

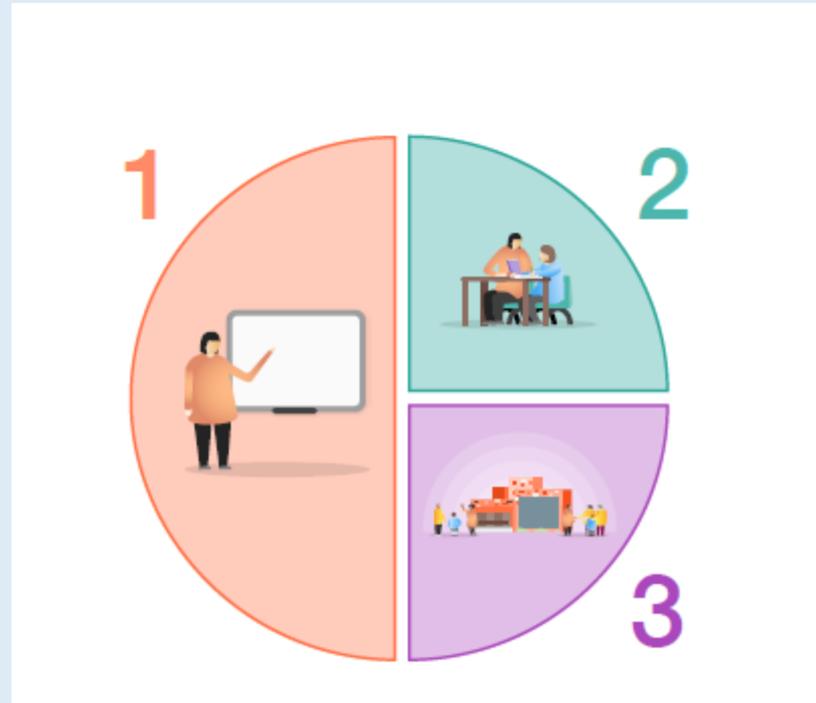


Strategies for Closing the Gap



Education
Endowment
Foundation

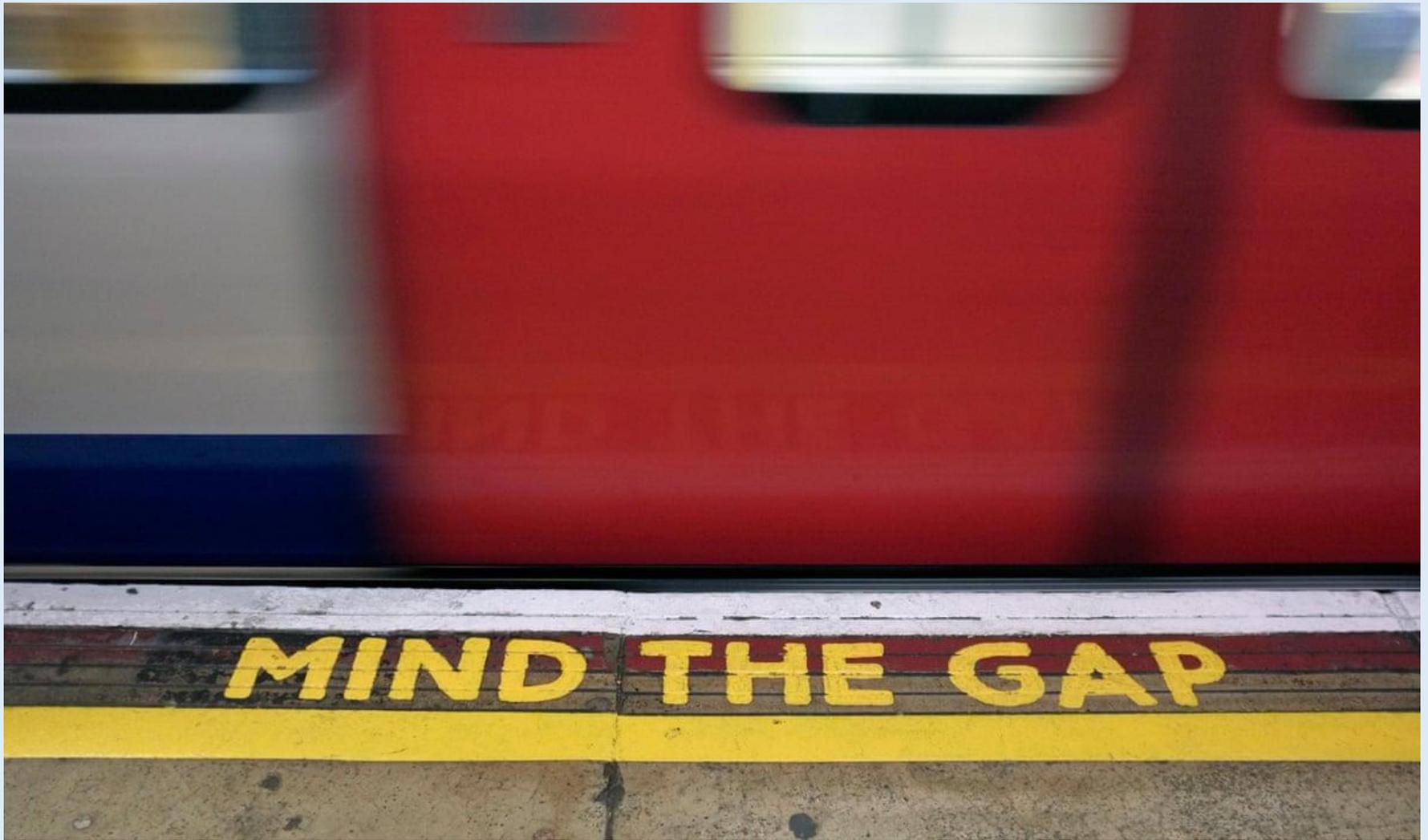
High Quality Teaching



Targeted Academic Support

Wider Strategies

- high quality daily teaching
- improving literacy and mathematics
- securing effective professional development;
- using diagnostic assessment to address learning gaps.



