

GCSE Geography Revision plan 2021 -2022

| Topic | Relate to spec | What does it include | When |
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| Global cities | 1.1.1 To what extent is urbanisation a global phenomenon? | <p>Global scale patterns and how these patterns vary over time and space.</p> <p>Concepts of urbanisation and re-urbanisation.</p> <p>The concept of global cities*.</p> <p>The development over time and the present location and distribution of global cities.</p> | |
| | 1.1.2 What are the ways of life and current challenges created by urbanisation in two global cities? | <p>The growth and character of two global cities. One city must be located in either a low-income country (LIC)* or newly industrialised country (NIC)*.</p> <p>The other city must be located in a high-income country (HIC).</p> <p>For each city, learners must set their studies within the regional, national, and global context of that city.</p> <p>For each city:</p> <ul style="list-style-type: none"> (a) The reasons for its growth. Factors to include natural population change and migration. (b) Push and pull factors for rural to urban migration, regional migration, and historic/recent international migration. (c) The resulting ways of life. The social, economic, and cultural patterns within the city. (d) Current challenges to include addressing poverty and deprivation; housing provision and quality; and | |
| | 1.1.3 What strategies can be used to manage the impacts of urbanisation in global cities? | <p>Strategies which aim to reduce inequality and improve the lives of people living in global cities (which should be the same cities chosen in 1.1.2).</p> <p>Coverage must include:</p> <ul style="list-style-type: none"> (a) In the LIC/NIC city: self-help schemes, slum clearance programmes, housing projects and mass transit schemes. (b) In the HIC city: strategies to create sustainable urban environments. | |
| Urban and rural processes in the UK | 1.2.1 What changes are taking place in where people live in both urban and rural areas of the UK? | <p>An overview of urban change in the UK to include the processes of:</p> <ul style="list-style-type: none"> • Urbanisation • Suburbanisation • counterurbanisation • re-urbanisation • infill <p>The impact of change on rural areas of the UK to include villages which have become commuter settlements.</p> | |

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| | <p>1.2.2 What are the distinctive features of urban areas in the UK?</p> | <p>How the processes of urban change over time have created distinctive spatial zones/patterns in UK towns and cities.</p> <p>The characteristics of town/city centres to include: Central Business Districts (CBDs) and pedestrianised zones.</p> <p>The distinctive features of UK towns/cities to include zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work, and enjoy leisure and cultural opportunities.</p> | |
| | <p>1.2.3 What factors help to drive urban and rural change across the UK?</p> | <p>1.2.3 Economic, social, and environmental factors that drive urban renewal. Coverage must include the brownfield /greenfield debate.</p> <p>How do regional inequalities and social factors contribute to population movement within the UK?</p> <p>How commuting and teleworking influence where people live and work in the UK.</p> <p>How migration, from outside the UK, has social and economic consequences for urban and rural areas of the UK.</p> <p>The factors leading to depopulation in some rural areas of the UK.</p> <p>The challenges of creating sustainable living environments in urban and rural locations.</p> <p>Coverage must include the importance of transport systems in creating sustainable communities.</p> | |
| | <p>1.2.4 What is the cause and effect of change in retail provision across the UK?</p> | <p>The cause and effect of change in retailing (shopping).</p> <p>Changes in where shops are located to include the decline of shopping areas within CBDs and the rise of out-of-town retail parks.</p> <p>Coverage must include the concepts of range, threshold population and catchment area.</p> <p>How technology is changing how and where we shop.</p> <p>The social, economic, and environmental impact of increased online shopping.</p> | |
| | <p>1.2.5 What are the issues associated with leisure use in urban and rural areas across the UK?</p> | <p>How urban and rural areas are used for leisure.</p> <p>Advantages and disadvantages of leisure use for both residents and leisure users.</p> <p>The impacts of increasing leisure use on rural honeypots.</p> | |

