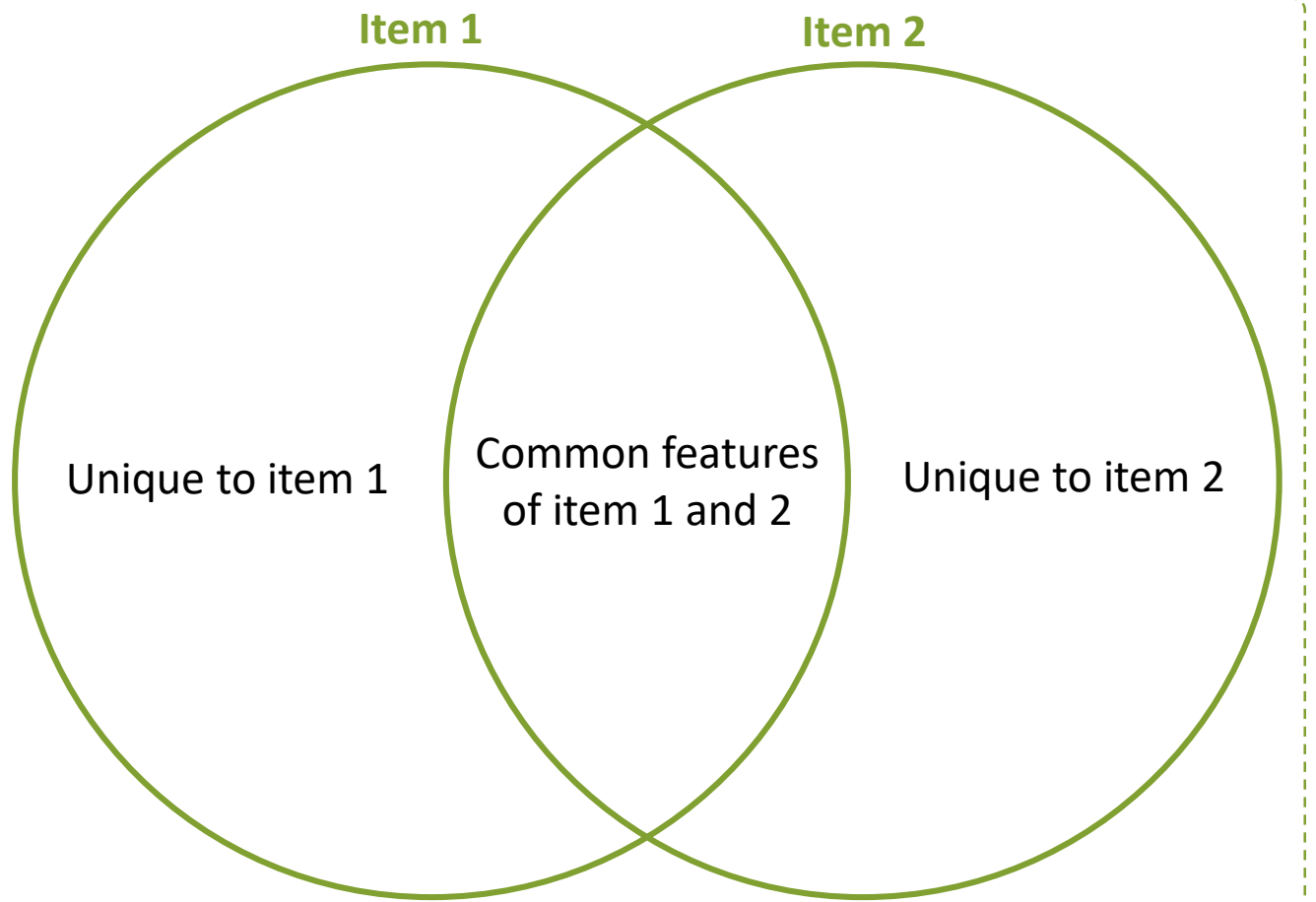


Challenge 4 - Compare and Contrast 14

Being able to compare and contrast is a useful skill to have when studying at a higher level. A useful tool to do this is a Venn Diagram. Venn Diagrams show the relations between multiple sets of information. The guide below illustrates how to use a Venn Diagram to compare and contrast two things.

Creating a Venn Diagram

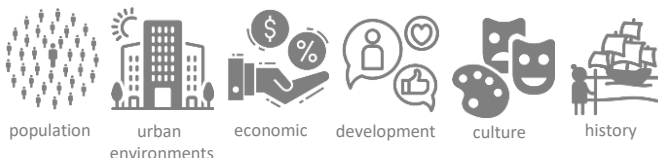
1. Draw two circles that overlap (as shown below)
2. Identify the things you are comparing and contrasting
3. In the area below item one, identify everything that only applies to item one
4. In the area below item two, identify everything that only applies to item two.
5. In the area where the circles cross over, identify everything the two items have in common



Use the A3 template you've been given to create a Venn Diagram to compare and contrast the two eruptions you have been studying.

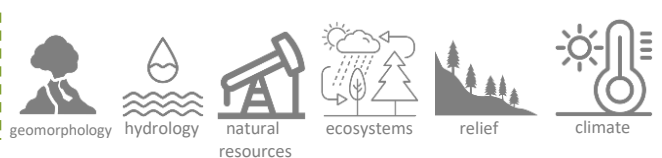
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You're going to be so excited by this! You will often be expected to write essays when studying at key stage 5. I know, exciting eh? To get you on the road to effective essay writing you're going to be guided through an A-level style essay question. The question we're going to have a go at is:

With reference to the Fagradalsfjall and La Soufrière eruptions, assess the extent to which economic development affects the ability to cope with exposure to tectonic risks. [15]

Exam questions at key stage 5 can be worth up to 20 marks.

Essay Guide

1. Read the question and BUG it - BOX the command word; UNDERLINE the focus; GLANCE back to check you have answered it properly.
2. Remind yourself what the command word wants you to do - ASSESS wants you to make an informed judgement.
3. Start off with a brief introduction - open with your judgement as this then provides you with a focus to base the structure of the rest of your essay on - try to include some key vocabulary early on. If you demonstrate that you understand the key terms mentioned in the question and the command words you are off to a confident start!
4. Introduce the Fagradalsfjall eruption - discuss the impacts of the eruption along with the management, monitoring and response. You need to make multiple points to support your arguments - and refer back to the link to economic development throughout. Bring in examples from the text - but don't just copy extracts of information - you need to do something with that information to demonstrate your understanding. Make a counter argument if appropriate.
5. Then introduce the La Soufrière - and do the same as above, but this time introduce some comparative language such as 'whereas', 'on the other hand' to link it to the Fagradalsfjall eruption, as well as back to the question.
6. Remember 'PEEL - Point -> Evidence -> Explanation -> Link back to the question' throughout your discussion - this keeps your argument clear throughout, and ensures that you are answering the question.
7. Remember chains of reasoning - elaborate your explanations with phrases like 'this means that...', 'this leads to...', 'this results in...'
8. Finish off with a conclusion - draw together the different points you have made in your essay - make sure you summarise your arguments and reiterate your original judgement and link back to the question (which in this case is about the link between economic development and the ability to cope with tectonic hazards - specifically in the context of Iceland and St Vincent and the Grenadines).

Ready to give it a go? Using the following pages (and the guide above), have a go at writing your first essay. All that is expected is that you give it your best shot!