Closing the Vocabulary Gap

Why?

30-million
word gap



What is the % of words known in a text
to ensure reading comprehension?

Slowing recycling rates blamed on a lack of understanding

company has asked for more about recycling, saying that and in , and collecting are waste being recycled. The and Waste aims to recycle at 65% of all waste by 2035, but the is just over 45%, because of a lack of in recycling . The Chief of said, “We need a that is easy to use and , with increasing use of recyclable and clearer for .”

Slowing recycling rates blamed on a lack of understanding

Waste company Biffa has asked for more clarity about recycling, saying that and confusion in labelling, sorting and collecting are preventing waste being recycled. The government's and Waste Strategy aims to recycle at least 65% of all waste by 2035, but currently the rate is just over 45%, largely because of a lack of in recycling plants. The Chief of Biffa said, "We need a that is easy to use and cost effective, with increasing use of recyclable packaging and clearer labelling for consumers."

Slowing recycling rates blamed on a lack of understanding

Waste company Biffa has asked for more clarity about recycling, saying that inconsistency and confusion in labelling, sorting and collecting are preventing waste being recycled. The government's Resources and Waste Strategy aims to recycle at least 65% of all waste by 2035, but currently the rate is just over 45%, largely because of a lack of investment in recycling plants. The Chief Executive of Biffa said, "We need a system that is easy to use and cost effective, with increasing use of recyclable packaging and clearer labelling for consumers."

Slowing recycling rates blamed on a lack of understanding

Waste company Biffa has asked for more clarity about recycling, saying that inconsistency and confusion in labelling, sorting and collecting are preventing waste being recycled. The government's Resources and Waste Strategy aims to recycle at least 65% of all waste by 2035, but currently the rate is just over 45%, largely because of a lack of investment in recycling plants. The Chief Executive of Biffa said, "We need a system that is easy to use and cost effective, with increasing use of recyclable packaging and clearer labelling for consumers."

Why?

Daily vocabulary practice helps students see the word as a unit, rather than a set of letters, freeing up space in their working memory for comprehension (Rosenshine)

Closing the vocabulary gap provides the tools for school success and the ability to communicate in the world.

You need to know 95% of the words in a text to ensure comprehension.

30-million word gap

A student needs to be exposed to a new word between 4-10 times to establish long-term memory.

‘Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.’
(DfE, 2014)



MIND THE GAP

What can we do to close the word gap?

Teach subject-specific vocabulary explicitly:

- Identify the essential vocabulary in what you are teaching.
- Pre-teach vocabulary creatively.
- Encourage independent word learning.
- Model how to use the vocabulary through our teacher talk.
- Work together to understand new words.
- Embed vocabulary into retrieval practice.
- Collaborate on class writing activities - scaffold

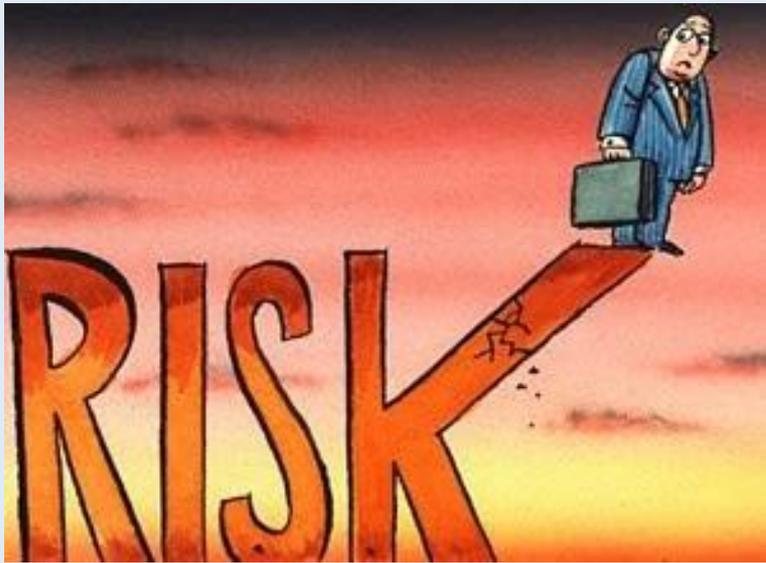
What can we do to close the word gap?

Teach subject-specific vocabulary explicitly:

- Identify the essential vocabulary in what you are teaching.
- Pre-teach vocabulary creatively.
- Encourage independent word learning.
- Model how to use the vocabulary through our teacher talk.
- Work together to understand new words.
- Embed vocabulary into retrieval practice.
- Collaborate on class writing activities - scaffold

Today we are learning about:

You will show your learning by:



Key words:

Risk Management

You will be able to **evaluate** how the risks of earthquakes and volcanic eruptions can be **reduced**.

- Monitoring
- Prediction
- Protection
- Planning

Starter: Write definitions for the following key words, using the glossary in your textbook.

Vocabulary Challenge – 5 minutes

Key Word	Definition
Tundra	
Subsidence	
Permafrost	
Biodiversity	
Interdependence	

Vocabulary Challenge

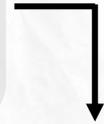
Key Word	Definition
Tundra	a vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen.
Subsidence	is when the ground beneath a property sinks, pulling the property's foundations down with it.
Permafrost	Permanently frozen ground.
Biodiversity	The variety of living things in an area.
Interdependence	the dependence of two or more people or things on each other.