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| | | <p>Positive and negative impacts of major sporting events on localities.</p> <p>Study of one location where leisure use is managed and the effectiveness of the management strategy.</p> | |
| Development | 1.3.1 What are global patterns of development? | <p>How development data and images are used to learn about levels of development in different countries including the UK.</p> <p>The limitations of using data to ascertain levels of development.</p> <p>The merits of using economic data alongside human/social development data.</p> <p>How we define groups of countries that have similar characteristics.</p> <p>Definitions must include 'Least Economically Developed Countries' or 'Low Income Countries' (LICs) and 'Newly Industrialised Countries' (NICs).</p> | |
| | 1.3.2 What are the global processes that connect countries at different levels of development including the UK? | <p>The key drivers of globalisation to include trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies (MNCs).</p> <p>An overview of how the UK is connected to other countries by the processes of globalisation.</p> | |
| | 1.3.3 What are the causes and consequences of uneven development? | <p>How the key drivers of globalisation (identified in enquiry question 1.3.2) have caused uneven levels of development at a global scale and within nations. The consequences of this uneven development.</p> <p>Coverage must include the UK and at least one Low Income Country (LIC)* and one Newly Industrialised Country (NIC)*. The following causes and consequences must be covered:</p> <p>(a) The reasons MNCs have for locating in countries at different levels of development, including in the UK and one LIC or one NIC (one of the same countries chosen in the first strand of 1.3.3).</p> <p>The advantages and disadvantages of the development of global MNCs (for the MNC) and the consequences for the host country to include economic, social and environmental consequences.</p> <p>(b) The reasons for the emergence of Newly Industrialised Countries (NICs) as economic power houses in the world economy.</p> | |

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| | | <p>The positive and negative consequences of this development in one NIC (the same country chosen in the first strand of 1.3.3).</p> <p>(c) The pattern and the impact of trade between nations at different levels of development including the UK and at least one Low Income Country (LIC) and one Newly Industrialised Country (NIC)* (the same countries used in the first strand of 1.3.3).</p> <p>Concepts of trade must include imports, exports, trade partnerships/blocs, tariffs and 'fair trade'.</p> <p>How patterns of trade can cause uneven development.</p> <p>How trade can be used to reduce global inequalities.</p> <p>(d) The social, cultural, political and economic consequences, both positive and negative, of globalisation on societies. To include globalisation's effects in the UK and at least one Low Income Country (LIC) and one Newly Industrialised Country (NIC)* (the same countries used in the first strand of 1.3.3).</p> <p>Coverage must include international patterns of migration, globalisation of consumer products, globalisation of culture and threats to local and national identity.</p> | |
| | 1.3.4 What are the advantages of different types of aid project? | <p>The advantages of both one long-term development aid programme and one short-term emergency aid response for both donor and at least one recipient LIC (the same country chosen in the first strand of 1.3.3).</p> | |
| Coasts and coastal management | 2.1.1 How do people and processes contribute to the development of distinctive coastal landscapes in the UK? | <p>At a wider scale, ways in which climate, geology and human activity influence coastal processes and landscapes in the UK, to include:</p> <ul style="list-style-type: none"> □ how seasonal weather patterns and extreme events influence coastal processes □ how geology influences rates of erosion and the creation of distinctive coastal landscapes □ how human activity may slow down or accelerate the rate of natural coastal processes. <p>Geomorphological processes should include weathering, mass movement and marine processes. At a local scale, erosional marine processes must include hydraulic action, abrasion, attrition and solution.</p> | |

