

TRANSITION WORK



GEOGRAPHY 2020

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Welcome to the Definitive Guide to A Level Preparation! This guide has been designed to help you 'get ahead' and prepare for the transition to Advanced Level. More importantly, it provides hundreds of opportunities to further engage with the wonderful subject of Geography! There are a lot of different activities recommended in this guide, plus some compulsory tasks you need to do. We recommend you pace yourself throughout this guide. Don't try and do everything at once. Different activities take different amounts of time. Creating a timetable or designating a set amount of time per day/week will help maintain structure and focus. Not only is this work going to give you a head start into the A Level but they will be invaluable for future UCAS applications (whether you are applying for a geography degree or not!) Make sure you keep a log of what you read, watch, write and take part in and be sure to tell the department!

Geography @ Home

There are so many ways to stay engaged with geography between now and your return to school in September. We have compiled a list of our top websites, online newsrooms, podcasts, online courses, journals documentaries, films and even Netflix shows to keep you engaged with geography and develop your geographical understanding ahead of your A Level.



ONLINE NEWS ARTICLES AND JOURNALS

THE CONVERSATION.COM <http://theconversation.com/uk> You will find this really useful to support many of your A Levels. It provides UpToDate articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles.

THE FINANCIAL TIMES <https://enterprise.ft.com/en-gb/secondary-education/?emailId=5e8e3c6c6108d600049de9b5&segmentId=317dd885-a01c-5ae8-e994-47bdcab6df85> Following this link, and registering with your school email, will give you a full subscription to the Financial Times. An invaluable source of economic and geopolitical articles. You can select which topics you see articles on by clicking on myFT and then Manage Topics.

BBC NEWS <https://www.bbc.co.uk/news> An excellent source of UpToDate articles – explore the key headings such as Science, Business, as well as the UK, World and other stories.

THE GUARDIAN <https://www.theguardian.com/uk> Again, many useful articles and logically ordered – keep an eye on the Environment, Science, Society, Global Development stories in particular.

In order to help you find relevant news articles, we have set up a Flipboard magazine for each of the topics that we cover at A Level – we regularly put articles here for you to read. Links to these pages are shown below – there is an app you can download (IOS and Android) to look at the magazines:

- **Water and Carbon** - <https://flipboard.com/@carolsmith3mct/water-and-carbon-cycle-dme9k2uvy>
- **Changing Places** - <https://flipboard.com/@carolsmith3mct/changing-places-fneigl9by>
- **Natural Hazards** - <https://flipboard.com/@carolsmith3mct/natural-hazards-llu6sf0ey>
- **Coasts** - <https://flipboard.com/@carolsmith3mct/coasts-05bv1978y>
- **Population** - <https://flipboard.com/@carolsmith3mct/population-0ccpmnn8y>
- **Global Systems** - <https://flipboard.com/@carolsmith3mct/global-systems-and-global-governance-ujnag9v0y>

PODCASTS

Give your eyes a break at a time when your screen time has increased and pop your headphones in instead to broaden your geographical understanding. These podcasts come highly recommended by the department; a departmental favourite is the 'Ask the Geographer' series.



Costing the Earth – <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> There are some great podcasts here to pick from on a wide variety of geographical issues including climate change, carbon, urban greening, deforestation, alternative power, plastics etc.

Crossing Continents -

<https://www.bbc.co.uk/search?scope=sounds&filter=programmes&q=Crossing%20Continents&suggid=urn%3Abbc%3Aprogrammes%3Ab006qt55> Great for improving your knowledge of other countries and what it is like for people who live there.

From Our Own Correspondent - <https://www.bbc.co.uk/programmes/b006qjlq> Further insights into news stories around the world.

Royal Geographical Society – “Ask the Geographer podcasts” <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> A fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go! You can also use this link to access many other podcasts (<https://soundcloud.com/rgsibg>).

Talks from the Royal Geographical Society

https://www.rgs.org/all/?categories=FreeToView&utm_source=Twitter&utm_medium=social&utm_campaign=SocialSignIn From microplastics to microfinance, the RGS have released over 50 free geographical talks for you to watch and listen to.

The Documentary Podcast - <https://www.bbc.co.uk/programmes/p02nq0lx/episodes/downloads> From the BBC, these podcasts investigate global development issues and affairs.

