

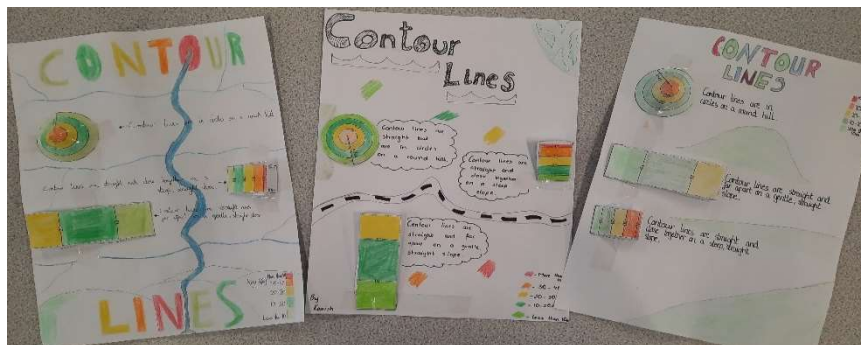
Geography – Key Stage 3

You cannot study Geography without looking at Maps. Maps are representations of the world created by people called **cartographers** to help other people navigate the world. Maps contain information tailored to a specific purpose.

- A **road map**, for example, contains information that helps the reader get from one place to another using a vehicle.
- The maps found in a **geographical atlas** will contain information of less interest to a road user, such as how the land in a place is used, the population density and the political boundaries that exist between regions, states, and nations.

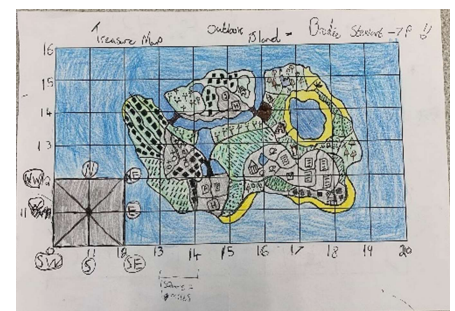
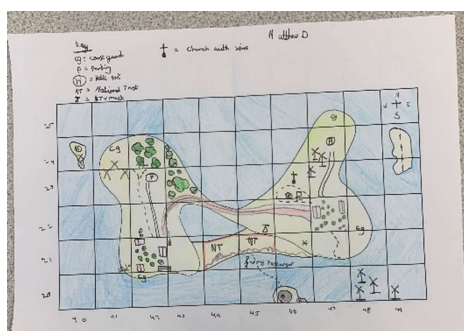
Year 7 – Have been learning the five fundamental skills you need to be able to read OS maps successfully:

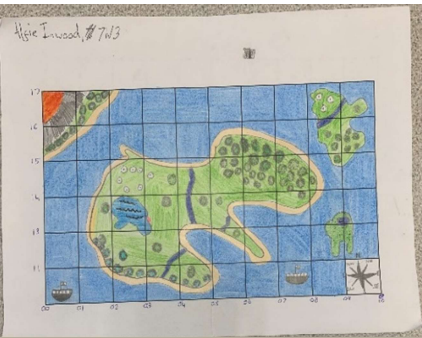
- Compass directions
- Grid references
- Symbols
- Distance / Scale
- Relief



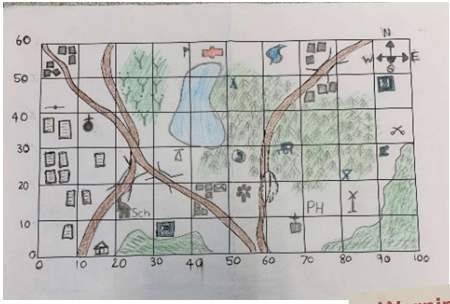
Students in Year 7 have combined these key skills to produce their own **models** in the understanding of relief / contours on maps.

Alfie Inwood, Brodie Stewart, Harley Yates and Matthew Doran. (7W3) – Students here are using skills taught to create their own Treasure Maps.

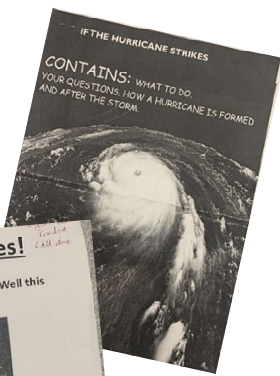




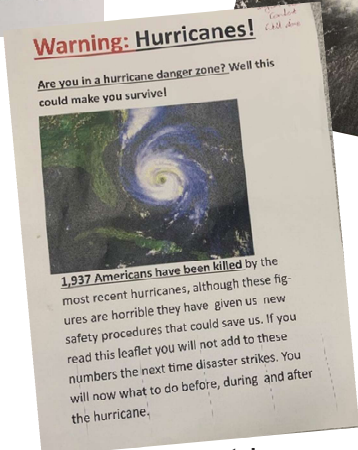
Continuing with Mapping theme **Year 8** have studying Tropical storms. Using a virtual mapping activity, to plot



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the track of a virtual Hurricane, it demonstrated to the students how the information plotted could be applied to help predict the course of this natural hazard. Students have then spent time studying the impacts of tropical storms and what can be done to reduce these effects. This information has then been presented in the form of disaster planning leaflets. See examples:



Year 9 –The focus has been to try and understand why countries have different levels of economic development. The students' starting point was to collect data on different countries – by creating a set of Top Trump Cards to comprehend the idea that there are several important social and economic indicators which can be used to measure development. With this knowledge of different levels of development, students studied a world map to decide whether the Brandt line of development is still relevant



in 2021. This simplistic division of countries, the Rich North/Poor South was challenged.

Students plotted both economic and social data before deciding if this partition still exists. After

plotting HDI data, students discovered that this division created by an economist in the 1980's was far too basic and that the division of development is much more complicated and complex, now including RIC, MIC'S and NIC'S.

