

Welcome to the Secondary Network Meeting Spring 2023

GIS & mapping

Fieldwork

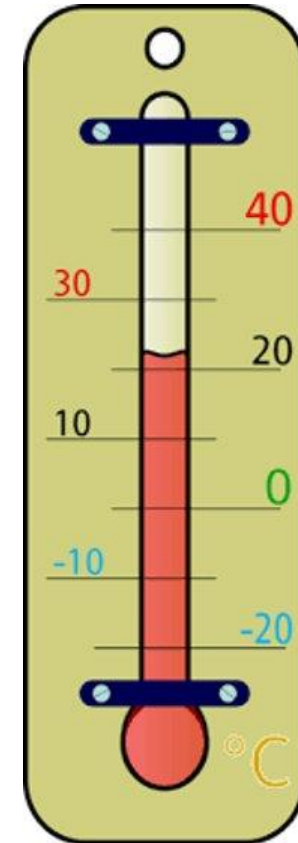
Literacy strategies

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



Geography resources

[City Walks](#)

Brilliant website of virtual walks around cities – huge range

[Countryle - The best wordle game about geography](#)

Hints include hemisphere, continent, temperature and population

[Grants for schools and colleges – Outdoor Learning Grant - South Downs National Park](#)

Opened 22/5/23.

New Forest provides £150 grants for coach coasts

[Census maps - ONS](#)

Search for population data, industry, % households using renewable energy

Young Geographer of the Year

The Young Geographer of the Year competition is run in partnership with *Geographical* and is kindly supported by Esri UK, Ordnance Survey, Cotswold Outdoor and Philip's.

SECTIONS

[Overview](#)

[2023 competition](#)

[2022 winners](#)

[2021 winners](#)

[Royal Geographical Society - Young Geographer of the Year \(rgs.org\)](https://www.rgs.org)



[BBC iPlayer - Sahara with Michael Palin](#)

Himalaya also available on iPlayer [The Geography Dept @lenziegeo](#) LEARNING SCHOOL IMPROVEMENT





















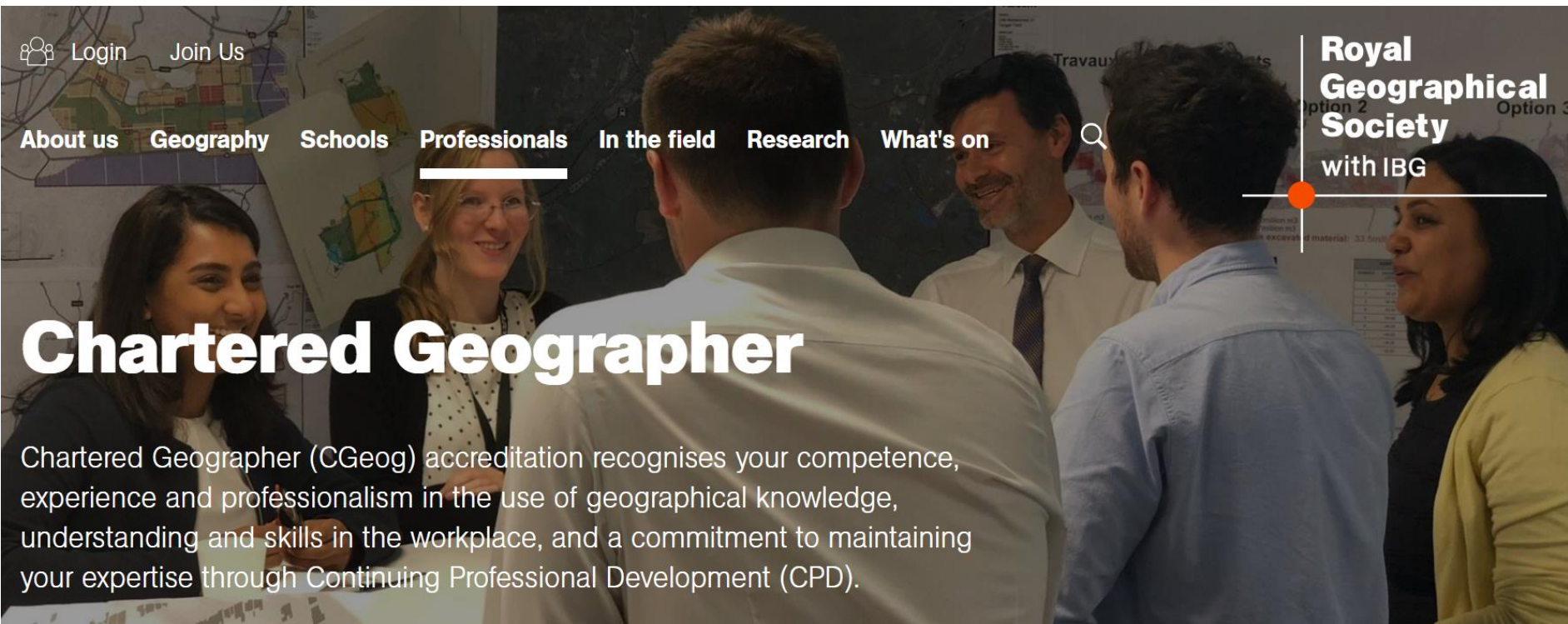
GEOGLEBOX!



What can I watch to improve my Geography knowledge & understanding?

Week beginning Monday 12th June 2023

The show	The channel	The day/time	The lowdown	Catch up?
Great Coastal Railway Journeys		Monday - Friday 18:30 - 19:00	Michael is on a rail journey across the southern coast of England, beginning in Dorset.	BBC iPlayer
Coastal Path		Monday 12th 19:00 - 19:30	Paul Rose walks the South West Coast Path. He explores the Jurassic Coast, taking a walk through some two hundred million years of the earth's history.	BBC iPlayer
Landward		Monday 12th 19:30 - 20:00	Dougie is in the Aberdeenshire village of Pennan to mark the 40th anniversary of classic Scottish film Local Hero, while Shahbaz visits repurposed red phone boxes in Angus.	BBC iPlayer
Coast		Monday 12th 20:50 - 21:00	Nicholas Crane visits the Cornish coastline and discovers the mystery and tragedy behind many past shipwrecks.	BBC iPlayer
The Lakes with Paul Rose		Tuesday - Wednesday 19:00 - 19:30	Four-part series about the Lake District. Paul Rose heads to Windermere to find out why early tourists thought the Lakes were so dangerous.	BBC iPlayer
Villages by the Sea - Tintagel		Tuesday 13th 19:30 - 20:00	Archaeologist Ben Robinson uncovers the secrets of Cornwall's Tintagel, famed as the legendary birthplace of King Arthur.	BBC iPlayer
Fred Dibnah's Industrial Age		Tuesday 13th 19:30 - 20:00	Fred Dibnah visits the North East, which is rich in railway history, and gets to ride on the footplate and stoke the boiler of a Black Five at Llanollen Railway.	BBC iPlayer
Adrian Dunbar's Scenic Ireland		Wednesday 14th 19:00 - 20:00	The actor explores favourite places in his homeland of Ireland, sharing his passion for food, history, and landscapes. His journey begins in the west at Wild Atlantic Way in Co Donegal.	My 5
Villages by the Sea - Craster		Wednesday 14th 19:30 - 20:00	Ben Robinson visits Northumberland's Craster to find out how a family who shares the name have had their lives and fortunes intertwined with the village for over 800 years.	BBC iPlayer
Iain Robertson Rambles - The Hebridean Way		Thursday 15th 19:00 - 19:30	On the last leg of his 200-mile adventure, Iain is joined by his friend Kevin McKidd and takes a detour to Callanish with actor Alex Norton.	BBC iPlayer
Jersey and Guernsey		Thursday 15th 20:00 - 21:00	New documentary series celebrating the beauty and historical heritage of these beautiful Channel islands, following the lives of residents whose families have lived there for generations.	My 5
World's Most Scenic Railway Journeys		Friday 16th 21:00 - 22:00	[Post-watershed] Travelling west from the gelato shops of the seaside town of Pescara, we cross Italy through the remote and wild Apennine Mountains down to the bustling city of Naples.	My 5
Caribbean with Simon Reeve		Saturday 17th 19:00 - 20:00	Simon begins his journey on the island of Hispaniola and its two very different countries - the Dominican Republic, a tourist hotspot, and Haiti.	BBC iPlayer
Voyages of Discovery		Saturday 17th 20:00 - 21:00	Paul Rose tells the story of Fridtjof Nansen who, in 1892, announced a daring plan to be first to the North Pole and who became the forefather of polar exploration.	BBC iPlayer
The River		Saturday 17th 20:30 - 21:00	Series charting life along the River Tweed. At Floors Estate, stud manager David Trouton checks on his latest arrival, foal Sunshine. And Tweedside Tackle's lease is up.	BBC iPlayer
Countryfile		Sunday 18th 18:00 - 19:00	John Craven meets the UK's first female European surfing champion in Porthcawl, and he joins Swansea's Surfers Against Sewage to help clean up the local beach.	BBC iPlayer
Spy in the Ocean		Sunday 18th 19:00 - 20:00	Spy creatures uncover surprising undersea relationships, as sharks befriend fish, whales play with dolphins, and lobsters do the conga in seas where even spider crabs have friends.	BBC iPlayer
Grand Tours of Scotland's Lochs		Sunday 18th 19:15 - 19:30	Paul Murton journeys through the Borders, discovers the lost lochs of Edinburgh and then travels to Fife and Loch Leven in search of Mary, Queen of Scots.	BBC iPlayer
The Mystery of Anthrax Island		Sunday 18th 19:30 - 20:30	How shadowy Scots activists used deadly anthrax to get a Scottish island cleaned up.	BBC iPlayer



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About us Geography Schools Professionals In the field Research What's on

