

# Welcome to the Secondary Network Meeting Spring 2023

## The meeting begins at 1:30pm

Reading – subject  
specific strategies

Further networking  
opportunities

Exam board break  
outs

[kate.broadribb@hants.gov.uk](mailto:kate.broadribb@hants.gov.uk)



# The primary aims of the geography subject network meetings are to:

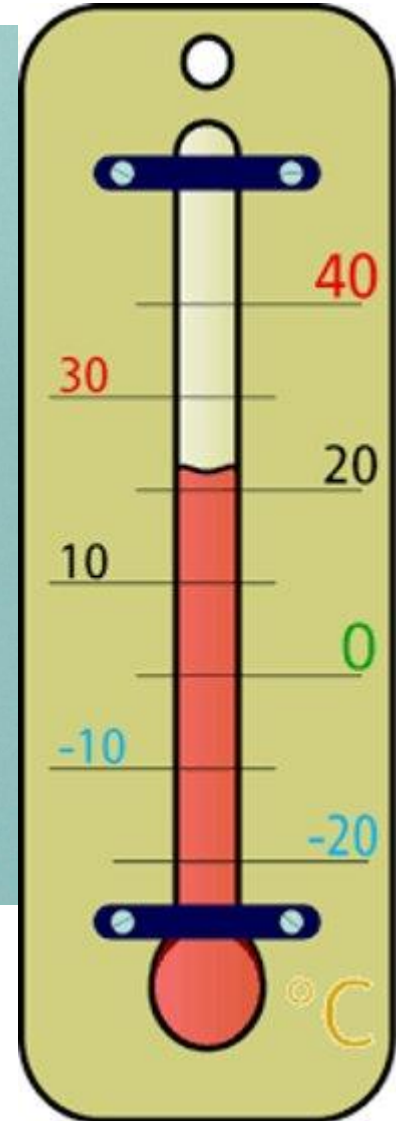
- Ensure a clear understanding of the national picture and its application in local and school contexts.
- Share good practice and work by facilitating school to school networking.
- Support effective subject leadership as appropriate to each school's individual context.
- Deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for ALL pupils.
- Structuring key stage 4 to ensure pupils are well prepared for the next phase of their education.
- Providing high quality key stage 3 provision that builds successfully on key stage 2.



# Temperature Check



**What are your department improvement priorities this year?**



# County Priorities:

- **Putting lockdown behind us:** Ensure students in current Years 10 and 11 are adequately prepared for GCSE and next phase
- **Raise levels of progress and attainment for boys, SSD** (students subject to disadvantage) **and SEN** students in geography.
- Respond to the **forthcoming new GA curriculum framework** and report by the HMI to provide support for HoD in evaluating their curriculum and its implementation
- **Transition** - The numbers taking GCSE geography have significantly risen. KS1&2 is the vital start of their geography journey.



# What **geography** are you surfing?





# newforestnpa.gov.uk

Sign up to monthly updates

[Travel Grant](#) £150



DISCOVER CONSERVATION COMMUNITIES PLANNING THINGS TO DO VISITING

**Activities, worksheets  
and games**

EXPLORE BY MAP

HOME > COMMUNITIES > SCHOOLS AND GROUPS > NEW FOREST CURRICULUM >







# Caring for the New Forest- Activities for secondary schools - Summer

Help students to explore responsibly as we all get outdoors this summer! A collaboration between New Forest National Park and Forestry England

## Introducing the New Forest National Park

### The New Forest Code

**The New Forest Code**

Have you heard of the Countryside Code before? <https://www.youtube.com/watch?v=8Mx20L81M0>

As the New Forest is a mosaic of unique habitats and diverse wildlife, we have worked with partner organisations to create our own.

The code is to protect the landscape, livestock and wildlife of the New Forest and helps visitors and residents care for the New Forest in nine simple ways.

**DOCX**

New Forest Code Activity

9 simple ways residents and visitors can care for the New Forest.

Download this resource to introduce how to be responsible in the New Forest.

Or visit our website to find a

## Wildlife and commoning

### Keep your distance

Video • 01:08

VIDEO 2020 07 30 12 23 16

Ranger Erika explains why it is important to #KeepYourDistance from the animals.

Stallions are released on the Forest for up to a month from mid-May and their erratic behaviour can be dangerous.

### How does commoning benefit wildlife, people and landscapes?

## Climate change challenges

### Why are BBQs a climate problem?

**NO BBQs ARE ALLOWED IN THE NEW FOREST**

**EXTREME RISK OF FIRE**

The New Forest National Park is a world capital for wildlife with many rare species. *Make us proud of that way.*

[newforestnpa.gov.uk](http://newforestnpa.gov.uk)

BBQ-free New Forest campaign - New

## Connect to nature

time in forests can improve our health and wellbeing.

### Bring the Outside in- activity

**Forestry England** For teachers

**Bring the outside in!**

**Time to complete:** Allow approx 30 mins per activity  
**Recommended for:** KS2 & 3  
**National curriculum links:** English, PE and PSHE

**You will need:**

- Pens
- Paper
- x3 nature-inspired objects

At Forestry England, we know that being outdoors in nature and connecting with our creativity can have restorative benefits. However, access to the outdoors isn't always possible.

There are many ways to bring the outdoors back into the classroom using our imagination. Here are our top five for two object based activities which can encourage safe collaboration with classmates. Print, coverleaf and share with your class.

**PDF**

Bring the outside in

Let nature inspire some creative writing with three simple 30 minute activities. These activities will help students to develop their writing skills and increase their vocabulary, whilst having fun.

[Caring for the New Forest- Activities for secondary schools - Summer \(padlet.com\)](https://padlet.com)

# Advanced warning for the new financial year - £750 travel grants

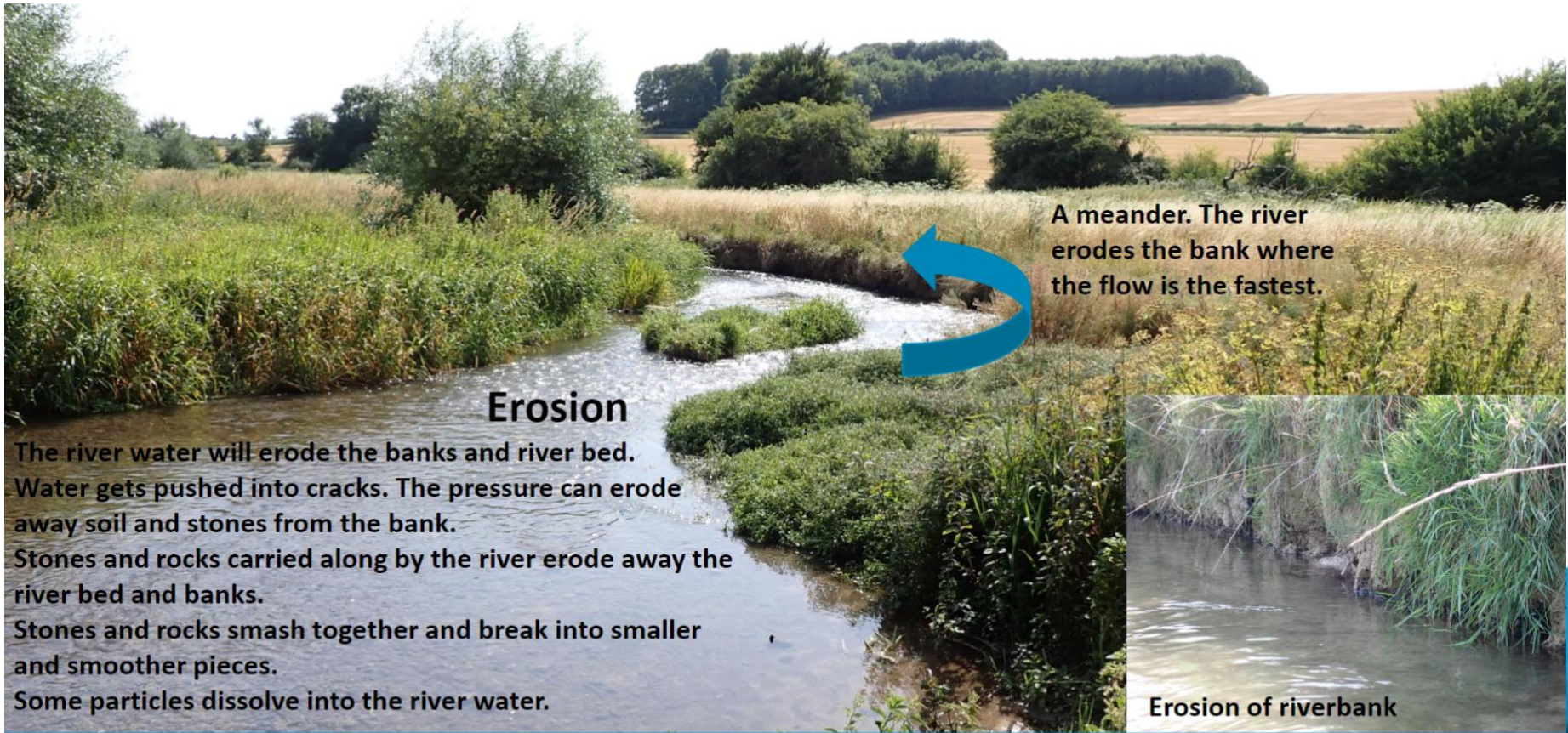


[Grants for schools and colleges - South Downs National Park Authority](#)





# Wessex Rivers Trust



A meander. The river erodes the bank where the flow is the fastest.

