



Belfairs Academy

GEOGRAPHY Fundamentals Map

YEAR 12 - HUMAN

| Fundamentals | Skills |
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| <p>Unit 1 Global Systems and Global Governance Globalisation</p> <ul style="list-style-type: none"> • Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. • Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. <p>Global systems</p> <ul style="list-style-type: none"> • Form and nature of economic, political, social and environmental interdependence in the contemporary world. • International trade and access to markets • Global features and trends in the volume and pattern of international trade and investment associated with globalisation. • The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. • World trade in at least one food commodity or one manufacturing product. <p>Global governance</p> <ul style="list-style-type: none"> • The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. • Issues associated with attempts at global governance <p>The 'global commons'</p> <ul style="list-style-type: none"> • The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons. • Antarctica as a global common • An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as | <p>Qualitative skills and quantitative skills</p> <p>Students should develop the following with respect to qualitative data: use and understanding of a mixture of methodological approaches, including interviews interpretation and evaluation of a range of source material including textual and visual sources understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p> <p>Students should develop the following with respect to quantitative data: understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data understanding of the purposes and difference between the following and to use them in appropriate contexts: descriptive statistics of central tendency and dispersion descriptive measures of difference and association, inferential statistics and the foundations of relational statistics measurement, measurement errors, and sampling understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p> <p>Specific skills</p> <p>The following sections identify specific qualitative and quantitative skills to be developed.</p> <p>Core skills</p> <p>Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field</p> |



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| <p>a global common and illustrate its vulnerability to global economic pressures and environmental change.</p> <ul style="list-style-type: none"> The role of NGOs in monitoring threats and enhancing protection of Antarctica. <p>Unit 2 Changing Places The nature and importance of places Categories of place:</p> <ul style="list-style-type: none"> near places and far places experienced places and media places. Factors contributing to the character of places: Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. Exogenous: relationships with other places. Changing places – relationships, connections, meaning and representation <p>The ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place.</p> <ul style="list-style-type: none"> The ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place. Relationships and connections Economic change and social inequalities: How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of multinational corporations or the impacts of international or global institutions. How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales. Meaning and representation How humans perceive, engage with and form attachments to places and how they present and represent the world to | <p>sketches, photographs, geospatial, geo-located and digital imagery. Use of overlays, both physical and electronic. Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. Numeracy – use of number, measure and measurement. Questionnaire and interview techniques.</p> <p>Cartographic skills Atlas maps. Weather maps – including synoptic charts (if applicable). Maps with located proportional symbols. Maps showing movement – flow lines, desire lines and trip lines. Maps showing spatial patterns – choropleth, isoline and dot maps.</p> <p>Graphical skills Line graphs – simple, comparative, compound and divergent. Bar graphs – simple, comparative, compound and divergent. Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles. Triangular graphs. Graphs with logarithmic scales. Dispersion diagrams.</p> <p>Statistical skills Measures of central tendency – mean, mode, median. Measures of dispersion – range, inter-quartile range and standard deviation. Inferential and relational statistical techniques to include Spearman's rank correlation and Chi-square test and the application of significance tests.</p> <p>ICT skills Use of remotely sensed data (as described above in Core skills). Use of electronic databases. Use of innovative sources of data such as crowd sourcing and 'big data'. Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.</p> |
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| <p>others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.</p> <ul style="list-style-type: none"> • How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. • How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data. • How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings. <p>Place Study:</p> <p>Local place study exploring the developing character of a place local to the home or study centre.</p> <p>Contrasting place study exploring the developing character of a contrasting and distant place.</p> <p>Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.</p> | <p>Both place studies must focus equally on:</p> <ul style="list-style-type: none"> • people's lived experience of the place in the past and at present <p>and either</p> <ul style="list-style-type: none"> • changing demographic and cultural characteristics <p>or</p> <ul style="list-style-type: none"> • economic change and social inequalities. <p>Suitable data sources could include:</p> <ul style="list-style-type: none"> • statistics, such as census data • maps • geo-located data • geospatial data, including geographic information systems (GIS) applications • photographs • text, from varied media • audio-visual media • artistic representations • oral sources, such as interviews, reminiscences, songs etc. |
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