The Inquiry - <https://www.bbc.co.uk/programmes/p029399x/episodes/downloads> BBC podcasts exploring the trends, forces and ideas shaping the world beyond the headlines.

Podcasts from Oxford University School of Geography and the Environment –

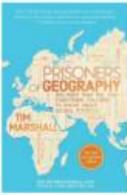
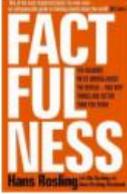
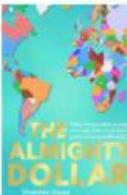
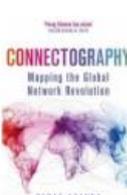
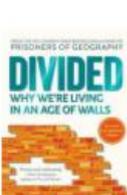
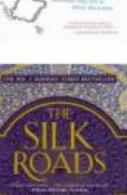
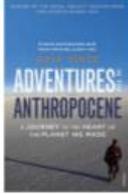
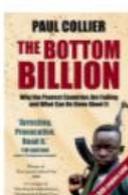
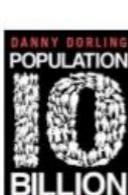
<https://www.geog.ox.ac.uk/news/podcasts/> These online audio resources consist of lectures, seminars and interviews from the School of Geography and the Environment at the University of Oxford.

BOOKS

There are lots of really good books that will your Geography. We recommend all the books on the next page – please ask one of us if you would like further suggestions.



Geography Reading List

- 1**  **Prisoners of Geography**
Tim Marshall
Splitting the world into 10 distinct regions suggests our key political driver continues to be our physical geography. It includes why China and India will never fall into conflict. One of the best books about geopolitics you could imagine!
- 2**  **Factfulness**
Hans Rosling
A radical new explanation of why we systematically get the answers to questions about development, revealing ten instincts that distort our perspective. Sweeps aside our worst instincts and makes the world a sunnier place.
- 3**  **The Almighty Dollar**
Dharshini David
Follows \$1 from a shopping trip in Texas, via China's central bank, Nigerian railroads, the oilfields of Iraq and beyond to reveal the complex relationships of our new globalised world.
- 4**  **Connectography**
Parag Khanna
A guide through the emerging global network civilisation in which megacities complete over connectivity and borders are increasingly irrelevant. Shows how a new foundation of connectivity is pulling together a world that appears to be falling apart.
- 5**  **Divided**
Tim Marshall
There are many reasons why we erect walls, because we are divided in many ways: wealth, race, religion, politics. Understanding what has divided us, past and present, is essential to understanding much of what's going on in the world today.
- 6**  **Off the Map**
Alastair Bonnett
From forgotten enclaves to floating islands, from hidden villages to New York gutter spaces, this book charts the hidden corners of our planet. Topophilia, the love of place, is a fundamental part of what it is to be human.
- 7**  **The Silk Roads**
Peter Frankopan
Our understanding of the world is shaped by the narrow focus on western Europe and the US. An antidote to Eurocentric accounts of the world, examining several continents and centuries and the factors that influenced the flow of goods and ideas.
- 8**  **Worth Dying For**
Tim Marshall
The histories, the power and the politics of the symbols that unite and divide us. We wave them and burn them and still, in the 21st century, we die for them. We need to understand the symbols that people are rallying around.
- 9**  **Adventures in the Anthropocene**
Gaia Vince
Our planet is said to be crossing into the Age of Humans. This book sees what life is really like for people on the frontline of the planet we've made, from artificial glaciers to electrified reefs.
- 10**  **10 Billion**
Stephen Emmott
It's about our failure: failure as individuals, the failure of business and the failure of our politicians. It is about an unprecedented planetary emergency. It's about the future of us.
- 11**  **The Bottom Billion**
Paul Collier
Explains four traps that prevent the homelands of the world's billion poorest people from growing and receiving the benefits of globalisation - civil war, natural resources, being landlocks and ineffective governance.
- 12**  **10 Billion**
Danny Dorling
Explores how we got to 10 billion and the key issues that we face in the coming decades including how to deal with scarcity of resources and how our cities will grow and how we should prepare for population decline.
- 13**  **Peoplequake**
Fred Pearce
The population bomb is being defused. Half the world's women are having two children or fewer and within a generation, the world's population will be falling, and we will all be getting very old. This book confronts our demographic demons.
- 14**  **This is the Way the World Ends**
Jeff Nesbit
Our world is in trouble - right now. This book tells the real stories of the substantial impacts to Earth's systems unfolding across each continent from longer droughts in the Middle East to the monsoon season shrinking in India. A blueprint for real-time, workable solutions we can tackle together.