## Erosion

The river water will erode the banks and river bed.  
Water gets pushed into cracks. The pressure can erode away soil and stones from the bank.  
Stones and rocks carried along by the river erode away the river bed and banks.  
Stones and rocks smash together and break into smaller and smoother pieces.  
Some particles dissolve into the river water.



Erosion of riverbank



# Relief maps and postcards



Europe Relief Postcard  
Georelief

GEORELIEF.PC.20

ISBN: 4280000002587

**£4.50**

Delivery on this item is usually 3-10 worki

1+	15+
£4.50	£4.05

QTY:

**ADD TO BASKET**

[Postcards Georelief \(mapsworldwide.com\)](http://mapsworldwide.com)



# 10 free careers posters

This set of 10 A2-sized, full-colour posters helps students discover more about different careers that make the most of a Geography qualification!



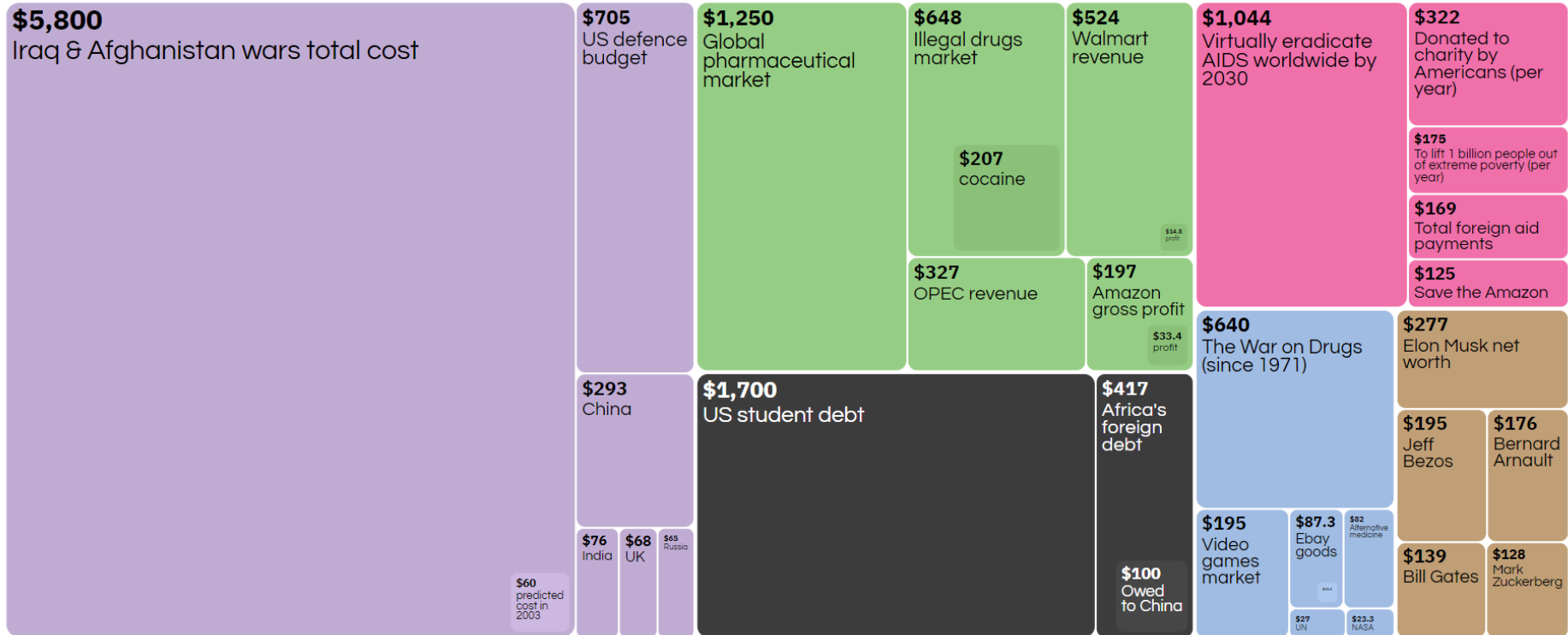
[Careers in Geography | Classroom Posters / Handouts | Geography | tutor2u](#)



# Information is beautiful : Billions

■ accumulating 
 ■ earning 
 ■ fighting 
 ■ giving 
 ■ owing 
 ■ spending

sort: category



David McCandless  
Information is Beautiful

updated Jun 2022 // see the [data sources](#) United Nations, Guardian, CNBC, Wikipedia & news reports



# [home / RHS Campaign for School Gardening](#)

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## Book your next training course

If you're looking to get your school growing in 2023, our training courses are the perfect place to build your skillset.

[Find a course](#)



### MONTHLY ACTIVITIES

#### Gardening activities in January

Explore our top activities of the month to complete with your children and young people.

### GETTING STARTED

#### Take part in our School Gardening Awards

Kickstart your growing journey by working through our five level award scheme.

### LATEST NEWS

#### School gardening highlights of 2022

From swanky bug hotels and seed swapping to dahlia perfume and DIY ponds, discover our mem-

RHS Campaign for School Gardening website is a good place to start when thinking about gardening in your school. It offers monthly activities of planting, maintaining, harvesting and supporting wildlife in your school garden, and has projects and lesson plans all freely available

# The childrens people and nature survey

Most children and young people said they had spent time outside every day.



**60%**

spent time outside in their garden.

Most children spend time outdoors at school.



**85%**

spent time outside at school.



**50%**

spent time outside in other green spaces.



**23%**

had done activities or lessons outside that were not PE.





## Places most often visited by children and young people in the last week.



Gardens



Parks/playing fields/playgrounds



Grassy areas in the streets nearby



Woods / forest



Beach or seaside



Grassy areas you pay to go to



Rivers / lakes / canals



Fields / farmland / countryside



Search courses  Go ?

Expand all

- Leadership
- Assessment
- Curriculum
- SEN
- Literacy
- Subject specific pedagogy








HIAS Moodles home

Geography home





Open resources

[geography.hias.hants.gov.uk](http://geography.hias.hants.gov.uk)

