

Geography Subject Professionals Meeting Spring 2023



Agenda

- Welcome and Introductions
- Assessment – oracy focus Cowes High School
- Sharing best practice & new resources
- Reading focus - reading like a geographer
- Next Meeting Focus, AOB & Close

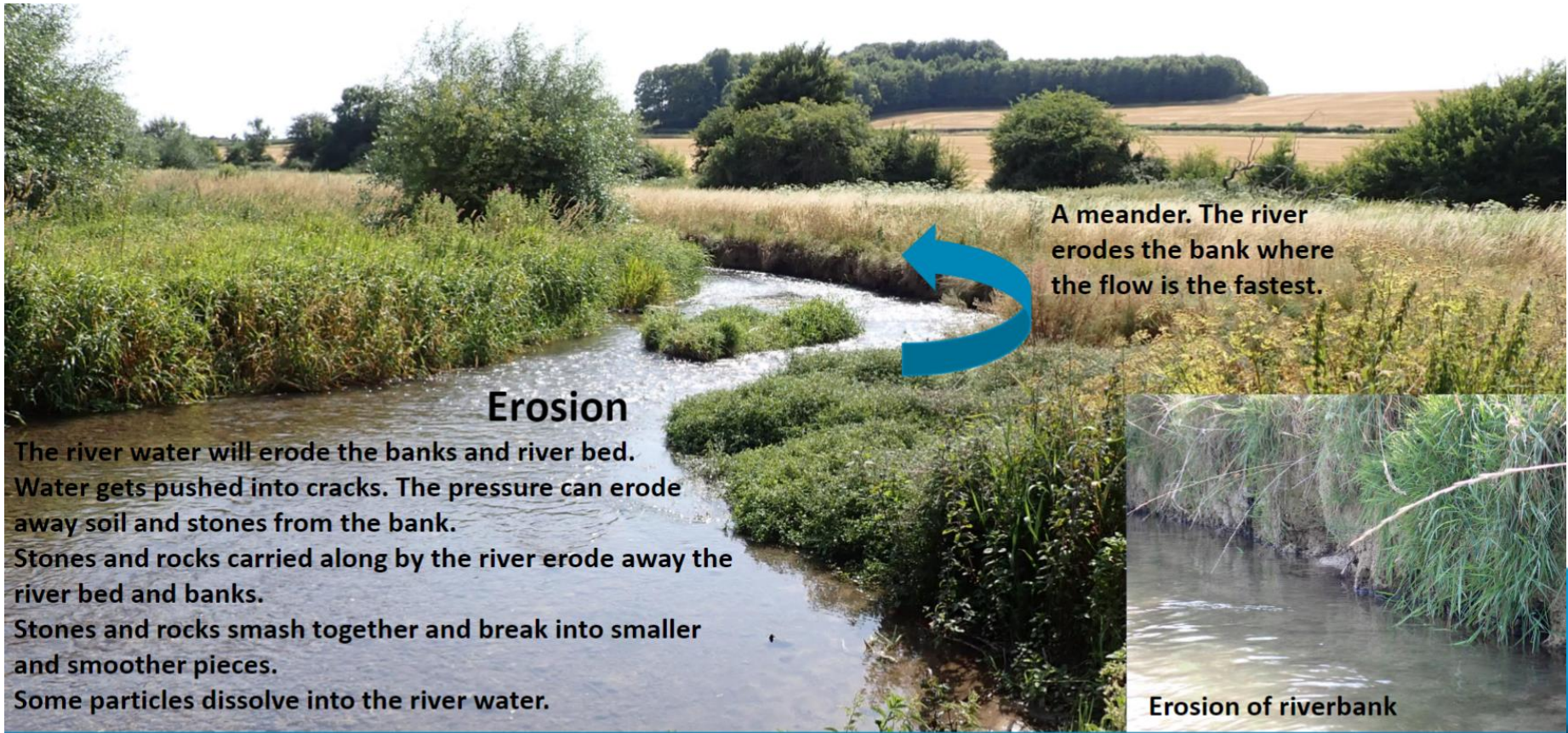


Helpful weblinks and resources



Wessex Rivers Trust rivers resource

– pdf on open Moodle



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!