Chartered Geographer

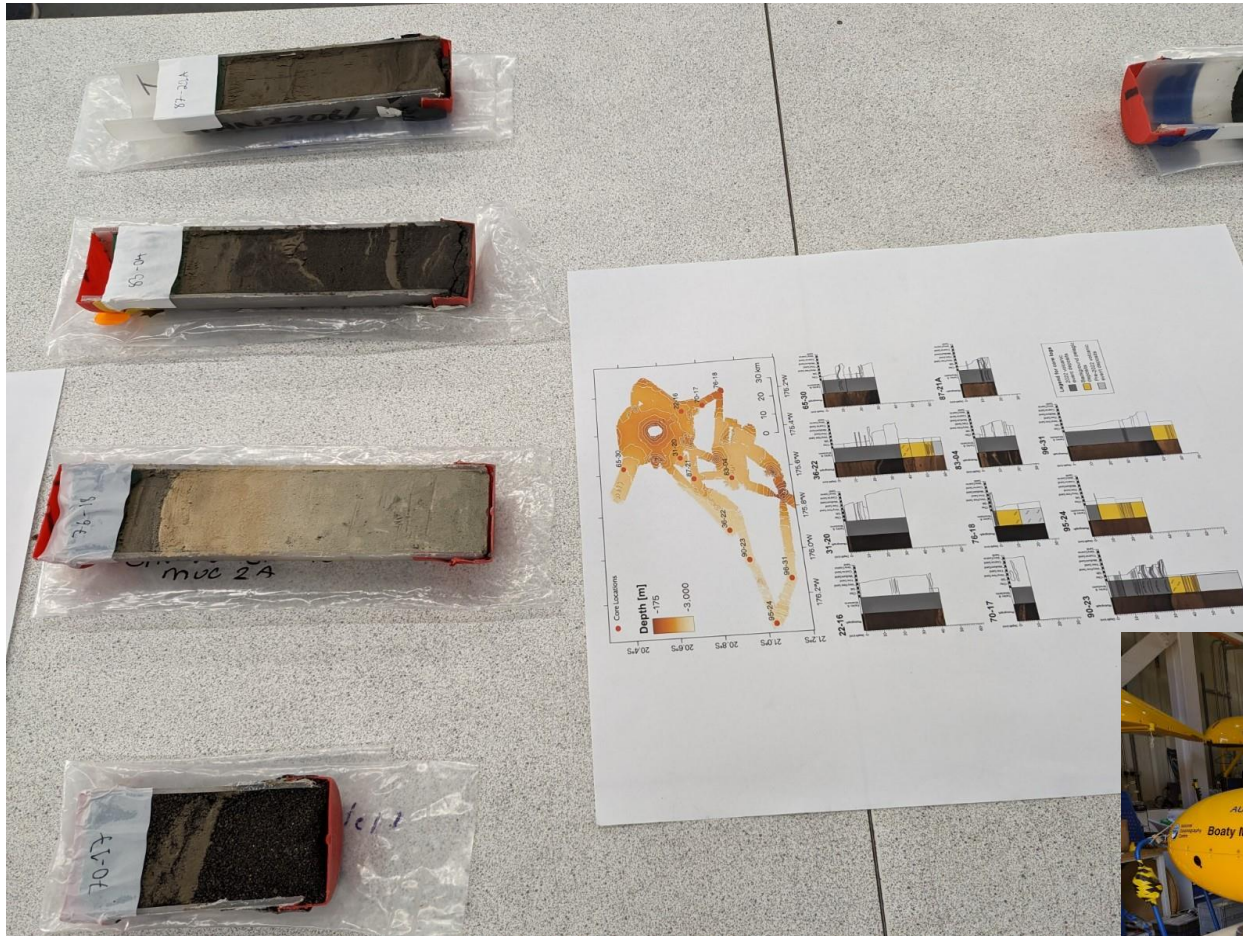
Royal Geographical Society with IBG

Chartered Geographer (CGeog) accreditation recognises your competence, experience and professionalism in the use of geographical knowledge, understanding and skills in the workplace, and a commitment to maintaining your expertise through Continuing Professional Development (CPD).

[Royal Geographical Society - Eligibility and application process \(rgs.org\)](https://www.rgs.org)



NOC



Real or Fake?



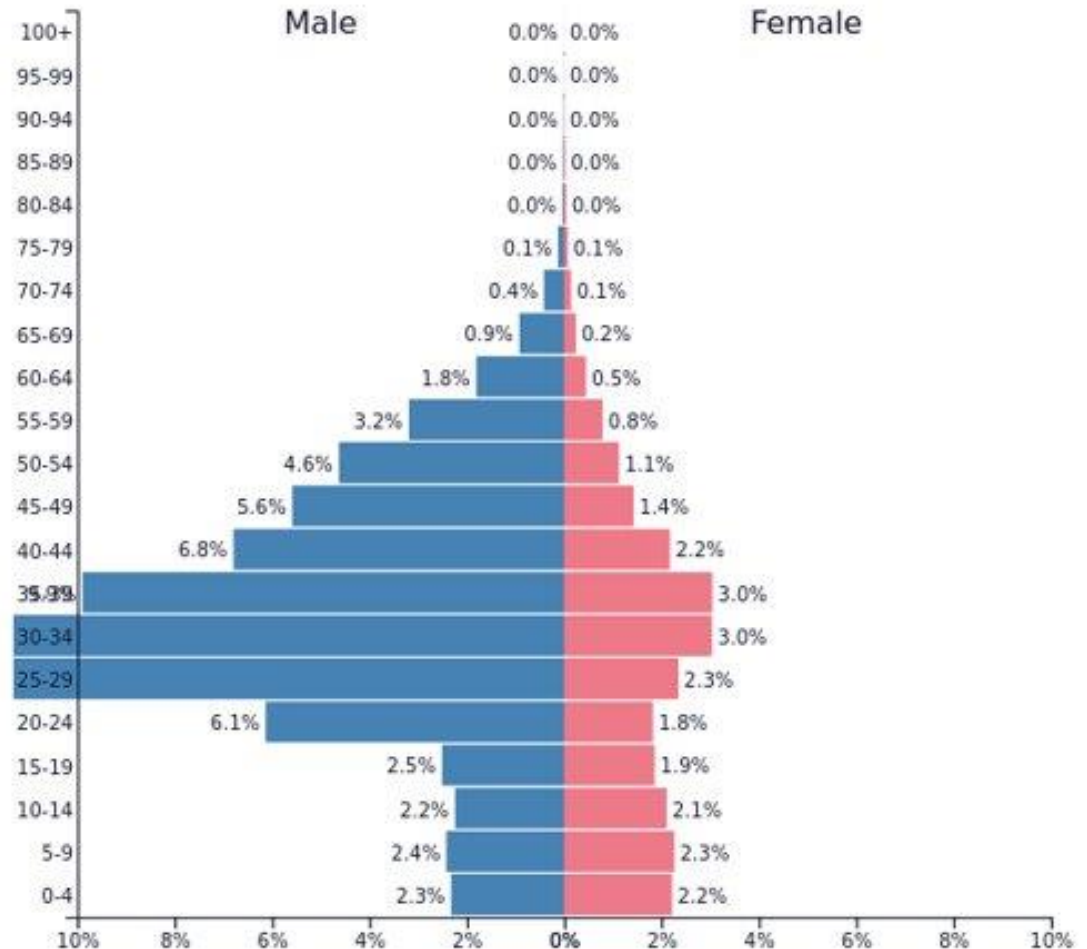
The original photo taken by Doreen Dalley on June 15 2022 of an iceberg towering over a house in Little Harbour, a tiny community about 4km from Twillingate on Newfoundland's northeast coast.



The power of a visual

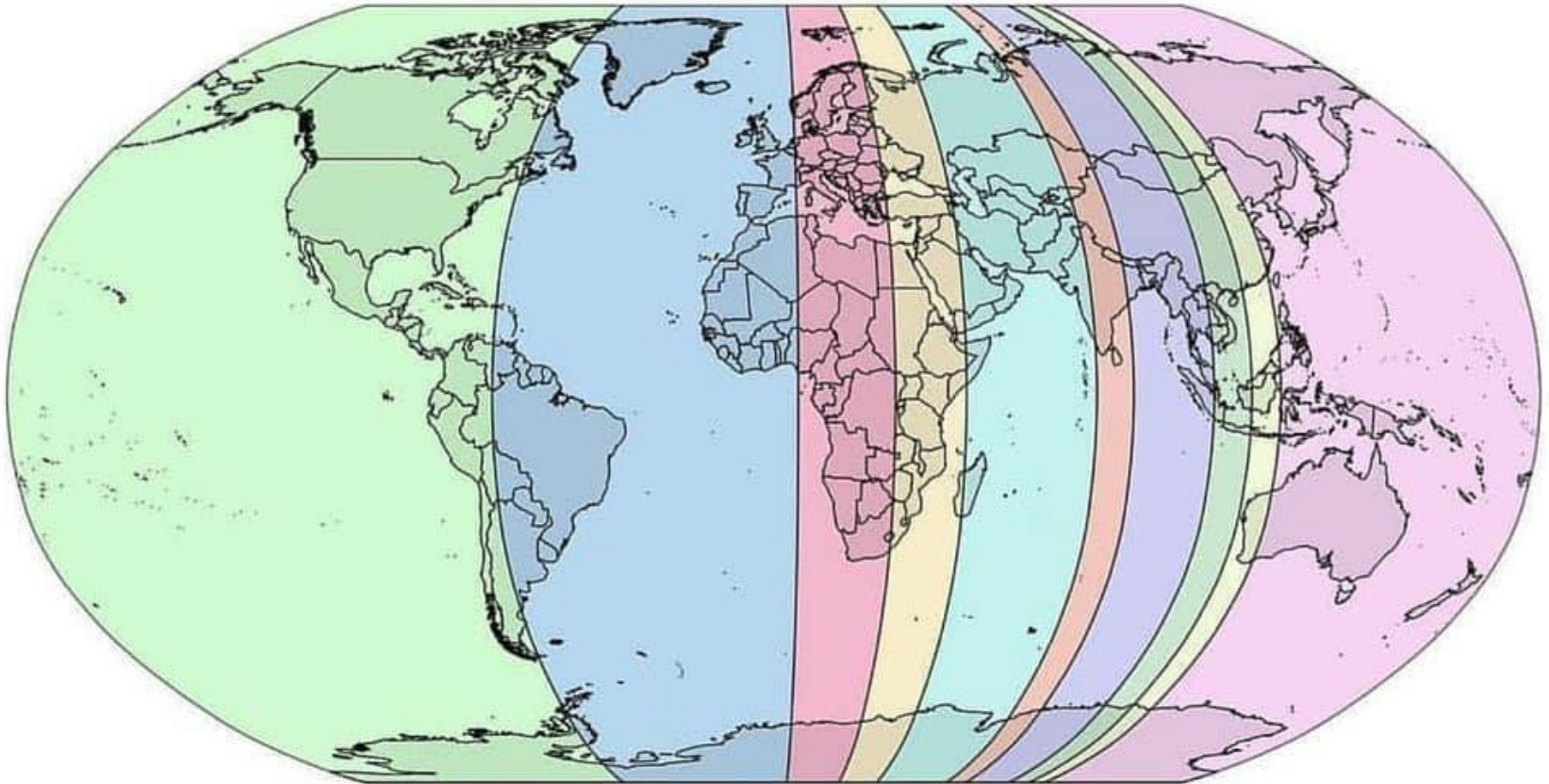
What is the 'best' visual you use with your students?

How do you select visuals to use with your students?



Simon Kuestenmacher@simongerman600
Mr Das @shiv_teaching

Each section contains 10% of the world's population.





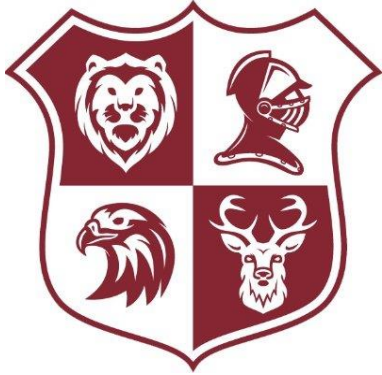
National Geographic Photo of the Day





**Woody Wilcock,
Flood Resilience Engagement Advisor /
Delivery Lead for Environment Agency**





Ordnance
Survey

**Jo Skinner,
Curriculum Leader, Noadswood
Laura Woods, Lead Practitioner, Noadswood**

**Darren Bailey,
Schools programme delivery manager, OS**





Developing a departmental approach to GIS

Jo Skinner, Curriculum Leader for Geography

Laura Woods, Lead Practitioner and Teacher of Geography

Darren Bailey, Ordnance Survey



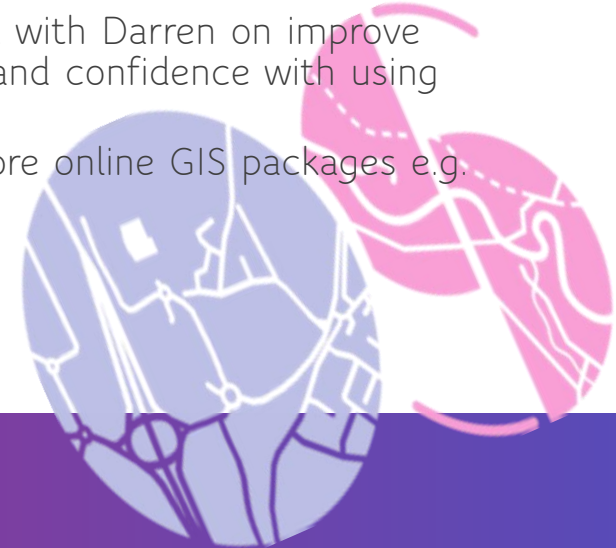
Background & Initial Reflections

Department Audit Results, Sept 22

- Students arrive to secondary school with minimal understanding of GIS platforms
- We did not have a proactive department approach to GIS
- We did not encourage student-led use of GIS
- We did not have staff expertise in using GIS

So where did we start...?