Read It

Ecosystem



Define It



Digging Deeper:

How can humans affect ecosystems?

Below is an example of a food chain, which shows how different animals are linked together. What would happen to the grass and foxes if the number of rabbits increased?

Grass – Rabbits – Foxes

Draw It



Deconstruct It

Comes from the Greek oikos, meaning "home," and systema, meaning system.



Link It



Use It

Rainforests are important ecosystems because...

Definition

Characteristics

Key Word

Examples

Non-examples

Complete the key word diagram below.

Definition

The action of clearing a wide area of trees.

Characteristics

The removal of trees, often for economic purposes such as agriculture, cattle ranching, HEP and plantations.

Deforestation



Examples

Over the last year the rate of deforestation in the Amazon Rainforest have increased significantly. This is often to make way for farming soya and cattle ranching.

Non-examples

Afforestation – the process of replanting trees

Definition

using scientific equipment to detect warning signs of events such as a volcanic eruption.

Characteristics

Difficult to predict the time, date, magnitude and exact location of earthquakes – technology is used to predict and monitor hazards.

Monitoring

Examples

Seismometers – used to measure foreshocks.

Animal behavior

Radon gas detection (volcanoes)

Non-examples

Protection – building construction

Planning – emergency response, preparing homes, aid, drills

Definition

using scientific equipment to detect warning signs of events such as a volcanic eruption.

Characteristics

Difficult to predict the time, date, magnitude and exact location of earthquakes – technology is used to predict and monitor hazards.

?

Examples

Seismometers – used to measure foreshocks.

Animal behavior

Radon gas detection (volcanoes)

Non-examples

Protection – building construction

Planning – emergency response, preparing homes, aid, drills

Definition

Characteristics

Difficult to predict the time, date, magnitude and exact location of earthquakes – technology is used to predict and monitor hazards.

Monitoring

Examples

Seismometers – used to measure foreshocks.

Animal behavior

Radon gas detection (volcanoes)

Diagram

My definition...

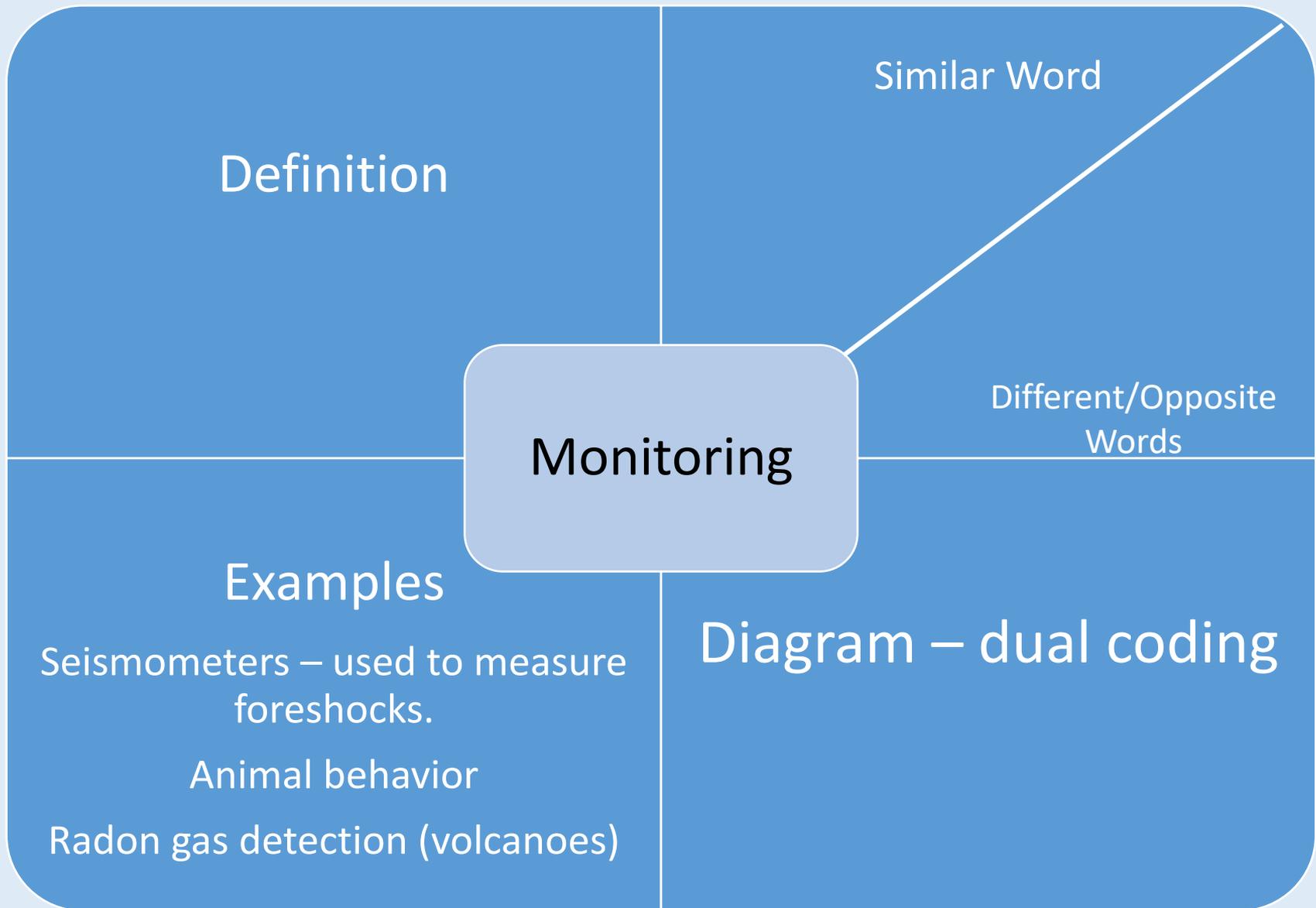
Picture

Word

Similar Words

My word in a sentence...