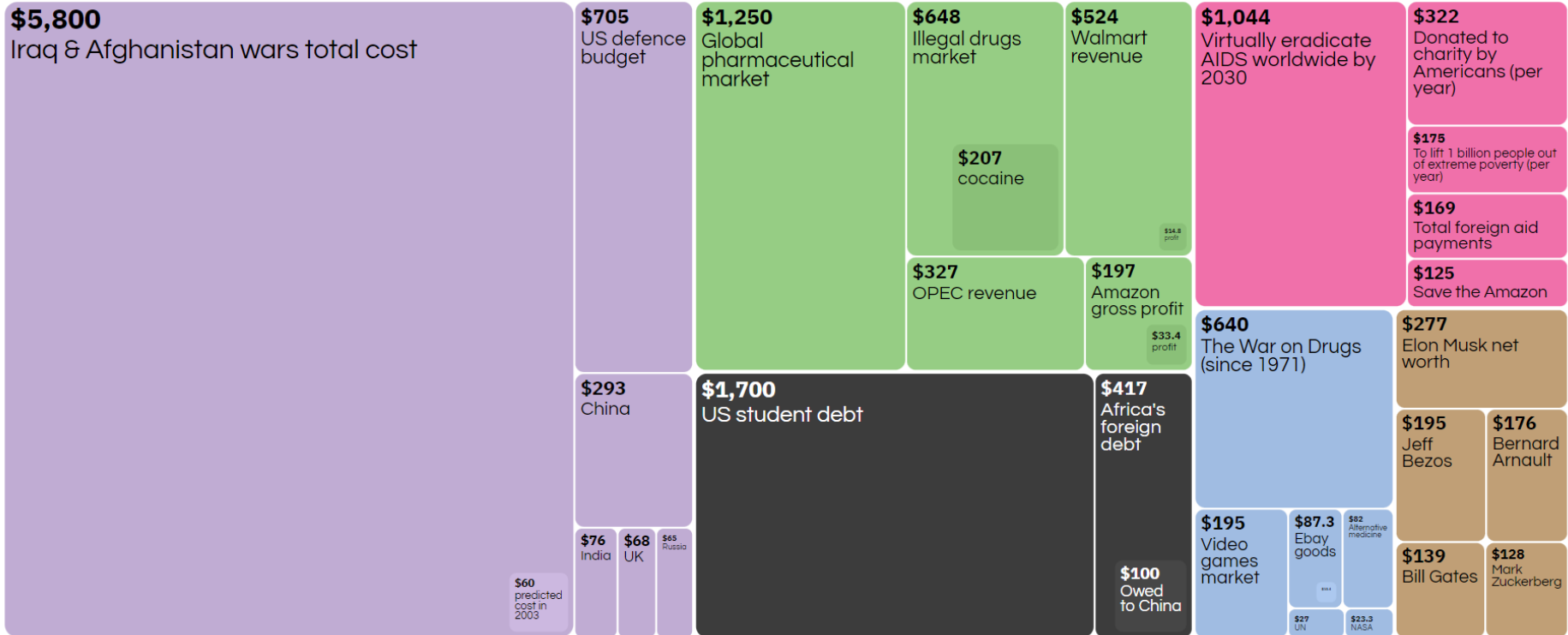


[Careers in Geography | Classroom Posters / Handouts | Geography | tutor2u](#)

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.

