GEOGRAPHY STEP UP TO POST 16 CHALLENGE

Minimum Subject Entry Requirements: GCSE Geography 5+, GCSE Maths 5+

The COVID-19 pandemic from a geographical perspective: the four challenges build on from each other and increase in independence, encouraging you to practice key geographical skills to become more informed about this global issue and to see beyond the daily statistics!

Please see the geography resource booklet on the Geography department page of the school website for additional resources and support: https://www.woodgreenacademy.co.uk/departments/geography-department/

Challenge 1: Understanding the geography of pandemics

You need to gain knowledge about this global issue and be able to define the key terms. Using this YouTube lesson (https://www.youtube.com/watch?v=bvmI4JptwBQ) and the additional reading listed in the geography resource booklet, answer and make notes on the following questions:

1. Define epidemic and pandemic – what is the difference?
2. Which historic pandemic has been the most deadly?
3. Define zoonotic diseases and how they are spread.
4. How is it thought the recent coronavirus was started and where?
5. Give an example of some of the other causes that have also been reported make sure sources are trustworthy and beware of fake news!
6. How did the coronavirus get its name?
7. What does the RO of a disease measure?
8. What is the CFR and why is it too early to know the exact number?
9. Summarise Bill Gates 2015 TED talk ‘The next outbreak? We’re not ready.’ What were his main ideas?
10. Research and make notes on the epidemiological transition model – where does the current pandemic fit on the model and why?

Challenge 2: Analysis of global trends

You are going to look at the geographical spread of the virus both temporally (over time) and spatially (its global distribution.) Analysis is about describing the patterns and trends that you can see and not suggesting reasons why. With that in mind, remember that it is not possible to fully describe the trends yet as the pandemic is a dynamic issue and ongoing – we can only comment and what we have seen so far and this is changing often!

1. Research the key events and complete a simple timeline of the pandemic so far.
2. Using the data in the geography resource booklet, plot a line graph of cases in different countries and answer the questions.
3. The following websites have the most up to date figures and use different graphs and tables to display the data.

   - https://www.ft.com/coronavirus-latest
   - https://coronavirus.jhu.edu/map.html
   - https://www.bbc.co.uk/news/world-512351054

TOP TIP: Use the acronym TEAM to help you describe resources and data:
T: Trends and patterns
E: Evidence / Data
A: Anomalies / Exceptions
M: Manipulate the data!
**Challenge 3: Considering the reasons for different levels of outbreak and the impacts caused.**

This global issue is changing quickly and globalisation means that communicable diseases are able to spread much faster than ever before. So have our levels of globalisation contributed to the spread of the virus? In a globalised world, what will the different impacts be and at what scale?

1. Research and collect secondary data for the countries listed on the data table in the resource booklet. You will need to record the number of cases and one other variable. You can choose from KOF Globalisation Index, Human Development Index or Air Traffic per capita. Make sure the data sources are reliable!

2. Plot the secondary data as a scatter graph either on Excel or graph paper and critically evaluate your findings using the questions in the resource booklet.

3. Research the different impacts seen so far or have been suggested may occur in the future. Some may be opinions or subjective as this is a dynamic and ongoing issue. Record them in a table like the one shown in the geography resources booklet. Use your geographical understanding to predict or include your own ideas. Are the impacts mostly local, regional or global?

4. Use the suggested reading, your own research and geographical understanding to complete a bubble map like the one found in the geography resource booklet. Suggest and explain reasons why countries have so far been impacted in different ways and why the spread of the virus has been geographically uneven.

**Challenge 4: Judging the effectiveness of responses at different scales**

From your analysis and geographical understanding of the pandemic, it should be clear that the impacts are geographically uneven in many ways. The pandemic is highlighting the clear differences between countries in terms of their level and scale of response, the quality of global health systems, the varying levels of preparedness as well as the importance of international co-operation and organisations. Some key ideas and examples of responses at different scales have been outlined in the geography resource booklet.

You will be judging the effectiveness of responses to this global pandemic and forming your own geographical opinions – there is no right or wrong answer but you will need to support your ideas and be able to justify them.

1. Use the suggested reading and additional resources in the geography resources booklet to make notes on the different national and global responses to the pandemic and the role of the World Health Organisation. There are templates available in the geography resource booklet to structure your notes.

2. Using your notes and all of the geographical understanding and information you have developed throughout the previous challenges to answer the following questions:

   - National governments and countries have been effective in responding to and managing the COVID-19 pandemic’. To what extent do you agree with this statement?

   - Assess the importance and effectiveness of the World Health Organisation in managing the COVID-19 pandemic.

   **TOP TIP:** As a Geographer you need to be able to consider both sides of the argument / issue before forming your own opinion or conclusion. You need to present a balanced argument - use evidence and specific examples to both support your own opinion, and reflect the counter-argument. For example: identify examples of countries which have been both effective and ineffective in their attempts to respond and manage the outbreak.

School Email for Lead Subject Teacher: laura.veale@woodgreenacademy.co.uk