Opposite Words



Global Issues Key Terms

Key Term	Definition	Use it in at sentence	Draw it
Urban sprawl			
Brownfield site			
Greenfield site			
Carbon footprint			
Food miles			



Urban Challenge Glossary

Complete your own glossary of key geographical terms. Use the revision guide you have at home and the internet to write accurate and detailed definitions and then show you can use the definition in a sentence.

Key Term	Definition	Use it in a sentence, or draw a picture to represent it.
Urbanisation		
Megacities		
Rural-Urban Migration		
Natural increase		
Newly Emerging Economy (NEE)		
High Income Country (HIC)		
Low Income Country (LIC)		
Push Factor		
Pull Factor		

Tuesday 19th January 2021

Geography Home Learning

Tectonic Hazard Vocabulary and Climate

Key Words:

- Tectonic Hazards
- Climate Change

-  = Key Word
-  = Definition
-  = Example

Conservative Plate margin - a plate boundary

"A conservative plate margin is the Mid-Atlantic Ridge."

Constructive plate margin - plates move apart and magma comes up to fill the gap.

"An example of a constructive plate margin is the Mid-Atlantic Ridge."

Continental Crust - The thick part of the earth's crust that forms large land masses.

"Continental crust is the thick part of the earth's crust that forms large land masses."

Convection Currents - The circular motion of magma in the mantle causing plate movement.

"The convection currents in the mantle are responsible for the movement of the earth's plates."

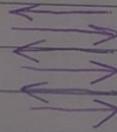
Core - The centre of the earth. The inner core is solid and the outer core is liquid.

"The core of the earth is made up of the inner core and the outer core."

Destructive plate margin - where one plate is pushed under another.

"An example of a destructive plate margin is the South American plate being pushed under the African plate."

conservative plate margin - occurs where tectonic plates slide past each other in opposite directions.



Constructive plate margin - occurs when plates move apart. Volcanoes are formed as magma wells up to fill the gap of the constructive plate margin.

GCSE Tectonic Glossary

Complete your own glossary of key geographical terms. Add the definitions and then use the word in a sentence. Use google to help you find definitions.

Key Term	Definition	Use it in a sentence or draw a picture to represent it...
Conservative plate margin	Where two plates meet and slide by side	A conservative plate margin creates synclines which creates chalkways
Constructive plate margin	Where two plates meet but pull apart allowing magma to rise up	A constructive plate margin is responsible for the mid-Atlantic ridge
Continental crust	The thick part of the earth's crust that forms large land masses	We live on a continental crust
Convection currents	The cooling and heating up of magma in a circular motion causing plate movement	Convection currents are responsible for the movement of the earth's plates
Core (Inner and Outer)	A layer of earth made up by nickel and iron	The core is at the very centre of the earth.
Destructive Plate margin	Where the oceanic crust meets a continental crust and the oceanic crust is subducted	A destructive plate margin causes volcanoes
Magma	A super hot liquid that comes from within the earth's crust	Magma spewed from the volcanoes

Create Word Banks

	Location	Theme
	Coastal environments	Development
Features	beach spit tombolo	aid slum trade
Processes	chemical weathering erosion longshore drift	industrialisation migration urbanisation
Events	flood storm surge tsunami	global summit trade agreement

Case Study word bank

Causes	Human	Physical
Effects / consequences	Social	Economic Environmental
Solutions / Management	Long-term	Immediate / short-term

What can we do to close the word gap?

Teach subject-specific vocabulary explicitly:

- Identify the essential vocabulary in what you are teaching.
- Pre-teach vocabulary creatively.
- Encourage independent word learning.
- **Model how to use the vocabulary through our teacher talk.**
- Work together to understand new words.
- Embed vocabulary into retrieval practice.
- Collaborate on class writing activities - scaffold

Word banks – Play Taboo

Key word:

counter urbanisation

Banned words:

city

countryside

migration

rural

urban

Speak like a Geographer



What is the question asking us to do?

Analyse: Separate information and discuss its parts.
Argue: Present a reasoned case for/against something.
Compare: Describe the similarities and differences of at least two things.
Describe: Give the main characteristics or account in words.
Discuss: Bring out the important points, consider the good/bad and come to a conclusion.
Evaluate: Give reasons why something happens.
Summarise: Present the points briefly, pick out key information.



Key terms spelling!

Look carefully at the spelling of these key terms:

Accessibility	Developing	Renewables
Altitude	Earthquake	Resources
Anticyclone	Economy	Settlement
Business	Environment	Sustainability
Climate	Erosion	Transportation
Continent	Hurricane	Tsunami
Countries	Migration	Urbanisation
Deforestation	Mountains	Volcanoes
Deposition	Population	Weather
Depression	Questionnaire	Weathering

Proper Noun!

A name for a person, place or thing. For example: Africa, the Atlantic Ocean, Tidworth, and the River Thames. They should ALWAYS start with a capital letter.

Abbreviations!

CBD – Central Business District
 EU – European Union
 GDP – Gross Domestic Product
 HIC – High Income Country
 LIC – Low Income Country
 TNC – Trans National Corporation



Elaborating your ideas!

Use sentence starters such as:

- This suggests ...
- This shows ...
- This infers ...
- This signifies ...
- This implies ...
- This portrays ...
- This conveys ...
- This means ...
- Therefore ...
- However ...
- Furthermore ...