- Signed up for Digimaps for Schools
- Contacted OS - they were seeking to work with a partner school to develop student friendly resources to use in the classroom
- Started to work with Darren on improve staff expertise and confidence with using GIS
- Started to explore online GIS packages e.g. ArcGIS online





Why is GIS so important?

“ Show any geographer a map, and she is immediately immersed in relationships and connections.”

Dr. Susan Hanson, 1997



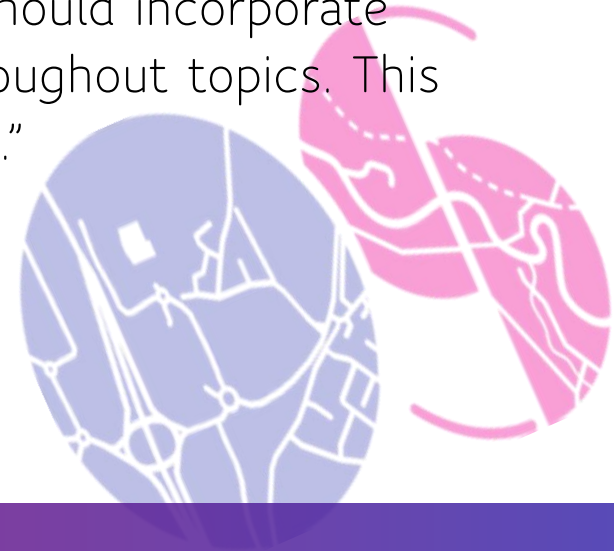
Developing a departmental approach to GIS, June 23



Why is GIS so important?

“Maps are, to a certain extent, the language of geography. It is this mapping that underpins Geographic information systems (GIS). GIS is also a useful resource in developing pupils’ spatial ‘literacy’, in helping the navigate locally and globally, and in combining datasets to identify relationships between them. The curriculum should incorporate opportunities to teach and make use of GIS throughout topics. This contextualizes pupils’ learning.”

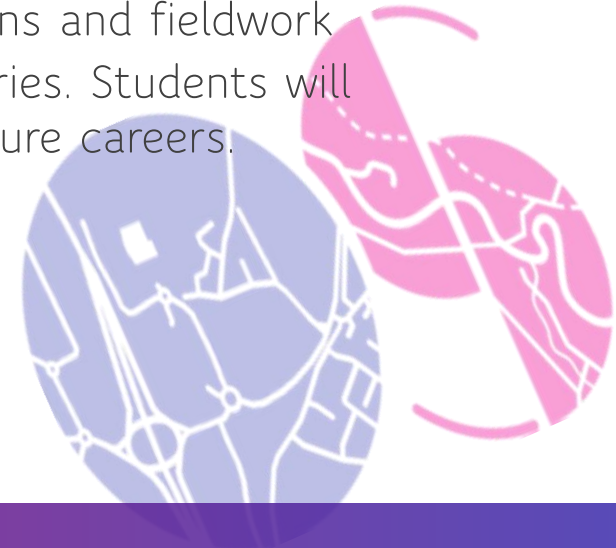
OFSTED, 2021





Why is GIS so important?

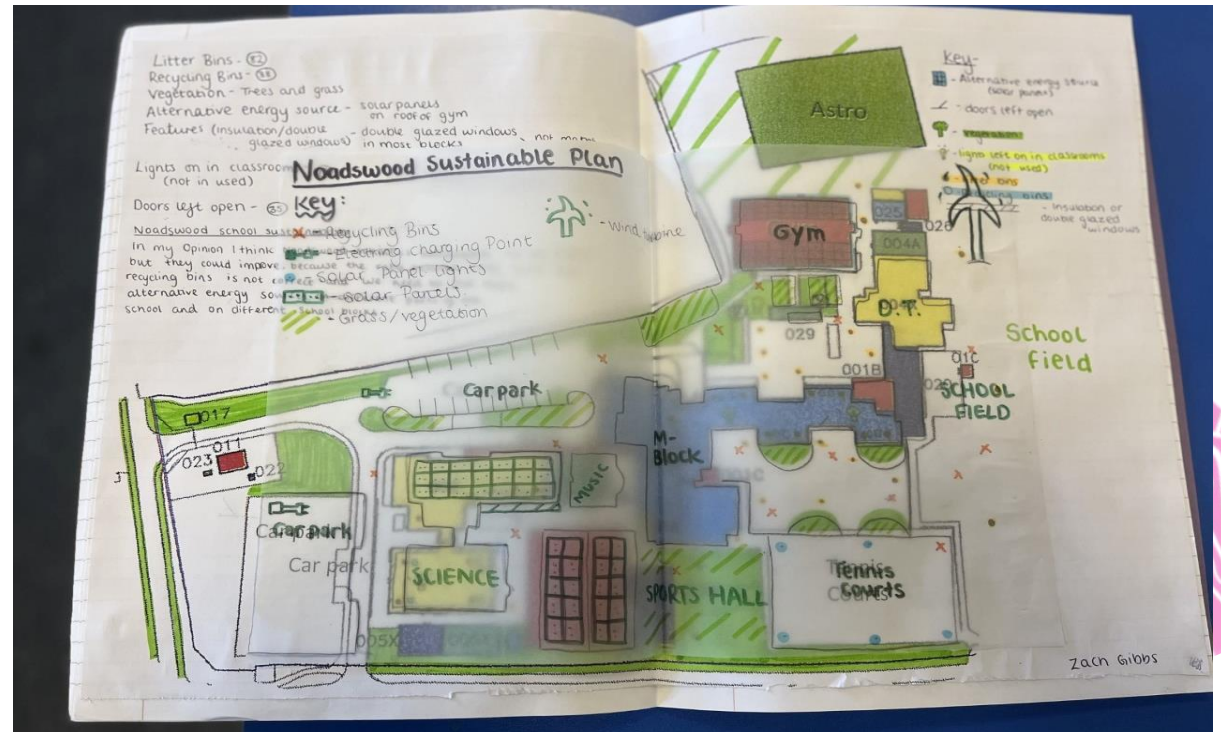
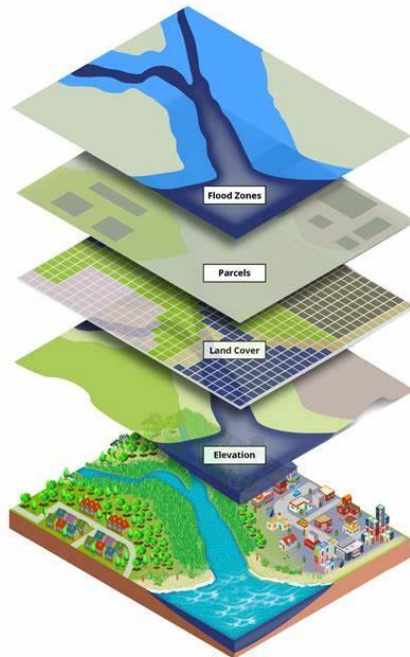
- ✓ Students can visualize spatial information and investigate geographical relationships, patterns and trends
- ✓ Students can analyse up-to-date or live map data in an interactive way, for example looking at maps of live hurricane or earthquake data in ArcGIS online
- ✓ GIS compliments an enquiry-based approach to lessons and fieldwork
- ✓ GIS is a real-life application used across many industries. Students will become equipped with the skills they need for their future careers.



GIS can be really simple...

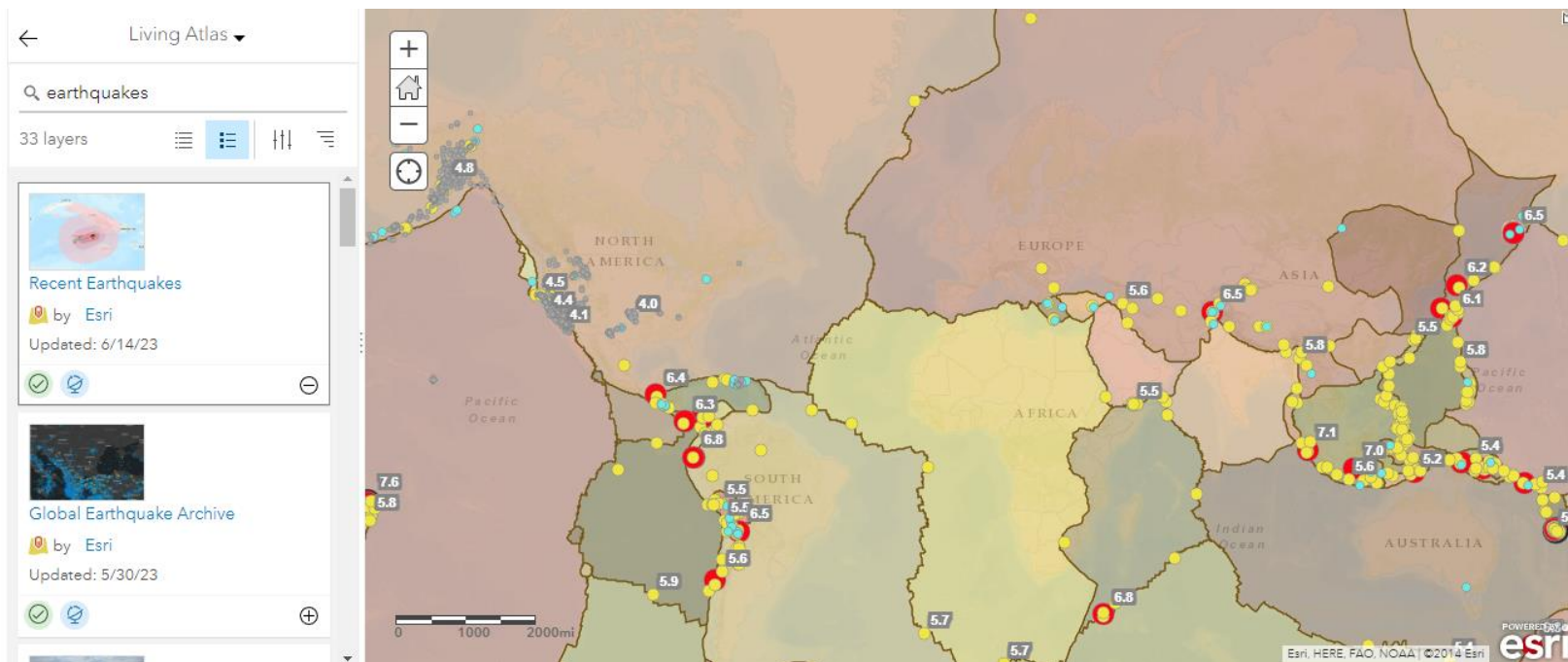
GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. This enables people to more easily see, analyse, and understand patterns and relationships.

National Geographic, 2023



GIS can be free...