## AQA GCSE

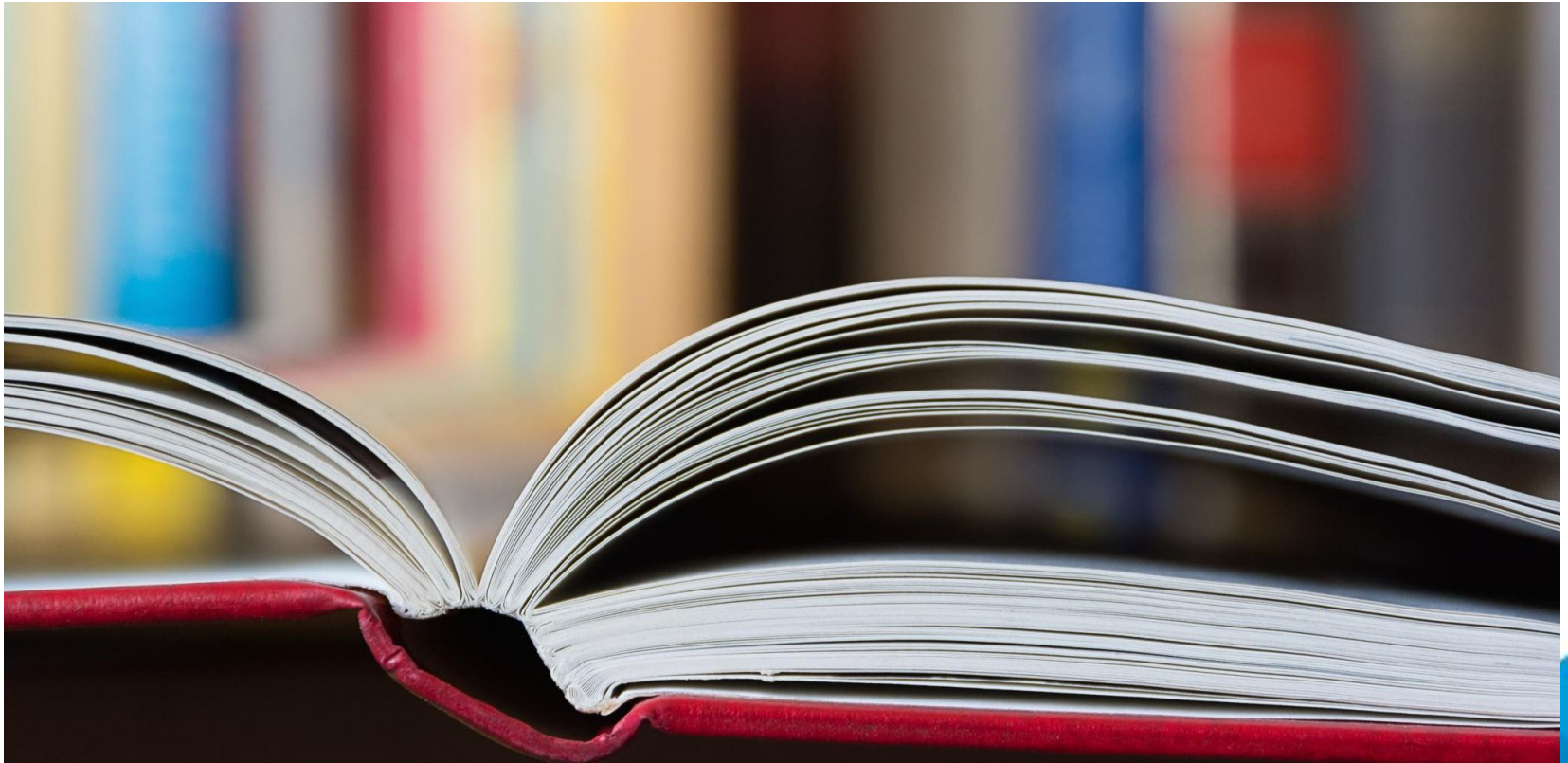
-  [\\*NEW\\* Reflections on AQA Papers 1 & 2](#)
-  [\\*NEW\\* Reflections from the AQA 2022 paper 3 feedback webinar with Amanda Dawson](#)
-  [Updated Nov 2022 - AQA Fieldwork Guidance](#)
-  [AQA - Get to Grips with GCSE Command Words](#)
-  [AQA - Command word posters](#)
-  [AQA Vocabulary Definitions List - Weblink](#)
-  [AQA Pre-release 2022 Knowledge Organiser](#)

## Edexcel GCSE A and B

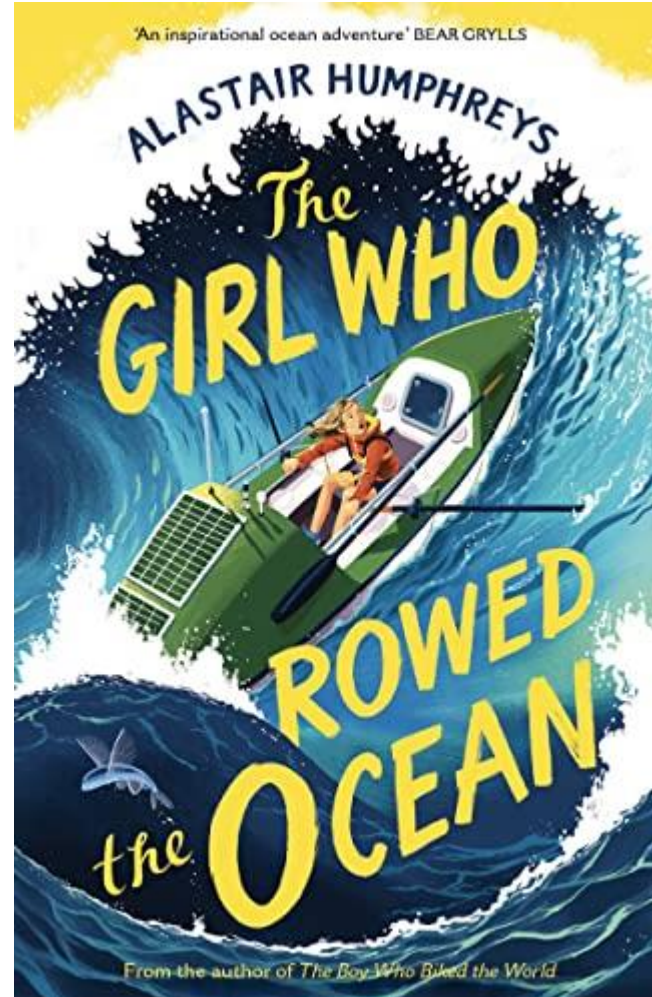
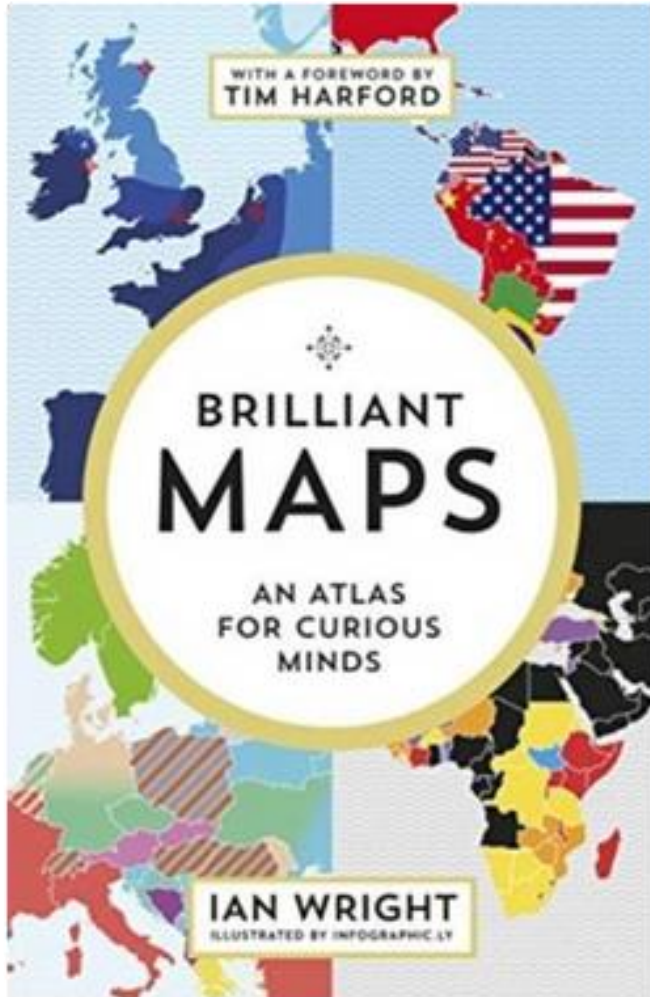
-  [\\*NEW\\* Edexcel B - Reflections on summer 2022 exam series](#)
-  [Edexcel A - B Maths skills guidance for Geography GCSE](#)
-  [Edexcel B GCSE - Key terms guide for students](#)
-  [Edexcel B - Key terms guide for teachers](#)



