

# Geography Curriculum Map



## Key knowledge & skills to be mastered by students

	Learning Period 1:Autumn Term	Learning Period 2:Autumn Term	Learning Period 3:Spring Term	Learning Period 4:Spring Term	Learning Period 5:Summer Term	Learning Period 6:Summer Term
<b>Year 7</b>						
<b>Topic title</b>	Geography of the UK and beyond	Social and Economic Development	Tectonic Hazards	Weather and Climate	Rivers	Middle East
<b>Key questions</b>	Where in the world am I?	How do LICs become HCs?	Who is affected by tectonic hazards?	How does weather and climate affect people around the world?	Should we control rivers?	What is The Middle East like?
<b>Key knowledge and concepts</b>	<ol style="list-style-type: none"> <li>World: continents, oceans, countries</li> <li>UK: physical geography</li> <li>UK: deciduous ecosystem</li> <li>UK Population</li> <li>UK's resources distribution food, water and energy.</li> <li>My local area: physical landscape</li> <li>My local area: human (population demographic, employment, opportunities, challenges)</li> <li>Revision opportunity 1</li> <li>OS Map skills lesson - Southampton</li> <li>Latitude and Longitude</li> <li>Revision opportunity 2</li> </ol>	<ol style="list-style-type: none"> <li>Defining Development and development indicators, flashcards introduction</li> <li>Causes of the development gap</li> <li>Impact of colonisation in Haiti and Dominican Republic</li> <li>Quality of life in an LIC, NEE, HIC (Malawi to Laos)</li> <li>Quality of life in an LIC, NEE, HIC (Malawi to Laos)</li> <li>Reducing the development gap – worked examples Aid. (flashcards)</li> <li>Fair Trade</li> <li>Employment sectors (flashcards)</li> <li>Changing economies of the UK how and why the rural economy has changed and current economy.</li> <li>Economies of the world</li> </ol>	<ol style="list-style-type: none"> <li>Skills revision</li> <li>Content revision</li> <li>What is a natural hazard? Structure of the earth and theory of continental drift.</li> <li>Plate boundaries</li> <li>What is a volcano?</li> <li>Effects of Mt Merapi.</li> <li>What is an earthquake?</li> <li>Effects of Nepal (2015)</li> <li>PPP</li> <li>Why do people choose to live in areas of risk?</li> <li>What is a tsunami?</li> <li>Effects of Japan (Tohoku)</li> </ol>	<ol style="list-style-type: none"> <li>What is weather and how do we measure weather?</li> <li>Interpreting weather forecasts</li> <li>Extreme weather: Beast from the East</li> <li>Extreme weather example: Australian Wildfires</li> <li>Describing climates (climate graphs)</li> <li>Air pressure systems</li> <li>Explaining climates using climate graphs</li> <li>Mini fieldwork</li> <li>Fieldwork analysis</li> </ol>	<ol style="list-style-type: none"> <li>Water cycle, drainage basin</li> <li>River processes - Erosion</li> <li>Waterfall, gorge,</li> <li>River processes – transportation and deposition</li> <li>Meander, ox-bow lake</li> <li>Grid references, contour lines, identifying river landforms</li> <li>Causes of flooding</li> <li>Impacts of Somerset Floods</li> <li>Managing rivers</li> <li>Storm hydrographs</li> </ol>	<ol style="list-style-type: none"> <li>Revision skills</li> <li>Revision content</li> <li>Introduction to the Middle East</li> <li>Exploration of the middle east</li> <li>Climate, population, resources and importance of Saudi Arabia</li> <li>Climate, population, resources and importance of Yemen</li> <li>Climate, population, resources and importance of UAE</li> <li>Rise of Dubai</li> <li>Conflict in the Middle east</li> <li>Role of the western world in the Middle East's conflicts.</li> </ol>
<b>Skills</b>	Maps: atlas, choropleth, dot, relief, transport, OS maps,	Pie charts, photographs, flow maps, <i>Mean, mode, median, pictograms</i> 4 and 6 figure grid references.	Photographs, maps, plate boundary figures, GIS – impact of hazards (aerial & satellite photos)	Climate graphs <i>Latitude and longitude, including coordinates if storm plotting tropical storm path</i>	Grid references, contour lines, photographs, OS maps	Climate graphs, choropleth maps (population density) Population pyramids

