

AERIAL PHOTOGRAPHY

- ❖ Aerial photographs are taken from the air. They can be from one of two angles:

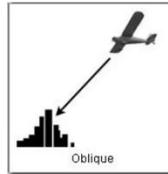
1. VERTICLE AERIAL

- Bird's eye view, directly overhead, often harder to pick out what's what in the photograph.



2. OBLIQUE AERIAL

- Taken from an angle (/) oblique means sloping rather than direct, easier to pick out what's what in the photograph.



What features often look like from the air:

Natural features

Bending, uneven, random pattern



Mountains – steep, bold lines, deep shadows



Native bush – uneven patterns



Flat land – no shadows



Hills – soft lines, wide shadows

River, streams, lakes - dark

Cultural features

Straight, parallel, geometric, regular pattern

Sports and recreation fields – oval or rectangular

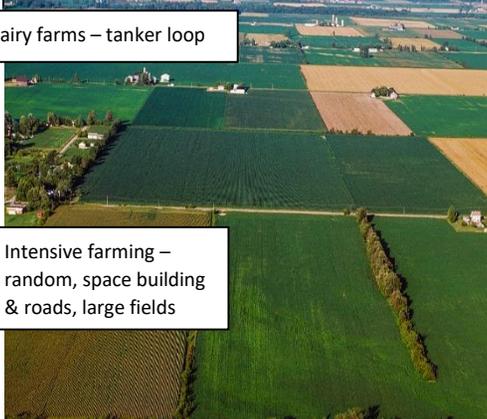
Roads – white or grey lines



Industries – big rectangular buildings, close roads & rails chimneys, yards

Sports, recreational fields – oval or rectangular

Dairy farms – tanker loop



Intensive farming – random, space building & roads, large fields



Exotic forest (e.g. pine) – dark, deep shadows; forest access roads & cutting areas -white

Activity

Identify whether the pictures below are vertical or oblique aerial.



GENERALISATIONS

By definition, a generalization is not specific but is a statement that generally applies to the figures or data you are working with.

Example

Writing a generalization from a table

Write a generalization explaining the main trends shown in the table below.

Country	Life Expectancy (in years) Males	Life expectancy (in years) Females	Income (GNI) Per capita (\$US 2006)
Brazil	68	76	8,800
Chad	47	49	1,500
India	63	65	3,800
New Zealand	76	82	26,200
Singapore	79	84	31,400
Tanzania	45	46	800
United Kingdom	76	81	31,800
United States	75	81	43,800

Three generalisations could be written:

- Regardless of level of development, women tend to live longer than men.
- In developed countries, the male/female life expectancy is higher than in developing countries.
- In developing countries, the difference in life expectancy of males and females is closer (about 1 – 2 years) than in developed countries (where the difference is about 5-7 years).

Activity: Writing generalizations

1. Write a generalisation explaining the main trend in the table below.

Literacy – being able to read and write

Country	% of adult people literate
Australia	100
Bangladesh	35
Brazil	81
India	48
Japan	99
Nepal	26
New Zealand	99
Saudi Arabia	62

2. Write a generalization commenting on the work practices shown in the following two photos.



Building a railway Jeypore-Nabarangpur in Odisha



Loading bananas onto a ship in La Ceiba, Honduras

Relevance of Important Geographic ideas (IGIs)

Knowing and understanding the relevance of Important Geographic Ideas (IGI) is a crucial skill for any geography student and need not be difficult. The 11 main ideas (which explain the natural and cultural environment and how they affect one another – what geography is all about) are:

- Location, Distance, Accessibility
- Interaction
- System
- Pattern, Processes, Region
- Change
- Culture, Perception

Location, Distance, Accessibility

Location

Distance can be measured in meters/kilometers, but could be given in travel time (e.g. It is about 3 ½ hours from Auckland to Sydney by plane). The location of places will affect their distances from others.

Accessibility is about how easy is it to get to something (a place, information, expertise). A range of factors can affect how easily accessible something is – e.g. peak-hour traffic, altitude, depth of rock, climatic conditions, lack of funding.

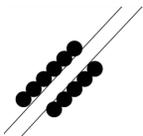
Location and distance affect accessibility, which is the measure of the ease of movement of people, objects and ideas.

Pattern, Processes, Region

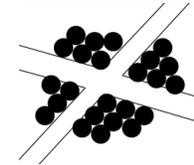
Patterns are seen on maps of all scales and sizes. They can be natural and/or cultural features.

The patterns can be: Examples

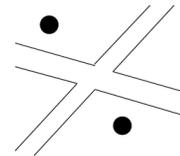
✚ Lines/ Linear



✚ Concentrated/ Clustered/ Nucleated



✚ Dispersed



Activity

Draw arrows to match the three types of settlement patterns to their diagrams and then to their real-life examples.

