

## Rodillian KS3 LTP Geography

Purple denote areas on the national curriculum, Green indicates cultural capital, blue indicates Recall and retention opportunities, orange indicates literacy support, red indicates exam techniques and skills

7	Summer 2 (4 weeks )	Autumn 1 ( 7 weeks)	Autumn 2 ( 7 weeks )	Spring 1 ( 6 weeks)	Spring 2 ( 6 weeks)	Summer 1 (9 weeks)
		<p><b><u>Introducing Geography</u></b></p> <ul style="list-style-type: none"> <li>* Types of Geography</li> <li>* Continents/ oceans</li> <li>* Where in Europe?</li> <li>* UK Geography human</li> <li>* UK Geography physical</li> <li>* Asking Geographical questions</li> </ul> <p>Skills/ techniques: Atlas mapskills, spatial awareness, source evaluation.</p> <p>NC: Maps/atlasses/ globes Locational knowledge, place knowledge, scale</p> <p>CC – Where are we in the world</p> <p>Recall: Used in all units for locating places</p> <p>Literacy: continent, country, human geography, physical geography, environmental geography</p>	<p><b><u>Extreme Cold Environments</u></b></p> <p>Including processes, landforms, human/physical interaction, management</p> <ul style="list-style-type: none"> <li>* Location and climate Polar environments</li> <li>* Glacial landscapes</li> <li>* Animal adaptation</li> <li>* People and landscape</li> <li>* Indigenous populations</li> <li>* Threats to Polar environs.</li> <li>* Polar survival (extension if necessary</li> <li>* Location and climate <b>hot desert</b></li> <li>* Animal adaptations (Desert survival)</li> </ul> <p>Skills/ techniques: Identify, Describe, Explain, Evaluate. Climate graph, range calculation, Line graph interp. Location on map, photo analysis, annotated diagrams</p> <p>NC: Locational knowledge polar regions (hot desert), Glaciation Physical processes Human influence on natural systems</p>	<p><b><u>Mapskills</u></b></p> <p>Ordnance Survey mapskills</p> <ul style="list-style-type: none"> <li>* latitude longitude</li> <li>* direction and scale,</li> <li>* 4 and 6 figure grid references,</li> <li>* describing a route,</li> <li>* map symbols,</li> <li>* height on a map, contours/ spot heights</li> </ul> <p>Skills/ techniques: Spatial awareness, source evaluation, data interpretation. OS mapskills, atlas mapskills choropleth mapping</p> <p>NC: Mapskills Locational Knowledge</p> <p>Recall: Used in coasts Yr 9 and rivers yr7 and disaster management yr9</p> <p>Literacy: Latitude, longitude, grid reference, contours, choropleth</p>	<p><b><u>Rivers</u></b></p> <p>Including processes, landforms, human/physical interaction, management</p> <ul style="list-style-type: none"> <li>* Water cycle</li> <li>* Drainage basin</li> <li>* Erosion/ transportation/ deposition</li> <li>* Upper course waterfalls</li> <li>* Middle course meanders</li> <li>* Lower course</li> <li>* River flooding</li> <li>* River management</li> <li>* Rivers fieldwork</li> </ul> <p>Skills/ techniques: Categorise, cause and consequence, describe, explain, evaluate, justify conclusions, data interpretation. Mapskills, photo interp., line/bar graphs</p> <p>NC: Physical and human interaction, physical processes hydrology, natural systems affect human activity</p> <p>CC – Awe and wonder, understanding and empathy,</p>	<p><b><u>Our school environment fieldwork</u></b></p> <ul style="list-style-type: none"> <li>* Planning and carrying out local area fieldwork</li> </ul> <p>Skills/ techniques: Fieldwork Planning, methodology, collect data, analyse data, reach valid conclusions and evaluate fieldwork techniques. Rose graphs, stacked bar graphs.</p> <p>NC: Fieldwork, interpreting Geographical data</p> <p>CC – awareness of the environment</p> <p>Recall: Will be recalled in Year 9 fieldwork project</p> <p>Literacy: aim, hypothesis, methodology, results, analysis, conclusion</p>

