

# **Woodhouse Grove School**

## **Bridging the GCSE to A Level Geography Gap**

### **Booklet**

**\* To access some of the links in the document, copy and paste into your internet browser**

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## Bridging the GCSE to A Level Geography Gap

Hoping to study Geography at A level? Or interested in just furthering your knowledge of Geography post the GCSEs?

There are a number of things you can do:

1. **Developing as a geographer** – through general reading around/watching videos/listening to podcasts etc the geography subject to develop your geography knowledge and understanding.
2. **Become a News Buff**- Watch the news- BBC news between 6am-9am or at 6pm. Or get on the BBC news app? Other websites such as the Guardian, The Independent, The Times. Create a Geography in the News Diary of all things that are relevant to what you are studying.
3. **Preparing for the A Level Course**- Starting to explore the topics and their foundations in which they will be studied in the A Level Course – work will be provided to help you do this.
4. **Resources** – A4 file paper will be provided. A lever arch folder will be useful even if you are using a laptop to file resources, handouts, exam questions, etc. If you do work on a laptop make sure you print out your work regularly and back up work in onedrive/googledrive.

To be a great geographer, you will need to develop the ability to think synoptically, being able to see the greater overview and how everything we study in geography links together. Geography is not just about the studying people and landscapes, it is also the relationships that exists between people and their environment.

### How can I develop as a Geographer before September?

Below are some links to podcasts, websites, books and even films which provide a great way of staying inspired and engaging with Geography:

#### PODCASTS:

- **Costing the Earth**- There are some great podcasts here to pick from on a wide variety of geographical issues. <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics including climate change, carbon, urban greening, deforestation, alternative powers, plastics (etc))
- **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.
- **Links to general podcasts**
- <https://eternalexploration.wordpress.com/2016/01/04/top-10-podcasts-for-geography-students/> - this has a number of different links to geography podcast, specifically targeted to Geography students. Definitely recommend the TED talks.

#### BOOKS:

If you are into reading both fiction and non fictions, why not try some Geographically themed books/magazines:

- **Prisoners of Geography by Tim Marshall** – an insightful book which helps understanding how the physical geography impacts on political reality and really helps to understand how decisions of world leaders have been shaped by geography- a good introduction to Geopolitics
- **Geography Review Magazines**: Subscribe for £40 and you will get 4 up to date magazines with articles that will be really relevant to the topics that you are studying.



## 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>
- **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** → <https://www.bbc.co.uk/iplayer/episode/m000g6nt/race-across-the-world-series-2-episode-1>
- **Andrew Marrs Megacities** → <https://www.bbc.co.uk/programmes/b011qmcl/episodes/guide>
- **Trumps War on the Border** → <https://www.channel4.com/programmes/trumps-war-on-the-border>
- **Dispatches** → <https://www.channel4.com/programmes/dispatches/on-demand/67256-001>

## 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
- **Slum Dog Millionaire** – the issues of informal settlements

## What should I do with the News that I am Watching?

You should be regularly watching the news to keep you up to date with what is happening in relations to the inter-relationship between people and the environment. You will be really surprised how many of the news bulletins relate to what you are studying.

- **BBC NEWS:** <https://www.bbc.co.uk/news-> an excellent source of up to date articles- explore the headings such as Science, UK, WORLD and other stores
- **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.
- **THE CONVERSATION:** <https://theconversation.com/uk> - Really useful to support many of you're a Levels. Up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising the key points in a short but insightful articles.

Get yourself a **Scrapbook** and either cut out the headline from a newspaper/print it off/ or just write it in your book and summarise the following:

- What are the key things that the article is telling you about- can you summarise in to 10 main points
- 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.

## What does the A Level Course look like at Woodhouse Grove?

At A Level, we follow the AQA specification. You will have two exams; one physical exam and one human exam, and one Non-Examined Assessment- essentially a 3000-4000 word piece of coursework.