# What **geography** are you reading?



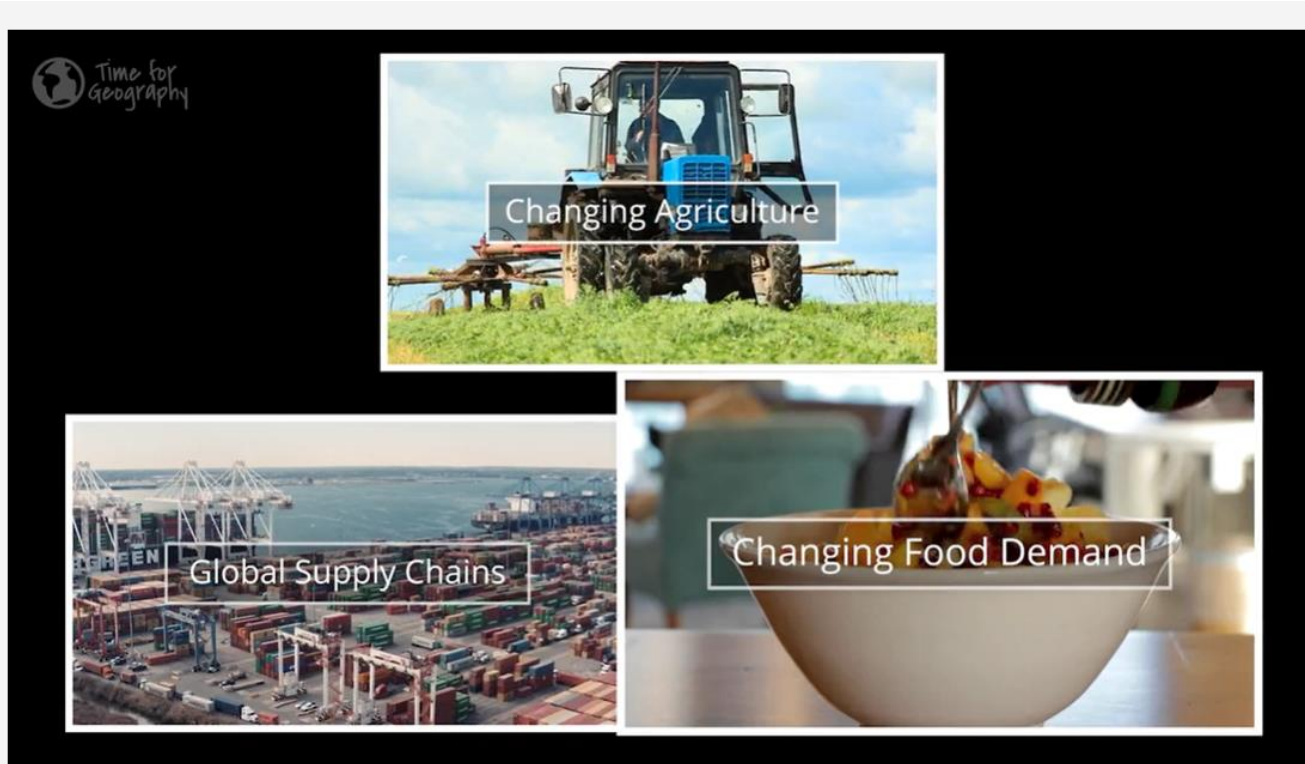




# What **geography** are you watching?



# \*New\* Time for Geography Videos



Cold environments

Resource management

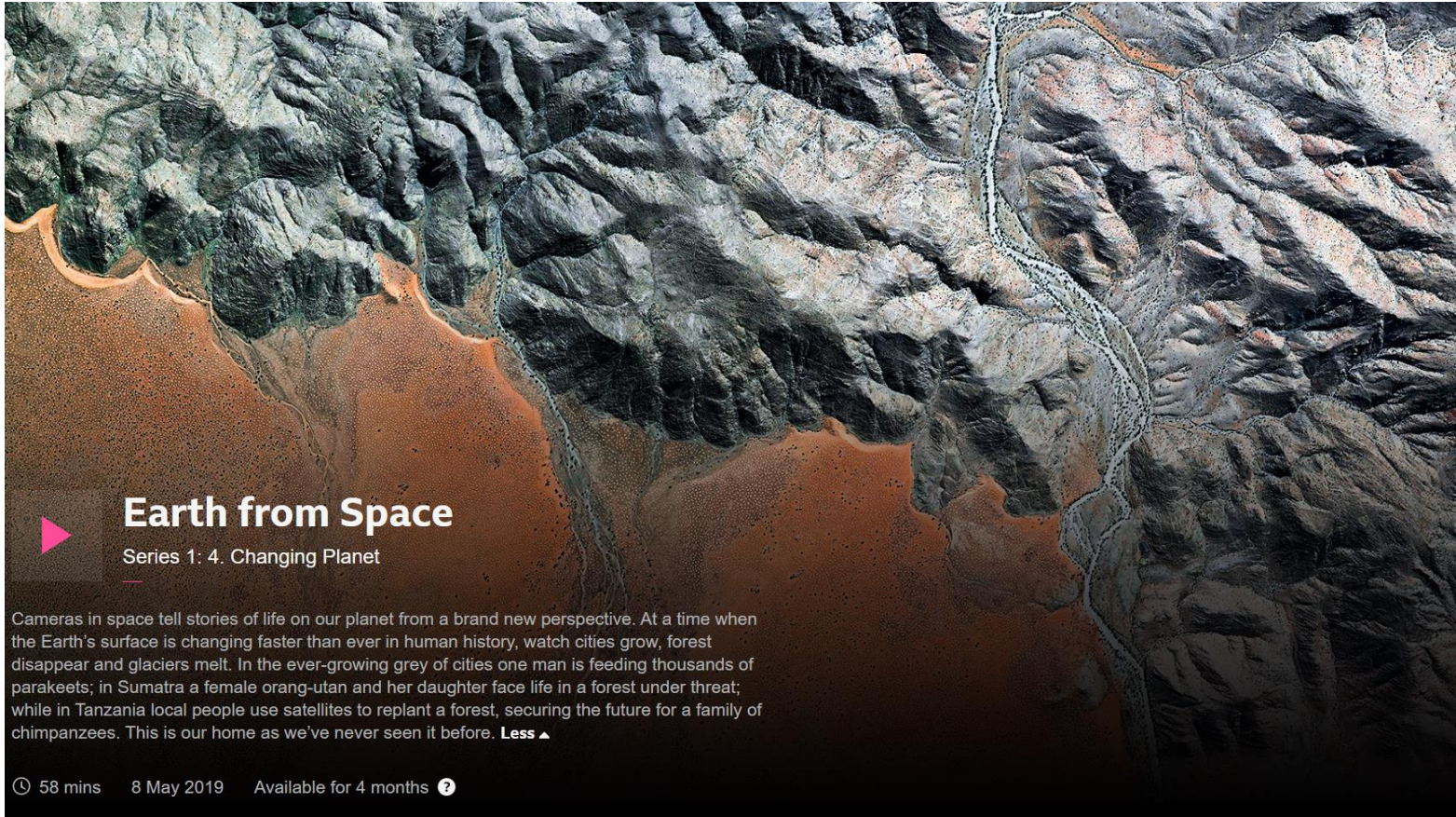
Climate change

[Time for Geography | Home](#)





# Earth From Space – iPlayer until April



**Earth from Space**  
Series 1: 4. Changing Planet

Cameras in space tell stories of life on our planet from a brand new perspective. At a time when the Earth's surface is changing faster than ever in human history, watch cities grow, forest disappear and glaciers melt. In the ever-growing grey of cities one man is feeding thousands of parakeets; in Sumatra a female orang-utan and her daughter face life in a forest under threat; while in Tanzania local people use satellites to replant a forest, securing the future for a family of chimpanzees. This is our home as we've never seen it before. [Less ▲](#)

🕒 58 mins   8 May 2019   Available for 4 months ⓘ





# Window-swap: What is the geography here?



# Trailblazer calendar of outdoor learning events 2022/23

The brilliant team at Hampshire Outdoor Learning annually produces a calendar signposting great national events that support learning beyond the classroom. Below are some selected events which link to geography and could be used to promote investigations in the school grounds as well as learning about different countries. You can find the full calendar on the Trailblazer website here:

<https://documents.hants.gov.uk/education/trailblazer/Calendar-Themes-Days-Outdoor-Learning.docx>.

## TRAILBLAZER

Finding your feet outside the classroom!

22 January	Chinese New Year/Lunar New Year	<p>This occurs every year on the new moon of the first lunar month, about the beginning of spring (Lichun). The exact date can fall any time between January 21 and February 21 (inclusive).</p> <p>In 2023 we move into the year of the rabbit.</p>	
27 – 29 January	RSPB Big Garden Bird Watch	<p>Take part in the world's biggest wildlife survey 2023: <a href="http://www.rspb.org.uk/get-involved/activities/birdwatch">www.rspb.org.uk/get-involved/activities/birdwatch</a>.</p>	
20 February – 5 March	Fair Trade Fortnight	<p>Fair Trade is a system of certification which aims to transform the farming industry and to ensure that farmers and workers get a fair deal for the food they grow.</p> <p><a href="http://www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight">www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight</a>.</p> <p>Why not share a mug of Fair Trade hot chocolate round the campfire?</p>	





Date	Event	Links/resources
2 March	World Book Day	<p>World Book Day seeks to promote a love of books and shared reading. Why not encourage your children to take photos of themselves reading their favourite books outside in an unusual out-of-the-ordinary place?</p> <p><a href="http://www.worldbookday.com">www.worldbookday.com</a></p> 
3 March	World Wildlife Day	<p>A special day for wildlife. Why not carry out a survey on the wildlife in your school grounds? Can you improve the habitats you have?</p> <p><a href="http://www.wildlifeday.org">www.wildlifeday.org</a></p> 
20 – 31 March	Sustrans Big Walk and Wheel	<p>Big Walk and Wheel (was the Big Pedal) is all about inspiring pupils, staff and parents to take active journeys to school.</p> <p><a href="http://www.sustrans.org.uk/our-blog/projects/uk-wide/schools/sustrans-big-pedal">www.sustrans.org.uk/our-blog/projects/uk-wide/schools/sustrans-big-pedal</a></p> 
21 March	International Day of Forests	<p>Celebrating all types of forest worldwide. The theme for 2023 is <i>Forests and health</i>.</p> <p><a href="http://www.un.org/esa/forests/outreach/international-day-of-forests/index.html">www.un.org/esa/forests/outreach/international-day-of-forests/index.html</a></p> <p>Why not have a go at Forest Bathing?</p> <p><a href="http://www.forestryengland.uk/resource/forest-bathing-home-activity-sheets">www.forestryengland.uk/resource/forest-bathing-home-activity-sheets</a></p> 



## Aims

Curricula based on this framework should provide opportunities for... curiosity about the world; wonder, joy and passion; the key concepts, distinctive practices, skills and applications of the subject; dynamic links and interrelationships; addressing real world issues; promoting independent thinkers, informed, engaged citizens.