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| | | <p>Coverage must also include the processes of transportation and deposition including longshore drift, traction, saltation, suspension and solution.</p> <p>How the processes listed above create distinctive landforms in the UK to include cliffs, wave cut platforms, arches, stacks, headlands and bays, beaches, spits and estuaries.</p> <p>An overview of how past human activity has modified the UK's coastal landscapes for economic benefit.</p> | |
| | 2.1.2 How are coastlines managed? | <p>Contemporary management options to reduce risk of coastal floods/erosion.</p> <p>Coverage must include:</p> <ul style="list-style-type: none"> □ costs/benefits of hard engineering options such as sea walls, groynes, gabions and rock armour □ costs/benefits of soft engineering options to include beach nourishment, beach stabilisation and wetland creation □ concepts of 'hold the line' and 'retreat the line'. | |
| | 2.1.3 Why is coastal management often controversial? | <p>The role of government and local authorities in shaping shoreline management plans (SMPs).</p> <p>Conflicting views on coastal management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy.</p> | |
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| | 2.1.4 What are the predicted impacts of climate change on coastal landscapes and communities? | <p>The potential impacts of climate change on coastal communities in at least two countries at different levels of development.</p> <p>Management challenges which arise from sea level rise and the increased frequency of storms.</p> | |
| Rivers | 2.2.1 How do people and processes contribute to the development of distinctive river landscapes in the UK? | <p>At a wider scale, ways in which climate, geology and human activity influence flows and stores of water within river landscapes.</p> <p>Coverage to include the processes of interception, transpiration, infiltration, surface run-off and throughflow.</p> <p>How these may be affected by human activity through changes to vegetation and urbanisation.</p> <p>How climate creates seasonal variation in discharge.</p> <p>The concept of annual regime. The use of hydrographs to show the relationship between climate and discharge.</p> | |

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| | | <p>How fluvial processes, combined with weathering, mass movement and human activities create distinctive river landscapes in the UK.</p> <p>At a local scale, fluvial erosional processes to include hydraulic action, abrasion, attrition and solution.</p> <p>Processes of transportation and deposition to include traction, saltation, suspension and solution.</p> <p>Coverage of landforms must include V-shaped valleys, waterfalls, gorges, meanders, ox-bow lakes, floodplains and estuaries. How human activity affects river landscapes to include creation of reservoirs, dredging and straightening of channels.</p> | |
| | 2.2.2 Why do rivers flood and what are the consequences of flooding? | <p>The physical factors (to include geology and vegetation) and human activities (to include urbanisation and changes to ecosystems) that cause rivers to flood.</p> <p>Climatic patterns that cause seasonal floods.</p> <p>Extreme weather events that cause flash floods.</p> <p>Social and economic consequences of flooding (positive and negative) on different groups of people.</p> | |
| | 2.2.3 How can rivers be managed to reduce the risk of flooding? | <p>The costs and benefits of soft and hard engineering flood management options.</p> <p>Management options to include dam construction, river engineering, afforestation, managed flooding and land use zoning for flood plains.</p> <p>The impact of river management on hydrographs.</p> | |
| | 2.2.4 Why is river flood management often controversial? | <p>Conflicting views on drainage basin management.</p> <p>The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy.</p> <p>The economic and social impacts of river management on locations downstream.</p> | |
| Weather and climate | 2.3.1 Why is the UK climate so variable? | <p>The characteristics of the UK climate including regional variations. Coverage must include seasonality, average monthly temperature, and precipitation rates.</p> <p>The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea.</p> | |

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| | 2.3.2 How does the global circulation of the atmosphere create distinctive climate zones? | <p>An overview of the global circulation of the atmosphere to include the operation of cells in the troposphere.</p> <p>An overview of the location and distribution of distinctive climate zones across the globe.</p> <p>The features of the hot semi-arid climate and one other climate zone.</p> | |
| | 2.3.3 How are weather hazards distributed at a global scale and how does this pattern change over time? | <p>How global circulation creates areas of high and low pressure.</p> <p>Distribution and location of these pressure systems.</p> <p>Typical weather patterns and extreme weather hazards associated with high- and low-pressure systems.</p> <p>Coverage should include the use of weather charts.</p> <p>Temporal and spatial changes in extreme weather to include seasonal and longer-term changes in the tropics which result in drought and the seasonal distribution of cyclone/hurricanes.</p> | |
| | 2.3.4 What are the causes, impacts and responses to two contrasting extreme weather events? | <p>A detailed study of two contrasting extreme weather events located outside of the UK.</p> <p>One event must relate to a dominant long-lasting high-pressure system.</p> <p>One event must relate to an intense low-pressure system.</p> <p>For each event, coverage must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> causes <input type="checkbox"/> impacts on different groups of people <input type="checkbox"/> responses | |
| Climate change | 2.4.1 How has climate changed during the Quaternary period? | An overview of how climate has changed to include glacial and inter-glacial periods. | |
| | 2.4.2 What are the causes of global warming? | <p>Natural processes that create the greenhouse effect.</p> <p>Evidence for global warming, including the role of human activity as one contributory factor in global warming.</p> | |
| | 2.4.3 What are the consequences of climate change? | <p>The consequences of climate change for people and environments.</p> <p>These must be in addition to the impact of climate change on coastal management strategies described in 2.1.4 above.</p> | |

