**The Concepts of Geographic Thinking**

**Grades 7-8**

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| **Spatial Significance** |
| This concept requires students to determine the importance of a place or region. They explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place. Students come to understand that the significance of the same place may be different for humans, wildlife and vegetation. |
| **Related Questions in the Curriculum\***  − What are wetlands? Why are they important? (Grade 7, A3.4)  − Why are there so many high-rise buildings in Hong Kong? (Grade 8, A1.1) |
| **Consider:**  What makes something important or significant? How do we determine what is important?  Consider: an issue, event, development, person, place, process, interaction  Something is geographically important if:   * It has a positive/negative impact on people and or places * Provides a sense of place – What is Where (location), Why there? Why Care? |

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| **Patterns and Trends** |
| This concept requires students to recognize characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends).The characteristics may be spatial, social, economic, political, physical, or environmental. Students analyse connections between characteristics to determine patterns; they analyse connections between those characteristics over time to determine trends. |
| **Related Questions in Curriculum**   * Where are mountains located in the world? What are the characteristics of a mountain? Are there different types of mountains? What characteristics make each type unique? (Grade 7, A3.1) * Why is there a global phenomenon of people moving to urban centres? (Grade 8, A3.4) |
| **Consider:**   * Characteristics are the same and repeat themselves - Pattern * Patterns and trends don’t have to be the same – pattern could be up and down (temp over past 400 000 years) * Or change in particular direction (increasing/decreasing) eg. Population, temp. change * What do you notice is the same and repeats? * Why do characteristics repeat? * Characteristics are consistent over a period of time – Trend * How long has the pattern been repeating? * Why is it important to recognize patterns in the world? * Why is it important to understand trends? * What is the lasting positive/negative impact of this trend or pattern? |

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| **Interrelationships** |
| This concept requires students to explore connections within and between natural and human environments. The interconnected parts of an environment or environments work together to form a system. Students must understand the relationships that exist within a system and then analyse the relationships between systems in order to determine the impact they have on one another. |
| **Related Questions in Curriculum**   * Why does the process used to extract a natural resource depend on where the resource is located? (Grade 7, B1.1) * What factors influence the quality of life in different countries? Why is it important to be aware of and to address global inequalities of wealth and in quality of life? (Grade 8, Overview) |
| **Consider:**   * What are the components within a natural or human system? * How do components of a system interact or work together? * What are the interrelationships between systems? * How do systems work together or interact? * How do systems adapt? Why do they need to adapt? * How does the natural system influence the human system? * Why is it important to understand the impact of interactions of systems? Why care? * Do we need to take action? What would that action look like? |

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| **Geographic Perspective** |
| This concept requires students to consider the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena that they are analysing. In order to solve problems, make decisions or judgements, or formulate plans of action effectively, students need to develop their ability to examine issues from multiple perspectives. |
| **Related Questions in Curriculum**   * What impact did this earthquake have on this city? How did it affect the people, their homes, schools, and businesses? …Was the economic impact felt only within the city, or was its reach regional, national, or global? In what ways did the damage caused by the earthquake affect the natural environment? (Grade 7, A2.1) * What do we know about how improved access to education for girls can affect a society? How might an increase in education spending affect the health of the people in a country? (Grade 8, B2.1) |
| **Consider looking at issues through the geographic lens considering the following implications:**   * Cultural/Social (religion, migrations, travel, celebrations, languages, traditions, quality of life) * Environment (natural systems, resources, climate change, natural disasters) * Economic (trade, resources, poverty, levels of industry, global development) * Political (international relationships, policies, international organizations, government models)   **Consider** that **implications** can be the conclusions that can be drawn from something although it is not explicitly stated. Implications are the likely consequence of something.   * How do we identify the problem and the implications of the issue? * How do we ensure we have all points of view? How do we know? Whose views are more influential? * How do we weigh the short/long term benefits and consequences? * How do we recognize that our values may differ globally on specific issues? * How do we determine a plan of action? Is it possible there isn’t a single solution? |