GEOGRAPHICAL DOCUMENTARIES

There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in.

The following are all available on IPLAYER:

- **David Attenborough Box Sets**- there are 9 amazing boxsets available on iplayer from David Attenborough exploring our amazing world. <https://www.bbc.co.uk/iplayer/group/p06m42d9>
- **The Americas with Simon Reeve** <https://www.bbc.co.uk/iplayer/episodes/m00095p0/the-americas-with-simon-reeve> The first episode in Alaska/Canada is particularly good for Resource Security looking at energy.
- **Simon Reeve around the World** <https://www.bbc.co.uk/iplayer/group/p06rrnkm> The Russia series is really interesting.
- **Britain Underwater: Fighting the floods** <https://www.itv.com/hub/britain-underwater-fighting-the-floods/7a0157>
- **Joanna Lumley's Hidden Caribbean: Havana to Haiti** <https://www.itv.com/hub/joanna-lumleys-hidden-caribbean-havana-to-haiti/2a7578>
- **Race across the World à** <https://www.bbc.co.uk/iplayer/episode/m000g6nt/race-across-the-world-series-2-episode-1>
- **Andrew Marrs Megacities à** <https://www.bbc.co.uk/programmes/b011qmc1/episodes/guide>
- **Trumps War on the Border à** <https://www.channel4.com/programmes/trumps-war-on-the-border>
- **Dispatches à** <https://www.channel4.com/programmes/dispatches/on-demand/67256-001>
- **Earth from Space – episode 4 The Changing Planet (BBC iPlayer) à** <https://www.bbc.co.uk/iplayer/episode/p072n8m0/earth-from-space-series-1-4-changing-planet>

Geography on NETFLIX, DVD or YOUTUBE:

- [Before the Flood](#)- A film presented by Leonardo DiCaprio- exploring climate change and looking at what needs to be done today to prevent catastrophic disruption
- **Our Planet Netflix Series**- Explores how climate change impacts all living creatures
- **Blood Diamond** – looks at the diamond trade in Sierra Leone
- [An Inconvenient Truth](#) – follows Al Gore on the lecture circuit as he seeks to raise awareness about Climate Change.
- [+ An Inconvenient Sequel](#)



COURSES FOR EVERYONE

If you're interested in learning about specific aspects of Geography and want to show great commitment to the subject you could do an online course. This will obviously take much more time, and is not compulsory, but would be worth thinking about if you have the time. Here are a few possibilities:

The Open University – The Open University is the leading university for flexible, distance teaching. As part of their OpenLearn programme, more than 1,000 free courses are available online for you to boost your brain. Courses accommodate a range of expertise and time required for study. Most also come with a free statement of participation on completion. Here are some of our suggestions for the geographically minded: [Ecology and Ecosystems](#), [Biofuels](#), [Exploring Anxiety](#), [The Frozen Planet](#), [Infection and Immunity](#), [Introduction to Geology](#), and [Water and Human Health](#).

Future Learn – Future Learn is a convenient online hub for free online courses. They collate loads of courses from top UK and European universities. You can filter your course search by subject, the amount of time you'd like to spend studying a week, and the duration of your course. Most courses

have a set start date, but don't worry, you can join and work your way through it after it starts. Future

Learn is powered by cutting edge research in education, favouring micro-learning principles and interactivity in education. *Geographical's* top picks: [Ecology and Wildlife Conservation – University of Leeds](#), [Come Rain or Shine: Understanding the Weather – University of Reading](#), [Exploring Our Ocean – University of Southampton](#).

Open Yale Courses – Yale provide free and open access to a selection of introductory courses taught by the university's highly esteemed scholars. Each course comes with high-quality, downloadable lecture videos, as well as suggested readings and problem sets. Here's some that will certainly appeal to *Geographical* readers: [The Atmosphere, the Ocean and Environmental Change – Professor Ronald Smith](#), [Philosophy and the Science of Human Nature – Professor Tamar Gendler](#), [Global Problems of Population Growth – Professor Robert Wyman](#).