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| | | <p>Coverage must include the consequences on at least two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Farming and food supply <input type="checkbox"/> Wildlife and habitats <input type="checkbox"/> Water and water supplies <input type="checkbox"/> Where people live and population movement <input type="checkbox"/> Tourism and tourist destinations. | |
| | 2.4.4 How and why do attitudes to climate change vary? | <p>Differing views, values and attitudes which are held on the issue of climate change and the ways in which its effects could be addressed.</p> <p>Global initiatives to reduce the impact of climate change.</p> | |
| | 2.4.5 What role can individuals and government in the UK play in reducing the risk of climate change? | <p>How individuals can play a part in reducing the risk of climate change.</p> <p>How and why local and national UK government may attempt to reduce the risk of climate change.</p> | |
| How do ecosystem' s function? | 3.1.1 What is the relationship between climate and biomes at a global scale? | <p>The location and distribution of biomes at a global scale and their relationship to climate zones.</p> <p>An overview of the characteristics and interdependence of climate, soils, vegetation, animals and humans in two contrasting biomes.</p> <p>Coverage must include hot semi-arid grasslands (note the link to the study of hot semi-arid climate in 2.3.2 and to the relationship between changing climatic patterns and the environment in 3.4.1) and one other biome.</p> | |
| | 3.1.2 What physical processes and interactions operate within ecosystems? | <p>The physical processes that link living/biotic components (plants, animals, decomposers) and non-living/abiotic components (temperature, light, moisture) in hot semi-arid grasslands and one other biome.</p> <p>Coverage must include nutrient stores and flows, energy flows and food webs (producers, primary, secondary and tertiary consumers).</p> <p>The concept of biodiversity.</p> | |
| | 3.1.3 How are small scale ecosystems in the UK used and managed? | <p>The characteristics of one small scale ecosystem in the UK.</p> <p>The benefits of the ecosystem for local communities.</p> <p>The challenges of managing the ecosystem and how different stakeholders perceive its value.</p> | |
| Ecosystem managed | 3.2.1 How are ecosystems used by people? | An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources. | |
| | 3.2.2 How are ecosystems damaged by human activity? | How hot semi-arid grasslands and one other ecosystem have been damaged by human activity. | |

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| | | <p>How processes within the ecosystem have been affected (note the link to how human activity can contribute to desertification in 3.4.2).</p> <p>The effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale.</p> | |
| | 3.2.3 Why and how are ecosystems managed in a sustainable way? | <p>The reasons for conservation and management. The ways in which hot semi-arid grasslands and one other ecosystem have been managed.</p> <p>Strategies for sustainable management.</p> | |
| Water resources and management | 3.3.1 Why does supply and demand for water vary over time and space? | <p>An overview of past and present global trends in water supply and demand.</p> <p>The concepts of water footprints and water security.</p> <p>The social, economic and environmental reasons why supply and demand for water varies over time and place.</p> <p>The links between population change, economic growth, consumerism and increasing demands for water.</p> | |
| | 3.3.2 What happens when demand for water exceeds supply? | <p>The concept of over-abstraction and the reasons for water transfer schemes.</p> <p>The impact of over-abstraction and unsustainable use of water on people, the economy and environment.</p> <p>Coverage to include the impacts in countries at contrasting levels of development (note the link to how human activity may contribute to desertification in 3.4.2).</p> | |
| | 3.3.3 What are the challenges of managing water supplies? | <p>Ways in which an imbalance of supply and demand can be met within one country at a local scale.</p> <p>The international issues facing future water management across national boundaries.</p> | |
| Desertification | 3.4.1 What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification? | <p>An overview of the location and global distribution of environments vulnerable to desertification.</p> <p>How this distribution pattern is changing over time.</p> <p>The relationship of this distribution to the global circulation of the atmosphere and to the dominance of high-pressure systems.</p> <p>Changing climatic patterns over periods of decades to include unreliable rainfall patterns and higher rates of evapotranspiration in hot semi-arid regions.</p> <p>Smaller scale processes related to changing patterns of vegetation, evapotranspiration and micro-climate.</p> | |