... To develop your brilliant points/ideas/arguments!

Use connectives to link each paragraph!

Explain an idea:

- Although
- Except
- Unless
- However
- Therefore

Sequencing:

- Firstly
- Secondly
- Next
- Finally
- Since

Adding to:

- Furthermore
- Also
- As well as
- Moreover

Cause and effect:

- Thus
- So
- Therefore
- Consequently

Contrasting:

- Whereas
- Instead of
- Alternatively
- Otherwise
- Then again

To emphasise:

- Above all
- Ultimately
- Especially
- Significantly

To compare:

- Likewise
- Equally
- In the same way
- Similarly

Give examples:

- Such as
- For example
- In the case of
- As revealed by
- For instance

What do you think language!

Use these sentence starters when you want to share your views/opinions (which are very important!):

- I think that ...
- I believe ...
- In my opinion ...
- In my view ...
- It is my belief that ...
- It is clear to see ...



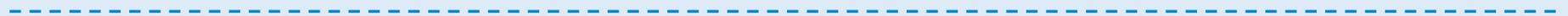
Speak like a geographer

Read the paragraph below the dashed line. Replace words and phrases using key geographical terms e.g.

People moving from the countryside to the city is one reason for the number of people living in towns and cities in poor countries. Another cause of the number of people living in towns and cities is because more babies are being born than people are dying.



Rural to urban migration is one reason for an increase in urbanisation in LICs/NEEs. Another cause of urbanisation is natural increase when birth rates are higher than death rates.



Cliffs along the Holderness Coast are being worn away by the sea. The soft boulder clay cliffs slip down and are washed away by the sea. The cliff material is carried away by the sea. This is then dropped when the waves are weak or where the cliffs change direction.



Add your answer here

What can we do to close the word gap?

Teach subject-specific vocabulary explicitly:

- Identify the essential vocabulary in what you are teaching.
- Pre-teach vocabulary creatively.
- Encourage independent word learning.
- Model how to use the vocabulary through our teacher talk.
- **Work together to understand new words.**
- **Embed vocabulary into retrieval practice.**
- **Collaborate on class writing activities – scaffold – I do, we do, you do...**

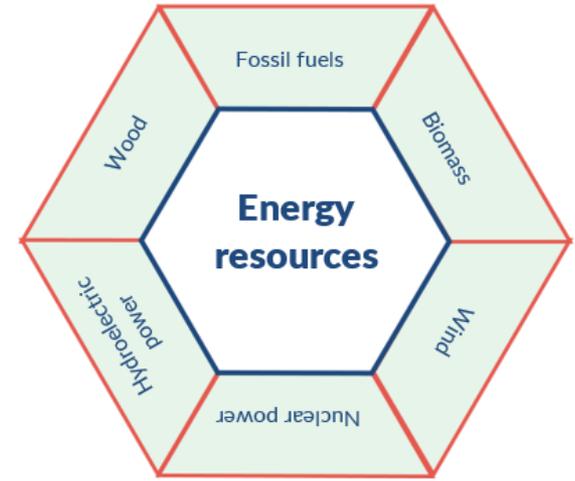
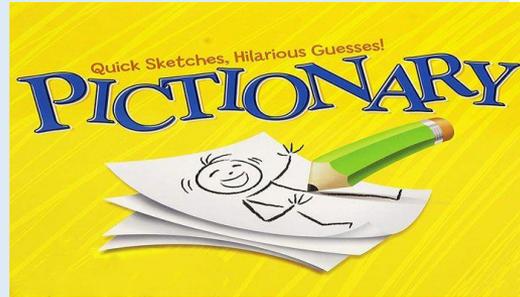
Consolidate...

Task: Complete this paragraph filling in the missing words.

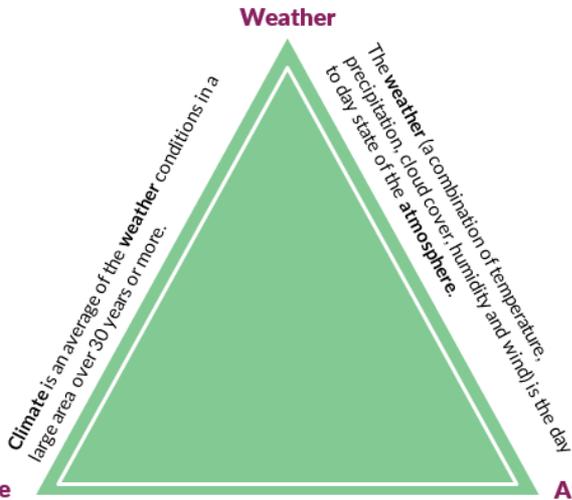
Ecosystems can be very Large or extremely Small. They are made up of Biotic things such as animals and Plants. They are also made of Abiotic things such as rock and Climate. Ecosystems are often specialised areas where animals live. This is called their Habitat.

All of an ecosystems energy is collected from the Sun. Plants change energy from the sun into food. When food and energy is passed around an ecosystem it is called a Cycle.

