YEAR 11 (2022/23)

Fundamentals	Skills
The changing economic world • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration. • Economic futures in the UK: • causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.	<u>Cartographic skills</u> Cartographic skills relating to a variety of maps at different scales. <u>Atlas maps:</u> use and understand coordinates – latitude and longitude recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <u>Ordnance Survey maps:</u> use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height numerical and statistical information identify basic landscape features and describe their characteristics from map evidence identify major relief features on maps and relate cross-sectional drawings to relief features draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use interpret cross sections and transects of physical and human landscapes describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes

Resource Management – Energy
Must be confident in the following:
- The significance of food, water and energy to economic and social well-being.
- An overview of global inequalities in the supply and consumption of resources.
- The changing demand and provision of resources in the UK create opportunities and challenges.
- An overview of resources in relation to the UK.
- Food: the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce
- larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food
- the trend towards agribusiness.
- Water:the changing demand for water
- water quality and pollution management
- matching supply and demand – areas of deficit and surplus
- the need for transfer to maintain supplies.
- Energy:the changing energy mix – reliance on fossil fuels, growing significance of renewables
- reduced domestic supplies of coal, gas and oil
- economic and environmental issues associated with exploitation of energy sources

infer human activity from map evidence, including tourism.

Maps in association with photographs:
be able to compare maps
sketch maps: draw, label, understand and interpret
photographs: use and interpret ground, aerial and satellite photographs
describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
draw sketches from photographs
label and annotate diagrams, maps, graphs, sketches and photographs.

Graphical skills

Graphical skills to:
select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
suggest an appropriate form of graphical representation for the data provided
complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
use and understand gradient, contour and value on isoline maps
plot information on graphs when axes and scales are provided
interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Numerical skills

demonstrate an understanding of number, area and scales, and the quantitative relationships between units
design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability

understand and correctly use proportion and ratio, magnitude and frequency
draw informed conclusions from numerical data.

Statistical skills

Statistical skills to:
use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
calculate percentage increase or decrease and understand the use of percentiles
describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

Examples of types of data:
maps
fieldwork data
geo-spatial data presented in a geographical information system (GIS) framework
satellite imagery
written and digital sources
visual and graphical sources
numerical and statistical information.

Formulate enquiry and argument
identify questions and sequences of enquiry
write descriptively, analytically and critically
communicate their ideas effectively
develop an extended written argument
draw well-evidenced and informed conclusions about geographical questions and issues.

Literacy

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate

	information in ways suitable for a range of target audiences.