“ArcGIS online can be used to overlay geographical datasets onto maps, as well as more advanced work collecting, presenting and analyzing primary data.” RGS, 2023



Developing a departmental approach to GIS, June 23

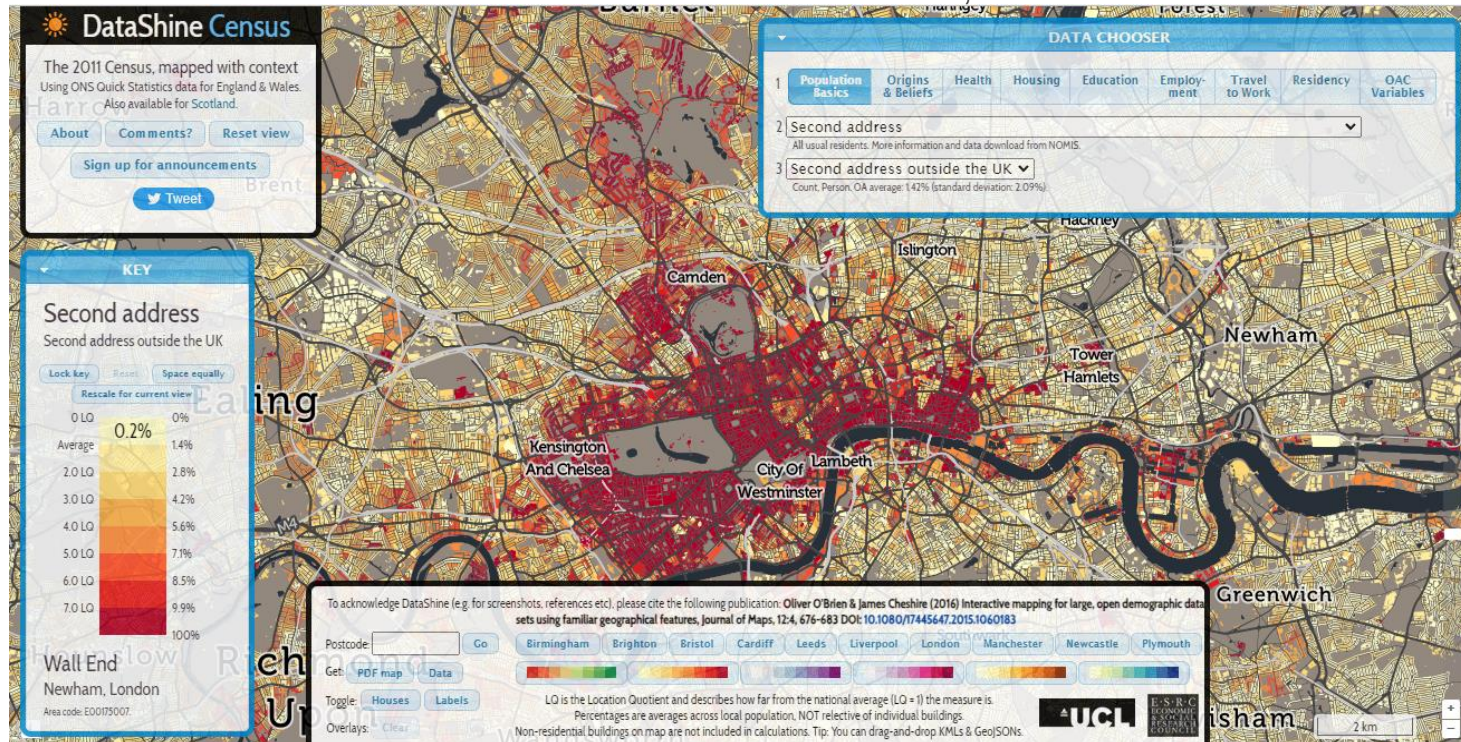
GIS can be free...

“Story Maps are online collections of maps (spatial data), images, graphics and text. They weave a narrative and tell a ‘spatial story’. West, 2021



GIS can be free...

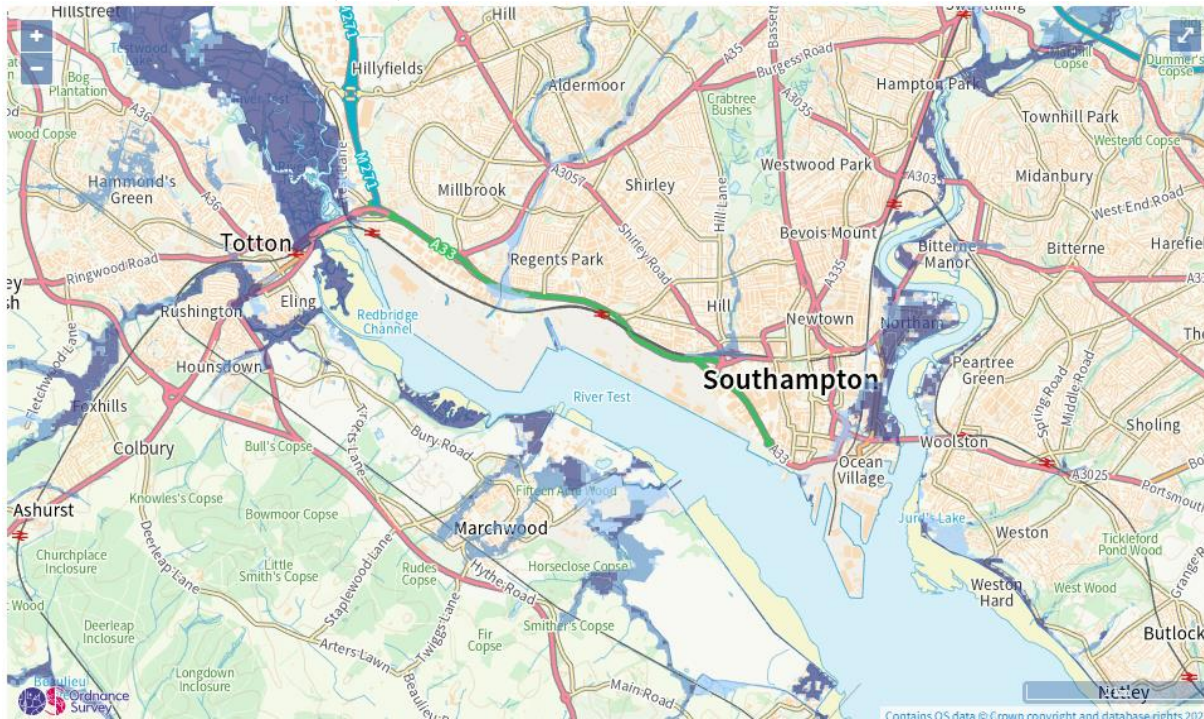
“Datashine uses data from 2011 Census for England and Wales helping us to highlight inequality across the UK.” O’Brien and Cheshire, 2016



Developing a departmental approach to GIS, June 23

GIS can be free...

“The Environment Agency website uses GIS systems to predict floods and save properties and lives.” RGS, 2023



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Developing a departmental approach to GIS, June 23

Getting started with Digimaps ...

How do I find the grid reference for my house?

1. Click on the Pencil to open the drawing tools menu
2. Click on GridRef
3. You can select 2 figure, 4 figure, 6 figure or 10 figure grid references
4. You also need to select your marker
5. Finally, you need to click on your house. The grid reference will appear on your map.

Drawing Tools

Show drawings Show hints

Draw and create

Marker Shape Line Text Measure Text Box

Image Gridref Buffer

UK Grid reference options

Automatic

2 Digit, e.g. "NY 78"

4 Digit, e.g. "NY 77 88"

6 Digit, e.g. "NY 770 819"

10 Digit, e.g. "NY 77071 88819"

Non-UK will place latitude and longitude markers

Select Marker

Balloon Cross Diamond Square Star Triangle

X Tree Circle Stickman Grin Smile

Orestone Copse Noadwood School

SU 41 06

How do I plan my route to school?

1. Click on the Pencil to open the drawing tools menu
2. Click on Line
3. You can adjust your line settings by choose the colour and thickness of the line.
4. Double click on your map to start your journey.
5. Every time you want to change direction you need to use the mouse to click.

