

Summer Independent Learning Summer 2026

	Focus	Task	Task summary	Checklist
Compulsory	1. <i>Fieldwork</i>	1a	Place Check Survey of YOUR local place.	
Compulsory	2. <i>Coastal management – Paper 1</i>	2a 2b	Research 6 different coastal hard engineering strategies and create a detailed table to evaluate them. Then apply your ideas to the image.	
Compulsory	2. Coastal management – Paper 1	2b	Create a case study profile of the Holderness coast.	
Recommended	3. Hazards – Paper 1	3a	Eyjafjallajökull Volcanic eruption. Facts, impacts and responses	
Recommended	3. Hazards – Paper 1	3b	Choose one of the GIS apps to find out about hazards. Summarise your findings.	
Compulsory	4. Changing Places – Paper 2	4a	Special place – create a spidagram or mind map about a place that is special to you.	
		4b	Mini case study of London, use this clip to help you explore the multicultural nature of London	
		4c	Massey or Tuan or both, which idea(s) do you agree with and why?	
Optional	5. Skills	5	Play with the Wayback app to test your skills	

Why should I do it?

A Level geography is about investigating the world around us by learning new theories and concepts. An A Level geographer needs to be able to think holistically and apply theory to real life examples. You will be gaining skills when investigating and be able to hit the ground running when you join us in September.

How do I do it?

- This should take you more than **6-8 hours** to complete. You should do a little over time and check off the work you complete as you go along.
- You can present your work in any way you want but make sure that it is clearly set out and easy to follow.
- Your work will need handing in within your first week of lessons.
- Use *some* of the suggested resources.

Part 1 Fieldwork – get outside - compulsory.

As part of your A Level, you will need to design your own fieldwork methods to investigate a topic of your choice. Practice with this '**Fieldwork LIVE Investigating Place Check method**'.

Complete the '**Place Check Survey**' fieldwork method on the next page. This should be completed around *your* local place.

Highlight any questions you thought did not apply to your place. *Consider*: is this a good method to use to investigate place? What are the limitations of using this method? What would make this information more reliable? Could you improve this table?

You *could* watch this 45-minute interactive lesson from the FSC to find out more about investigating places or help you if stuck:

<https://encounteredu.com/livelessons/ks4-5-investigating-place280420>

KS5 Investigating Place

FSC



Fieldwork Method 2: Place check

This method involves observing the features and characteristics of the place around you. Guided by 'What makes this place...' column, record your qualitative observations to define the range of ways that people's experiences and perception of a place might be shaped.

METHOD HINT: Try to consider the questions from a range of users' viewpoints e.g. over 70s, families etc. How might this improve or detract from our data?

Part 1a. Place check survey. Location of your local place:

What makes this place...	Your notes/ evidence...
• ...a special place? • Why does it look the way it does? • What local activities/events have shaped its look? • Why do we like/dislike this place? • What potential is there to enhance and improve the place?	
• ...a well-connected, accessible and welcoming place? • How accessible is it? • How welcoming is it here? Is anything confusing for strangers? • How can it be made more welcoming and accessible for all?	
• ...a safe place? (OR unsafe?)_ • How safe are the pavements/ roads? • How can safety be improved? • How do people enjoy this place? Is anything missing from this place?	
• ...a planet-friendly place? • Are resources are wasted here? How? • How is waste handled here? Any recycling? Litter? • Are there any renewable resources nearby? • How could this place make better use of resources?	
• Overall, is this a 'Great Place' to live? • What is the best thing about this place? What is the worst thing about this place?	

Part 2 Coasts - compulsory



Coastal management is defence against flooding and erosion, and evaluating the techniques that stop erosion to protect land. Coastal zones occupy less than 15% of the Earth's land area, while they host around 37% of the world population (UNEP). There are different ways to manage coastal landscapes: Traditional approaches to coastal flood



and erosion risk: hard and soft engineering; Sustainable

approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.

Task 2a. Your independent learning is **to research 6 different coastal hard engineering strategies** and give a description of how the management work within the coastal system and judge the effectiveness (advantages and disadvantages) of these different methods.

What do I have to do? Create a table or mind map *based* on the table below. This should be at least 1 side of A4 paper. Explain how each technique/ strategy protects the coast. Think of its advantages and disadvantages. Try to find the cost per metre of the method. Then give YOUR opinion of the effectiveness and suitability of the technique for the UK. Tip- write **detailed paragraphs** not one-word answers.

Technique	Description of how the strategy protects the coast	Advantages	Disadvantages	Approx Cost per metre	Judgement effectiveness a& suitability
Groynes					
Recurved Sea Walls					
Cliff drainage					
Rock armour / rip rap					
Sand dune planting					
Beach Nourishment					



2b. Make a judgement. Which method would you choose for this location and why?