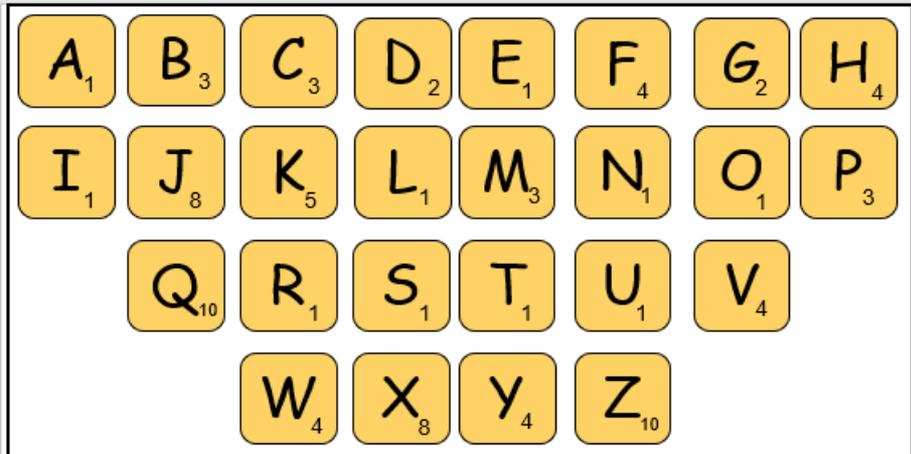
Climate Cycle Large Biotic Abiotic Plants Plants
 Small Sun Habitat



Science energy template example.



The atmosphere is the layer of gases that surrounds the Earth above the air layer, and its condition affects our climate.



Starter: Scrabble!

On your own in your exercise books...

Come up with the highest scoring word you can that relates to our **Ecosystems** topic so far.

1. Make 4 sets of connections between the words below.
2. Explain each connection fully.
3. How does the image link to one or more of your connections?



Four connections

temperature

Beaufort

rain gauge

barometer

anticyclone

snow

°C

anemometer

precipitation

Six's

depression

gale

pressure

wind speed

mm/year

thermometer

1. Make 4 sets of 4 connections between the words below and to leave four unconnected cards.
2. Explain each connection fully.
3. How does the image link to one or more of your connections?



Four connections

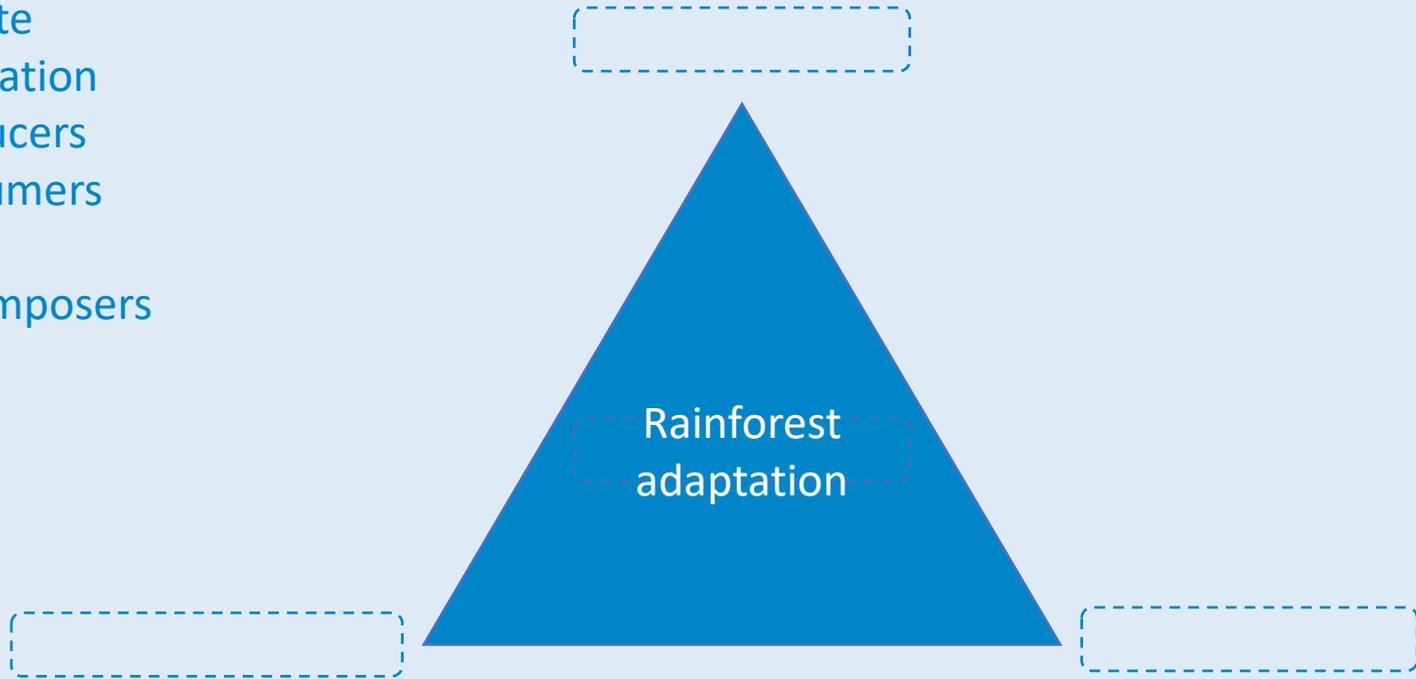
okta	pressure	rain gauge	Stratus
Cirrus	snow	anticyclone	anemometer
precipitation	hydrograph	Cumulus	gale
barometer	Bangladesh	mm/year	Mercalli
Beaufort	depression	solution	wind speed