## Disciplinary knowledge

Features of the discipline significant for school geography\*

### *Geographical key concepts*

How geographers think and know – thinking like a geographer.

Learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas. Clarifying the distinctiveness of geographical thought.

Place, Space, Earth Systems, Environment

Time, Scale, Diversity, Interconnection, Representation

### *Geographical practice*

How geographers find out – working like a geographer.

The argumentation and analysis involved in confirming how we know what we know, as well as the more practical skills, methods and approaches of geographical enquiry.

Qualitative and quantitative enquiry in classroom and field.

### *Geographical application*

How geographers apply their knowledge to the world.

Applying knowledge, understanding and skills to real world challenges and issues – living peacefully and productively with others and ensuring our future on the planet.

Learning about application and learning to apply for themselves).

## Substantive knowledge

Lies behind and supports all disciplinary knowledge\*

The full range of contextual and specific knowledge of the world around us (often called world knowledge) including locational knowledge; tangible features such as rivers, mountains, cities, countries and landscapes; and also more abstract features such as economic systems, community beliefs, everyday practices and imaginative place representations.

All curriculum development requires a selection of substantive content to be made. At national level a minimum entitlement can be stated.

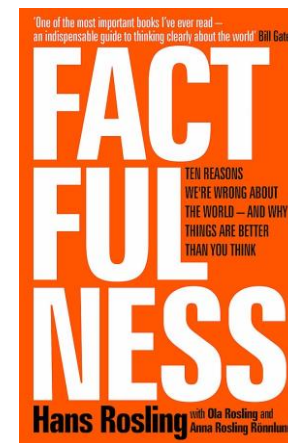
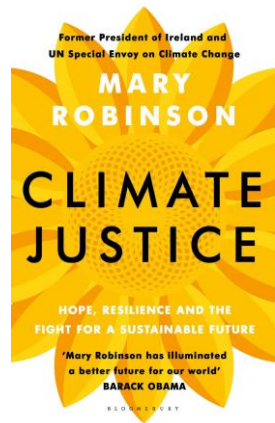
Criteria for selection initially derive from the discipline but later will be added to by curriculum developers to address other purposes at national, sub-national and school level.

A framework for the school geography curriculum was published in draft by the GA.

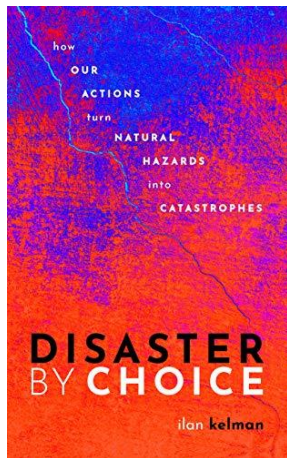
Members welcome to join the steering group which meets for the 1<sup>st</sup> time in Spring

Sept Network –  
Mark Enser





# Effective classroom reading strategies – what are we looking out for in Geography?





'In all subject deep dives, we will be alert to pupils' reading and the impact it has on them being able to access the subject curriculum.

We may well follow this up in our discussions with staff and pupils.'

[Supporting secondary school pupils who are behind with reading - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://blog.gov.uk/supporting-secondary-school-pupils-who-are-behind-with-reading-ofsted-schools-and-further-education-skills-fes/)



## Amanda Spielman Sept 2022:

- A **quarter** of all Year 7s still have a reading age of **below 11**
- Children who cannot read well find it **difficult to keep up** in secondary school.
- We know that children who struggle can **quickly switch off in lessons**. That can lead to disruptive behaviour
- The repercussions for weak readers continue after they leave school.
- **That's why we put so much emphasis on reading when we inspect schools.**
- **Year 7s and Year 8s** whose disrupted education means they **are still catching up on skills they should have learnt at primary school.**
- Many of these children still have gaps in the phonic knowledge that is the foundation of fluent reading. **Phonics teaching is well-established in primary schools but is not necessarily expected of secondary school teachers.**
- These children **need extra teaching so they can read accurately and fluently and must be taught in a way that doesn't patronise them or knock their confidence.**

[Thousands of year 7s struggle with reading - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://www.blog.gov.uk/2022/09/01/thousands-of-year-7s-struggle-with-reading-ofsted-schools-and-further-education-skills-fes/)

# Key Questions:

- What is your subject-specific approach to reading?
- How have you built a shared understanding of the literacy required for your own subject between your subject teachers?
- What are your subject's go-to reading strategies?
- How do you build up teachers' expertise to ensure that they use inclusive practice around reading?





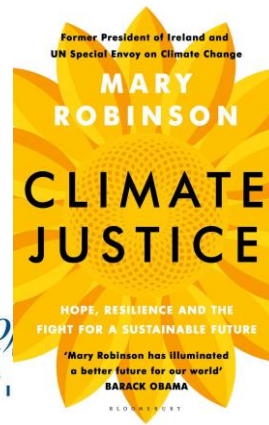
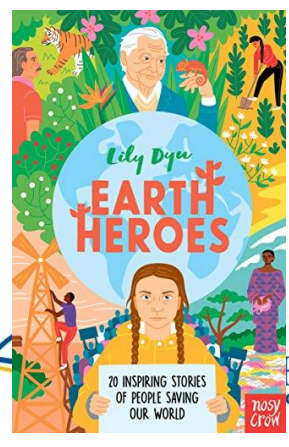
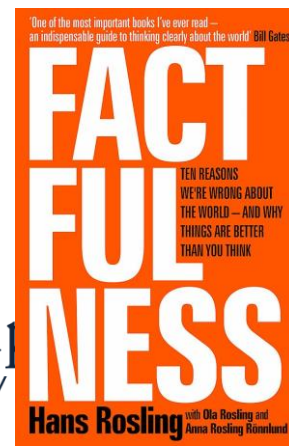
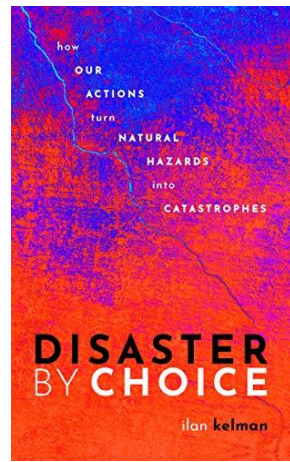
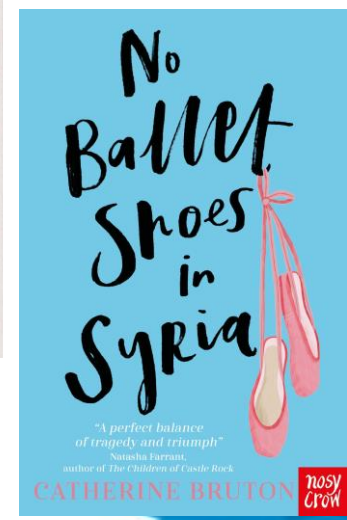
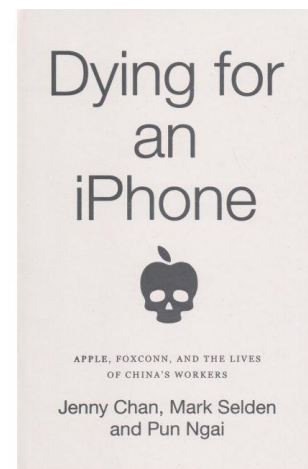
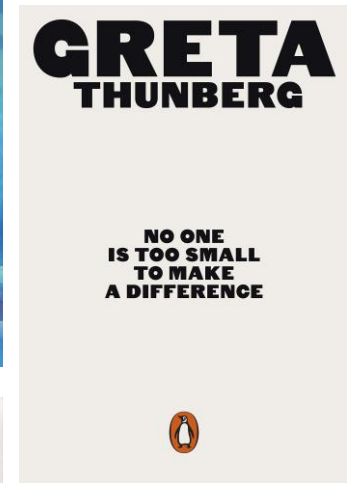
# From the English HIAS Team:

- Expectations of reading for all
- Scaffolds to support access to reading materials
- Teachers anticipate what might make a text difficult for students and take steps to help them access the materials
- Checks of understanding
- Clear before, during and after routines
- Strong practice in clarifying vocabulary at the point of encounter
- Modelling the reading required – making the invisible visible