<b>Key terms</b>	Distribution Sparse Dense Physical	Social Economic Quality Development	Cause Effect Primary Secondary	Fluctuate Increase Decrease Environment	Basin Processes Landforms Infiltrate	Deprivation Conflict
<b>Assessment/ Educational Visit Opportunities</b>			Mid Year assessment		Year 7 field visit possibility - Burley	End of Year exam

Year 8						
Topic title	Population and urbanisation	Cold environments: glaciation, tundra, Russia, Antarctica	Globalisation and Superpowers	Climate Change	Coasts	Sustainability: (Fieldwork - Sustainability of local area)
<b>Key questions</b>	Is city living the future?	Why are cold environments so important?	Is the world becoming more connected?	How is OAS impacting on climate change?	Should we protect Bournemouth from the sea?	How sustainable is OAS
<b>Key knowledge and concepts</b>	<ol style="list-style-type: none"> <li>Global population distribution –</li> <li>Explaining global population distribution - link to climate, ecosystems, topography, access to water</li> <li>DTM</li> <li>Comparing population demographics/characteristics in countries in stages 2 (Malawi), 3 (Nigeria)</li> <li>Comparing population demographics/characteristics in countries in stage 4 (Egypt) and 5 of the DTM (flashcards)</li> <li>Population pyramids</li> <li>Migration and natural increase</li> <li>Migration in the UK and Southampton</li> <li>Urbanisation and formation of megacities (flashcards)</li> <li>Mumbai – opportunities and causes of urban growth (economic and social)</li> <li>Mumbai – challenge of urban growth (flashcards)</li> <li>Quality of life in Mumbai’s slums – Dharavi</li> <li>Sustainability in Mumbai</li> </ol>	<ol style="list-style-type: none"> <li>What is a cold environment? Where are they located?</li> <li>Focus on Russia as a cold environment.</li> <li>Glacial processes – erosion and weathering</li> <li>Glacial processes – transportation and deposition (flashcards)</li> <li>Landforms created by erosion 1</li> <li>Landforms created by erosion 2 (flashcards)</li> <li>A glacial landscape in the UK: opportunities, challenges</li> <li>A glacial landscape in the UK management (flashcards)</li> <li>Antarctica – location and characteristics.</li> <li>Antarctica challenges for the future.</li> </ol>	<ol style="list-style-type: none"> <li>What is globalisation and how am I a global citizen?</li> <li>Causes of globalisation</li> <li>Impact of globalisation: advantages – multiplier effect (LICs, NEEs, HICs)</li> <li>Impact of globalisation: disadvantages (LICs, NEEs, HICs)</li> <li>Reducing the impact of globalisation.</li> <li>Definition of a superpower</li> <li>Who are the worlds superpowers and why.</li> <li>Emergence of superpower: China</li> <li>Investigating China - how is China changing?</li> <li>Globalisation in action today – Chinas investment in Africa (road, rail, infrastructure)</li> </ol>	<ol style="list-style-type: none"> <li>Climate change evidence</li> <li>Natural causes of climate change (geological timescale)</li> <li>Human causes of global warming.</li> <li>General impacts of climate change</li> <li>Case study of flooding in Bangladesh</li> <li>Case study: UK</li> <li>How is the UK responding to climate change? Transport, national parks in the UK, afforestation initiative in the UK, UK’s role in Paris Agreement</li> <li>How can you play a role in the climate change movement? Homes, local initiatives they can get involved in – Bedzed, Greta Thunberg protests</li> <li>OS Map – impacts in Southampton</li> </ol>	<ol style="list-style-type: none"> <li>Coastal processes – erosion, weathering.</li> <li>Coastal Geology headlands and bays</li> <li>Landforms: cave/arch/stack.</li> <li>Coastal processes – longshore drift and deposition.</li> <li>Landforms: spit, bar and tombolo</li> <li>Mass movement and cliff retreat. Impact of coastline geology.</li> <li>Coastal management: hard engineering</li> <li>Coastal management: soft engineering</li> <li>Shoreline management plans along the Dorset coast.</li> <li>Future threats to the coastline</li> </ol>	<ol style="list-style-type: none"> <li>Revision skills</li> <li>Revision content</li> <li>Grid References</li> <li>Scale, distance and direction</li> <li>What is sustainability? Sustainable development goals</li> <li>Sustainability in your local area/school?</li> <li>Exploration of green spaces and urban sustainability in Southampton.</li> <li>Sustainable urban cities, transport and urban sustainability locally</li> <li>National solutions HS2</li> <li>Introduction to fieldwork</li> <li>School Site based fieldwork focussed on sustainability</li> <li>Decision Making Exercise.</li> </ol>