Thinking Triangles

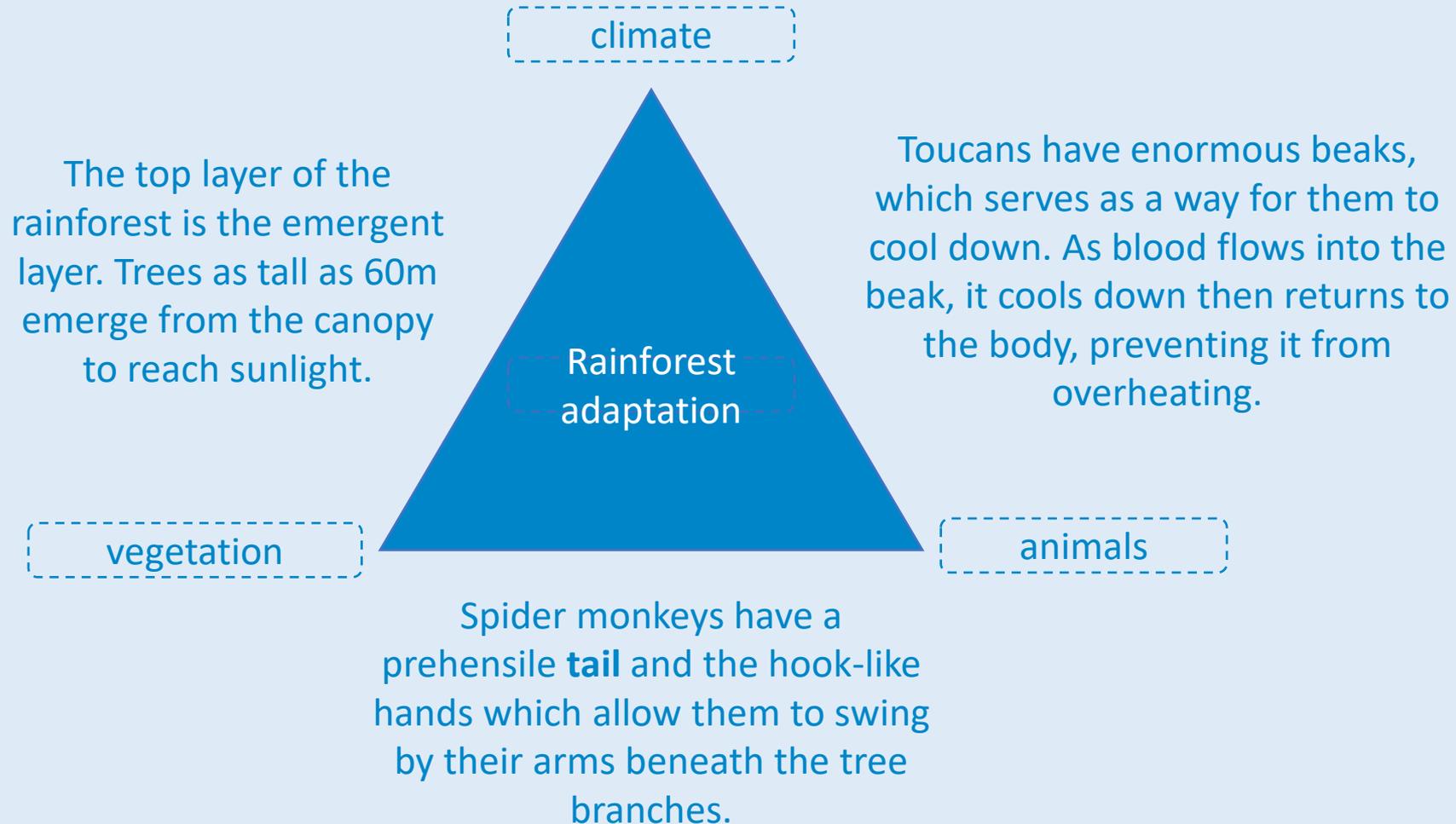
Select three key terms from the list below. Write them at each point of the triangle. Write a sentence to link each point of the triangle.

Key terms

- climate
- vegetation
- producers
- consumers
- soil
- decomposers



Thinking Triangles



Weather

The weather (a combination of temperature, precipitation, cloud cover, humidity and wind) is the day to day state of the atmosphere.

*Clim*ate is an average of the weather conditions in a large area over 30 years or more.

Climate

The atmosphere is the layer of gases that surrounds the Earth above the air layer, and its condition affects our climate.

Atmosphere

precipitation

The global circulation model determines the amount of precipitation falling on each continent.

Impermeable ground in urban areas leads to increased flood risk when precipitation is high.

continent

urban

Rural-urban migration and the process of urbanisation is happening at a faster rate in LIDC cities (mostly in Africa, Asia, and South America).



Concept Map

Study the terms relating to tropical rainforests below. Arrange the terms to demonstrate links between them. Explain the links between the terms by writing along the arrows. You can link one term to multiple terms.

