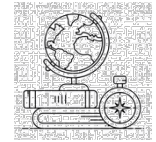




Reading in Geography at SARCHS



The Geography Curriculum here at SARCHS is built around reading and literature. In a nutshell reading it *essential* to the curriculum. Teachers within geography use literature to underpin and enhance the curriculum. Geography is a dynamic and ever evolving discipline which requires teachers and the curriculum to be up to date with new geographical theory and case study detail. As expert readers, our geography team often share valuable insights on literature that has interested them or has succinct links to the curriculum, to which can be passed on to pupils in lessons to develop our *teaching of geography beyond the PowerPoint*.

Developing language, vocabulary and literacy is an integral part of learning geography as it allows pupils to develop sound geographical understanding. It is through language that pupils understand geographical concepts, develop their geographical thinking and communicate their ideas. Language enables pupils to access geographical information, undertake geographical enquiry and allows them to order their thinking in order to develop reasoned arguments.

By reading in geography, we allow all pupils to gain a wider and deeper geographical knowledge. This will prepare all pupils for life in Modern Day Britain by; enabling pupils to understand real world issues; ensuring all pupils have the opportunity to experience issues from different perspectives using a variety of lenses; and by helping pupils to begin to understand their positions and responsibilities in the world.

Some units are constructed around books and their narratives e.g. **The Almighty Dollar** by David Dharshini. By teaching through rich texts created by fantastic authors, we can make clear connections between geographical concepts (e.g. globalisation) and reality as pupils are forced to think about the 'story's meaning' throughout. This book especially allows pupils to 'think geographically' as they make connections between the phenomena at a variety of scales. Pupil's locational knowledge and understanding of space and place develops as the scheme of learning develops and through the repeated mapping of the of the journey. It provides the opportunity for our pupils to look through different lenses and perspectives. The schema developed by pupils in using literature in this manner is invaluable and helping develop the 'story of the curriculum' and underpin key concepts.

We teach our pupils that keeping up to date with relevant and contemporary literature is essential for a geographer in order for ideas to be appropriate and relevant therefore, the geography departments literature is dynamic and under constant review. For example, **Factfulness** by Hans Rosling was first published in 2018, of which one of the key concepts and ideas is that our world view is distorted by out-of-date reference points and data. In our

ever-changing world it is important that as a department we update elements of this unit or remove it all together in due course.

Where our pupils will meet literature within the KS3 & KS4 GCSE curriculum is outlined below:

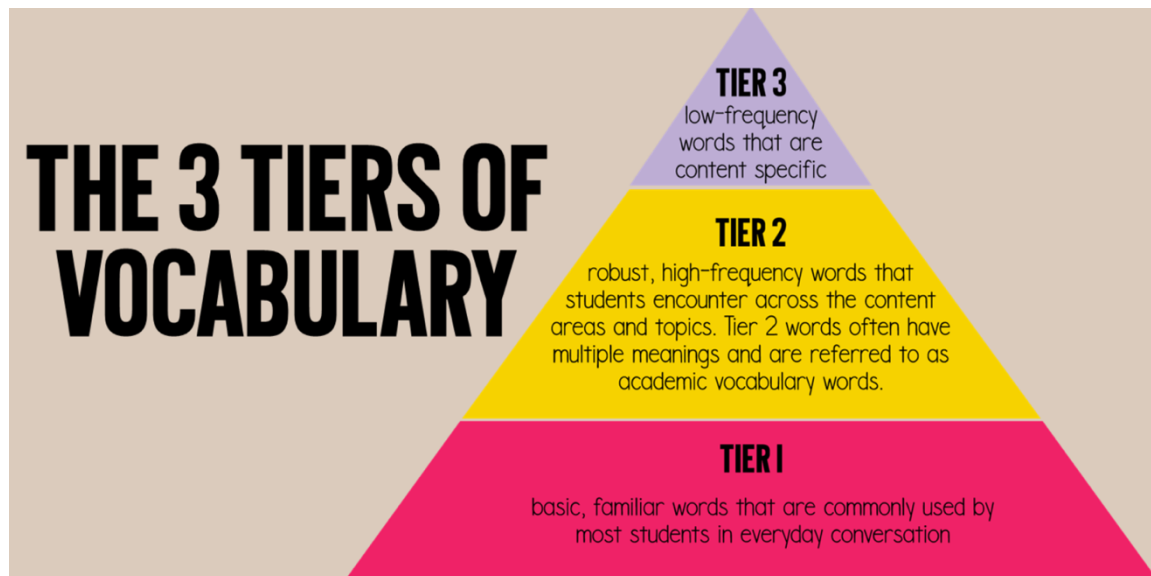
Reading in the curriculum KS3	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	<ul style="list-style-type: none"> The story of Eratosthenes and the word geography. 	<ul style="list-style-type: none"> The name Ordnance Survey hints at how it all began. 	<ul style="list-style-type: none"> Why do Brits talk about the weather so much? How does a hurricane get its name? 	<ul style="list-style-type: none"> The race against Catastrophe. 	<ul style="list-style-type: none"> The true value of the Tropical Rainforest. 	<ul style="list-style-type: none"> FIFA World Cup Qatar 2022: What legacy will it leave for Qatar?
Year 8	<ul style="list-style-type: none"> Extract from Lost to the sea: Britain's Vanished Coastal Communities 	<ul style="list-style-type: none"> Has the world always looked the same? The theory of continental drift. Japan spend decades making itself earthquake resistant, here's how. 	<ul style="list-style-type: none"> Climate change will make the UK a new holiday destination. 	<ul style="list-style-type: none"> Higher energy bills forecast for UK households Gov Press Release – Biggest expansion of nuclear in 70 years. 		
Year 9	<ul style="list-style-type: none"> What was the China One Policy? Understanding Thomas Malthus Understanding Ester Boserup Understanding the super-ageing of Japan 	<ul style="list-style-type: none"> The River Ribble. UK flooding: Lancashire villages left counting the cost as river Calder bursts its banks 	<ul style="list-style-type: none"> The Almighty Dollar by David Dharshini. Whole topic planned around the book – Various extracts included. 	<ul style="list-style-type: none"> Facfulness by Hans, Ola, Ana Rosling. Whole topic planned around the book – Various extracts included. 	<ul style="list-style-type: none"> Famine in the Horn of Africa - Was Live Aid just a Band-Aid? 	