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>Contemporary Urban Environments (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.</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 will be in the end of the Autumn term 2026</p> <p>You will be taken out on 4 days fieldwork work to prep you for this – there will be a cost involved for transportation</p>

### Pre Reading:

#### Water and Carbon:

- **Physics and Maths Tutor-** <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/water-and-carbon-cycles/> - some good links to other reading for the subject.
- **An introduction in to the [Water Cycle](#)**
- **An introduction in to the [Carbon Cycle](#)**
- **An introduction into the [Carbon Cycle](#)** - a good geofile which introduces you to the carbon cycle.
- **Documentary on Climate change:**
  - o <https://www.bbc.co.uk/iplayer/episode/m0009drg/panorama-climate-change-what-can-we-do>
  - o <https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>
- **[News Articles](#) on Climate Change**

#### Coasts:

- **Geofile on [Sediment Cells, Waves Types and Tides](#)** - [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile\\_575\\_coastal\\_systems.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile_575_coastal_systems.pdf) – a good understanding of what the coastal system is made up of.
- **Geofile on different [Coastal processes](#)-** [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms\\_and\\_coastal\\_erosion\\_examples\\_from\\_east\\_yorkshire.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms_and_coastal_erosion_examples_from_east_yorkshire.pdf) - understanding the different processes that create different landforms
- **Geofile on [Mass Movement in the UK](#)** – [http://vle.langton.kent.sch.uk/file.php/1014/Geoactive\\_480\\_Mass\\_Movement\\_Processes\\_and\\_Hazards.pdf](http://vle.langton.kent.sch.uk/file.php/1014/Geoactive_480_Mass_Movement_Processes_and_Hazards.pdf) - a good link to different types of mass movement
- **Geofile on [Coastal Management](#)** – [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08\\_coastal\\_management.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08_coastal_management.pdf) - good comparison between different types of management strategies
- **Geofile on [Holderness Coast](#)** – [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal\\_management\\_holderness\\_2.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_management_holderness_2.pdf) - A good look at a case study of a shore line management plan.

#### Hazards:

- **Physics and Maths Tutor-** <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/> some good links to other reading for the subject.
- **Geofile on Hazard Hotspots and Response** – <https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/hazard-hotspots.pdf> - a A Level concept new to you on different ways to respond to Hazards
- **Video:** Power of the Planet (Volcanoes) <https://www.dailymotion.com/video/x5af4kg> - a great introduction to the work on volcanoes we will be doing
- **Reading: Plate Tectonics (The Geological Society)** – This will be a good set up from your GCSE work to A Level and definitely worth navigating around the site <https://www.geolsoc.org.uk/Plate-Tectonics>

### Global Governance

- **A RGS summary of Global Governance** – A good overview of the course <https://www.rgs.org/schools/teaching-resources/global-systems-and-global-governance/>
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- **Antarctica Case Study** - <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Global-Systems-and-Global-Governance/Case-Studies/Global%20Systems%20and%20Governance%20-%20Antarctica%20Case%20Study%20.pdf>

### Changing Places

- **Physics and Maths Tutor- Changing Places** – A really good overview of what the course is about and some of the information you will learn next year. - <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/changing-places/>
- **A RGS summary of Changing Places** – A good overview of the course - <https://www.rgs.org/schools/teaching-resources/changing-place;-changing-places/>
- **Geofile on the Occupy Movement**
- **Interesting article by Doreen Massey**- A human geography looking at The Sense of Place
- **Changing Spaces –Making Places** = A good powerpoint going through some of the content of the topic.

### Contemporary Urban Environments

- The United Nations publishes a number of useful annual reports on cities, including [The World Population Prospects: 2015 Revision](#).
- [The Geographers](#) has a useful website with links and resources to many urban issues. There are further RGS urban geography resources and lectures on the [21st Century challenges page](#). [Urban Geography Research Group](#) (UGRG) of the Royal Geographical Society/Institute of British
- Read the excellent article on mega and meta cities by Mark Rowe (2014) 'Growing pains' in *Geographical magazine*. (Sept, 2014) - <https://geographical.co.uk/magazine/item/1170>
- Geofile 696 Mumbai : a megacity - [http://sisgeographyigcsewiki.mrbgeography.com/files/mumbai\\_megacity.pdf](http://sisgeographyigcsewiki.mrbgeography.com/files/mumbai_megacity.pdf)
- Garrington, S. (April 2008) 'A case study of village suburbanisation' *GeoFile* 570 - [http://vle.langton.kent.sch.uk/file.php/546/Bayston\\_Hill\\_a\\_case\\_study\\_of\\_village\\_suburbanisation.pdf](http://vle.langton.kent.sch.uk/file.php/546/Bayston_Hill_a_case_study_of_village_suburbanisation.pdf)
- Boot, J. (April 2005) 'The gentrification of the inner city: processes and fieldwork' *GeoFile* 496
- Read article and watch clip about [gentrification in Notting Hill, London](#)
- See footage and discussion of [anti-gentrification protests in London in September 2015](#)