			<p>CC- Awe and wonder, awareness of different environments, people live different lives, verbal presentation skills</p> <p>Recall; Physical Geography key concept. Adaptations to environment link to rainforests yr9</p> <p>Literacy: environment, polar, climate, maximum, minimum, range, glacial, extreme, corrie, arete, pyramidal peak, indigenous, adaptation</p>		<p>understanding of place and the world around us</p> <p>Recall: Physical Geography key concepts. Links with coasts unit yr9</p> <p>Literacy: source, mouth, confluence, tributary, hydrological cycle, precipitation, condensation, evapotranspiration, throughflow, groundwater flow, infiltration, percolation</p>	
		Summative -Where are we in the world assessment	Formative - polar survival guide. Skills annotated diagram polar adaptations	Summative - mapskills mission	Summative – rivers assessment	Formative - fieldwork write up
8	Summer 2 (4 weeks )	Autumn 1 ( 7 weeks)	Autumn 2 ( 7 weeks )	Spring 1 ( 6 weeks)	Spring 2 ( 6 weeks)	Summer 1 (9 weeks)
	<p>Geography in the News – what do we already know.</p> <p>Skills/ techniques interpreting data, describe, explain, forming opinion, justifying conclusions</p>	<p><b>Contextual Geography: Migration</b></p> <ul style="list-style-type: none"> <li>*Introduction and key terms</li> <li>*Push and pull factors</li> <li>*Trends in migration</li> <li>*English channel</li> <li>*Uk policy</li> <li>*USA Mexico</li> <li>*Venezuela</li> </ul> <p>Skills/ techniques: interpretation, describe, explain, form opinion, justify conclusions. Atlas</p>	<p><b>Contextual Geography: Migration</b></p> <ul style="list-style-type: none"> <li>*Migration Nigeria</li> <li>*Urban – rural migration</li> <li>*Natural causes migration – Haiti</li> <li>*Natural causes migration – volcanoes Montserrat</li> <li>*Natural causes migration climate change</li> </ul> <p>Skills/ techniques: interpretation, describe, explain, evaluate, to what</p>	<p><b>Contextual Geography: Power of Man</b></p> <ul style="list-style-type: none"> <li>*Globalisation</li> <li>*Superpowers</li> <li>*Emerging superpowers</li> <li>*IGOs</li> <li>*China workshop of the world</li> <li>*India space race</li> <li>*Russia the resource superpower</li> <li>*Russia in the Arctic</li> </ul> <p>Skills/ techniques: describe, explain,</p>	<p><b>Contextual Geography: Social Power of the planet</b></p> <ul style="list-style-type: none"> <li>* Weather in climate</li> <li>*Drought in USA</li> <li>*Floods in UK</li> <li>*Winter storm UK</li> <li>*Pakistan floods</li> <li>*Extreme weather Russia</li> <li>*Extreme weather Gaza</li> <li>*Droughts Horn of Africa</li> </ul> <p>Skills/ techniques: describe, explain, categorise, evaluate, justify opinion, outline, suggest, problem solving,</p>	<p><b>Contextual Geography: Sustainability and Resources</b></p> <ul style="list-style-type: none"> <li>*Oil Nigeria</li> <li>*Resources</li> <li>*Water</li> <li>*South China Sea</li> <li>*Fieldwork project to include Carbon capture and storage</li> <li>Building design sustainability</li> <li>Transport survey</li> <li>Energy use</li> </ul>

