

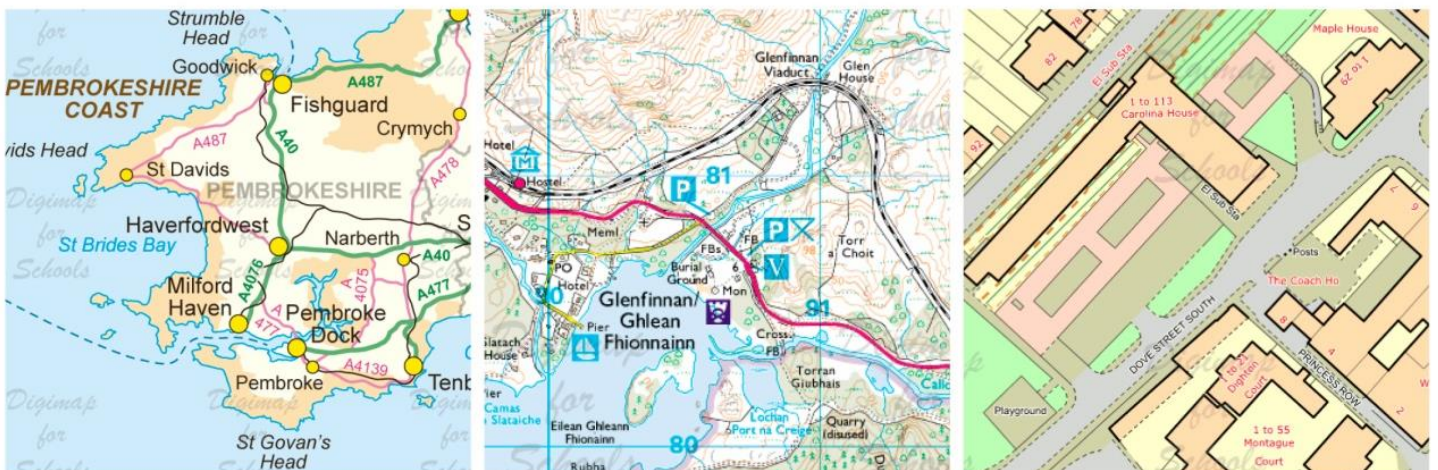
Digimap for Schools

Digimap for Schools to support GCSE

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Geography teaching resource

Key Stage 4



This is one of a series of teaching resources for use with Digimap for Schools. For more details about this service, visit <http://digimapforschools.edina.ac.uk>

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Digimap for Schools Geography Resources

Title: Digimap for Schools to support GCSE

Map skills in the current exam specifications

Common skills that are mentioned in awarding body exam specifications are listed below. (Those **highlighted in red** could be developed with the aid of *Digimap for Schools* and its tools).

Students will be assessed on their ability to:

- a **Recognise symbols (using a key), four- and six-figure grid references, and straight line and winding distances.**
- b **Demonstrate an understanding of direction, using an eight-point compass.**
- c Demonstrate understanding of the construction of cross-sections.

Contours are marked on the map. Although Digimap for Schools doesn't offer a cross-section tool, it would allow for the exploration of the heights of land along a straight line placed on the map. Maps can also be printed out at an appropriate scale to enable the manual plotting of cross-section data.

- d Complete and annotate cross-sections, indicating height and degree of slope and **simple contour patterns.**
- e **Recognise and describe patterns of vegetation, land use and communications.**

These skills can be developed using the appropriate zoom level. Map keys are provided for each type of map in the service.

- f Describe and identify the **site, situation and shape of settlements.**
- g Recognise and describe **distributions and patterns of both human and physical features.**
- h **Infer human activity from map evidence, including tourism** – tourism is a major feature of Ordnance Survey maps, particularly at the 1: 25 000 scale level.
- i **Use maps in association with photographs**, sketches and written directions. Images up to 10 Mb in size can be added to maps – these can also include images that are made from Excel charts.

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Map skills in the new GCSE subject criteria

You will be aware that GCSEs are changing. In June 2013, guidance was sent to the awarding bodies by the DfE, from which they will create their new exam specifications, in association with OFQUAL guidance.

Those sections that can be covered using *Digimap for Schools* are highlighted in red below. **Note that this is subject to change as new specifications emerge through 2014, for first teaching in 2015.**

GCSE specifications should require students to develop and demonstrate:

Place knowledge

Geography of the UK – **in-depth knowledge and understanding of the UK's geography** to include its **physical and human landscapes**, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world.

Physical geography

Geomorphic processes and landscape – how geomorphic processes (such as weathering, slope movement and erosion by water, wind and ice) have influenced and continue to influence the landscape of the UK and the interaction of those processes with human activity. **This should include detailed reference to some distinctive physical landscapes in the UK (for example, chalk, limestone, glacial, coastal deposition or river valley).**

Maps

The use of a range of maps, atlases, **Ordnance Survey maps**, satellite imagery and other graphic and digital material, including the use of geographical information systems (GIS), to obtain, illustrate, analyse and evaluate geographic information. To include **making maps and sketches to present and interpret geographic information.**

Fieldwork

Different approaches to fieldwork undertaken in at least two contrasting environments in order to explore physical and human processes and the interactions between them (for example, city street, beach, woodland, suburban estate, moorland edge). This should involve the collection of primary physical and human data.

Use of data

The collection, interpretation, analysis, presentation, application and evaluation of primary and secondary data. This should include: fieldwork data, GIS material, library and digital sources, visual and graphical data, and numerical and statistical information.

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