Reading in the curriculum GCSE						
Paper 1 – The challenge of natural hazards.	<ul style="list-style-type: none"> Disaster by choice: the need to create a culture of warning and safety by Ilan Kelman, X2 extracts. 	<ul style="list-style-type: none"> The Big Truck That Went by: How the World Came to Save Haiti and Left Behind a Disaster by Jonathan Katz 	<ul style="list-style-type: none"> Carbon dioxide to be forever locked up underground. The Times newspaper extract 	<ul style="list-style-type: none"> The true value of the Tropical Rainforest. 	<ul style="list-style-type: none"> Canadian tar sands pollution is up to 6,300% higher than reported – The Guardian extract 	<ul style="list-style-type: none"> Lost to the sea: Britain's Vanished Coastal Communities by Stephen Wade – page extract
Paper 2 – Challenges in the human environment	<ul style="list-style-type: none"> Guided reading Favela Bairro 	<ul style="list-style-type: none"> The billion pound Manchester question: Who has benefited from the city's breakneck growth? Journal By Daniel Timms 	<ul style="list-style-type: none"> How Nigeria stimulated economic development through manufacturing. Guided reading. 	<ul style="list-style-type: none"> 'Sand dams' store water for dry season in semi-arid Kenya by Isaiah Esipisu 		
Paper 3 – Geographical Applications	<ul style="list-style-type: none"> Pre-release 					

Disciplinary approaches to reading in geography

KS3's emphasis is around developing good reading habits that will last a lifetime regardless of their intention of continuing to study GCSE geography and beyond.

One area of focus is the use of vocabulary. Understanding a word and the context is 'power' when it comes being a geographer.



Whilst we expect much of the basic and familiar Tier1 vocabulary to be accessible, Tier 2 vocabulary words are robust, high-frequency words that students encounter across the variety of text planned across the curriculum. They are not widely used in speech and daily conversation. *Unlike* Tier 1 words, Tier 2 words are not usually learned naturally or independently because students do not hear or use them in conversation. As part of the delivery of the curriculum class teachers plan for encounters of Tier 2 vocabulary through questioning or explicit teaching to ensure that pupils understand the word and its context.