<b>Skills</b>	DTM, population pyramids, maps (climate, relief, dot, choropleth, transport), flow charts	OS maps, climate graphs, world maps	World maps, transport maps, sketch maps and photographs.	Climate graphs, line graph, world map, literacy (extended persuasive writing)	OS maps, photographs, aerial photos, Sketch maps	Fieldwork: where students complete a sustainability review of their local environment.
<b>Key terms</b>	Access Demographics Characteristics Opportunities	Erosion Challenges Landscape Response	Globalisation Investment Multiplier Industry	Evidence Adaptation Mitigation Consequence	Erosion Transport Deposit Retreat	Sustainability
<b>Assessment &amp; Educational Visit Opportunities</b>			Mid Year assessment		Year 8 field visit possibility – Hengistbury Head	End of Year EXAM

Year 9						
Topic title	Interconnectedness	Future threats	Biomes	Biomes	Tectonic Hazards	Meteorological Hazards
<b>Key questions</b>	How interconnected will our world be in the future?	What are the greatest threats our planet is facing?	Why are tropical rainforests important?	What are the challenges & opportunities of hot environments?	Who is affected by tectonic hazards?	Who is affected by weather hazards?
<b>Key knowledge and concepts</b>	<ol style="list-style-type: none"> <li>1. What is interconnection? (flashcards)</li> <li>2. Afghanistan introduction: the factors that mean there is a high production of poppies.</li> <li>3. To explain how the Afghanistan heroin trail show us that crime interconnects our countries. (flashcards)</li> <li>4. Interconnectedness in Africa -the scramble for Africa</li> <li>5. Migration introduction in Africa: how it continues to connect Africa (causes of migration)</li> <li>6. Rwanda Bill – are we exploiting interconnectedness?</li> <li>7. Interconnectedness Africa and the Middle East</li> <li>8. Impacts of international migration (flashcards)</li> <li>9. To explain how the COVID-19 pandemic shows how interconnected places are.</li> <li>10. Switched off places – North Korea</li> <li>11. To outline how interconnected our world will be in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overpopulation and declining resources</li> <li>2. Understand how a rising population and climate change is leading to water insecurity.</li> <li>3. Main concern facing the future of energy</li> <li>4. How the developed world is leading to a rising waste issue – plastic islands. (flashcards)</li> <li>5. Evidence of Climate Change</li> <li>6. Natural causes of climate change</li> <li>7. Human causes of climate change (flashcards)</li> <li>8. Effects of climate change</li> <li>9. Mitigation</li> <li>10. Adaptation (flashcards)</li> <li>11. Climate change and the harm to coral reefs.</li> <li>12. Impacts of climate change on our frozen planet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to ecosystems – definitions, components, links, food chain,</li> <li>2. Introduction to ecosystems – food web, nutrient and energy cycle</li> <li>3. Example of a small scale ecosystem (the pond)</li> <li>4. Key characteristics of the world’s ecosystems</li> <li>5. Global Atmospheric Circulation</li> <li>6. Introduction to the tropical rainforest.</li> <li>7. Stratification and vegetation adaptations in the tropical rainforest</li> <li>8. How do humans use the Amazon Rainforest? (logging, mining, HEP, settlements, roads, subsistence farming)</li> <li>9. Positive and negative impacts of human interference in the Amazon (deforestation)</li> <li>10. Sustainable practices to reduce deforestation in the rainforest</li> <li>11. Effectiveness of sustainable strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to hot deserts</li> <li>2. Vegetation and animal adaptations in the desert</li> <li>3. Economic opportunities in the Sahara desert</li> <li>4. Economic opportunities in the Thar Desert</li> <li>5. Challenges to development in the Thar desert</li> <li>6. Desertification in the Sahel</li> <li>7. Sustainable practices to reduce desertification.</li> </ol>	<ol style="list-style-type: none"> <li>1. Types of natural hazard</li> <li>2. Theory of plate tectonics and continental drift</li> <li>3. Plate margins</li> <li>4. Introduction to earthquakes – focus, epicentre, Richter Scale</li> <li>5. Haiti effects</li> <li>6. Haiti responses</li> <li>7. New Zealand effects</li> <li>8. New Zealand responses</li> <li>9. Prediction and planning for earthquakes to reduce risk and impact</li> <li>10. Impact of earthquakes in HICs and LICs</li> <li>11. Prediction and planning for earthquakes to reduce risk and impact.</li> <li>12. Living on the edge</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a tropical storm and how are they caused?</li> <li>2. Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.</li> <li>3. Typhoon Haiyan effects</li> <li>4. Typhoon Haiyan responses</li> <li>5. Tropical storms: planning and prediction</li> <li>6. Evidence of extreme weather in the UK</li> <li>7. Somerset Flood effects</li> <li>8. Somerset Flood responses</li> </ol>
<b>Skills</b>	Maps, Flow maps, desire line maps, relief maps,		Range of graphs, maps and statistics		Range of graphs, maps and statistics	Range of graphs, maps and statistics
<b>Key terms</b>	Interconnections Security Migration Agriculture	Resources	Biomes Deforestation Atmospheric	Mitigation Adaptation Desertification	Tectonic	Tropical storms