UN CC: e-Learn – UN CC: eLearn is the official United Nations learning partnership for all things related to climate change. They offer self-paced and downloadable courses, meaning you can dip in and out of them as and when you please. There's an abundance of information on climate change – you can learn about climate policy, green economies, sustainable diets and personal finance, and lots more with these interactive courses. Take a look at some of the examples: [Introduction to Green Economy](#), [Climate Change and Cities](#).

Task:

Each time you read, watch or listen to something that is related to Geography, keep a record and summarise what you have found out.

Buy yourself a [Scrapbook](#) (or use a folder) and for everything you do, summarise the following:

- The title, date, publication (if appropriate)
- What are the key things that it is telling you about - can you summarise in up to 10 bullet points (doesn't have to be this many – could be less)?
- What part of Geography/what we study does this link to?
- Are there any keywords that you need to look into more or you feel would be useful for your studies?

You should aim to add at least 2 things (news articles, podcasts, TV programmes etc to your scrapbook a week.

Bring this with you to your first lesson in September.

Task:

Read one of the recommended books (see Geography Reading List above) and complete a piece of work afterwards to show what you learnt about Geography. You could write a review, make a poster presentation etc.

Bring this with you to your first lesson in September.

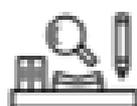
Take Note!

Listen to a revision podcast and complete this reflection sheet...



Title of Episode:

Notes:



Spotlight



Bullet 3 pieces of information you could use to boost your knowledge of the subject or apply to an exam question:

- +
- +
- +

How does this podcast link to topics we have studied?

What are the keywords used in this article? If there are any words you are unsure of, research them and complete the definition below:

Keyword	Definition

Research an image you would use to summarise this podcast:



WHAT DOES A LEVEL GEOGRAPHY LOOK LIKE AT COUNTY?

At A Level, we follow the AQA specification. You will have two exams at the end of the course: one based on the physical topics and one based on the human ones (although there is a big overlap in all the topics); and a Non-Examined Assessment - a 3000 - 4000 word piece of coursework based on your own geographical enquiry.

Physical Exam	Human Exam	NEA
<p>This exam will be 2 hours and 30 minutes and is worth 120 marks</p> <p>Water and Carbon (36 marks)</p> <p>Coastal Environments (36 marks)</p> <p>Hazards (48 marks)</p>	<p>This exam will be 2 hours and 30 minutes and is worth 120 marks</p> <p>Global Governance (36 marks)</p> <p>Changing Places (36 marks)</p> <p>Population and the Environment (48 marks)</p>	<p>This is an independent enquiry meaning that it is driven by you. You will be given a NEA mentor to support you but we will not be able to mark formally and give this back to you. It will be mentor meeting driven – you will get plenty of help.</p> <p>You will need to formulate a title and hypotheses from a topic that is studied on the AQA specification. You will then need to come up with methods to test your hypotheses, you will collect your own data and then present, analyse, conclude and evaluate your investigation.</p> <p>The deadline for this piece of work will be around Christmas time in Year 13.</p> <p>You will go on a residential field trip in March of Year 12 to prepare you for this. The trip will be to the Slapton Ley Field Centre and will run from a Monday to a Friday. (https://www.field-studies-council.org/locations/slaptonley/)</p>

You can find out more about the specification by clicking this link:

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

You will be given access to a GCS Geography A Level Course Handbook in September.

Task:

In order to prepare you for the A Level and the Year 12 topics, please complete 3 activities from the grid below. You must pick one from each column, but you can choose which ones to do within that.

Bring these pieces of work with you to your first lesson in September.

Note about 9 mark exam questions: in an exam you would have about 12 minutes to complete a 9 mark question, so your answer does not need to be a huge essay – it should not be more than about a side of A4 paper (hand written). Your answer should, however, show that you understand the fact that the different topics you have studied in Geography all interlink together and affect each other. In the exam specification this is referred to as synopticity (or synoptic links).