**Complete three (or more) of the tasks from the grid below based on the reading and research you have done.**

<p>Create a personal geography map of your own area- include photographs, personal reflections and places of importance (Changing Places)</p>	<p>Watch one documentary on Climate Change- Create 20 questions that people could answer if they were to watch the documentary. (Water and Carbon)</p>	<p>Produce a presentation on different world cities and megacities. Examples might include: <b>MUMBAI</b> Wraight, P. (Sept 2013) 'Mumbai: case study of a megacity' <i>GeoFile</i> 696 <b>LAGOS</b> Rutter, J. (Sept 2011) 'Lagos: case study of a world city' <i>GeoFile</i> 650 <b>SHANGHAI</b> Guinness, P. (2014) 'Urban issues in Shanghai' <i>GeoFile</i> 511 <b>BEIJING</b> Guinness, P. (Sept 2010) 'Beijing a global city' <i>GeoFile</i> 627 (Contemporary Urban Environments)</p>
<p>How has Covid 19 changed our places? Consider before, during and after. Use images, virtual interviews, own experiences (Changing Places)</p>	<p>In 300 words, explain what 'geography' means to you</p>	<p>Produce a mind map of the multi-hazard area of Haiti (Hazards)</p>
<p>Read the Antarctica Case Study. Write a letter to the prime minister explaining the importance of both looking after Antarctica and using it as a Global Commons (Global Governance)</p>	<p>Read the Geofile 'Coastal Systems, waves, sediments and cells and summarise on 1 side of A4 paper. (Coasts)</p>	<p>Collect together a number of newspaper articles highlighting current issues such as housing shortages, air pollution and flooding. Get students to think about their local urban areas or cities they are familiar with and discuss the issues that face these cities. (Contemporary Urban Environments)</p>



**Changing places focuses on people's engagement with places, their experience of them and the qualities they ascribe to them.**

Read the extract below, the work of Doreen Massey (1994) and the geographical descriptions and reflections of a street near her home: Kilburn High Road in London

Take, for instance, a walk down Kilburn High Road, my local shopping centre. It is a pretty ordinary place, north-west of the centre of London. Under the railway bridge the newspaper stand sells papers from every county of what my neighbours, many of whom come from there, still often call the Irish Free State. The post boxes down the High Road, and many an empty space on a wall, are adorned with the letters IRA. Other available spaces are plastered this week with posters for a special meeting in remembrance: Ten Years after the Hunger Strike. At the local theatre Eamon Morrissey has a one-man show; the National Club has the Wolfe Tones on, and at the Black Lion there's Finnegans Wake. In two shops I notice this week's lottery ticket winners: in one the name is Teresa Gleeson, in the other, Chouman Hassan. Thread your way through the often almost stationary traffic diagonally across the road from the newsstand and there's a shop which as long as I can remember has displayed saris in the window, four life-sized models of Indian women, and reams of cloth. On the door a notice announces a forthcoming concert at Wembley Arena: Anand Miland presents Rekha, live, with Aamir Khan, Salman Khan, Jai Chawla and Raveena Tandon. On another ad, for the end of the month, is written, 'All Hindus are cordially invited'. In another newsagents I chat with the man who keeps it, a Muslim unutterably depressed by events in the Gulf, silently chafing at having to sell the Sun. Overhead there is always at least one aeroplane - we seem to have on a flight-path to Heathrow and by the time they're over Kilburn you can see them clearly enough to tell the airline and wonder as you struggle with your shopping where they're coming from. Below, the reason the traffic is snarled up (another odd effect of time-space compression!) is in part because this is one of the main entrances to and escape routes from London, the road to Staples Corner and the beginning of the M1 to 'the North'.

Reflecting on what you have read, complete the two tasks below, to provide a discussion point during the first few lessons, and to introduce you to the concept of place.