TIER 2 VOCABULARY

Tier 2 words are robust, high-frequency words that students encounter across the content areas. These words often have multiple meanings and are referred to as academic vocabulary words.

bolt

fine

harmony

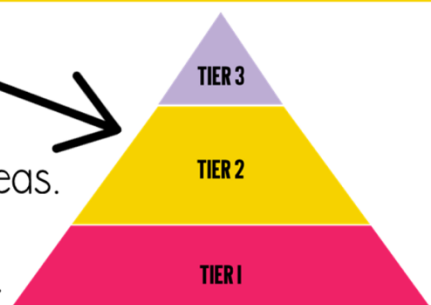
blush

valuable

amiable

rare

astute



All units have explicit subject vocabulary specific to each unit. This Tier 3 vocabulary is provided to pupils as home learning at the start of each unit in both KS3 and KS4. Parents are encouraged to test their child and/or acknowledge their revision. This is subsequently tested in class to increase autonomy and reading fluency of all our pupils. All geography staff will model this Tier 3 vocabulary in lessons and challenge pupils to use it also. *An example of the KS3 vocab home learning can be found below.*



Homework



What is life like at 65 degrees north?		
Biome	Biomes contain fauna and flora (animals and plants) that have adapted to the environment.	
Biodiversity	Biodiversity is all the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world.	
Adaptation	The adjustment of organisms to their environment in order to improve their chances at survival in that environment.	
Food chain	A linear sequence of organisms where nutrients and energy is transferred from one organism to the other.	
Food web	A complex network of interconnecting and overlapping food chains showing feeding relationships within a community.	
Producer	Organisms that create food for themselves and other organisms.	
Consumer	Unlike producers, they cannot make their own food. To get energy, they eat plants or other animals, while some eat both.	
Population distribution	A measure of how spread out a population is in any given area.	
Population density	Population density is the number of people per unit of area, usually transcribed as "per square kilometre"	
Polar region	The most extreme cold environment and includes Antarctica and much of Greenland. The extreme cold and permanent darkness during the winter months combine to make this one of the most inhabitable environments on Earth.	
Tundra region	A cold environment which borders polar regions to include northern Canada, Alaska (USA), northern Europe, Russia and the far southern tip of South America. Despite the cold winters, conditions are less harsh, enabling life, especially in the summer.	
Parent's signature		

Some text is used to introduce a topic and provide a stimulus for the forthcoming lesson, others are provided to pupils as home learning to consolidate knowledge and understanding. However, *most* of the literature and reading tasks in geography at St Augustine's are used to enhance the learning of the curriculum. This is delivered in a standardised manner using the **ARCH** strategy outlined below.



A Activate
R Read
C Comprehend
H Highlight key ideas

Activate

Teachers activate the learning by asking pupils to recall their previous learning or activating the enquiry process (*what, why, when, where, how?*) in response to a stimulus. By doing so it provides our pupils with an insight into what the text *might* be about. Expert readers use prediction to help understand the text. By activating the learning of our pupils, we are assisting them in this process.

Read

Teachers will use different reading strategies depending on the group being taught and ability level. In many cases the classroom teacher will read the text as the expert reader. By reading aloud with expression and appropriate prosody as this ensures readers of all ages and ability ranges can hear how a word is pronounced which assists pupils in encountering new vocabulary. Tier 2 and Tier 3 vocabulary will be explicitly interrogated and queried to ensure understanding of the meaning of the words and their context. Teachers may ask pupils to read on behalf of the class, however 'popcorn reading' is a strategy not used by the department as not to create anxiety; we want to create a love for reading rather than dread!

Comprehend

All text used in class will have associated comprehension tasks. Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading and language comprehension (being able to

understand the meaning of the words and sentences). The **Activate** and **Read** parts of our approach to reading will help our pupils effectively comprehend the text.

Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading. Comprehension tasks are then self-assessed by pupils, ensuring all have a secure understanding of the text.

Highlight Key Ideas

Text in lessons is not simply an add on, they are part of the curriculum. Assisted by the comprehension task, pupils are able to highlight the key content and context. When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head. This is essential for our pupils as they develop their geographical understanding in being able to draw on their knowledge gained from encountering rich texts.

Beyond the written word

In geography we read beyond the written word and show pupils how to read data, graphs, charts, maps and other visual sources. Opportunities to 'read' from these sources are extensive throughout the curriculum, as increased exposure develops autonomy and fluency. Some examples of the distinctive features of reading beyond the written word can be found below:

- **Visuals/Photo/Sketches** – These are typically idea dense. Using the geographical enquiry process (what, why, when, where, how?) we learn how to read from these sources to acquire new information or build on previous knowledge.
- **Graphs/Tables/Data presentation** – Pupils understand how to interpret various forms of data presentation. They understand the importance of identifying trends, patterns and anomalies. They understand the need to read a key and units to understand what the data shows.
- **OS Maps** – With extensive opportunity to practice their skills within the curriculum, pupils understand symbols, how to use 4 and 6-figure references, measure distance and use direction.