Personal Geography	Year 12 Topic Work	9 Mark Exam Question
Create a personal Geography map of your area. Include photographs, reflections and places of importance.	Water and Carbon Watch the first 5 mins of this video: https://www.youtube.com/watch?v=2D7hZplYICA Find or draw a copy of the Water Cycle. Write a glossary of key terms and definitions and write a detailed explanation of what the water cycle is and how it works.	Water and Carbon How far do you agree that dealing with climate change will require global solutions rather than local?
In 300 words, explain what Geography means to you,	Hazards Create a mindmap on A3 paper on the different types of natural hazards that occur around the world. For each type: what form does the hazard take and what are the potential impacts? Give an example of each hazard. Colour-code your hazards into one of these 3 groups: geophysical, atmospheric and hydrological.	Hazards Assess the reasons why earthquakes of similar magnitude can have different impacts.
Create a Pinterest page of 'Personal Geography'.	Changing Places Watch one of the podcasts here: https://www.rgs.org/all/?categories=Podcast.ChangingPlaces and then complete the Podcast Reflection Sheet which you can find with this transition work on the website.	Changing Places Discuss how change in the built environment can affect how people perceive a place. Consider positive and negative change and refer to examples.

Task:

Please complete the Initial Numeracy Task on the next few pages.

Bring this piece of work with you to your first lesson in September.

Q1	<p>Rhona and Freya are planning their gap-year trip to the USA. They have looked up the maximum and minimum temperatures of three towns they are hoping to visit in order to work out what to pack.</p> <p>Calculate the annual temperature range for each town.</p> <p>Trumpton: Max. 37°C / Min. 8°C Obamaville: Max 29°C / Min -13°C Bushanopolis: Max 39°C / Min 24°C</p>
Your workings:	
Q2	<p>Floodingham has a river running through it that sees a lot of variation in flow. The new monitoring station records river level changes in mm, but for comparison with older recordings they need to be converted into metres.</p> <p>Calculate how much the river level changed in metres each month. Which month showed most variation, and which the least?</p> <p>July: High 2300 mm. Low 1246 mm. September: High 3454 mm. Low 1320 mm. November: High 3657 mm. Low 3144 mm.</p>
Your workings:	
Q3	<p>Kenya has just released some population data from its recent census. Of its total population of 47,673,499 it estimates that 42% are between the ages of 0-14.</p> <p>Calculate how many children aged 0-14 live in Kenya to the nearest whole number.</p>
Your workings:	

Q4	<p>Seathwaite, in the Lake District, is one of the wettest places in England. It recorded these rainfall totals on consecutive days recently.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>mm.</td> <td>56</td> <td>93</td> <td>148</td> <td>137</td> <td>84</td> <td>25</td> <td>12</td> <td>212</td> <td>76</td> </tr> </table> <p>Calculate the total rainfall, the mean daily rainfall, and the median figure.</p>	mm.	56	93	148	137	84	25	12	212	76
mm.	56	93	148	137	84	25	12	212	76		
<p>Your workings:</p>											

Q5	<p>In Oman, oil revenues generate \$143,640,000,000 of wealth. The country has a total annual GDP (wealth) of \$171 billion.</p> <p>Calculate the percentage contribution of oil revenue to total annual wealth.</p>
<p>Your workings:</p>	

Q6	<p>California has one of the largest water footprints in the USA. $\frac{4}{8}$ its water needs go to environmental uses, $\frac{2}{5}$ to agriculture and $\frac{2}{20}$ to industry.</p> <p>Calculate the percentage of water that goes to each of these 3 uses.</p>
<p>Your workings:</p>	

Q7	<p>A plane is flying from Manchester to Reykjavik at an average speed of 320 mph. The distance is 1040 miles. But the data needs to be consistent with European metric data bases. 1 mile is approximately 1.6 km.</p> <p>Calculate the distance in km. and the average speed in kph. Assuming the plane leaves Manchester at 13.30 hrs, and Iceland is 1 hr behind Manchester time, what time will the plane land at Reykjavik local time.</p>
<p>Your workings:</p>	

Q8 A melting Norwegian glacier is 2.352 km long. In the last 10 years, it has retreated 147 metres.

Calculate the percentage loss of the glacier length over that time to one decimal point. Estimate how many years it will take for the glacier to fully disappear assuming consistent melting rates.

Your workings:

Q9 In 2016 car manufacturing in Slovakia produced 1,038,503 cars. In 2010, Slovakia produced 880,721 cars.