**Task 1:**

- Find/take a photograph of your 'place'
- Place it in the middle of a piece of A4 paper
- Annotate the photograph to describe and explain your 'place' or write a paragraph similar to that of Doreen Massey

**What is Place?**

Your home  
School  
Local town  
Favourite restaurant  
Regular holiday destination

You decide what the term 'place' means to you

**Task 2:**

- Find a photograph of a 'place' on the internet which you have never been to
- Place it in the middle of a piece of A4 paper
- Annotate the photograph to describe this place

**Task 3**

- Compare your feelings/emotions to the 2 places

## Hazards

In this chapter you will study:

- the concept of hazard in a geographical context
- volcanic hazards
- seismic hazards
- storm hazards
- wildfires

In this chapter you will focus on the atmosphere and the lithosphere (the earth's crust and the section immediately below it – the upper mantle), which intermittently but regularly present hazards to human populations, often in a dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, you will be able to engage with many dimensions of the relationships between people and the environment in which they live. The study of natural hazards will also give you the opportunity to exercise and develop your observational skills, measurement and geospatial mapping skills, together with data manipulation, interpretation and presentation of statistics.



Task 1 : Using the internet:

- Define what is meant by a natural hazard
- Give 6 examples of natural hazards
- Research the Park disaster response model and try and describe what it is trying to show

Task 2:

- Alfred Wegener put forward a theory of “plate tectonics.” Outline this theory and identify his evidence to support his theory.

Task 3:

- Locate 2 different disasters (resulting from natural hazards).
- Identify the effects the 2 disasters and evaluate the quality of response.





## Geography – Coastal Systems and Landscapes

Coastal zones are dynamic environments with distinctive landscapes formed by the interaction of a range of atmospheric, marine and terrestrial processes. Coastal environments are important to the human race. About half of the world's population live on coastal plains with over 50% of the population living within 150km of the sea.

**Activity:** Make use of the internet to research answers to the following questions.

1. Arrange the coastal zones (nearshore, backshore, offshore, foreshore) in order from furthest from the shore to closest.
2. Decide which coastal zone is being described by each statement in the list below:
  - i) This zone is entirely landward of the high-water mark under normal conditions.
  - ii) This zone covers all areas below the low-water mark where waves still impact on the underlying land.
  - iii) Changes take place in this zone only during storms.
  - iv) Sediment deposition is the only activity in this zone.
  - v) Under normal conditions, this is the most important zone for marine processes.
  - vi) This zone covers all areas where waves no longer impact on the underlying seabed.
3. Coastlines are dynamic. What does this mean?
4. Is the coastal system open or closed? Briefly explain your choice.
5. The system can be thought of as consisting of inputs, processes and outputs. Decide which best describes each item in the list below:
  - i) Depositional coastal landforms.
  - ii) Land-derived sediment.
  - iii) Erosional coastal landforms.
  - iv) Wind transport.
  - v) Lost wave energy.
  - vi) Sediment accumulations beyond the tidal limit.
  - vii) Energy from waves/wind/tides/currents.
  - viii) Longshore drift.
6. How is the size and strength of a wave determined?
7. There are two types of wave: **constructive** and **destructive**. Allocate each of the phrases below to one of the wave types to help highlight their differences:

Weak swash	break frequently, 10-14 per minute	strong swash
5-6 metres high	more energy	builds up the beach
less energy	break about 6-8 times per minute	strong backwash
about 1 metre high	removes material from the beach.	
8. Define the following processes of coastal erosion:
  - Hydraulic action
  - Abrasion
  - Attrition
  - Corrosion.

# Woodhouse Grove

## Physical geography: Hazards

### 3.1 Physical geography

Physical option

Specification content Week Number	Subject-specific skills development	Learning outcomes	Suggested learning activities (including ref to differentiation and extension activities)	Resources
<b>Lesson 1</b> <b>The concept of hazard in a geographical context</b> <ul style="list-style-type: none"><li>Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological).</li></ul>	Use of key subject specific and technical terminology.  Identifying, finding and using a variety of sources of geographical information.	An overview of the concept of the terms ' <b>hazard</b> ', ' <b>natural hazard</b> ' and ' <b>disaster</b> ' as used by geographers.  Students to be able to identify examples of different types of natural hazards, including: <ul style="list-style-type: none"><li>geophysical</li><li>atmospheric</li><li>hydrological.</li></ul>	Look at the 3 resources (links).  Define what does the term 'hazard' means.  Identify/describe how hazards can be classified.  What is a disaster?	<a href="#">Introductory article on "natural hazards"</a>  5 minute video clip on <a href="#">how natural hazards affect humans</a>  <a href="#">Definitions of types of hazards</a> and excellent links to further information on each
<b>Lesson 2</b>	Use of key terminology and using source information	An understanding of vulnerability and the factors that influence it.	Read the link attached.  Define vulnerability  Identify the human and physical factors that affect risk.  Consider how the following have impacted on vulnerability: <ul style="list-style-type: none"><li>scale of the disaster</li><li>demographic factors</li></ul>	Reading on Vulnerability and Hazards – something that is different with the A Level is you need to be more aware of why people are vulnerable to Natural Hazards <a href="https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/gf731_what_makes_people_vulnerable_to_natural_hazards.pdf">https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/gf731_what_makes_people_vulnerable_to_natural_hazards.pdf</a>  <a href="#">Video about magma plumes and hotspots in the Hawaiian Islands</a>