# Geographical reading in our planned curriculum

Topic	Fertile question	Books to support the curriculum
<b>Year 7</b>		
1	How can geography help me to understand the world?	<ul style="list-style-type: none"> <li>Geography</li> </ul>
2	Who has the rights to the Arctic?	<ul style="list-style-type: none"> <li>Who owns the Arctic?</li> </ul>
3	What is the cost of buying an iPhone?	<ul style="list-style-type: none"> <li>Dying for an iPhone</li> </ul>
4	Will the Thames ever run dry?	<ul style="list-style-type: none"> <li>When the rivers run dry</li> </ul>
5	How dynamic are the UK's extreme landscapes?	<ul style="list-style-type: none"> <li>The Salt Path</li> <li>Hell of a Journey</li> </ul>



# Guided Reading



6 What did Haiti end up having to give American, German and French banks?

7 What did discrimination against Haitians after 1804 mean?

8 Give examples of why Haiti's economy was suffering by the year 1900.

## WHY DOES HAITI STRUGGLE TO DEVELOP?

In the 18th century, under French rule, Haiti was one of the richest islands in France's empire (though the 800,000 African slaves who produced that wealth saw precious little of it). In the 1780s, Haiti exported 60% of all the coffee and 40% of all the sugar consumed in Europe: more than all of Britain's West Indian colonies combined. It became the first nation to gain independence in Latin America. So what went wrong?

When France took control of Haiti in 1665, Haiti had many riches, but the French needed slaves to exploit (take advantage of) them. Up to 40,000 enslaved people a year. For nearly 10 years, slaves entering Haiti accounted for more than one-third of the entire Atlantic slave trade. Conditions for these men and women were atrocious; during the peak of this slavery, the average life expectancy for a slave on Haiti was 21 years. Abuse was dreadful, and routine.

Haiti finally declared independence from France on 1 January 1804.

Haiti's revolution may have brought it independence but it also ended up destroying the country's infrastructure and most of its plantations.

Haiti was forced to pay 150m francs, in gold. This is a huge sum of money, one that Haiti could not afford. Haiti was paying France from 1825 until 1947.

To come up with the money, it took out huge loans from American, German and French banks, at huge interest rates.

After-1804, Haitians were discriminated against by not only the United States, but all the European countries.

That discrimination meant no availability of resources to educate the Haitian population and no trade with any country outside of Haiti.

No trade equalled no money coming in to the country.

By 1900, Haiti was spending about 80% of its national budget on loan repayments to wealthy countries.

It completely wrecked their economy. By the time the original reparations and interest were paid off, the place was extremely poor and trapped in a spiral of debt.

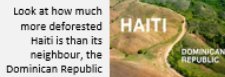
Whilst the rest of the world developed during the 1900s, Haiti still had a population that was 80-90% illiterate (could NOT read or write). The people didn't have any skills in factory work, and Haiti wasn't allowed to trade its products with the rest of the world in any significant way.

Haiti never had a chance to progress like the surrounding countries in the region did.



The Haitian population continues to be largely illiterate (only 20% of adults can read and write), continues not to have attractive skills for industry and therefore fails to attract industries that might help it to get richer. It is locked in the cycle of decline.

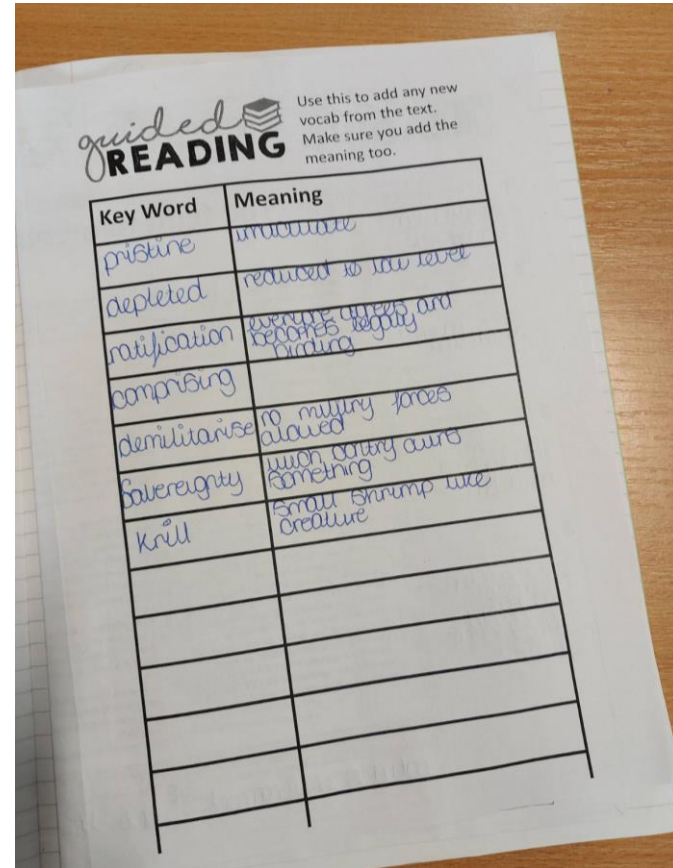
One reason why Haiti suffers more than its neighbours from natural disasters like hurricanes and flooding is its massive deforestation, which started in the country during the time of the French colonial rule. The French didn't manage the land at all. As the population has soared, the forests have come down. Haiti is now about 98% deforested.



9 What did having a high literacy rate in the 1900s mean for Haiti?

10 Find three examples of what Haiti is like now.

11 Consider why Haiti's deforestation (cutting down of trees) is such a problem.





# Routines for before, during and after reading

## Before reading

- Activate students' prior knowledge, set a purpose for reading, pose an inquiry question, brainstorm related questions, use text features to make predictions, distribute and preview a graphic organizer to locate key information

## During reading

- Model thinking while reading, divide the text into sections and stop to paraphrase each section before going on, make and monitor predictions, question the author's intent or point of view, have students read text in pairs to practise a targeted reading comprehension skill, pause to discuss their ideas as they go

## After reading

- Have students collaboratively summarize what they have read, offer students a choice of ways to demonstrate their understanding, ask students to compare pre-reading and post-reading predictions

# Rift Valleys

A rift valley is a lowland region that forms where Earth's tectonic plates move apart. Rift valleys are found both on land and at the bottom of the ocean, where they are created by the process of **seafloor spreading**. Rift valleys differ from river valleys and **glacial valleys** in that they are created by tectonic activity and not the process of erosion.

Tectonic plates are huge, rocky slabs of Earth's crust. Tectonic plates are constantly in motion—shifting against each other at **destructive** plate boundaries, sliding past each other at **conservative** plate boundaries, and tearing apart from each other at **constructive** plate boundaries.

Many of Earth's deepest rift valleys are found underwater, dividing long mountain ranges called **mid-ocean ridges**. They occur where two pieces of **oceanic crust** meet. As tectonic plates move away from one another at mid-ocean ridges, molten rock (called magma) from the mantle rises up and solidifies, forming new oceanic crust at the bottom of the rift valley.

Very few active rift valleys are found on **continental crust**. One example is the Baikal Rift Valley in Russia, but the most well-known rift valley on Earth is probably the so-called "Great Rift Valley System" which stretches from the Middle East in the north to Mozambique in the south. The area is **geologically active**, and features volcanoes, hot springs, **geysers**, and frequent earthquakes.

Throughout the East African Rift (part of the Great Rift Valley System), the continent of Africa is splitting in two. The African plate, sometimes called the Nubian plate, carries most of the continent, while the smaller Somali plate carries Horn of Africa. The rift valleys are dotted by volcanoes such as Mount Kenya, Mount Kilimanjaro (a **dormant composite** volcano) and Mount Nyiragongo in Democratic Republic of Congo (last eruption: May 2021).

Answer the following comprehension questions in **full sentences**. There is one for each section:

1. What are rift valleys and how are they different to other valleys?
2. Describe the 3 ways tectonic plates can move?
3. Explain what happens at a mid-ocean ridge
4. What are the characteristics of the Great Rift Valley System?
5. What are the key features of the East African Rift Valley?

**Challenge:** Write 'challenge' in your book. Then write a short summary about rift valleys using the following 6 words: **Tectonic Plates, Constructive, Magma, East African Rift, Geologically Active, Nyiragongo**

Add a title for  
each paragraph



Highlight the KEY information in each paragraph. Be brief.

Summarise each  
paragraph in 1-2  
bullet points



### Urban change: Deindustrialisation, decentralisation and the rise of the service economy

During the second half of the 20<sup>th</sup> century many jobs in manufacturing industries were lost due to factory closures. In 1978 there were over 6 million jobs in manufacturing in the UK, by 2015 only 2.5 million remained.