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| Fieldwork skills | 3.4.2 To what extent does human activity contribute to the problem of desertification? | Human activities to include unsustainable use of water resources, over-grazing, poor land management and use of firewood. The different viewpoints, values and attitudes of stakeholders in the region. | |
| | 3.4.3 How can environments vulnerable to desertification be managed? | A range of strategies employed by Non-Government Organisations (NGOs), working at a local level with communities, to include drip irrigation, magic stones and use of drought-tolerant crops. International strategies aimed at reducing the spread of areas experiencing desertification. | |
| | 1.1 What is the geographical enquiry process? | Pose questions about geographical processes/concepts that include questioning about spatial patterns and geographical processes/change. Test hypotheses. | |
| | 1.2 How is evidence collected? | Design fieldwork data collection sheets. Select specific locations at which data can be collected. Establish control groups. Justify sample size and sampling technique, coverage to include sampling using random, systematic, opportunistic and/or stratified techniques. Use fieldwork equipment to obtain accurate and reliable results (for example the use of clinometer or quadrats). Collect data using quantitative and qualitative techniques. Quantitative techniques should include those that measure: <input type="checkbox"/> flow (for example, discharge, infiltration, traffic) <input type="checkbox"/> scale (for example, river width, pebble size, gradient) <input type="checkbox"/> spatial pattern (for example, retail land use, sediment sorting) <input type="checkbox"/> temporal change (for example, temperature, rainfall, pressure). Qualitative techniques should include use of questionnaires, bi-polar techniques and annotation of photos/sketches. Use secondary sources of evidence to include satellite images, aerial and oblique photographs, large databases (for example, National Statistics) and GIS (for example, Environment Agency). | |

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| Fieldwork skills | 1.3 How can evidence be processed and presented? | <p>1 Process evidence to include calculation of percentages and mean.</p> <p>Present evidence to include maps, graphs and diagrams.</p> <p>Reference secondary data sources accurately.</p> <p>For details of numerical and statistical skills, including specific graphical and cartographic representation techniques, see Appendix A pages 27-28.</p> | |
| | 1.4 How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding? | <p>Identify, analyse, and interpret trends and patterns.</p> <p>Apply knowledge and understanding of broad geographical concepts and processes to specific evidence collected during the enquiry.</p> | |
| | 1.5 What conclusions may be drawn from fieldwork enquiries? | <p>Synthesise findings to reach evidenced conclusions that relate to the initial aim of the enquiry.</p> <p>Appreciate that geography can be 'messy' i.e., that fieldwork does not always match typical or predicted outcomes.</p> | |
| | 1.6 What evaluative techniques should be applied to the enquiry process? | <p>Identify the limitations of geographical evidence: accuracy, reliability and bias.</p> <p>Reflect critically on the strengths and limitations of both primary and secondary data, methods used, conclusions drawn, and knowledge gained.</p> <p>Appreciate that stakeholders may have vested interests (for example, where primary or secondary sources of data rely on opinion).</p> | |
| | Change over time | <p>Comparing primary data with secondary sources to analyse:</p> <p>Changing patterns of retailing – comparing current retail patterns to historical data from a previous year</p> <p>Changing weather - comparing data collected over several days with data collected for the same period in a previous year.</p> <p>Changing river/coastal landforms based on comparison of current evidence to historical evidence from maps/photos.</p> <p>Changing land use over time in an urban/rural environment</p> | |
| | Mitigating risk Applying understanding of hazard perception / risk and analysing management strategies / future actions. | <p>Identifying the nature of risk and human responses to it in one location:</p> <ul style="list-style-type: none"> <input type="checkbox"/> coastal erosion/flood risk and management strategies <input type="checkbox"/> flood risk and river management strategies <input type="checkbox"/> urban/rural land use and its impact on infiltration/interception/flood risk <input type="checkbox"/> perceptions of climate change and possible local responses | |