Calculate the percentage increase in car production over the six years.

Your workings:

Q10 To enter beach material results into a database following a quadrat survey of a stretch of coastline, it was necessary to convert the estimated percentages of coverage by each material type into decimal values.

What percentage (%) did these material types cover in the quadrat? The remainder was obscured by seaweed. What percentage and decimal value was that?

Sand: 0.25 Shingle: 0.08 Pebbles: 0.44 Rocks: 0.16

Your workings:

Q11 The changing birth rates for a selection of countries is being studied. What patterns/trends are observable, and where do you see anomalies that would justify further investigation?

Country	BR 1990	BR2017		Country	BR 1990	BR 2017
Somalia	44.3	39.6		China	10.5	12.3
Norway	13.5	12.2		Uganda	48.8	42.9
Senegal	39.9	36.3		Iceland	13.9	13.7
Japan	7.9	7.7		Denmark	10.8	10.5
Angola	45.3	44.8		Italy	8.9	8.6

Your workings:

Q12 As part of a Changing Place study, a total of 90 residents were surveyed asking how long they had lived in their current house. The results were rounded up to whole per cent.

a) Calculate the number of people who responded in each category. (Possibly not a whole number as the percentages have been rounded).

b) Approximately how many times greater is the largest response category compared with the smallest?

c) Why might you have anticipated the smallest category to have the lowest response number?

Length of residence in this house

Length of Residence	Percentage
< 2 yrs	6%
2-5 yrs	21%
6-10 yrs	35%
11-15 yrs	13%
16-20 yrs	15%
> 20 yrs	10%

Your workings:

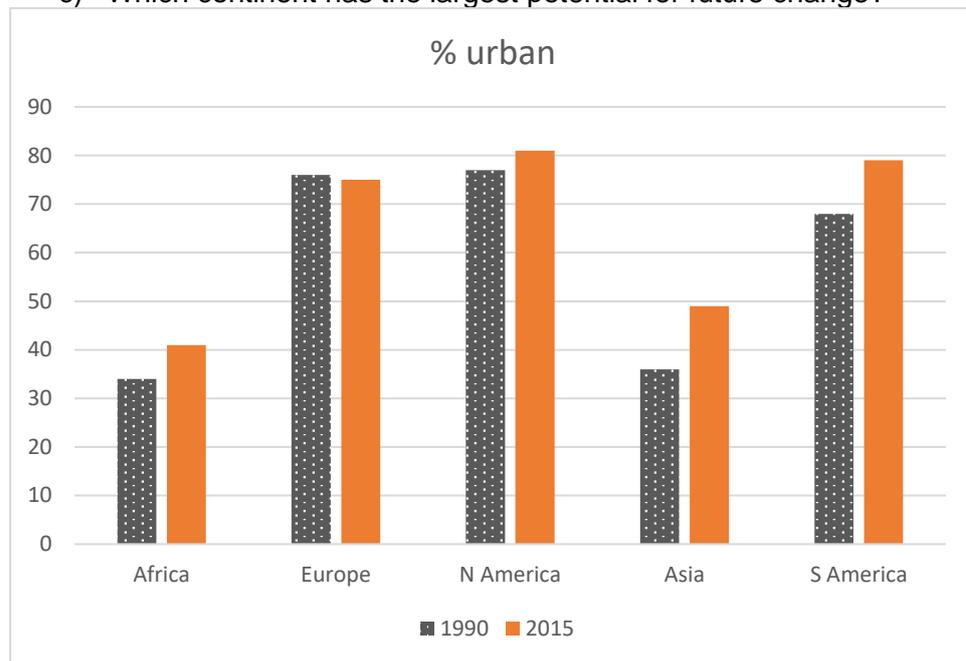
Q13 Ben and Oki fly out from London, Ben westwards to Los Angeles at longitude $118^{\circ} 55'$ and Oki eastwards to $146^{\circ} 23'$ in Japan.

How far, in degrees of longitude, are they apart?

Your workings:

Q14 The chart shows the changing percentage of people living in urban areas between 1990 and 2015.

- a) Which continent has shown the largest proportional change?
- b) Which continent is an anomaly?
- c) Which continent has the largest potential for future change?