Cities such as Manchester (textiles), Sheffield (iron and steel) and Glasgow (shipbuilding) experienced severe economic problems associated with this industrial decline. Inner city areas suffered worst as this was where most of the old factories were located.

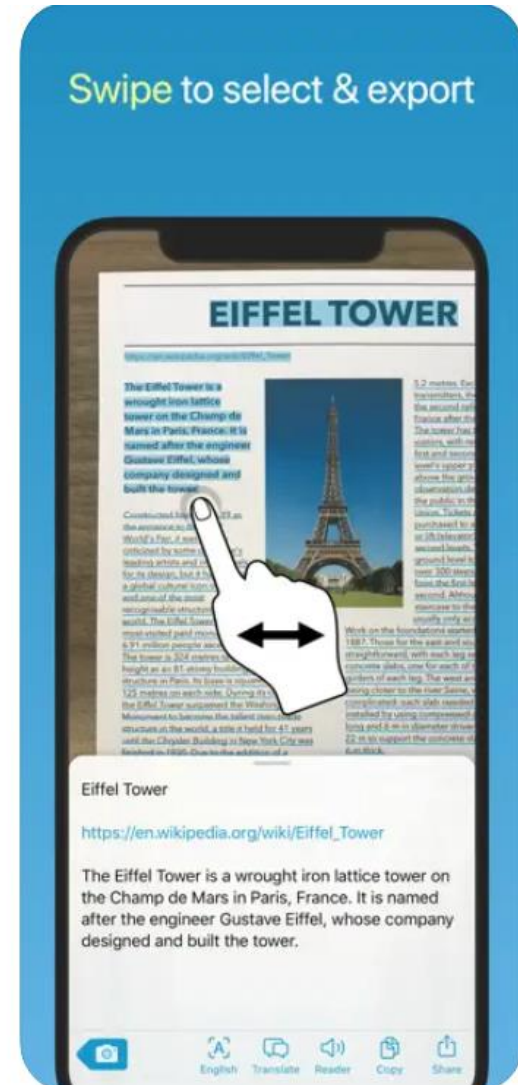
The 3 main causes of the industrial decline were:

1. Mechanisation – firms using machinery more cheaply to produce goods, rather than people.
2. Globalisation of manufacturing and competition from abroad – rapidly industrialising countries such as India and China provide cheaper labour, meaning that it is less economical to manufacture goods in HICs where labour costs are higher.
3. Reduced demand for traditional products as new





# Prizmo Go App



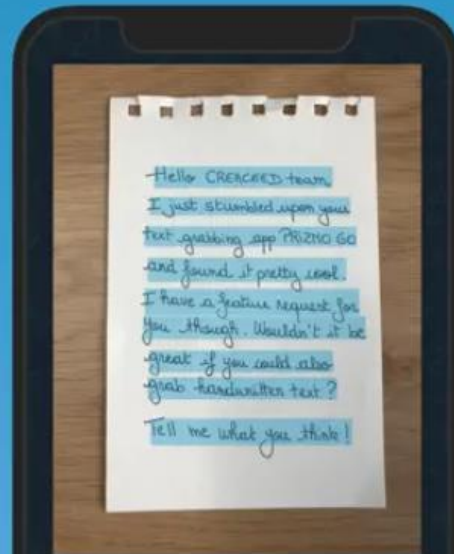
## Curved text recognition



The days and seasons are likewise comparable to those of Earth, because the rotational period as well as the tilt of the rotational axis relative to the ecliptic plane are very similar. Mars is the site of Olympus Mons, the largest volcano and second-highest known mountain in the Solar System, and of Valles Marineris, one of the largest canyons in the Solar System.



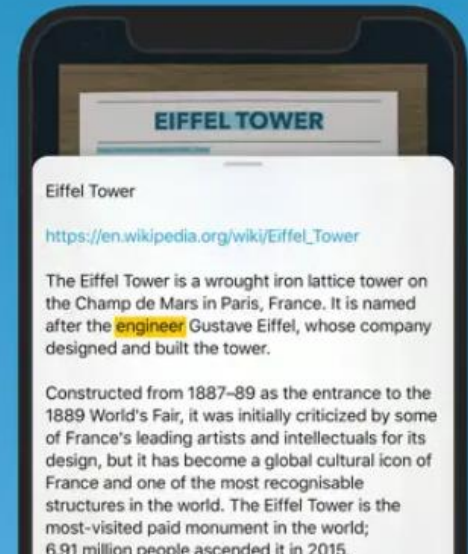
## Transcribe handwriting



Hello CREACEED team, I just stumbled upon your text grabbing app PRIZMO GO and found it pretty cool. I have a feature request for you though. Wouldn't it be great if you could also grab handwritten text? Tell me what you think!



## Read text aloud



Eiffel Tower

[https://en.wikipedia.org/wiki/Eiffel\\_Tower](https://en.wikipedia.org/wiki/Eiffel_Tower)

The Eiffel Tower is a wrought iron lattice tower on the Champ de Mars in Paris, France. It is named after the **engineer** Gustave Eiffel, whose company designed and built the tower.

Constructed from 1887–89 as the entrance to the 1889 World's Fair, it was initially criticized by some of France's leading artists and intellectuals for its design, but it has become a global cultural icon of France and one of the most recognisable structures in the world. The Eiffel Tower is the most-visited paid monument in the world; 6.91 million people ascended it in 2015.

The tower is 324 metres tall, about the same height as an 81-storey building, and the tallest structure in Paris. Its base is square, measuring 125 metres on each side. During its construction, the Eiffel Tower surpassed the Washington Monument to become the tallest man-made structure in the world, a title it held for 41 years until the Chrysler Building in New York City was finished in 1930. Due to the addition of a broadcasting aerial at the top of the tower in 1957, it is now taller than the Chrysler Building by 5.2





# Geography specifics

## Types of text:

- Description, explanation, statistics, tables, graphs, images
- Collections of material in different forms

## Approaches and behaviours needed:

- Clarify vocabulary, both geographical terms and tier 2 vocabulary
- Connect to prior knowledge and draw inferences
- Make sense of information within tables or graphs
- Make connections within and between texts
- Retrieve and organise information

## What needs to be modelled and practised?

- Different forms of note taking, focusing on key aspects of the information
- Drawing inferences based on connections between information in the text and knowledge of the topic





# How to read and annotate like a geographer?

Peru is a middle income country which ranks 77th out of 187 countries on the Human Development Index. According to government statistics about 30% of the population live below the national poverty line. In rural areas, where food insecurity is a constant problem, 50% of the population are considered poor.

People born in Lima, the capital city, can expect to live almost 20 years longer than those in rural areas. In remote rural villages, many people live in huts which lack even the most basic facilities and have no modern technology.

## Peru: development fact file

Gross national income	\$11 295	(2016)
Infant mortality	19 per 1000 population	(2015)
Doctors	1.1 per 1000 population	(2013)
Access to clean water	91% urban, 69% rural	(2015)
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Internet access	40%	(2014)

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## Road developments – an important part of the development process

The Peruvian government have given the go ahead for the construction of a number of new roads in the Amazon. The roads will connect major settlements and create opportunities for development in parts of rural Peru. The economic benefits of the road developments will be significant and the newly developed links with Brazil will create trade corridors. The Wall Street Journal reported that the new road developments will create exciting new travel opportunities and open up new areas to tourism. It is thought that tourism is a suitable way to develop the area because it will bring considerable economic benefits with limited environmental impacts. Supporters of the road programme claim that the economic gains will outweigh any negative impacts and, since the roads pass through protected reserves and National Parks, environmental damage will be kept to a minimum. Conservation groups are concerned about the effects on the environment and indigenous communities but agree that protected areas may be less at risk from deforestation.



# Clarifying the Vocab

gross national income (average) above \$1026 and \$12475

number of babies that die per 1000

measures whether a country is developed, still developing or underdeveloped

level of income below which one is classified as poor

unable to obtain sufficient healthy food on a day-to-day basis

area set aside by government for the preservation of the natural environment

Peru is a **middle income country** which ranks 77th out of 187 countries on the **Human Development Index**. According to government statistics about 30% of the population live below the **national poverty line**. In rural areas, where **food insecurity** is a constant problem, 50% of the population are considered poor.

People born in Lima, the capital city, can expect to live almost 20 years longer than those in rural areas. In **remote** rural villages, many people live in huts which lack even the most basic facilities and have no modern technology.

over 350km away from nearest service area with year round access

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removal of forest and conversion of land to farms, ranches, mining or urban use

geographical area intended to be inhabited by people native to that area/environment

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region surrounding a city  
countryside/area away from city – low population density and small settlements

routes linking trading partners  
- geographical route  
- transport links  
- business links  
- movement of goods/services



# Asking Questions

Supply problems?  
famine?  
Why is there not enough to eat?  
demand?  
Why not?