<b>Lesson 3</b>	Research skills	Knowledge of recent global hazards	<ul style="list-style-type: none"> <li>• level of economic development</li> <li>• culture/attitudes.</li> </ul> <p>Using the internet research the natural hazards that have occurred in the past 12 months (e.g Australian wildfires). State the hazard, where it occurred and give 5 impacts of the hazard. Better answers classify the impact (economic/social/environmental) You should have at least 7 different hazards examples.</p>	
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Specification content Week number	Subject-specific skills development	Learning outcomes	Learning activities (including ref to differentiation and extension activities)	Resources
<b>Lesson 1</b> The concept of place and the importance of place in human life and experience	Use of key subject specific and technical terminology.  Core and ICT/research skills.	An overview of the concept of place. Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.	Define location, locale and sense of place  Produce a spider diagram for a local place – location, locale, sense of place  Read Doreen Massey – A global sense of place and Kilburn High Street  Find/take a photograph of your 'place'. Place it in the middle of a piece of A4 paper. Annotate the photograph to describe and explain your 'place'  Extension: Write a paragraph similar to that of Doreen Massey	' <a href="#">Changing Places</a> ' by Richard Phillips (2016) on the RGS website. It provides a useful introduction to the different aspects of place - <a href="https://www.rgs.org/schools/teaching-resources/changing-place;-changing-places/">https://www.rgs.org/schools/teaching-resources/changing-place;-changing-places/</a>  Doreen Massey – A global sense of Place - <a href="http://www.aughty.org/pdf/global_sense_place.pdf">http://www.aughty.org/pdf/global_sense_place.pdf</a>
<b>Lesson 2</b> Insider and outsider perspectives on place;		Students will understand the terms 'insider' and 'outsider' in relation to place	Consider what is place and what it means to different people. What is the difference between space and place? Why does place matter?  Look at the photographs of a range of places (local-global scale) to illustrate how different places mean different things to different people, eg Old Trafford (Man Utd v Man City fan); Kos (seen through eyes of tourist or refugee); Jerusalem (seen through eyes of people from different religions). Write these ideas down as a	Create word clouds by copying and pasting text into <a href="#">Wordle</a>

<p><b>Lesson 3</b> Categories of place: near and far, experienced and media places</p>		<p>Understand the different categories of place.</p> <p>Students understand the difference between sense of place and perception of place.</p>	<p>word cloud</p> <p>Think of a place special to you and write down a number of words to describe their feelings about that place.</p> <p>Extension: describe a few of your experiences there. Compare your experiences with others. Are they positive/negative? Does everyone feel the same way? If not, why not? How might their different personal experiences affect the way they feel about it? How might factors such as gender, ethnicity etc affect feelings? Use these words to produce a 'Wordle'.</p> <p>Read the article on perception of place - <a href="http://www.geogspace.edu.au/verve/resources/2.4.1.3_1_perception_places.pdf">http://www.geogspace.edu.au/verve/resources/2.4.1.3_1_perception_places.pdf</a></p> <p>How does a person's lived experience and knowledge of a place influence their perception of place?</p> <p>Produce a local 'sense of place toolkit' to highlight what is special about your local area. See Morecambe Bay and Snowdonia NP examples.</p> <p>Repeat the same exercise for a media place/somewhere you have not visited. How would you describe it? How have you developed feelings/perceptions about this place?</p>	<p>Useful ideas and discussion about perceptions of place can be found at <a href="http://www.geogspace.edu.au/verve/resources/2.4.1.3_1_perception_places.pdf">GeogSpace</a> - <a href="http://www.geogspace.edu.au/verve/resources/2.4.1.3_1_perception_places.pdf">http://www.geogspace.edu.au/verve/resources/2.4.1.3_1_perception_places.pdf</a></p> <p><a href="#">Sense of Place toolkit for Morecambe Bay</a></p> <p><a href="#">Snowdonia sense of place</a></p>
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