Assessment & Educational Visit Opportunities			Mid year exam	Year 9 fieldwork visit possibility – Kew Gardens.		End of Year exam paper
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Year 10						
Topic title	Urban Issues and Human Fieldwork	Urban Issues	UK physical landscape	UK physical landscape	Physical Fieldwork and The Challenge of Resource Management	Revision and Practise DME
<b>Key questions</b>	What is life like Southampton? Human Fieldwork Regeneration of Centenary Quay was successful.	What is life like in Rio?	How do rivers shape our landscape?	How does the Coast shape our landscape?	Coastal management is effective in Highcliffe How is water managed across the world?	What will the DME section of Paper 3 look like?
Key knowledge and concepts	Global Patterns of urban change in differing parts of the world. Population distribution in the UK Introduction to Southampton How has urban growth provided social and economic opportunities in Southampton? How has urban growth provided economic opportunities in Southampton? How has urban growth provided environmental opportunities in Southampton? How has urban growth resulted in environmental challenges in Southampton? Creation of derelict areas and social inequality How has Southampton met the housing demands of their growing population? Urban sprawl and new housing How has urban growth resulted in environmental challenges in Southampton? Pollution 9 mark question practice Case study: Urban Regeneration of Centenary Quay.  Human fieldwork	Why have urban populations increased: migration and natural increase? Introduction to Rio de Janeiro. Breakdown of their population statistics. How has urban growth provided social and economic opportunities in Rio? (2 lessons) How has urban growth resulted in social challenges in Rio? <i>How have they counteracted these challenges?</i> How has urban growth resulted in economic challenges in Rio? <i>How have they counteracted these challenges?</i> How has urban growth resulted in environmental challenges in Rio? <i>How have they counteracted these challenges?</i> How has urban growth resulted in the creation of favelas? What is the quality of life like in favelas in Rio? Urban planning: How has Brazil tried to improve the quality of	-Overview of UK landscapes Water cycle and drainage basin recap using OS map River profiles and courses River processes – erosion and weathering V shape valley and interlocking spurs formation Waterfall and gorge formation  2 lessons - landform formation in the upper course – gorge, waterfall and V shape valley Meander and ox-bow lake formation 2 lessons – landform formation in the lower course – estuary, floodplain and levees Locating river landforms on OS maps using contour lines, grid references and symbols Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient)	Uses of the coastline Waves – terminology and anatomy of constructive and destructive waves Processes of weathering and erosion along the coastline Mass movement Headland & Bay and Wave cut platform formation Cave, arch, stack formation Processes of transportation (longshore drift) and deposition Formation of beaches and sand dunes Formation of spits, bars and tombolos Identifying coastal landforms Swanage Bay landforms Skills – direction and scale Why is it important to protect the coastline? Hard engineering strategies Soft engineering strategies Managed retreat Case study: Dorset	Physical Fieldwork 1. Planning and introducing a piece of fieldwork 2. Data collection 3. Data presentation 4. Data analysis 5. Concluding fieldwork Evaluating Fieldwork  The distribution of the world's essential resources (water, food, energy) mapped by cartographers The causes and impacts of importing food into the UK outlined by food standards agency Organic farming and agribusiness Water demand and transfers in the UK surplus and deficit maps Water pollution in the UK Impact of using energy in the UK The UK's energy mix from National Grid  <b>Water insecurity:</b> Water – areas of global surplus and deficit mapped by cartographers Water and links to the GAC Demand for water resources is rising globally but availability of	Revision: Recap Paper 1: Living with the Physical Environment <ul style="list-style-type: none"> <li>• Tectonic Hazards</li> <li>• Weather hazards</li> <li>• Climate change</li> <li>• Ecosystems</li> <li>• Tropical rainforests</li> <li>• Hot deserts</li> <li>• Coasts</li> <li>• Rivers</li> <li>• Southampton</li> <li>• Rio</li> </ul> DME 1. Pre-teach 2. Figure 1 3. Figure 2 4. Figure 3 5. 9 mark question 6. Skills