Task 2c (compulsory). Create a **case study profile** using the Holderness coast as an example. . Choose **2 contrasting** locations with different strategies or techniques. There are several locations along the coastline which you could research such as Mablethorpe, Hornsea and Kilnsea. Be *creative* in your presentation of this case study. Make sure your information is clearly presented with sub-headings to make it easy to follow. A mind map might work well. See the next page for links to help you or find your own.

What should I include?

1. Background information – Why do places on the Holderness Coastline need protection?
2. Explain the term, 'Hold the Line'. Why might East Riding Council have chosen this strategy in some places and not others?
3. What type of management schemes do your chosen places (x 2 contrasting) use?
4. For each place, suggest why each strategy has been used in each location.

5. Could find out: When did the programme of protection start? Was it done in phases? How has the protection strategy been up-dated and maintained?

Coastal management, and hard and soft engineering approaches are topics that are well resourced in books and online. Here are a sample of resources suitable for A Level Geography:

CLICK ME!

<https://storymaps.arcgis.com/stories/843601cebe404ca7901500ebf7a75366>

<http://www.alevelgeography.com/coastal-protection-and-management-hard-engineering/>

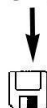
<https://www.tutor2u.net/geography/reference/coastal-protection-hard-engineering>

https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_management_holderness_2.pdf

Want to try to embed your knowledge? Take it further and test yourself ready for your first assessment at college?

Now you have acquired new knowledge on coastal management and applied to a specific location, can you retrieve this information ready for your first assessment? Let's find out..... **Scan the QR code** to see if you can retrieve the key facts about Holderness. A level Geography you need to be place specific when answering exam questions!

Encoding



Retrieval

Quizlet



Retrieval Practice
[Practice Testing]

Scan me!



SCAN ME

Coastal Management Challenge- how might these coastal landscape change as the predicted future sea level rises. Judge, how future-proof is the coastal protection strategy on the Holderness coast.

Part 3: Strongly recommended content. Natural Hazards



Complete the task below, use some of the suggested reading material and websites to support your learning.

- a) Create a mind map or have a go at 'Cornell Notes' on the 2010 Eyjafjallajökull Volcanic eruption using <https://www.discover-theworld.com/study-trips/eyjafjallajokull-case-study/>. Consider the hazard setting/ location and impacts.

Task 3b case study profile content - the 2010 Eyjafjallajökull Volcanic eruption

Tectonic setting- Type of plate boundary (Diagram & writing to explain) Development of country
Magnitude of event

Location- Map

Impacts on the economy (money)

Cost to economy/ Building damage/Aid needed **Impacts on People**
eg Death toll, Number of homes destroyed etc *What scale were these impacts? Local, national, regional, international?*

Impacts on the environment (Physical and human)

Loss of habitat/Physical impacts (Flooding, wildfire, landslide etc), atmosphere.

Responses- How was this event managed on a local, national or international scale?

Other support material for hazards task:

<https://quizlet.com/11243014/eyjafjallajokull-case-study-flash-cards/>

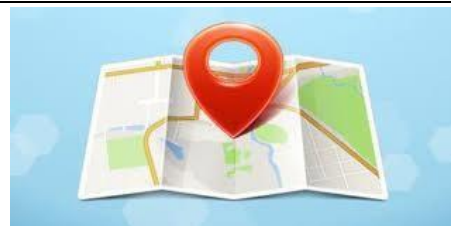
<https://www.internetgeography.net/topics/eyjafjallajokull-case-study/>

Task 3b <https://teachwithgis.co.uk/pages/hazards> Choose one of the Geographical Information apps to find out about hazards. Choice: hurricanes, volcanoes, hotspots, tectonic hazards with plate margins, tsunamis, La Palma eruption.

Which hazard did you explore using GIS?	What did you find out? Did anything surprise you? What would you like to find more about?
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Part 4 compulsory task - Changing Places

Place differs to the abstract notion of space because places have meaning to people. Space becomes place as we get to know it better. For many, the most familiar example of place is their home, where they feel most attached and can be themselves. As a geographer, you need to look at the different aspects or multidimensionality of place. In its simplest way, place is a location with meaning



Complete the part 4 tasks a, b and c below, use some of the suggested reading material and websites to support your learning.

a) Special place – create a spidagram or mind map about a place that is special to you. Consider the questions below to add detail to your answer:

1. Name a place that is special to you. Where is this special place? What is your special place like?
2. How would you describe it to someone else? Why is it special/ important to you?
3. Is this place special to anyone else? Is it special to everyone? Why/not?
4. How has your place changed over time? Why might this be?
5. If you had to summarise the character of your place in just 5 words, what would they be?

b) Mini case study of 'Multicultural London', use this clip to help you explore the multicultural nature of London.