	<p><b>NC: Human and physical interaction</b></p> <p><b>CC- awareness of wider world</b></p> <p><b>Recall: Human Geography key concepts</b></p>	<p>mapskills, photo interpretation, line graphs, categorising, choropleth maps, flow line maps.</p> <p><b>NC: Locational knowledge, place knowledge Africa, Asia, Human and physical interaction, use of natural resources</b></p> <p><b>CC- awareness of wider world, forming justified opinions about recent world events, debate</b></p> <p><b>Recall: Human Geography key concepts. Links with social justice migration, mapskills and geographical location</b></p> <p><b>Literacy: migration, immigrant, emigration, mobility, forced/ voluntary/ economic, asylum, rural-urban migration, refugee, border, imancipation, fairtrade, climate refugee</b></p>	<p>extent, bias. Diagram interpretation, Atlas mapskills, line graphs, categorising</p> <p><b>NC: Locational knowledge, place knowledge Middle East, Asia, human and physical interaction, international development</b></p> <p><b>CC- awareness of wider world, forming justified opinions about recent world events, individual choices have an impact, debate</b></p> <p><b>Recall: Physical and Human Geography key concepts, mapskills and geographical location</b></p> <p><b>Literacy: migration, immigrant, emigration, mobility, forced/ voluntary/ economic, asylum, rural-urban migration, refugee, border, imancipation, fairtrade, climate refugee</b></p>	<p>categorise, evaluate, justify opinion, choropleth maps, basic statistics, complex line graphs.</p> <p><b>NC: Locational knowledge, place knowledge, human and physical interaction, population, international development, economic activity, use of natural resources, population, human and physical interaction, natural systems affect human activity</b></p> <p><b>CC- awareness of wider world, forming justified opinions about recent world events, empathy, different people live different lives, social responsibility</b></p> <p><b>Recall: Human Geography key concepts, mapskills and Geographical location. Used in Brazil, globalisation, Disaster management</b></p> <p><b>Literacy: communism, capitalism, democracy, parliament, government, superpower, exploitation, BRIC, MINT, HIC/LIC/NEE, superpower</b></p>	<p>choropleth map, dot map, flow line map, line graphs, atlas mapskills</p> <p><b>NC: Locational knowledge, place knowledge, Africa, Asia, UK, USA place knowledge, population, international development, urbanisation, OS mapskills</b></p> <p><b>CC- awareness of wider world, forming justified opinions about recent world events, empathy, different people live different lives, social responsibility, debate</b></p> <p><b>Recall: Human Geography key concepts, used in disaster management (levels of development)</b></p> <p><b>Literacy: Flooding, drought, extreme weather, climate/weather</b></p>	<p><b>Skills/ techniques: describe, explain, categorise, problem solving. Photo interpretation, categorise, line graphs/ bar graphs, choropleth maps, basic statistics</b></p> <p><b>NC: Locational Knowledge, place knowledge, place knowledge Asia, human and physical interaction, mapskills, international development, use of natural resources</b></p> <p><b>CC – - awareness of wider world, forming justified opinions about recent world events, empathy, different people live different lives</b></p> <p><b>Recall: Physical and human Geography key concepts</b></p> <p><b>Literacy: renewable, non-renewable, famine, resource security, sustainability, efficiency, disparities.</b></p>
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				Literacy: Inequality, social justice, development indicator, HIC/LIC/NEE, infant mortality, birth rate, death rate, fertility, contraception, literacy rate, demographic transition model, population		
		Formative – mapping migration - mapskills.	Formative - Using a case study discuss the impacts of migration	Formative - Development indicators 2 countries compared – data analysis	Formative - Presentation extreme weather events	Fieldwork write up sustainable lives
9	Summer 2 (4 weeks )	Autumn 1 ( 7 weeks)	Autumn 2 ( 7 weeks)	Spring 1 ( 6 weeks)	Spring 2 ( 6 weeks)	Summer 1 (9 weeks)
	<u>Coasts</u> <b>Including processes, landforms, human/physical interaction, management</b>  *Coastal processes *Coastal erosion features (CCASS) *Coastal transportation (LSD) *Coastal deposition features *Coastal management	<u>Brazil and Rainforests</u> <b>Including features, cause, effects, responses, processes and landforms, human/physical interaction, management</b>  *Where is Brazil? *Population *Migration *Shanty towns *Improving shanty towns *Rio street life (bus 174) *Curitiba *Ecosystems *Plant/animal adaptations *Deforestation *Managing Rainforests *Ecotourism  Skills/ techniques: describe, explain, interpreting data,	<u>Environmental challenges</u> *Types of pollution *Endangered animals *Animals Captivity *Plastic Oceans *Whales *Coral reefs *Climate change *Oil *Fast fashion *Local challenges *Challenges around school (fieldwork)  Skills/ techniques: describe, explain, interpreting data, problem solving, reaching valid conclusions, justifying ideas. Bar, line graphs  <b>NC: Locational knowledge, place knowledge, human</b>	<u>Disaster management</u> *Disaster management *Wildfires *Extreme weather *Tectonics *Earthquakes *Tsunamis *Volcanoes  Skills/ techniques: describe, explain, interpreting data, problem solving, reaching valid conclusions, justifying ideas. Bar graphs, line graphs  <b>NC: Tectonics, rocks/soils, weather and climate, Locational knowledge, place knowledge, human and physical interactions,</b>	<u>Globalisation</u> *What is globalization *Trading game *Nike *Impacts TNCs *Apple *Sweatshops *Global marketing *Globalisation and place *Homogenised landscapes *Global Commons  Skills/ techniques: interpreting data, describe, explain, forming opinion, justifying conclusions, to what extent. Annotated diagrams  <b>NC: Locational knowledge, place knowledge, human and physical interaction,</b>	<u>Tourism</u> *Growth of tourism *Global tourism *Thailand *Jamaica *Cuba *Extreme tourism *Alternative tourism  Skills/ techniques: describe, explain, interpreting data, problem solving, reaching valid conclusions, justifying ideas. Bar graphs, line graphs  <b>NC: Locational knowledge, place knowledge, human and physical interaction, population, international development, economic activity, use of natural</b>