	<ol style="list-style-type: none"> <li>1. Planning and introducing a piece of fieldwork.</li> <li>2. Data collection</li> <li>3. Data presentation</li> <li>4. Data analysis</li> <li>5. Concluding fieldwork</li> <li>6. Evaluating Fieldwork</li> </ol>	<p>life for people living in urban areas? <i>Favela Bairro Project</i></p> <p>Urban Skills practice</p> <p>Sustainable traffic management</p> <p>Sustainable urban management</p>	<p>Case study: social, economic and environmental impacts of the Somerset Floods</p> <p>Hard engineering</p> <p>Soft engineering</p> <p>Case study: how did the government respond to the Somerset floods to reduce the impact and risk of future flooding?</p>		<p>water and impacts of water insecurity. Factors affecting water supply. Derived from economic data</p> <p>Impacts of water insecurity. The different strategies that can be used to increase water supply</p> <p>Water – example of a large scale water transfer scheme – CAP (Central Arizona Project)</p> <p>Moving towards a sustainable resource future:</p> <p>An example of a local scheme in an LIC or NEE to increase sustainable supplies of water – Makueni sand dam</p>	
<b>Skills</b>	<p>Cartographic, graphs, OS maps, 4 and 6 figure grid references, scale, straight and curved lines of distance, DTM, population pyramids</p> <p>maps, dot,</p> <p>Photographs: aerial</p> <p>Graphs: stacked bar chart,</p> <p>Mathematical:</p>		<p>Cartographic, graphs, photographs, aerial photographs, 4 and 6 figure grid references, direction, scale and distance.</p>	<p>Cartographic, graphs, photographs, aerial photographs, OS maps, contour lines, 4 and 6 figure grid references,</p>	<p>Opportunity to cover a range of skills here based on personalising the fieldwork component to local context.</p> <p>All:</p> <ul style="list-style-type: none"> <li>• Collect, analyse and evaluate primary fieldwork data</li> <li>• Find, use, analyse and evaluate secondary fieldwork</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Environmental Quality survey</li> <li>• Field sketch</li> <li>• Traffic count</li> <li>• Pedestrian count</li> <li>Wave count</li> </ul>	<ol style="list-style-type: none"> <li>1) Infer from map</li> <li>2) Infer from figure - map</li> <li>3) Infer from figure and picture</li> <li>4) Infer from figure and map</li> <li>5) -</li> <li>6) Infer from graph</li> <li>7) infer from text and photo</li> <li>8) Infer from figure and picture</li> </ol>
<b>Assessment &amp; Educational Visit Opportunities</b>	Fieldwork to Southampton			Mid year assessment	Fieldwork to Highcliffe	