climate

litter

vegetation

nutrients

Commercial farming

soil

deforestation

logging

producer

animals

biomass

climate change

biodiversity

consumer

debt reduction

sustainable development

selective logging

ecotourism

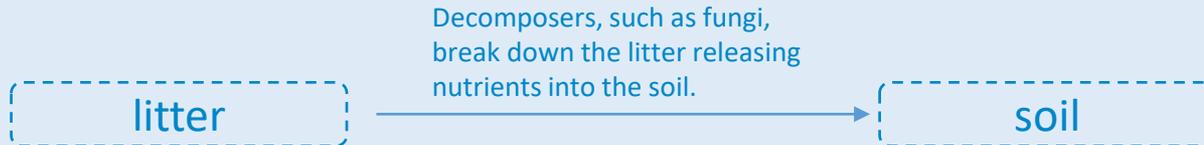
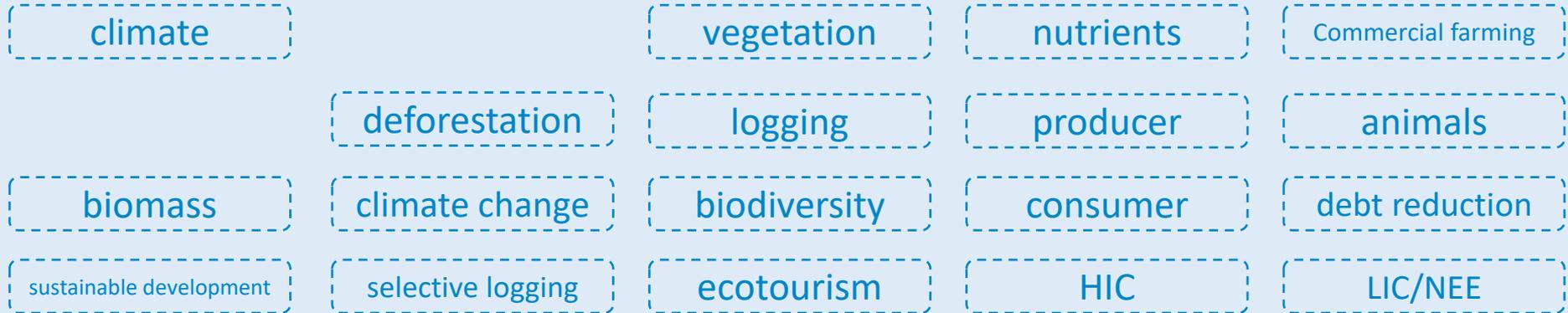
HIC

LIC/NEE



Concept Map

Study the terms relating to tropical rainforests below. Arrange the terms to demonstrate links between them. Explain the links between the terms by writing along the arrows. You can link one term to multiple terms.





Challenge Ranking

Study the terms relating to tropical rainforests below. Arrange the terms in order of what you think are the most to the least important to ensure the future of the tropical rainforest. Justify (give reasons for) your choices).

HICs

LICs/NEE

soil

vegetation

climate

NGOs

indigenous people

logging

producer

1.

2.

3.

4.

5.

6.

7.

8.

9.

Justification:

Elaborate

Read the sentence below.

How does this happen

Example = The sea erodes the coast.

The sentence has been developed by asking how and why questions.

Developed = The sea erodes when destructive waves, caused by a long fetch and strong winds, wear away cliffs and beach materials. The sea erodes by processes such as abrasion (when sediment carried by the sea acts like sandpaper, wearing away cliffs), hydraulic action (when air is compressed in cracks by the force of waves causing air to rush out when the wave retreats) and corrasion (when material is hurled against a cliff causing them to wear away).

Select a sentence from the list below and elaborate by asking yourself how and why questions.

- Temperatures are high in the rainforest.
- It is dry in deserts.
- Urbanisation is increasing the fastest in NEEs/LICs.
- Economic development is uneven.
- Burning fossil fuels causes climate change.

Locating mistakes in a Kahoot format...

<p>The forest was <i>afforested</i> to make it bigger so there was less flooding.</p> 	<p>The <i>afforestation</i> happened, and this reduced the flood risk. There was an increased number of trees, and water soaked into the ground more easily.</p> 
<p>The flood risk decreased as a result of the <i>afforestation</i> programme. The density of vegetation increased interception and infiltration, and reduced runoff.</p> 	<p>The trees were <i>afforested</i> in order to reduce the flood risk. The extra <i>afforestation</i> meant that the land was no longer going to get flooded.</p>



Odd One Out

For each row, identify the odd one out. Justify (give reasons for) your choice.

A	Volcanic eruption and ash fall	Earthquake	Tsunami	Drought	
B	Urbanisation	Level of economic development	Monitoring	Geographical location	
C	Not random	Narrow bands along plate margins	Land and sea	Conservative plate margins	
D	Convection	Ridge push	Hot spots	Slab pull	
E	Mid-Atlantic Ridge	Constructive	Conservative	Destructive	
F					

Can't work it out? How many key words can you define?
Challenge: Create your own odd one out on row F.

Annotate It

Annotate the photograph below. Remember, annotations are more detailed than labels and explain features of the image. Make sure you accurately link your text to the feature on the photograph using a line with an arrow.



Annotate It

Annotate the photograph below. Remember, annotations are more detailed than labels and explain features of the image.

The railway makes the city accessible to other areas of the country which supports economic development in the area.



River can be used for communication with other settlements.

Bridging points allow access to the settlement.

Castle on high ground provides an effective defensive position.

Settlement built within a meander on high ground providing an effective defensive position.

The river provided fresh water when it was constructed and was used to catch fish to feed the local population.

Use the framework below to write definitions for...

A	B	C	D	E
Monitoring Prediction Protection Planning	Using historical evidence Identifying Designing buildings Using scientific	Equipment to detect That will And monitoring, And avoiding	Withstand Places most Warning signs of events Scientists can make predictions	Such as volcanic eruptions. About when and where a hazard may happen. At risk. Tectonic hazards.

Answers:

Monitoring - using scientific equipment to detect warning signs of events such as a volcanic eruption.

Prediction - Using historical evidence and monitoring, scientists can make predictions about when and where a hazard may happen.

Protection - designing buildings that will withstand tectonic hazards.

Planning - identifying and avoiding places most at risk.



Starter: Scrabble!

On your own in your exercise books...

Come up with the highest scoring word you can that relates to our **Ecosystems** topic so far.

Quick Sketches, Hilarious Guesses!

PICTIONARY



*Nothing matters more than words...
Words lie at the heart of our quest to narrow
the gap between the advantaged and
disadvantaged, to address social mobility.
(Geoff Barton)*

Teach subject-specific vocabulary explicitly:

- Identify the essential vocabulary in what you are teaching.
- Pre-teach vocabulary creatively.
- Encourage independent word learning.
- Model how to use the vocabulary through our teacher talk.
- Work together to understand new words.
- Embed vocabulary into retrieval practice.
- Collaborate on class writing activities - scaffold