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| | | <p>□ environmental risk and its management for example, location of a new wind farm or an investigation of air quality in an urban area</p> | |
| Numerical skills | 1.1 Demonstrate an understanding of number, area and scale and the quantitative relationships between units. | <p>Calculate distance from maps using the scale line and estimate area.</p> <p>Use quantitative and qualitative statements when describing relationships revealed by tables of data or graphs.</p> | |
| | 1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. | <p>Sample using random, systematic, opportunistic and/or stratified techniques.</p> <p>Use fieldwork equipment to obtain accurate and reliable results (for example the use of clinometer or quadrats).</p> <p>Make sketch maps and field sketches to present and interpret data.</p> | |
| | 1.3 Understand and correctly use proportion and ratio, magnitude and frequency. | For example, 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude. | |
| | 1.4 Draw informed conclusions from numerical data. | Use tables of data to draw evidenced conclusions about spatial or temporal patterns (for example, from Office of National Statistics). | |
| | 2.1 Use appropriate measures of central tendency, spread and cumulative frequency. | Median, mean, range, quartiles and interquartile range, mode and modal class. | |
| | 2.2 Calculate percentage increase or decrease and understand the use of percentiles. | <p>For example, calculate percentage increase/decrease in population from a line graph.</p> <p>Draw a histogram of a normal/skewed distribution and use it to calculate percentiles.</p> | |
| | 2.3 Describe relationships in bivariate data. | <p>Sketch trend lines through scatter plots; draw estimated lines of best fit.</p> <p>Interpret evidence to make predictions. Interpolate and extrapolate trends on a line graph.</p> | |
| | 2.4 Identify weaknesses in selective statistical presentation of data. | Identify limitations (for example, in the interpretation of a scatter graph). | |
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| Map skills | 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps. | Interpret and analyse atlas maps at different scales, topological maps, OS maps at 1:50,000 and 1:25,000 scales, isoline maps (for example, weather charts, ocean bathymetric charts), maps with proportional symbols, weather (synoptic) charts. | |
| | 3.2 Interpret cross sections and transects. | Interpret cross sections (for example to show relief) and transects (for example, through the zones of a sand dune or across an eroded footpath). | |
| | 3.3 Use and understand coordinates, scale and | Give 4 and 6 figure grid references. | |

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| | distance. | Measure distance accurately and estimate area from maps (including from O.S maps at a scale of 1:50,000 and 1:25,000). | |
| | 3.4 Describe and interpret geo-spatial data presented in a GIS framework. | Describe location, distribution and other spatial patterns as shown on a screen shot from a GIS (for example Office of National Statistics or analysis of flood hazard using the interactive maps on the Environment Agency website). | |
| Graph skills | 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales. | Bar and line charts (to include climate charts and hydrographs), pie charts, proportional circles, pictograms, histograms with equal class intervals, star and radial graphs, kite diagrams, dispersion graphs, triangular graphs and scatter graphs. | |
| | 4.2 Interpret and extract information from different types of graphs. Interpret different graphs to identify patterns and trends. | Bar and line charts (to include climate charts and hydrographs), pie charts, proportional circles, pictograms, histograms with equal class intervals, star and radial graphs, kite diagrams, dispersion graphs, triangular graphs and scatter graphs. | |
| | 4.3 Interpret population pyramids, choropleth maps and flow-line maps. | Interpret population pyramids (for example, displaying both absolute and percentage figures) Choropleth maps (for example, those showing variations in economic development) Flow-line maps (for example, showing migration, tourism or traffic flows). | |