Year 11 2024-25					
Topic title	The Changing Economic World	The Changing Economic World	Revision	Issues Evaluation	Revision
<b>Key questions</b>	What is the economy of Nigeria like?	What is the economy of the UK like?		Title released in March	
<b>Key knowledge and concepts</b>	<p>Development indicators</p> <p>Inconsistencies in data and importance of using more than one indicator</p> <p>Human Development Indicator</p> <p>Causes of development gap</p> <p>Effects of development gap</p> <p>Ways to reduce the development gap</p> <p>Ways to reduce the development gap</p> <p>Tourism as a way of reducing the development gap (Jamaica)</p> <p>9 mark question practice</p> <p><b>NIGERIA:</b></p> <p>Location of Nigeria and its local and global importance. OPEC</p> <p>Nigeria's political, social, cultural and environmental context.</p> <p>How Nigeria is connected with other countries.</p> <p>Nigeria's industrial and employment structure (the movement from the primary to secondary sector and how this affected economic development)</p> <p>Advantages and disadvantages of TNCs in Nigeria – Shell</p> <p>Aid in Nigeria</p> <p>Environmental impacts of rapid economic growth in Nigeria.</p> <p>The impacts rapid economic growth have had on Nigeria's quality of life.</p> <p>9 mark question practice</p>	<p><b>THE UK:</b></p> <p>The ways the UK economy have changed (de-industrialisation and a post-industrial economy)</p> <p>Post-industrial economy in the UK (tertiary and quaternary sectors).</p> <p>Growth of the quaternary sector (science/business parks)</p> <p>Sustainability in industrial development</p> <p>The ways rural populations have changed in the UK.</p> <p>The ways road and rail networks have changed in the UK e.g. HS2, SMART motorways</p> <p>The way ports and airports have changed in the UK e.g. Heathrow</p> <p>The North-South divide from Office for National Statistics</p> <p>The ways the UK is linked with the wider world e.g. Commonwealth</p> <p>9 mark question practice</p> <p>A03 skills practice</p> <p>Geographical skills</p>	Bespoke revision in response to previous assessments.	<p>Issues evaluation</p> <p>The Issue can arise from any aspect of the compulsory sections of the subject contents.</p> <p>Revision of the key words and knowledge needed from the component linked to the resources booklet.</p> <p>Comprehensive work through of the information contained within the pre release booklet, figure by figure.</p> <p>Practise structuring the 9 mark decision making response.</p>	Bespoke revision in response to previous assessments.
<b>Skills</b>	Infer from table, Median, Use a map, ,DTM, Population pyramid, Infer from map, Using text, % increases, Guided reading, Gapminder, Flow chart, Describe from map, Guided reading	Infer choropleth map, Infer from pie chart, Grid references `			
<b>Assessment &amp; Educational Visit Opportunities</b>		Autumn mocks	Spring mocks		

## Appendix

Skills	Examples
Atlas maps	<ul style="list-style-type: none"> <li>• Latitude and Longitude</li> <li>• Basic maps of countries and regions</li> <li>• Maps showing physical and human features</li> <li>• Maps showing global issues</li> <li>• Using an Atlas – maps and lists of statistics</li> </ul> <p style="margin-left: 20px;">Need an understanding of patterns and distribution</p>
Ordnance Survey maps	<ul style="list-style-type: none"> <li>• Four figure grid references</li> <li>• Six figure grid references</li> <li>• Scale</li> <li>• Distance</li> <li>• Compass directions</li> <li>• Identifying and describing landscape and relief features</li> <li>• Contours, spot heights and gradient</li> <li>• Drawing cross sections</li> <li>• Interpreting physical and human features</li> <li>• Understanding land use</li> <li>• Inference</li> <li>• Comparing maps and photos</li> <li>• Drawing an area of the map into a sketch map</li> </ul>
Using photos	<ul style="list-style-type: none"> <li>• Ground photos</li> <li>• Aerial photos</li> <li>• Satellite photos</li> <li>• Describing from photos</li> <li>• Drawing sketches from photos</li> </ul>

Graphical skills	<ul style="list-style-type: none"><li>• Line graphs</li><li>• Bar graphs and histograms</li><li>• Pie charts</li><li>• Pictograms</li><li>• Scattergraphs</li><li>• Population pyramids</li><li>• Choropleth maps</li><li>• Isoline maps</li></ul>
	<ul style="list-style-type: none"><li>• Dot maps</li><li>• Dot line maps</li><li>• Flow line maps</li><li>• Proportional symbol</li></ul>
Statistical skills	<ul style="list-style-type: none"><li>• Mean</li><li>• Median</li><li>• Mode</li><li>• Range</li><li>• Inter quartile range</li><li>• Dispersion graphs</li><li>• Calculating percentage change</li><li>• Percentiles</li><li>• Describing relationships in bivariate data</li><li>• Interpolate/extrapolate</li></ul>