Geography

GCSE 2012

Geography B
J385

Incorporating Data Skills
into Geography B

OCR
Oxford Cambridge and RSA

GCSE GEOGRAPHY B – J385

Web link to data source	Link to GCSE Specification	Suggested Teaching and learning activities
The Environment agency http://apps.environment-agency.gov.uk/river-and-sea-levels/	2.4.1	**How does river flooding vary between areas?** • Follow the web link to the Environment agency 'River and sea levels' • Pick three to five rivers in contrasting regions and research their 'river level' • Map/create located bar graphs for these rivers showing the '**current**' and '**highest**' river levels. You could also add the 'range' • Describe the differences in the bar graphs: • What might be the reasons be for these differences? Annotate your map with the reasons for different river levels in different places and at different times. **Stretch and challenge:** Research a river of your choice. Have there been any flooding events? If so, what were the impacts? What management strategies does it have in place?
The Environment agency http://maps.environment-agency.gov.uk	2.4.1 e	**How is the coastline managed?** • Using the postcode or place search function (top left hand corner of web page), research the coastal management plan for an area. Explore the interactive maps. Click on the map to find out about the cost of the management schemes in place. • Produce a map to show the coastal management that is taking place and annotate the map to show the costs of coastal management schemes. • E.g. Useful for case studies on coastal management such as Seaford beach, East Sussex and Happisburgh and Sheringham in Norfolk. **Stretch and challenge:** Devise a model or matrix to assess how sustainable different methods of coastal management are.

GCSE GEOGRAPHY B – J385

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Office for National Statistics http://www.ons.gov.uk/ons/interactive/historic-uk-population-pyramid/index.html	2.4.2. a	**How has the population structure of the UK changed over time?** • Compare population data over time for the UK. • What key events in the UK's history have shaped the population structure? • Pick three different years between 1951 and 2011 and write a newspaper headline to summarise the key changes for each point in time. **Stretch and challenge:** What might a population pyramid for 2050 look like in the UK? Sketch out an outline and explain why.
Life in a Slum http://apps.who.int/gho/data/view.main.100291 http://apps.who.int/gho/data/node.imr.EQ_URBSLUM BBC Urban Growth http://news.bbc.co.uk/1/shared/spl/hi/world/06/urbanisation/html/urbanisation.stm	2.4.2 d	**What are the consequences of rapid urban growth?** • How has slum population in urban areas changed over time? What has caused these changes? • Use the data to produce a bar graph showing how slum population has changed over time. • Use the map to explore the pattern of urban growth, focussing on a particular city or region. Carrying out appropriate research into the factors behind or the impacts of urban population growth in that city/region.
A vision of Britain http://www.visionofbritain.org.uk	2.4.2 d 2.4.4 b	**Research different local places and compare their origins and development.** • Using the map of '*Percentage of aged over 65 in 2001*', and '*percentage of people aged 15-64*' select 5 different counties to analyse. • These could be located in different regions of the UK e.g. Cornwall, Sussex, Staffordshire, Norfolk, Yorkshire. • Using the map legend, produce a proportional bar chart to show how this distribution varies. • What might the implications be for the proportion of over 65's living in the areas you have located? Think about both the positive and negative implications. **Stretch and challenge:** Can you suggest what may happen to the percentage in the future?
USGS http://earthquake.usgs.gov/earthquakes/map	2.4.3 a, b, c d, e	**What is the distribution of earthquakes?** Use the map to plot the frequency and intensity of earthquakes over a set period of time.

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OECD http://www.oecd.org/statistics/ Aid Statistics	2.4.4 a	**How can development be affected by aid?** • Click on 'Aid'- 'Other Official flows: Development Aid' data set. • Produce a graph to compare which 'developed' nation provides most aid. • Why do countries give aid? What are the advantages of this? What are the criticisms? **Stretch and challenge:** Make your graph a scatter graph to show the link between aid donated and GDP.
World Mapper http://www.worldmapper.org/ http://www.worldmapper.org/display.php?selected=2 http://www.worldmapper.org/display.php?selected=245 http://www.worldmapper.org/display.php?selected=163	2.4.2 a, b, c 2.4.3 a 2.4.4 a, b, c, d, e	**How can data be mapped?** • Click on Map Categories and it will display a variety of different topics that can be explored. Look at the 'wealth 2015' map. • Describe the distribution of the LEDC's and MEDC's. • Open a word document and copy and paste the following maps: *Total Population* *Total Births* *Total Elderly* • Underneath each map describe and explain the distribution of people. Which countries have most or least? Try to mention countries in each continent. **Stretch and Challenge**: Explore two more maps of interest and explain what they show in relation to the topic of Population. The data can be found by scrolling down to the bottom of each where you can download the excel files.
World Bank http://data.worldbank.org/	2.4.4. a, b, c	• Development Indicator Graph • Mapping development for countries along the spectrum of development • Triangular graph to show varying employment structures between countries

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Gap Minder http://www.gapminder.org- Wealth vs Health	2.4.4.a, b, c 2.2.1 b 2.4.3 c	A visual Development Indicator Graph. Students identify global trends over time. A useful tool for case studies (Flooding and Natural disasters) to compare a country's development before and after a disaster. Study the wealth and health of nations. Choose the automatic default data set of income per person vs life expectancy. Compare Haiti with other countries. What does the graph show about Haiti over time?
Graphic detail- The Economist http://www.economist.com/blogs/graphicdetail	2.4.2 a, b, c, d, e 2.4.3 a, b, c, d, e 2.4.4 a, b, c, d, e	On this blog The Economist publishes a new chart or map every working day, highlighting interactive data features and providing links to interesting data from around the web. These charts or maps can be linked with any topic across the GCSE specification.

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