Drawing Tools

Show drawings Show hints

Draw and create

Marker Shape Line Text Measure Text Box Image

Gridref Buffer

Lines

Line Freehand

Line settings

—solid —3pt

Select Delete

Click Box All Selected Click

Modify

Label Points Rotate Scale Transform View

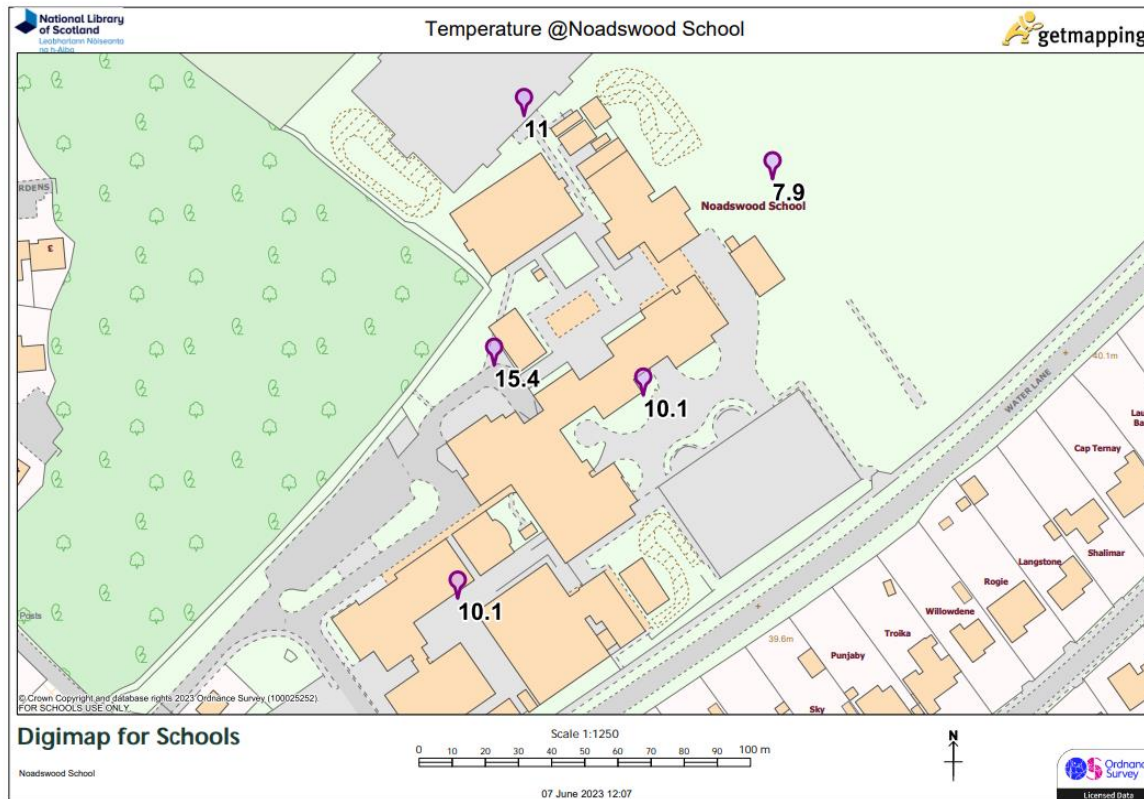
Digimap for Schools

Map Selector

Dibden Purlieu

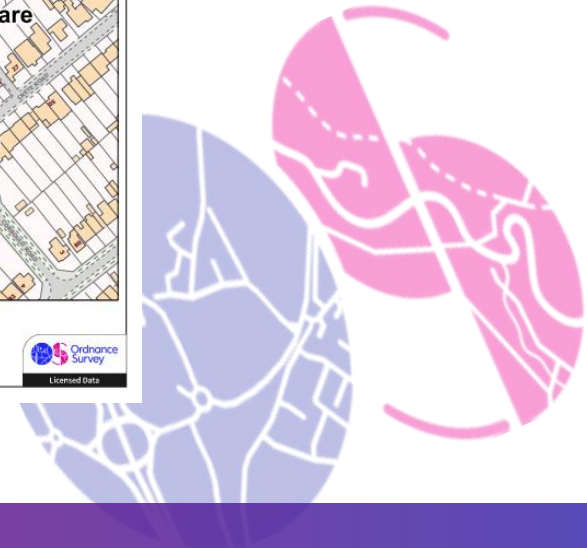
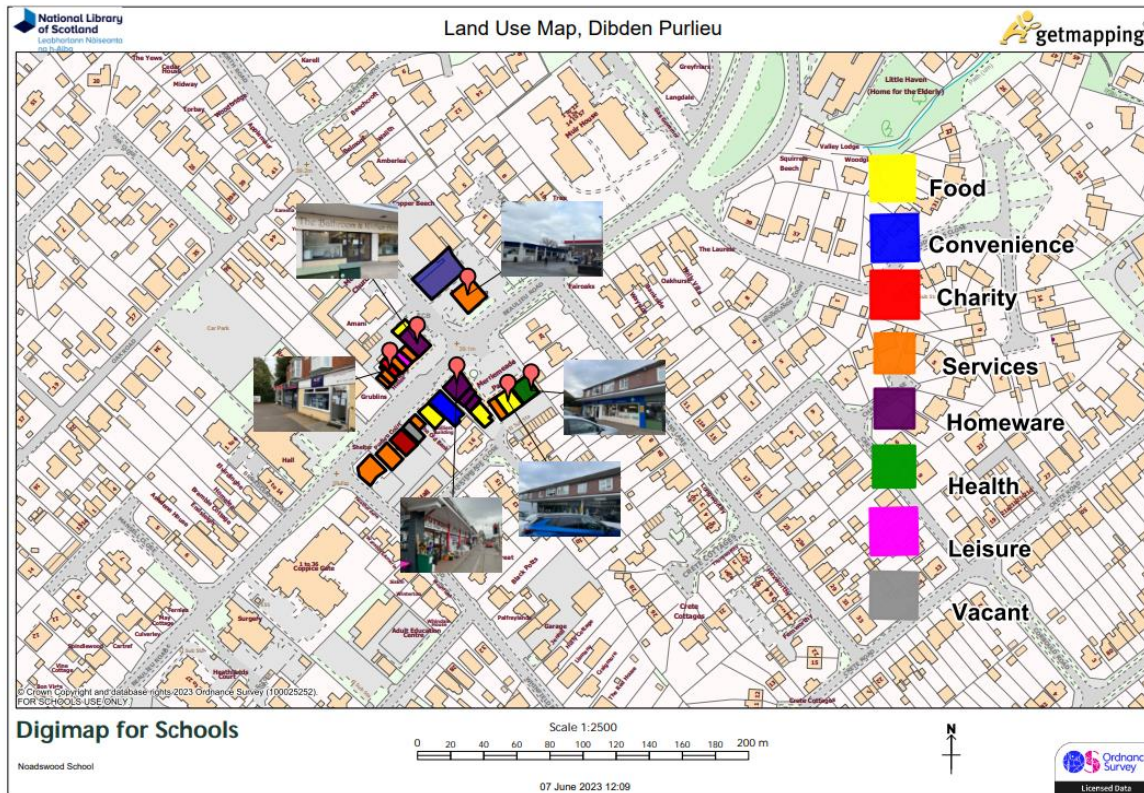


Using Digimaps to present fieldwork data...

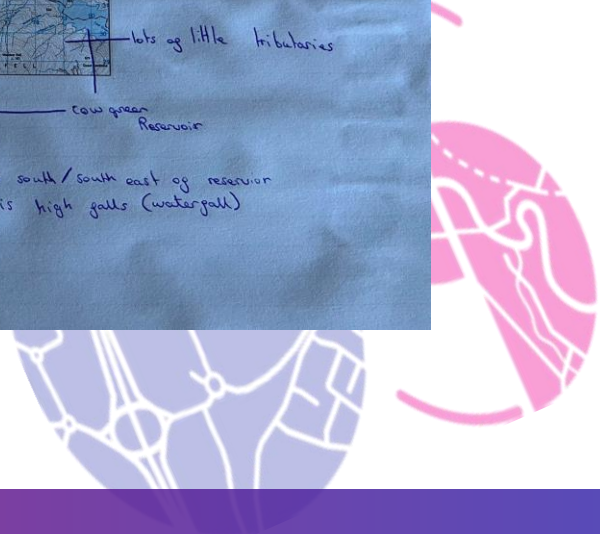
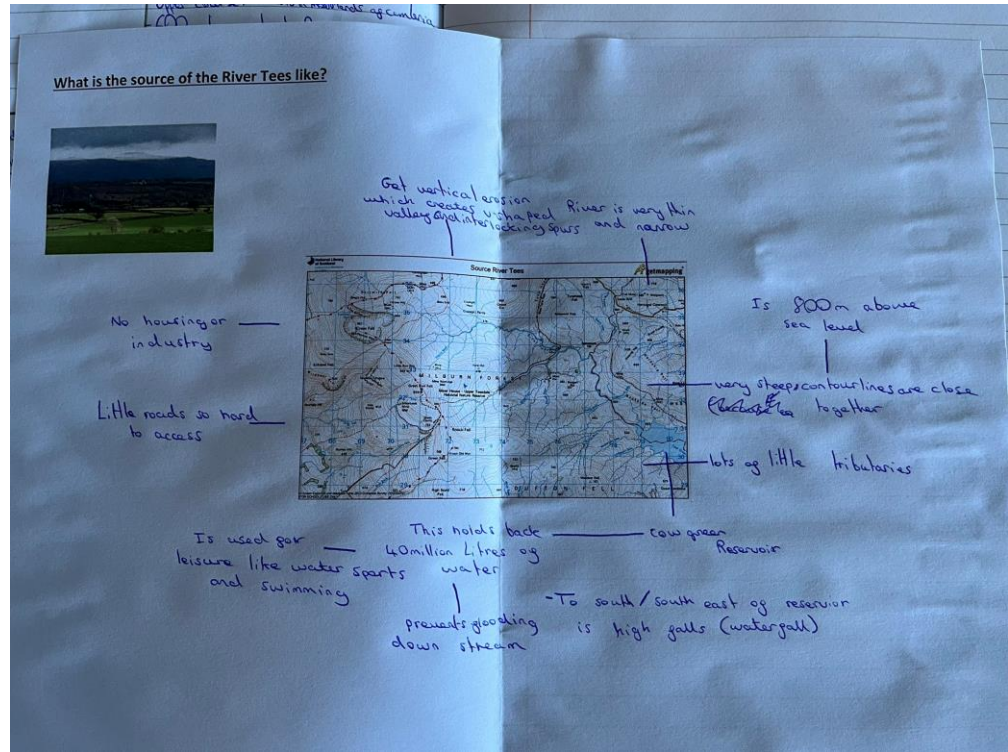
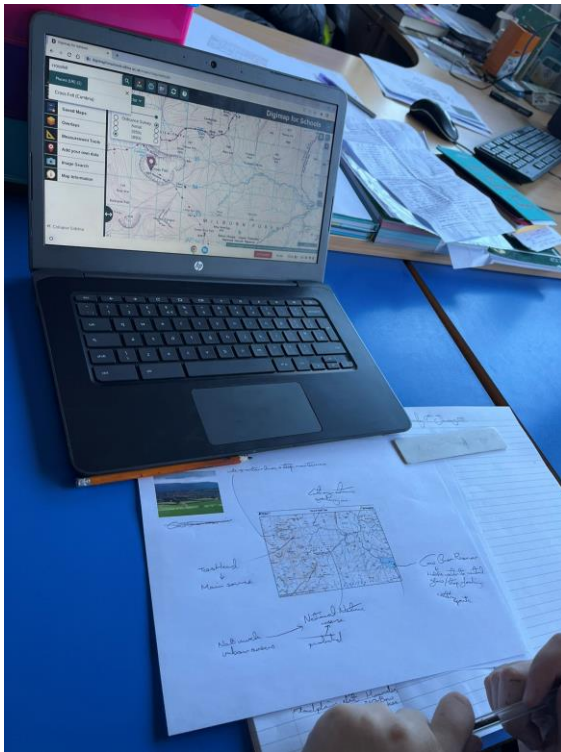


Developing a departmental approach to GIS, June 23

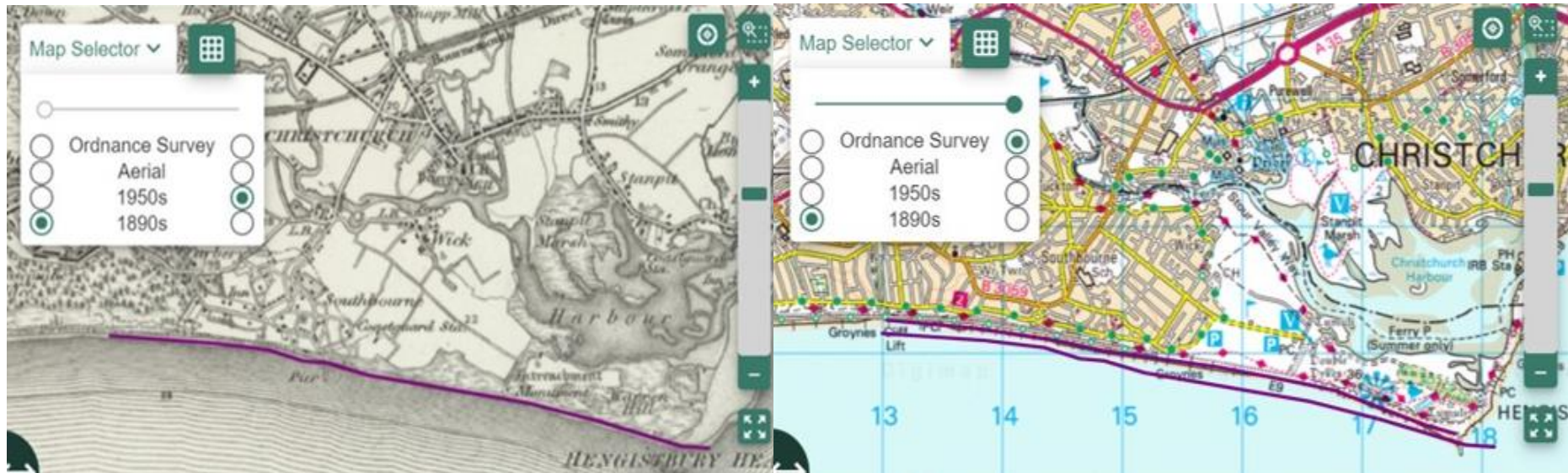
Using Digimaps to present fieldwork data...



Using Digimaps to investigate rivers...



Using Digimaps to investigate coasts...



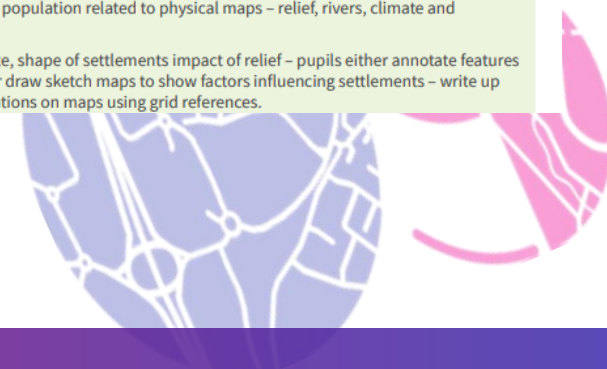


Our next steps...