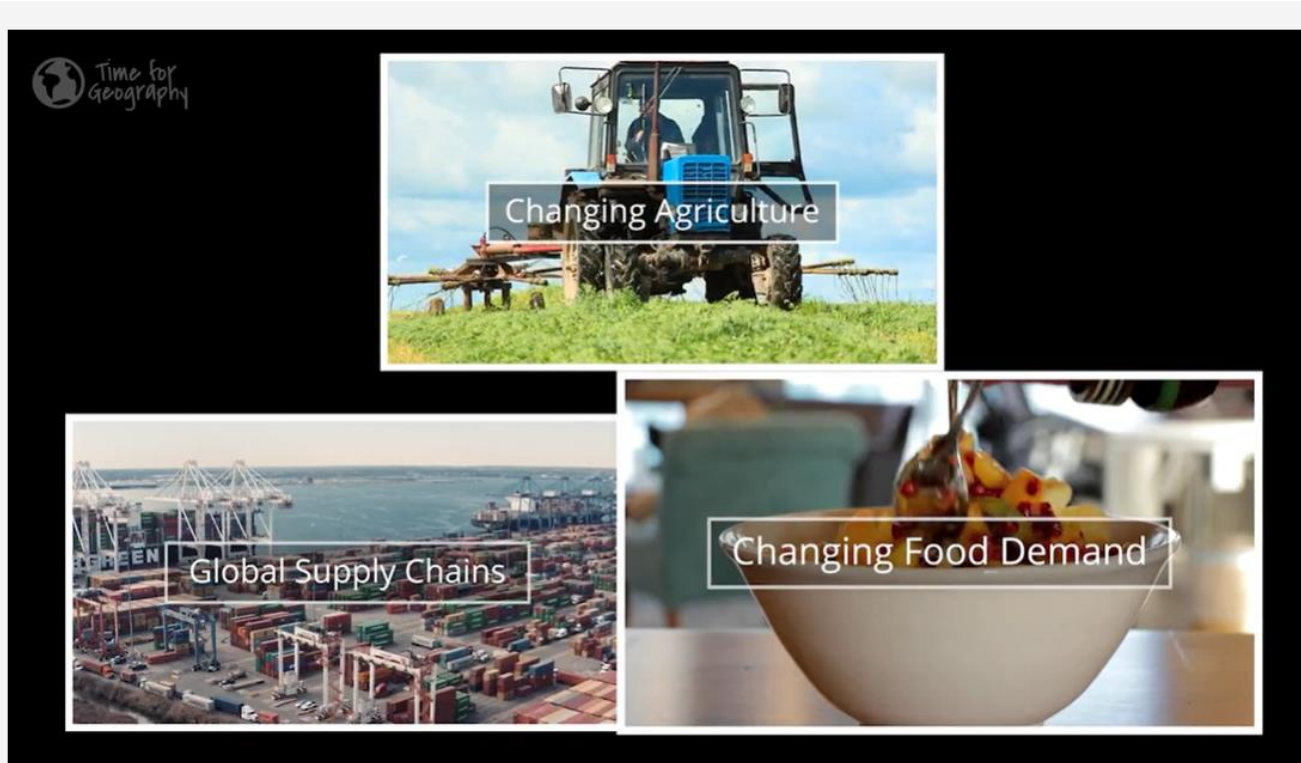
LATEST NEWS

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

New Time for Geography Videos



Cold environments

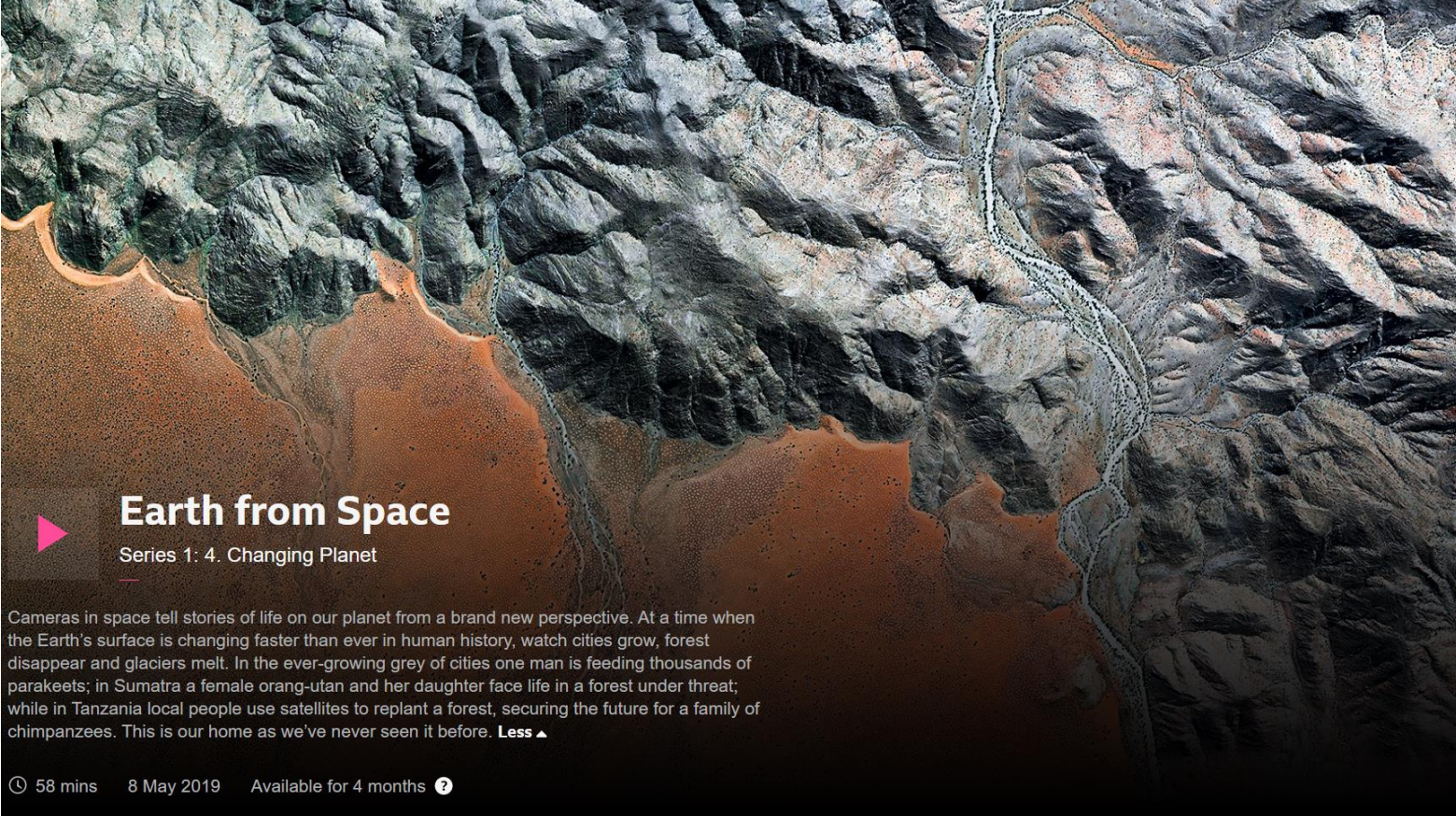
Resource management

Climate change

[Time for Geography | Home](#)



Earth From Space – iPlayer until April

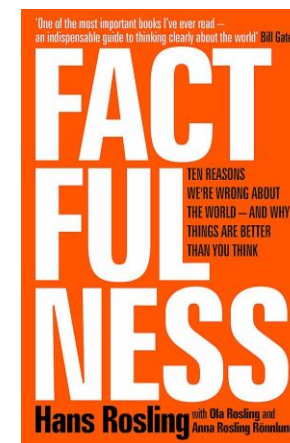
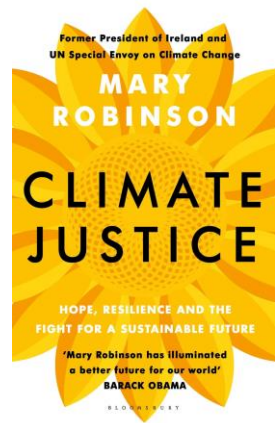


Earth from Space
Series 1: 4. Changing Planet

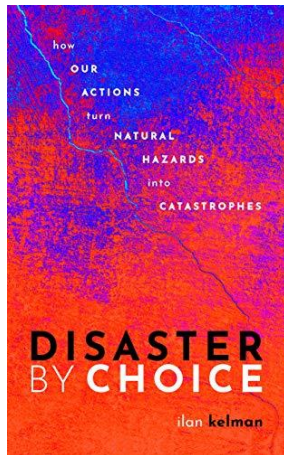
Cameras in space tell stories of life on our planet from a brand new perspective. At a time when the Earth's surface is changing faster than ever in human history, watch cities grow, forest disappear and glaciers melt. In the ever-growing grey of cities one man is feeding thousands of parakeets; in Sumatra 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 ?





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



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



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

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)
Access to sanitation	82% urban, 53% rural	(2015)
Internet access	40%	(2014)

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?

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Why is there such a big difference?
What causes this?
- health?
- education?
- dangers?
- climate/environment?
- hunger?

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

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

How will roads bring money in?
Who gets rich?
Is this a risk if not in protected areas?
What would be the impact?

Linking to prior knowledge

Urban vs rural levels of poverty and standard of living

hard to get to - far away from cities

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

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climate change
irreversible
loss of habitat
biodiversity

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

average

big gap between rural and urban access to services

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

Money vs environment?

Combined Approach

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Handwritten notes:

- GNI** - above \$1000 but below \$12000
- 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**.
- above the middle** → not that poor
- big difference between city and countryside** → much poorer outside cities → rural → not a good food supply
- near the top of this group?**
- high - not safe**
- huge gap**
- impact of poverty in country areas**
- hard to get to** → Peru → Andes → Rainforest → sewage? water? electricity?
- 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
- tourists want to see the country in its natural state** → preserve environment → better than deforestation?
- not everyone agrees**
- government control means development will be careful?**
- remote Amazon tribes - little contact with the outside world**
- trade + tourism** → because people can get there!
- jobs? manufacturing? resources?**

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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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.

Trade
Tourism
Indigenous communities

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

Next Meeting at Cowes High School 2:30pm Thursday 16th June