Peru is a middle income country which ranks 77th out of 187 countries on the Human Development Index. According to government statistics about 30% of the population live below the national poverty line. In rural areas, where food insecurity is a constant problem, 50% of the population are considered poor.

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People born in Lima, the capital city, can expect to live almost 20 years longer than those in rural areas. In remote rural villages, many people live in huts which lack even the most basic facilities and have no modern technology.

Why is there such a big difference?

- What causes this?
- health?
  - education?
  - dangers?
  - climate/environment?
  - hunger?

## Road developments – an important part of the development process

Why have they said yes?  
- cost/benefit analysis?

The Peruvian government have given the go ahead for the construction of a number of new roads in the Amazon. The roads will connect major settlements and create opportunities for development in parts of rural Peru. The economic benefits of the road developments will be significant and the newly developed links with Brazil will create trade corridors. The Wall Street Journal reported that the new road developments will create exciting new travel opportunities and open up new areas to tourism. It is thought that tourism is a suitable way to develop the area because it will bring considerable economic benefits with limited environmental impacts. Supporters of the road programme claim that the economic gains will outweigh any negative impacts and, since the roads pass through protected reserves and National Parks, environmental damage will be kept to a minimum. Conservation groups are concerned about the effects on the environment and indigenous communities but agree that protected areas may be less at risk from deforestation.

Being exploited?

Who thinks this? Who benefits?

How will roads bring money in?  
Who gets rich?

Is this a risk if not in protected areas?  
What would be the impact?

What do remote tribespeople feel/think  
Have they been consulted?  
Who decides?



# Linking to prior knowledge

Can mask big inequalities  
↳ doesn't mean everyone has a middle income

Urban vs rural levels of poverty and standard of living

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hard to get to - far away from cities

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big gap between rural and urban access to services

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RAINFOREST

- dense
- impenetrable
- habitat
- environmental resource

Roads will allow development but could damage environment/way of life

tourism has lower impact than other types of development eg farming or mining

Trade corridors = easy to travel routes between areas that allow travel and transport of products and services

climate change irreversible loss of habitat biodiversity

Money vs environment?



# Combined Approach

**GNI** - above \$1000 but below \$12000

near the top of this group?

above the middle → not that poor

Peru is a **middle income country** which ranks 77th out of 187 countries on the Human Development Index. According to government statistics about 30% of the population live below the national **poverty line**. In **rural** areas, where **food insecurity** is a constant problem, 50% of the population are considered poor. People born in Lima, the capital city, can expect to **live almost 20 years longer** than those in rural areas. In **remote** rural villages, many people live in huts which lack even the most **basic facilities** and have **no modern technology**.

big difference between city and countryside → much poorer outside cities → rural → not a good food supply

hard to get to → Peru → Andes → Rainforest

impact of poverty in country areas \*

high - not safe

huge gap

sewage? water? electricity?

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no internet → information education options → like going back in time?

rainforest → can't travel through easily now → not easy to build → link up remote areas

**Road developments – an important part of the development process**

will make money approved

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jobs? manufacturing? resources?

trade + tourism → because people can get there!

not everyone agrees

tourists want to see the country in its natural state → preserve environment → better than deforestation?

government control means development will be careful?

remote Amazon tribes – little contact with the outside world



# Summarising

Poverty  
Rural poor  
food  
Remote areas

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Peru shows significant inequality between urban and rural areas: rural areas experience greater poverty and lack of access to facilities, leading to lower life expectancy.

Road building  
Access  
Links  
Economic benefit  
Environmental impact

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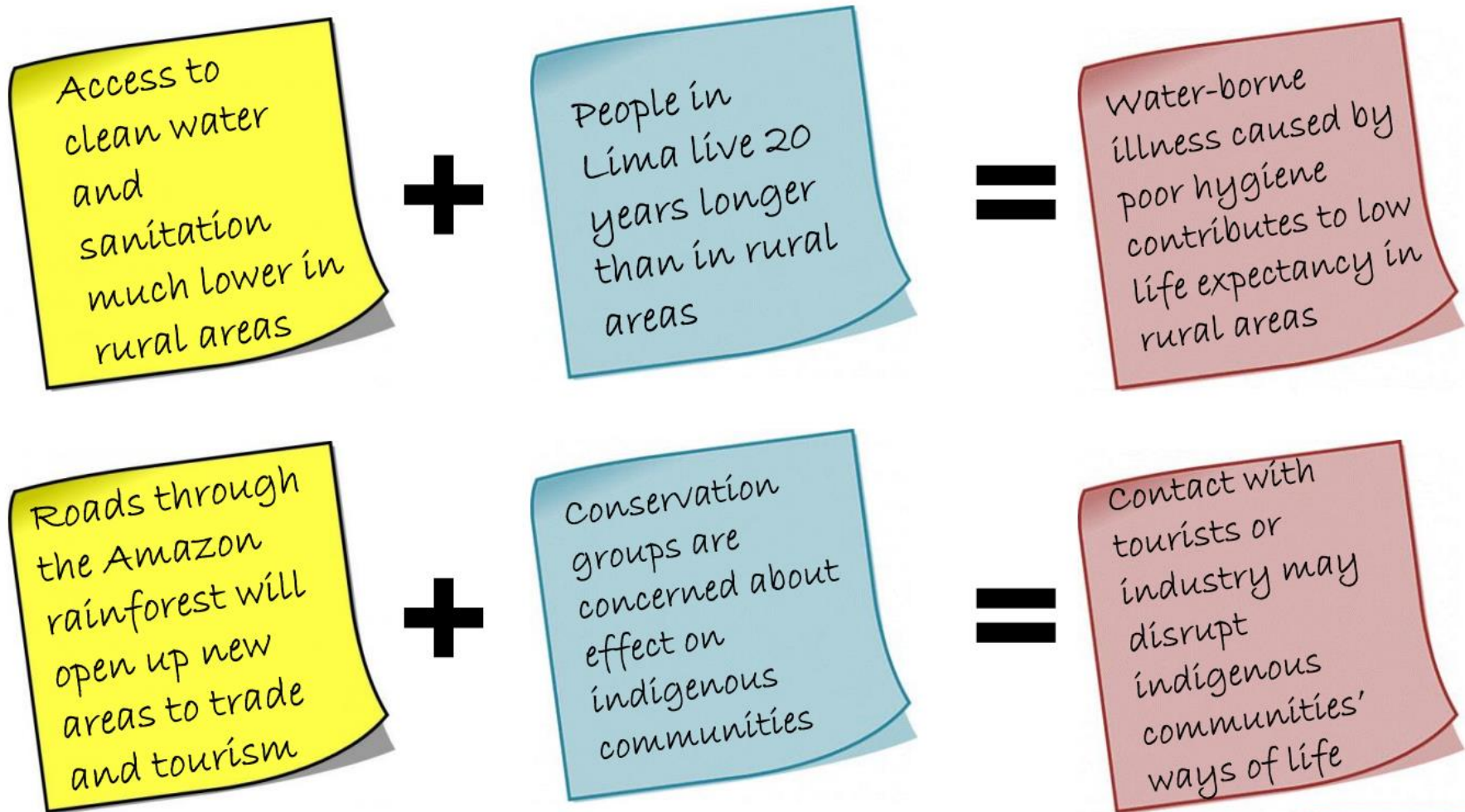
Why would the Peruvian government approve road building through the Amazon?

Trade  
Tourism  
Indigenous communities

Road building between major settlements is planned; roads will cut through the Amazon rainforest. Roads will bring economic benefits to rural areas and support development. There are risks to the environment but these are seen as acceptable because the benefits are greater.



# Using inference sums for explicit teaching of inference





## 3-4pm: Exam Board Breakout Rooms

- AQA – Stacey Hill
- Edexcel – Jon Wolton
- OCR – Shelley Monk

**4-4:10pm reflections, next meeting & evaluation**





# Discussion

**How are you preparing your Y11 students for the terminal exams?**

**How are you planning for revision and supporting students in developing revision skills?**

**How are you developing student's exam technique?**



# 20<sup>th</sup> June Face to Face Network

**1:30-4pm in the Curriculum Centre, Winchester**

**AQA Departments** – network teams for pre-release in March

Keeping in Touch – **Free Virtual network meeting April**

**September Network** – Meeting date to be confirmed

Mark Enser will be presenting on priorities and his report into the subject.

This will be in person event at Winchester



Tonight 5-6pm: Free RGS aspiring middle leaders webinar

[Royal Geographical Society - Aspiring leaders: progressing from teacher to leader \(rgs.org\)](https://www.rgs.org)

# Royal Geographical Society with IBG

Advancing geography  
and geographical learning





## Your feedback matters



Please scan the QR code to complete our online training evaluation form

Or access the form using the URL below

<https://forms.office.com/r/QE21XtDJ2r>

## Thank you!