“Maps, at a variety of scales, are used frequently as a matter of routine and are an intrinsic part of learning in geography. This ensures that pupils have good spatial awareness and are very secure in their ability to locate the places they are studying.” OFSTED, 2013

Year 7 ▶						▼	▼	▼	▼	▼
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6					
Which concepts are being showcased?										
Which skills are being taught & reinforced?										
Is progression built in? If so, how?						Progression built in?	Concepts showcased?	Skills taught and reinforced?	Range and content covered?	Curriculum opportunities created?
Year 8 ▶										
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6					
Which concepts are being showcased?										
Which skills are being taught & reinforced?										
Is progression built in? If so, how?										
Year 9 ▶										
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6					
Which concepts are being showcased?										
Which skills are being taught & reinforced?										
Is progression built in? If so, how?										

Year	Topic	Map skills – developing spatial awareness & locational framework
7	Making connections/ local area/ map skills audit	Fieldwork in the school grounds – pupils survey site using 1:2500 OS and aerial photograph of the school – plot key buildings and areas around the school. From a vantage point draw a fieldsketch of the school in its surrounding area. Benchmark basic mapskills – direction, scale, symbols, measuring distance, relief, four & six figure grid references, describing a route. 1:50 000 and 1:25 000. Atlas – continents & oceans, latitude & longitude.
	Rocks, weathering & soils	Understanding of landforms related to geology map of UK. OS map 1: 50 000– developing understanding of contours investigating chalk escarpment features – annotate features on a print out of a map, and quote evidence in a write up using grid references.
	Population & settlement	Atlas UK population distribution related to relief map, and rivers. OS road atlas activity to develop UK locational framework. World distribution of population related to physical maps – relief, rivers, climate and ecosystems. OS map 1:50 000 – site, shape of settlements impact of relief – pupils either annotate features on a map print out or draw sketch maps to show factors influencing settlements – write up findings quoting locations on maps using grid references.





Top Tips...

“It is not something that can be acquired quickly, as ongoing refinement and experimentation are critical; student and staff skills develop gradually.” Teaching Geography, Rachel Trafford, 2017

Top tips for integrating GIS in your school

1. GIS needs to be embedded in departmental aims and ethos.
2. Responsibility needs to be shared, not fall to one individual.
3. Keep abreast of ongoing updates and developments.
4. Be patient: a comprehensive programme takes time to develop.
5. Remember to upskill staff as well as students.
6. Be reflective and open-minded when designing – and refining – activities. They won't all work well the first time.
7. Combine larger units of work with small, quick activities.
8. Invest in younger cohorts as a priority; but don't neglect the others.
9. Don't underestimate the power of teachers' attitudes to GIS in influencing student attitudes.
10. Track your GIS programme across the curriculum, and involve students in its evaluation.





Questions for departmental discussion

- Is your department making use of online GIS applications?
- What are the barriers to using GIS and how can you overcome these?
- Should GIS be taught as a discrete unit or incorporated within SOW?
- Does your department plan for progression in GIS skills across the key stages?
- What opportunities are there for collaborative projects with other schools?





Free GIS Websites:

- ✓ ArcGIS online
- ✓ Data Shine
- ✓ Environmental Agency
- ✓ Magic Map
- ✓ Wundermap
- ✓ Map Action



GA Fieldwork Fortnight 26/6 to 7/7



Fieldwork audit



What is the purpose of fieldwork?

1. Experiential, memorable and real-life geography
2. Allows students to experience geographical concepts in a local context
3. Helps generate and sustain fascination with outside world and develop skills (measure/record/observe/present...)
4. Supports deeper understanding of geographical processes, links and change
5. Supports disciplinary geography – how we study the world as geographers
6. Greater appreciation for the geography of their place



What are the 5 types of geography fieldwork?

Field excursions – a traditional approach to fieldwork using a knowledgeable guide with which knowledge is transmitted to learners.

Hypothesis testing – when learners take a scientific approach to fieldwork and usually use quantitative data gathering techniques to follow up on a prediction.

Enquiry-led – when learners pose and investigate questions.

Earth education – based around sensory experiences in the environment where connections are made between nature and the learner.

Discovery – when learners are encouraged to explore the environment in less formal ways such as through play

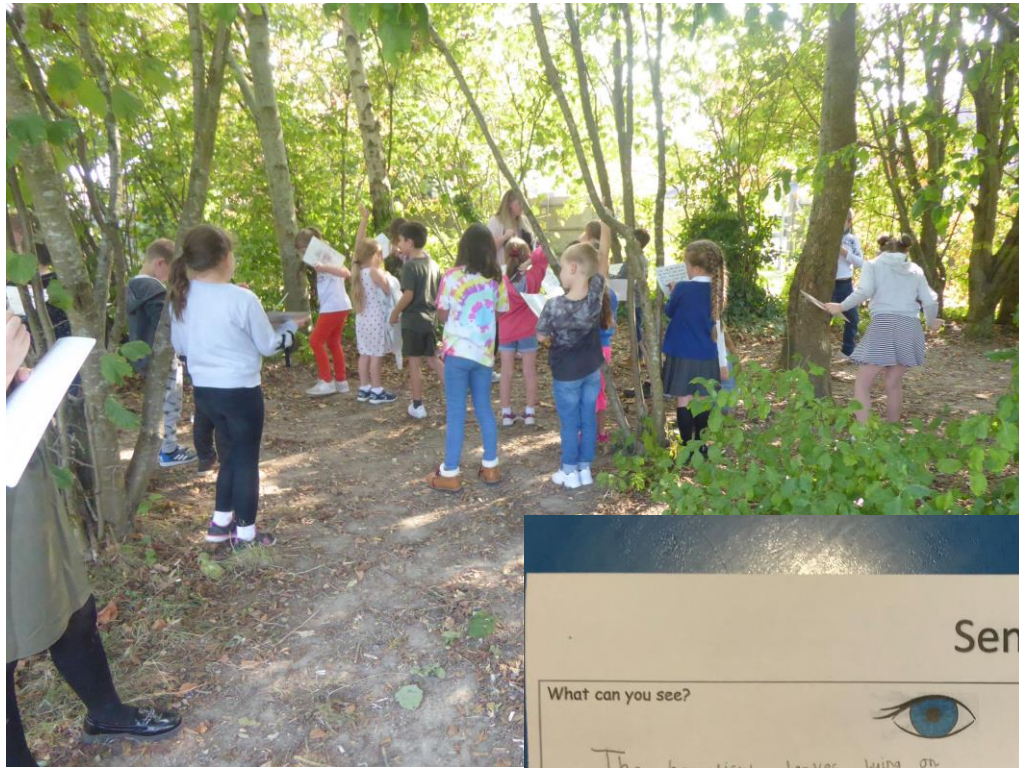
Kinder, A. (2013) 'What is the contribution of fieldwork to school geography?' in Lambert, D. and Jones, M. (eds) Debates in Geography Education. Abingdon: Routledge







Fieldwork skills progression KS2

Land use survey	Use a map and key to show what the land is used for, e.g. classroom, mixed use, play, office – or bungalow, terrace, flat...
Emotional mapping	Use a map and key to express how children feel in different locations and explaining why they like/dislike features
Map making & compass	Drawing a freehand map and using simple compass directions
Counts	Tally the number of cars/people/post-boxes
Field Sketch	Finish a sketch and/or add labels
Annotated photo	Add information/verbal labels to a photo (taking photos too)
Questionnaire	Asking multiple choice question(s) such as most popular options to improve an area of the playground
Interview (audio recording)	Ask questions to people to find out more information, e.g. caretaker, HT, friend or family of a teacher living in a different place.
Weather equipment	Measure the weather such as temperature using thermometer or a simple gauge, e.g. school uniform, coat, and hat.

Using geographical and directional vocab KS1



Senses Grid

<p>What can you see?</p>  <p>The beautiful leaves lying on the floor. The falling leaves down on the floor. The branches that have broken on the floor.</p>	<p>What can you hear?</p>  <p>The crunching leaves. The sticks snap. People walking. The crunching leaves as I walk.</p>
<p>What can you smell?</p>  <p>The bark from the trees. The dirt on the floor. Fresh grass. Fresh dirt on the floor.</p>	<p>What can you feel?</p>  <p>The brown hard trees. The colorful leaves. The brown dirt on the trees. (orange, red, brown, green, leaves)</p>



Year 1 Calmore Infants



St Annes Church



Flats

Bungalows

"Semi-detached house. The houses are joined together"

