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The Regis School Sixth Form

Year 11 into Year 12 transition work

This booklet contains tasks to complete over the summer which will help prepare you for your A-Level studies in our Sixth Form.

Please work through the tasks. If you get stuck or would like further guidance. Please contact Katie.Robinson@theregisschool.co.uk



Task One

Throughout these tasks, you will need to access the 'Bridging Work' document which can be found here:

P:\0. Working from home\Year 11\Geography\Year 11-12 Bridging work to find links to news, books, films and podcasts that will help you get A Level ready.

TASK: Choose at least one news article, one film, one podcast and one documentary to watch. Keep a journal of the resources you use and make sure you reference your sources by writing the title or website you have used. Make notes and focus on how the source explores the **relationship between people and the environment**.

Enjoy your journey 😊



Task two:

Read this article from [theconversation.com](https://theconversation.com/coronavirus-were-in-a-real-time-laboratory-of-a-more-sustainable-urban-future-135712)

- <https://theconversation.com/coronavirus-were-in-a-real-time-laboratory-of-a-more-sustainable-urban-future-135712>
1. How might cities become more sustainable after the Corona Virus?
 2. What might be the longer term negative impact of COVID19 on our cities?
 3. Choose three of the ideas to improve cities (at the end of the article), explain why you would find them most effective in creating a more sustainable urban way of living.
 4. Which of the 10 would you least recommend and why?



Task three:

Choose at least one news article, one film, one podcast and one documentary to watch. Keep a journal of the resources you use and make sure you reference your sources by writing the title or website you have used. Make notes and focus on how the source explores the relationship between people and the environment.

You should now have at least **two** examples from each type of source.

Make sure you pick at least one source from p8 Globalisation and p9 Regeneration

Enjoy your journey 😊



Task four:

Use the BBC Sounds app or the link here: <https://www.bbc.co.uk/programmes/b006r4wn> to listen to 'Plastic Burnout' <https://www.bbc.co.uk/programmes/m000gsmd>

Answer the questions below

1. What are the health problems caused by burning plastic?
2. Which companies are to blame and what pollution types are they responsible for?
3. Why is the plastic burnt?
4. How reliable is the data in the documentary?
5. Why is the situation getting worse?
6. Which countries are effected?
7. What other problems can uncollected rubbish cause?
8. Are there any solution's?



Listen to <https://www.bbc.co.uk/programmes/m000h0g6> 'Fantastic Plastic' to write up case study notes on countries that have found solutions to their plastic problem



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Geography

Task five:

Choose at least **one news article, one film, one podcast and one documentary** to watch. Keep a journal of the resources you use and make sure you reference your sources by writing the title or website you have used. Make notes and focus on how the source explores the relationship between people and the environment. **You should now have at least **three** examples from each type of source**

Enjoy your journey 😊

Missing travel and holidays – have a go at this race around the world quiz

<https://www.bbc.co.uk/bitesize/articles/zjdx39> How far did you get?



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Geography

Task six:

Read this article

<https://www.weforum.org/agenda/2020/04/green-stimulus-pakistan-trees-coronavirus-covid10-environment-climate-change>

Create a summary chart that shows the economic, social, environmental impacts of this project

Consider both positive and negative impacts and if the impacts will be long or short term

What lessons could other countries learn from this example?

Choose a second article from <https://theconversation.com/uk/environment> and design your own chart to summarise the main points of the example(s) in the article



Task seven:

Choose at least **one news article, one film, one podcast and one documentary** to watch. Keep a journal of the resources you use and make sure you reference your sources by writing the title or website you have used. Make notes and focus on how the source explores the relationship between people and the environment. **You should now have at least four examples from each type of source.** If you haven't already chosen it include <https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts> as your documentary

Enjoy your journey 😊



Task eight:

If you have access to Netflix watch the documentary '**Sharkwater Extinction**'.

As you watch consider the social, economic and environmental issues linked to the shark fin industry.

Write a short essay:

How will this create a positive local, national and global impact if we are successful in stopping this trade?



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Geography

Task Nine: Super-Curricular Activities

“Super-curricular activities are those that take the subjects you study further, beyond that which your teacher has taught you or what you've done for homework”

Oxford University

At The Regis School Sixth Form, we believe that subject knowledge and subject expertise are essential in securing the best possible University places. In addition to grade requirements, the most effective way to support your University application is to show that you have worked consistently and autonomously outside of the classroom and beyond the A level and BTEC curriculum. We want you to show that you have genuine interest in your chosen subject.

When applying to Universities and for apprenticeships, students who have completed a range of relevant super-curricular activities are more likely to receive multiple offers or asked to attend interviews.

There are many examples of super-curricular activities, including watching and reviewing films, documentaries and TED talks; reading journal articles and books; listening to podcasts; and completing online MOOCS. This [link](#) illustrates the vast array of super-curricular activities students could complete to broaden their learning.

Your Super-Curricular Summer Challenge

We would like you to pick and complete 3 super-curricular activities over the summer- these are published on the next page.

To help choose your activities, each subject has a page with activity suggestions in this booklet. Some activities have links that you can click on to complete; whereas some activities are the titles of books or films that you will have to find access to. Once you have picked the activities, we would like you to complete them and write a 200 word review as your final task.

By completing the super-curricular activities, you will begin to explore your Sixth Form subjects. Furthermore, by September you will also have 9 super-curricular activities completed that you can potentially use to supplement your future applications to universities, apprenticeships or employers.



Geography



- The Boy who harnessed the wind
 - Before the Flood (2016) – Fisher Stevens
 - An Inconvenient Truth and An Inconvenient Sequel (2006, 2016) – Davis Guggenheim
 - The Impossible (2012) – J.A. Bayona
 - Slumdog Millionaire (15) – Danny Boyle
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- Why you should be a climate activist - [here](#)
 - Mega Cities – [here](#)
 - Maps that show us who we are - [here](#)
 - Asia's rise: how and when? - [here](#)
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- Prisoners of Geography - Tim Marshall
 - Brick Lane - Monica Ali
 - The Happy City - Charles Montgomery
 - The Power of Place - Harm De Blij
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- The Conversation – [here](#)
 - Human Geography- [here](#)
 - Physical Geography - [here](#)
 - BBC News – [here](#)
 - The Guardian online - [here](#)
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- Oxford University Geography Department Podcasts - [here](#)
- Royal Geographical Society - [here](#)
- The Documentary podcast - [here](#)