Write paragraphs using the questions below

https://timeforgeography.co.uk/videos_list/cities/multiculturalismlondon/

1. How is London multicultural? What evidence can you find? Quantitative (numerical) or Qualitative (non-numerical) data?
2. Explain the term 'Windrush generation'.
3. How did Brixton gain a strong West Indian culture? How is this reflected in the 'changed character' of Brixton?
4. The West Indian community often suffered ethnic or racial discrimination. Give examples of this. How did this then help to develop social cohesion within the community?
5. You are an outsider (unless you are from Brixton it know it well!) to Brixton, how would you feel about visiting this place? Do you think it would be a positive experience? Negative? How comfortable would you feel? Why?

c) Tuan or Massey or a Mix of both ideas? After reflecting on a place special to you and London, which idea do you feel is the most correct? Or do you think 'places' are a reflection of Massey (places are linked but retain a local flavour or Tuan (places are identifiable and humans can become attached emotionally to them). Or do you think both ideas are true?

Two important geographers:

Doreen Massey (c1994) stated that '*Places are not simply bounded locales where people gather...places are made of flows and movements and the myriad of interlinkages and interdependencies among places. They are simultaneously local and global, their social, cultural and economic relations stretched out across the globe, shaped by structural processes but retaining local particularities*'.

Yi Fu Tuan (1977) stated that '*place is security*' while '*space is freedom*' suggesting that while space is infinite, place is bounded, identifiable and something to which humans can become emotionally attached.

Part 5 skills – strongly recommended

- a) <https://livingatlas.arcgis.com/wayback/#active=52930&mapCenter=-115.29850%2C36.06400%2C14> . Play with the **WayBack App** - Use the 'Toggle/swipe' mode to switch from one time period to the next. How has your local place changed?
- b) Improve your spatial analysis skills with the Geography Visualiser.
<https://www.arcgis.com/apps/instant/atlas/index.html?appid=7150690455c24b42b25fc850462befe2> Hover over the icons on the left to change and play with the data. Search any place, anywhere. No writing required! Enjoy!
- c) Find out about where you live: <https://www.ons.gov.uk/census/maps/> No writing required.
- d) What basic maths skills might you need for Geography A Level?
<https://www.youtube.com/watch?v=BZdngMJ28I> We will also use: Standard deviation; Chi-square; Spearmans Rank.

Be world aware. Watch the news / read a news website. What is going on in the world? Read The Guardian Newspaper? Search on the web for the Conversation newsletter? **Follow us on Twitter: @NCD Geography**

Going Beyond your A Level

• Further reading & watching – totally optional but part of being a geographer!

- <https://www.bbc.co.uk/iplayer/episode/m001l5ms/our-changing-planet-series-2-episode-1>
- <https://www.bbc.co.uk/iplayer/group/p06rrnkm> Travel the world with Simon Reeve. The new Scandinavia is great!
- <https://www.esriuk.com/en-gb/map-gallery/70-years-of-imagery> London over time
- <https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9> Careers in GIS
- https://www.ted.com/talks/danny_dorling_maps_that_show_us_who_we_are_not_just_where_we_are?language=en&subtitle=en Maps tell us who we are
- Watch Race Across the World on iPlayer
- Dorling, D. (2015) Inequality and the 1% - Verso
- Marshall, T. (2018) Divided: Why We're Living in an Age of Walls, Elliot and Thompson Ltd
- Marshall, T. (2025) Prisoners of Geography, Elliot and Thompson Ltd
- Thunberg, G. (2019). No One Is Too Small to Make a Difference – Penguin

• Want to get a head start? Careers in Geography and beyond?

<https://timeforgeography.co.uk/video-collections/geography-geoscience-careers/>
<https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9> Careers in GIS

7 July <https://www.rgs.org/events/upcoming-events/choosing-university-geography-course-july> Online

8 July <https://www.rgs.org/events/upcoming-events/careers-in-river-landscapes> Online

22 July London <https://www.rgs.org/events/upcoming-events/choosing-geography-university-summer-workshop>

11 November <https://www.rgs.org/events/upcoming-events/careers-in-ecosystems-and-conservation> Online

• Competition Time

Get ready for our GeoSciences Enrichment Group Competition. Start researching ideas for your competition entry to the Royal Geographical Society Young Geographer of the Year. <https://www.rgs.org/schools/competitions/young-geographer-of-the-year> Poster Competition