Ethan Bucci








Wednesday 30th November 2022

LO: to show physical and human features to crab wood map



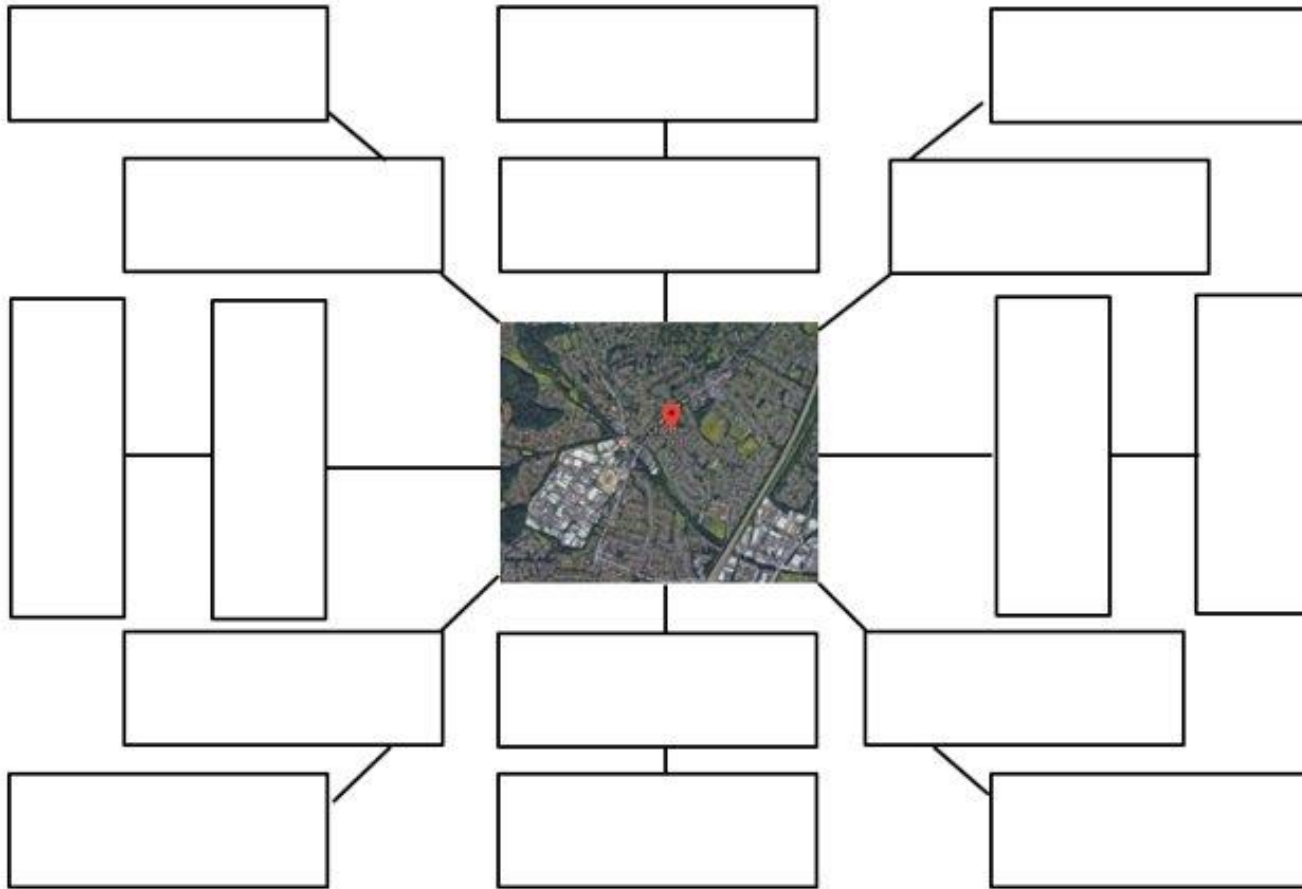
Key

 Start/Finish  Wooded area
- - - - - our route
 path
 Muddy area
 Trees
—— Road

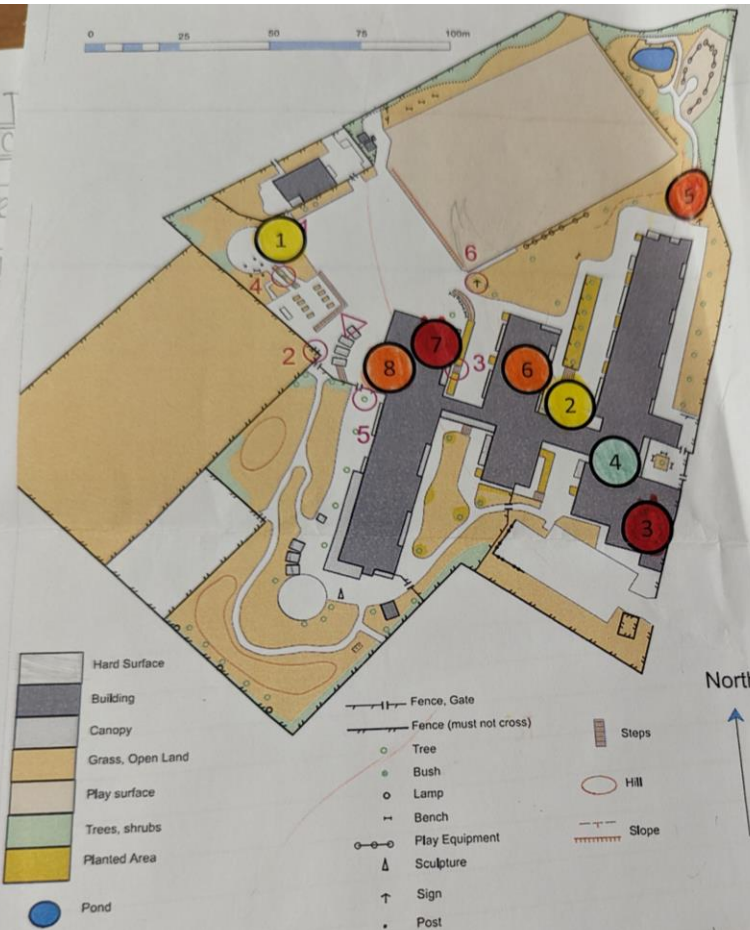
Stoke Park Infants Year 2 'Hike'
fieldwork



What is NESW of school?



Where is the riskiest place in school in an EQ – Y3 Elvetham Heath



- 1) Quiet area the quiet area has a big tree but every day the kids will just under day
- 2) In between Year 3 and Year 6 outside it had trees and class
- 3) Kitchen in the Big hall it had cutlery and hot stuff and
- 4) Library it had books and shelves but not too
- 5) Entrance to adventure play it had a big arch and equipment
- 6) Year 3 classroom it has shelves with stuff on them
- 7) Computer room very risky because of electricity
- 8) small hall it has climbing things that can fall



Deciduous Forest Layers

- Y3-4 Biomes



- Canopy
- Shrub layer
- Herb layer
- Forest floor

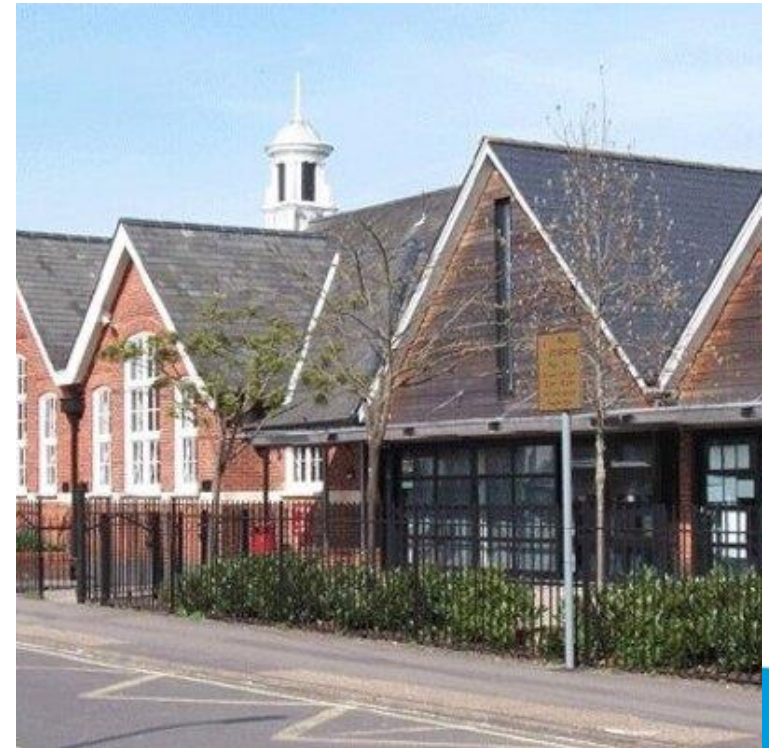


Environmental quality surveys

Y4 Cherbourg

Environmental Quality Survey Recording Sheet






High Quality	5	4	3	2	1	Low Quality
Safe						Unsafe
Quiet						Noisy
No graffiti						Graffiti
No litter						Litter



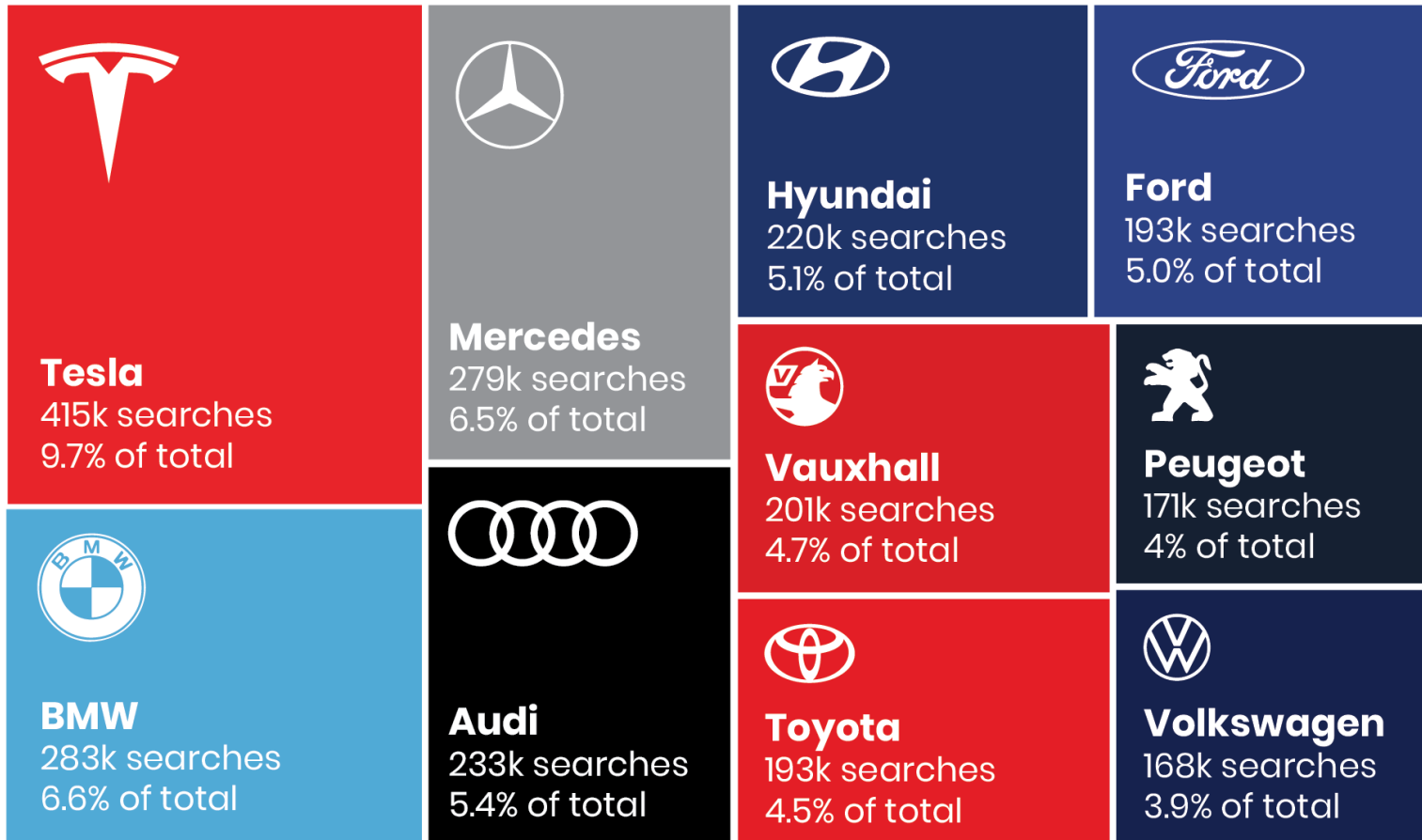
Pedestrian or traffic counts

- Traffic counts at school gates or local area.
- Conduct at two different times of the day to provide data for the children to compare: Is our school busy?
- Extension: record the noise using decibel meter app

Name -

Vehicle	Number seen
 Car	
 Bus	
 Motorbike	
 Bike	
 Van / Trucks	

Trade – car brands count



Source: ahrefs - UK Search volume November 2020

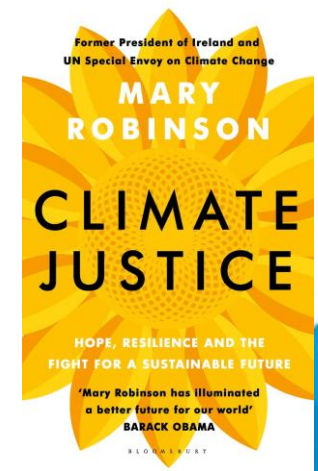
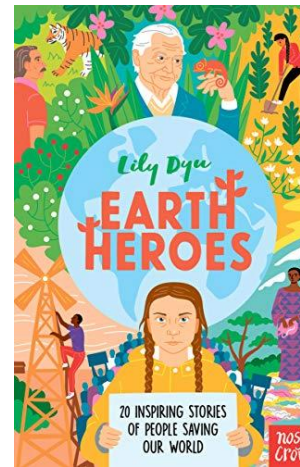
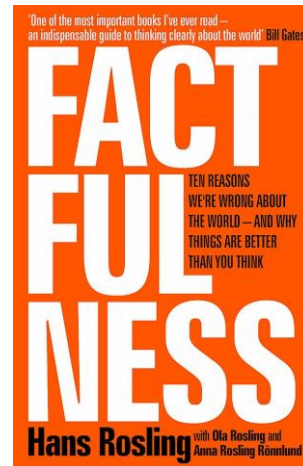
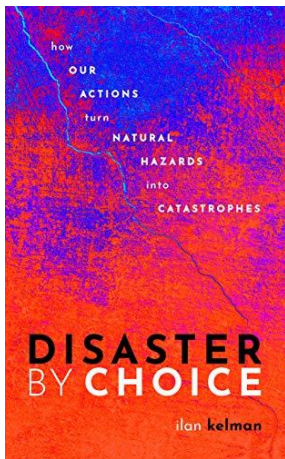


Hypothesis testing

- This water cycle enquiry uses simple equipment to measure infiltration rates.
- Measuring jug/plastic bottles, water, stopwatch & recording sheet
- Choose variety of surfaces school tarmac playground to the soil of the woodland and time
- Data presented in bar graph or pictogram



Effective classroom reading strategies - what are you reading 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://www.blog.gov.uk/2019/07/25/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?
- What are your subject's go-to reading strategies?
- How have you built a shared understanding of the literacy required for your own subject between your subject teachers?
- How do you build up teachers' expertise to ensure that they use inclusive practice around reading?