Dispersed		
Nucleated		
Linear		

Processes (natural or cultural) are sequences of related events or happenings that often modify or change the environment- ie. one event led to something else happening, which then resulted in something else ('X' led to 'Y' which led to 'Z'). Features in the environment (eg. Eroded soil, new areas of housing, new education programmes for small communities) are evidence of what has happened or is happening. These features can form patterns when seen on a map.

There is a relationship between Processes and Patterns.

'All spatial patterns, whether natural or cultural are as a result of processes.

Example _____

The global patterns of tropical rainforests found between 23°N and 23°S of the equator is a result of processes such as convectional rainfall and nutrients cycling.

Region is an idea that is associated with areas that have common characteristics or features and so are identified as a region. Areas with a similar climate and vegetation type (such as tropical rainforest areas) would be an example of a region.

Interaction

Interaction is about when there is a (two-way relationship between things (phenomena) – 'A' affects 'B' and 'B' affects 'A'

Remember to always write both parts of the two-way relationship

Example

Soil affects vegetation

Nutrients available only in the top layer (O horizon) of soil encourage vegetation to develop shallow lateral roots to take up the nutrients.

Vegetation affects Soil

Long roots in some tree species will encourage more illuviation (upward movement of water and dissolved nutrients) – as a result, upper soil horizons become more fertile.

Change

Change is when something alters or become different. Changes can be positive and/ or negative (often depending on your perspective).

There is a specific link between Interaction and Change – often if things within an environment are affecting each other (ie. there is interaction) this can lead to change:

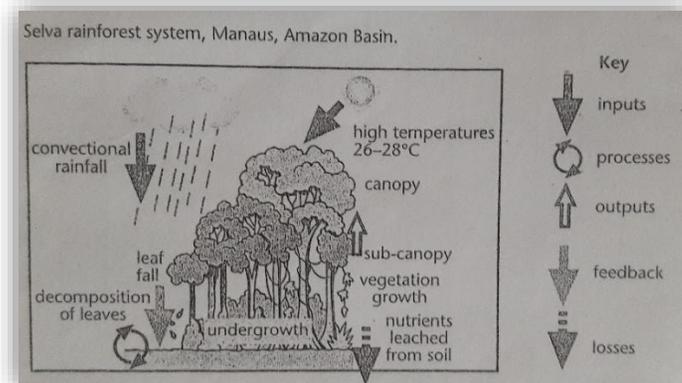
As people interact with their environment, both are changed.

System

Systems have **inputs** (natural and/or cultural things that go 'in' to them, eg rainfall, fertilizer, machinery). To make the day-to-day **processes** happen and to create **outputs** (positive and/or negative things that come 'out') out of the system.

- Some outputs are used again (eg. Profit is reinvested)-as a result of being fed back into the system, these things are known as **feedback**.
- Some outputs are lost from the system (eg soil is washed away) – these are therefore called **losses**.
-

Examples of systems include farms, mines and natural landscape.



Culture, Perception

A **culture** exists when a group has common beliefs and ways of life. Culture can exist within small communities, amongst an age group or profession.

Perception is about how an individual or group perceives ('sees') something, their opinion, their perspective.

❖ HOW TO WRITE AN ESSAY

When writing an essay you need to have:

1. Introduction

- The introduction moves from general to specific. This is where you:
 - Open with a short orientation (introduce the topic area(s) with a general, broad opening sentence (or two);
 - Answer the question with a thesis statement; and
 - Provide a summary or 'road map' of your essay (keep it brief, but mention all the main ideas).

2. Body

- The body of your essay consists of paragraphs. Each is building block in the construction of your argument. The body is where you:
 - Answer the question by developing a discussion.
 - Show your knowledge and grasp of material you have read
 - Offer exposition and evidence to develop your argument
 - Use relevant examples and authoritative quotes.
- If your question has more than one part, structure the body into sections that deal with each part of the question.

3. Conclusion

- The conclusion moves from specific to general. It should
 - Restate your answer to the question;
 - Re-summarise the main points and;
 - Include a final, broad statement (about possible implications, future directions for research, to qualify the conclusion etc).
- However, **NEVER** introduce new information or ideas in the conclusion – its purpose is to round off your essay by summing up.

Some Geographical Ideas

Spatial dimension – where things are and why they are there

Ecological dimension – how human interacts with environment

Location – where things are found on Earth's surface

Movement – change in location of things across Earth's surface

Distribution – the arrangement of things on or near Earth's surface (e.g. distribution of rivers across Australia)

Spatial change overtime – how much an area's geography has changed over a period of time

Spatial association – how much things are similarly arranged over space

Spatial interactions – the relationships and interaction of things (e.g. people) and places in the environment.

Spatial –
an
adjective
meaning
to do with
space.