<p>(hard engineering)</p> <p>Skills/ techniques: sequencing processes, annotated diagrams, OS mapskills, Fieldwork Planning, methodology, collect data, analyse data, reach valid conclusions and evaluate fieldwork techniques. Annotated diagrams, OS mapskills</p> <p>NC: Locational knowledge, Place knowledge, hydrology and coasts, rocks/ weathering/ soil, mapskills, fieldwork, natural systems affect human activity</p>	<p>describe, explain, forming opinion, justifying conclusions. Climate graphs, choropleth maps, dot maps, atlas mapskills, bar graphs, line graphs, decision making practice, mean/ range calculation</p> <p>NC: Locational knowledge, Place knowledge, population, urbanization, physical/human interactions, soils, natural systems support human activities</p> <p>CC – awe and wonder, awareness of different environments, social responsibility, different people live different lives, empathy</p> <p>Recall: Physical Geography links with conflict and social justice, links with environmental challenges, links with social justice population</p> <p>Literacy: Push/ Pull factors, rural-urban migration, recycling, densely/sparsely populated, inequality, climate distribution, environment,</p>	<p>and physical interactions, climate change, use of natural resources, human activity affects natural systems</p> <p>CC: Social responsibility, stewardship of planet, individual choices have an impact, awareness of environment.</p> <p>Recall: Physical and human key concepts, links with conflict global warming, links with conflict</p> <p>Literacy: visual/noise/air/water pollution, micro-plastics, critically endangered, coral bleaching, conflict, protest, demonstration, climate, greenhouse effect, solar radiation, enhanced greenhouse gas, temperature, atmosphere, carbon footprint</p>	<p>natural systems affect human activity</p> <p>CC- Awareness of different environments, people live different lives, empathy, groupwork skills</p> <p>Recall: Physical and human key concepts. Links with Social justice migration, population and conflict</p> <p>Literacy: planning, mitigating, preparedness, response, recovery, migration, hazard, disaster, tectonic hazard, weather hazard, magnitude, frequency, distribution, destructive, constructive, conservative, tsunamis, lahars, mudslide, development, response, multi-hazard, emergency aid</p>	<p>population, international development</p> <p>CC- Awe and wonder, awareness of different environments, people live different lives, social responsibility, inter-connected nature of the world, impact on the planet, rights and responsibilities</p> <p>Recall: Physical and Human key concepts, links with social justice population</p> <p>Literacy: Exploitation, inter-connected, sweatshops, revenue, profit, marketing strategies, homogenised</p>	<p>resources, population, human and physical interaction, natural systems affect human activity</p> <p>CC- Awe and wonder, awareness of different environments, people live different lives, social responsibility, inter-connected nature of the world, impact on the planet, rights and responsibilities</p> <p>Recall: Human Geography key concepts, mapskills and Geographical location.</p> <p>Literacy: international/ domestic, destination, location, impact, sustainability, ecotourism, mass tourism, economic leakage.</p>
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	<p>CC- awareness of the wonder of nature, awareness of different environments</p> <p>Recall: Physical Geography key concepts. Link to Rivers Yr7</p> <p>Literacy: erosion, transportation, deposition, hydraulic action, attrition, abrasion, solution, traction, saltation, suspension, long shore drift, groynes, gabions</p>	deforestation, sustainability, adaptations				
	Formative- Geography through diagrams	Summative assessment Brazil DME	Formative – environmental challenges research project	Formative - Assess the extent to which natural hazard are more deadly in LICs/ NEEs than HICs	Summative – Globalisation test	Formative – tourist locations

Year 7: Geography basics (fieldwork, mapskills, physical and human Geography)

Year 8: Making and justifying Geographical opinions of the world around us

Year 9: Our opinion of the world. Our interconnected world

Curriculum intent: describe, explain and evaluate

Overall intent for SEND. we build in the opportunity for all students to achieve higher order thinking skills. Lessons are planned so that all students can access them at their individual level with stretch and challenge always in mind. Individual lessons plans are tailored in order to achieve this.

### **Format of Assessment KS3**

- 1) Key Question Quiz – based on prior learning
- 2) Skills Quiz – 1 word answers to multiple choice
- 3) Longer answer question training
- 4) Presentations (justifying opinions)
- 5) Research projects independent learning

Knowledge	Exam Technique	Skills
Quick quiz based on knowledge bank- Pupil assessed	Regular use of command words in lessons. Scaffolding and training on Long answer question techniques.	Regular exposure to a wide range of cartographic, graphical numerical and statistical skills in lessons
Knowledge application in all assessments	Exam style questions used throughout key stage 3 for training and familiarisation purposes.	Focus questions on key skills evident in assessments.

### **National curriculum KS3:**

#### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction

between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Subject content Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

#### Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

#### Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

#### Human and physical geography



- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

#### Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

#### GCSE Specification guidance AQA

##### KS4 Aim

Courses based on this specification should encourage students to:

- develop and extend their **knowledge** of locations, places, **environments and processes**, and of different **scales** including global; and of **social, political** and **cultural** contexts (know geographical material)
- gain understanding of the **interactions between people and environments**, **change** in places and processes **over space and time**, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of **skills** including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- **apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts**, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

#### Geographical skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

## **Cartographic Skills**

Cartographic skills relating to a variety of maps at different scales.

### **Atlas maps:**

- 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, eg 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.

### **Ordnance Survey maps:**

- 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
- 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**

- 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, dot 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**

- 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.