Your workings:

Q15 See if you can work through a standard formula 'blind'. Apply the values provided below to the formula to calculate the value of r_s (to 2 dec. places)

$$r_s = 1 - \frac{6(\sum d^2)}{n^3 - n}$$

Where $\sum d^2$ is 13.8
And n is 11

Your workings:

We look forward to welcoming you to Geography A Level in person when we return to school, but in the mean-time please complete the work set in this document. If you have any questions or need any help, please contact Mrs Smith – csmith@guildfordcounty.co.uk

And finally, here is a list of what you need to bring with you to your first Geography lesson in September – please make sure all work is clearly named:

- A scrapbook (or folder) to with summaries of what you have read/watched/listened to that has helped broaden your geographical knowledge and understanding
- A piece of work that summarises a book you have read from the Geography Reading List
- One of the pieces of work on Personal Geographies
- One of the pieces of work about a Year 12 topic
- Your answer to one of the 9 mark exam questions
- The completed Initial Numeracy Assessment

There is an additional optional task on the following pages if you want an additional challenge!

Thank you very much – see you in September!



Optional Task

If you want a challenge, enter the Royal Geographical Society Young Geographer of the Year competition! You can read about it here (you need to make sure you enter the KS4 competition):

<https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2020-competition/>

Entries need to be in by **30th June 2020**. We would love to see your entry – if you do enter please also send a copy of your work to csmith@guildfordcounty.co.uk

There is a PowerPoint to help you with this competition in the Geography Transition Work folder (where you accessed this document).

The official poster from the Royal Geographical Society is on the next page.

Young Geographer of the Year Competition 2020

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning

Geographical

The world beyond my window



This year's Young Geographer of the Year competition gives young people the chance to explore the potential that geography holds. Although we might all be confined to our homes, and doing #geographyathome, we are asking young people to explore their wider geographical horizons by providing entries to our Young Geographer of the Year competition and explore the geography of:

"The world beyond my window"

We are interested in entries that explore the human and physical geography of places that exist beyond a young person's window, be it locally or further afield. We want to know how young people's lives are connected to and influenced by these places - be the connections physical, digital or emotional. We also want to understand how geographical processes in the physical and human worlds have created these places and might be changing them.

Entering the competition

The competition has four categories.

- Key Stage 2 (pupils aged 7-11)
- Key Stage 3 (pupils aged 11-14)
- Key Stage 4 or GCSE (pupils aged 14-16)
- Key Stage 5 or A Level (pupils aged 16-18)

Students should enter the Key Stage category which they will be in as of 30 June 2020.

The deadline for receipt of all entries is **Tuesday 30 June 2020 at 5.00pm. Entries received after this time will not be accepted.** Due to the volume of entries we receive, we will only contact you/your student if you are selected as one of our winners.

All winners will be announced by the end of the summer term. All entries **must** include an Entry Form. Submissions can be

made by individual students or teachers. Teacher and school contact details must be provided. If you are a teacher sending in entries, please note how many students took part in the competition. Given the COVID situation entries can **only** be submitted as an electronic copy, scan or photo and must be accompanied with an entry form. They should be sent to YGOTY@RGS.ORG (or entered via WeTransfer).

We **cannot** accept or judge any entries by post.

General entry criteria

KS2, KS3 and KS4 students will produce an **A3 size** entry. This can be hand-made (then sent in electronically via a scanned copy or photograph) or using PowerPoint, word, publisher or PDF, etc. KS5 students will produce an **Esri Story Map** containing no more than 1,500 words.

All entries should address this year's theme and must meet the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps or images
- Accurate use of symbols, scales and keys,
- Original and independently produced—class sets of identical entries will not be accepted or entries which have copied information from other sources, such as the internet
- If produced electronically, please use a minimum font size of point 10

Key Stage 2 criteria

- Describe one or more geographical ideas
- Use at least one annotated image, diagram, chart or map

Key Stage 3 criteria

- Describe two or more geographical ideas
- Use at least two annotated images diagrams, charts or maps

Key Stage 4 criteria

- Describe three or more geographical ideas
- Use at least three annotated images, diagrams, charts or maps

Key Stage 5 criteria

- Describe and discuss multiple geographical ideas
- Demonstrate a strong use of annotated images, diagrams, charts or maps.



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