Guided Reading

guided READING

1 What example is given for an innovative solution?
a project in the tea fields of India which uses an SMS warning system.

2 What is an elephant corridor?
A narrow strip of land that allows elephants to move freely from one habitat patch to another.

3 What is a chili fence?
Chili pepper fencing that keeps elephants off the farmer's land.

4 Why would a chili fence be used?
Because elephants have sensitive noses and do not like the taste and smell of chilies.

Good answers from the article!

Well done 5 x HP

5 What countries are arguing to sell off their confiscated ivory?
Namibia, Zimbabwe, South Africa and Botswana.

6 What has China used to increase awareness of the problem?
Advertising campaigns featuring local and foreign celebrities.

7 How is the link between poverty and poaching clear?
In Kenya, a poacher makes \$3 per kilo of ivory, a princely sum compared to the daily earnings of many around them.

The Ivory Crisis - What solutions could we have?

Efforts to protect Asian elephants face immense pressure on land and habitat. Poaching exists on the continent, but it is a lesser threat compared to the destruction of their homes. Unlike their African cousins, only Asian bull elephants have tusks. Elephant protection relies on the defence of reserve land from legal and illegal encroachment, logging, roads and other developments. Innovative solutions can help, such as a project in the tea fields of India which uses an SMS warning system so that humans can coexist safely with elephants. Elephants often walk along the same paths their families have walked along for hundreds of years. However, humans have built farms and houses over some of these paths, meaning that humans and elephants come into contact more often. Elephant corridors are narrow strips of land that allow elephants to move freely from one habitat patch to another. This reduces conflict and increases coexistence between humans and elephants. Also, elephants like to eat crops, and this can bring them into conflict with farmers. Chili pepper fencing keeps elephants off the farmer's land. Elephants have sensitive noses and do not like the taste and smell of chilies. Chilies are very cheap and work day and night to deter elephants.

It has been suggested that countries should sell ivory in order to help with conservation. Some African states - including Namibia, Zimbabwe, South Africa and Botswana - are arguing for the right to sell off their ever-growing stockpiles, fed by both seizures and natural deaths, in order to help fund conservation work. But ivory sell-offs - such as the two in 1999 and 2008 - have been also criticised for increasing demand, although there are some who dispute these findings. In the markets of Asia where the majority of the poached African ivory ends up, the holy grail of elephant conservation remains the abolition of demand for ivory. This has worked in Japan - what was one of the biggest markets for ivory of

the turn of this century is now a minor player.

In China, advertising campaigns featuring local and foreign celebrities are having an effect. The proportion of Chinese who believe elephant poaching is a problem grew from 52% to 76% between 2002 and 2009. This awareness also appears to be having an effect on policy. The Chinese and US governments have agreed to work together to end the global illegal ivory trade. Last year, China began to phase out its domestic manufacture and sale of ivory and the US cracked down on its own internal market, which was the second largest in the world. Meanwhile the Europeans - historically responsible for a great part of the decline of elephants during colonial-era craves for big game hunting - have drawn criticism for refusing to back a long-term and to all trade in ivory. Some observers argue that the only way to save elephants is to give them economic value. That can mean emphasizing the value to tourism, but the EU has raised the possibility of allowing states where populations are stable to harvest ivory and sell it to China legally.

The link between poaching and poverty is clear: rates of infant mortality and poaching activity correlate strongly. In Kenya, a poacher makes \$3 per kilo of ivory, a princely sum compared to the daily earnings of many around them. But the gangs they sell it to get \$300 per kilo for the same bulk in China. Many elephants, particularly in the forests of central Africa, are not only targeted for their ivory. An enterprising hunter can make more money in the unregulated bushmeat markets from the smoked meat than from the tusks. So the development and prosperity of rural Africa is a vital aspect of elephant conservation.

8 How much does a poacher make per kilo?
\$3 per kilo.

9 How much do the gangs sell it for?
\$300 per kilo.

Task:
Can you come up with any other solutions?
Can you find any issues with the solutions suggested here?

↑
Further ideas?

guided READING

Use this to add any new vocab from the text. Make sure you add the meaning too.

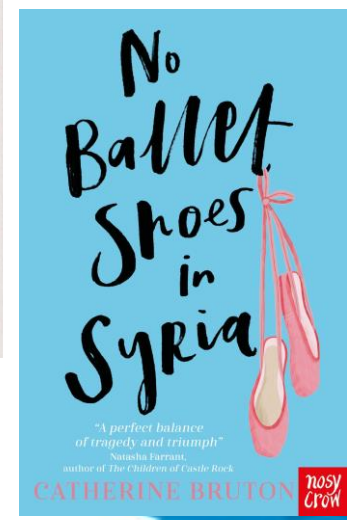
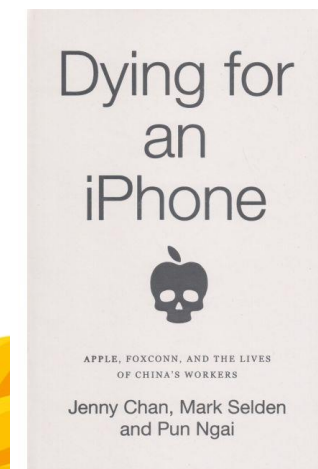
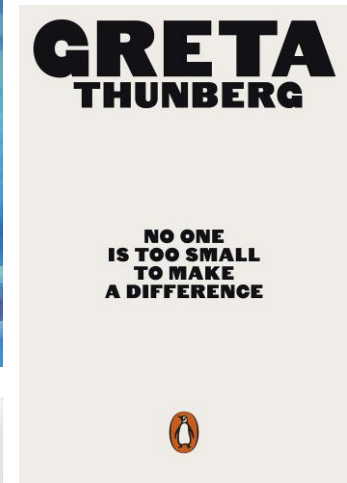
Key Word	Meaning
pristine	untouched
depleted	reduced to low level
ratification	everyone agrees and becomes legally binding
comprising	
demilitarise	no military forces allowed
Sovereignty	which country owns something
Krill	Small shrimp like creature

English HIAS:

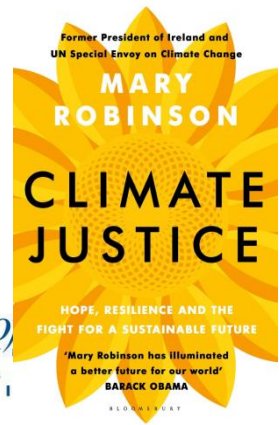
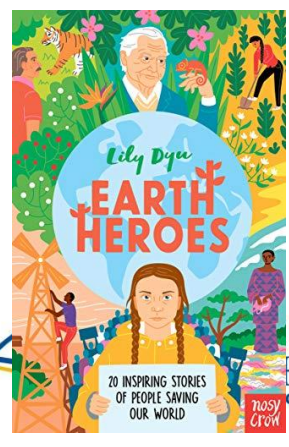
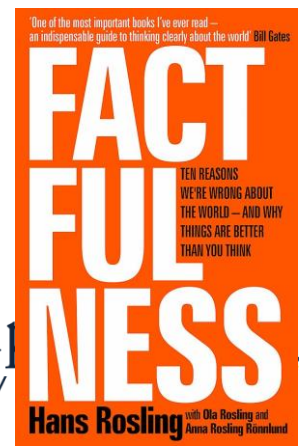
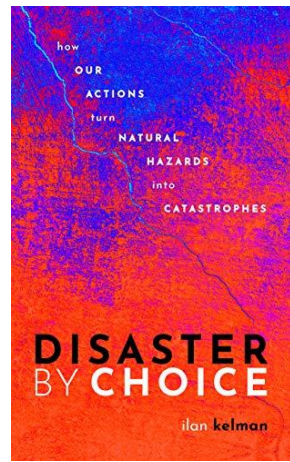
- Expectations of reading for all
- Scaffolds to support access to reading materials
- Teachers anticipate what might make a text difficult for students and take steps to help them access the materials
- Checks of understanding
- Clear before, during and after routines
- Strong practice in clarifying 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
Year 7		
1	How can geography help me to understand the world?	<ul style="list-style-type: none"> Geography
2	Who has the rights to the Arctic?	<ul style="list-style-type: none"> Who owns the Arctic?
3	What is the cost of buying an iPhone?	<ul style="list-style-type: none"> Dying for an iPhone
4	Will the Thames ever run dry?	<ul style="list-style-type: none"> When the rivers run dry
5	How dynamic are the UK's extreme landscapes?	<ul style="list-style-type: none"> The Salt Path Hell of a Journey



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

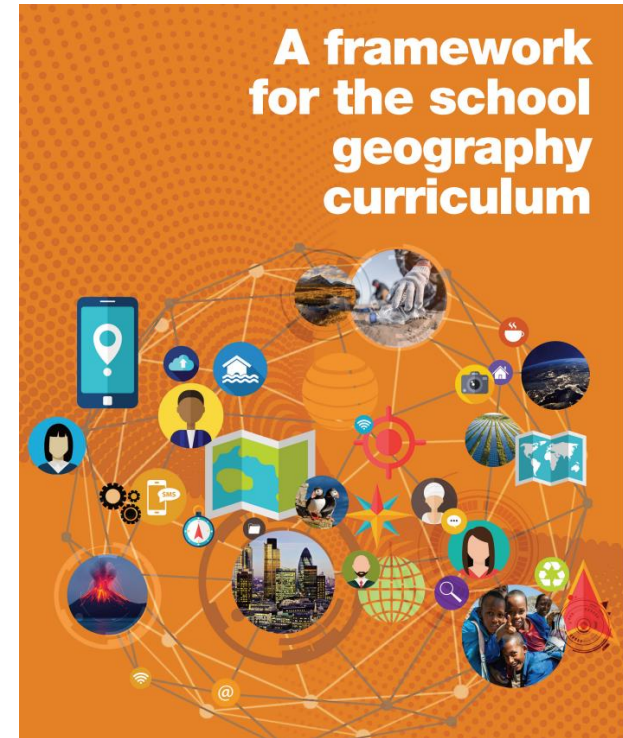
- Model thinking while reading, divide the text into sections and stop to paraphrase each section before going on, make and monitor predictions, question the author's intent or point of view, have students read text in pairs to practise a targeted reading comprehension skill, pause to discuss their ideas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

In April the GA published its framework for the school geography curriculum. It sets out to identify key concepts, significant features and distinctive approaches in the discipline of geography and to clarify how this should inform the development of the school curriculum.

It should be used at department level where it can contribute to the development and interpretation of schemes of learning, lesson plans as well as assessment strategies.



Next meeting – Mon 6th Nov



Mark Enser, HMI for geography will be speaking

We will look at the implications of the new GA framework for our curriculums and updated assessment guidance

Future focus on TED and strategies to support students with SEND.

Spring event – all exam board advisors will present

What agenda items would you like at future networks?

