

CONCEPT: SPACE



Figure 10
Getting to know the key concepts: space.

Geographers writing about space:

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<p>What it is What is it and why are geographers interested?</p>	<p>Experiences to provide If students are to gain understanding of this concept, they will need to be given these experiences at KS3:</p>	<p>Outcomes for students If KS3 students understand this concept they are likely to:</p>
<p>Geographers have always been interested in space in the sense of knowing where things are located on the surface of the earth, why they are there, the patterns and distributions created, how and why they are changing, and the implications for people.</p> <p>Geographical study in the 1960s and 70s emphasised the search for order and the use of theories and models. While physical geography has continued to use mathematical models to understand how processes interact in space to create places, research in human geography has diversified to look at space in more fluid and less formal ways, in particular:</p> <ul style="list-style-type: none"> • Recognising the processes of acceptance and alienation that lead to the formation of ‘same spaces’ and ‘other spaces’ (e.g. feminist geography, post-colonialism) • Exploring how landscapes and maps function to re-order and represent space (e.g. in advertising, military arenas) • Re-examining space and time as both being folded into everyday life, especially Harvey’s ‘time-space compression’ in which speeding up of time is a result of economic and cultural change 	<ul style="list-style-type: none"> • The opportunity to examine the growing importance of location in an interconnected and globalised world (e.g. through studying the spatial decision-making of a large global firm) • The chance to investigate spatial location, patterns and distributions in the local context and the significance/ impact on the local community (e.g. house prices, leisure facilities for young people, climate change) • Involvement in using maps, atlases, GIS and/or images to identify, plot and represent features studied • The opportunity to study topics and issues in both physical and human geography in which flows and movements are important in explaining the matter (e.g. movement of soils on slopes explaining landform shapes) • The chance to look at the relationship between time, space and society at different scales (e.g. Harvey’s example of the Oxford car industry and workers – local/national impacts and decisions) • The opportunity to talk about time and space as aspects of economic, social and cultural life (e.g. tracing the development of musical genre like soul/jazz/rap in time and space) 	<ul style="list-style-type: none"> • Be able to use terms like location, distribution, pattern, flows and networks confidently and meaningfully in the context of studies they have undertaken • Be able to analyse and explain the location of features and places they have studied and show understanding of why and how location matters • Be able to express information in map and visual form either hand-drawn or using appropriate ICT • Show understanding of how people, places and environments are influenced by flows of material, information, goods and people • Be able to link pattern and process at different scales (local to global) in their understanding of the dynamic nature of both physical and human geography