



Guidance

Curriculum, Examination  
and Assessment

# Key Stage 3 National Strategy

## Literacy in geography

LEA consultants and  
subject advisers

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# Contents

General introduction to *Literacy in series* v

## **1 Introductory session 1**

1.1 What are the benefits for geography departments? 1

1.2 Linking to the Framework 2

OHTs 1.1–1.2

## **2 Speaking and listening 3**

2.1 Introduction 3

2.2 Oral frames 3

2.3 Using talk to deepen understanding 5

2.4 How geographers talk 7

OHTs 2.1–2.3

Handout 2.1

## **3 Reading 9**

3.1 The range of reading in geography 9

3.2 Textbooks 11

3.3 Active reading 12

OHTs 3.1–3.5

Handouts 3.1–3.7

## **4 Writing 17**

4.1 Text types in geography 17

4.2 Sequence for writing: video example 20

4.3 Preparing to write 21

OHTs 4.1–4.3

Handouts 4.1–4.5

## **5 Planning for literacy objectives 25**

5.1 Introduction 25

5.2 Planning literacy objectives into units of work 26

5.3 Conclusion 26

OHT 5.1

Handout 5.1

## **Appendix 27**

Objectives from the *Framework for teaching English: Years 7, 8 and 9*



# General introduction

## to *Literacy in series*

The aim of the subject-specific material in the *Literacy in series* is to exemplify aspects of the *Literacy across the curriculum* training file for individual subjects.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that trainers and teachers can refer to it as and when they wish. This training file is available in every school and LEA. Further copies have been sent to the appropriate subject associations.

### Methods of delivery

- LEAs can decide when and how to deliver the *Literacy in series* through 2002–2003 so that it fits with their action plans and/or the current needs of schools. It can be repeated as needs arise; it can be amended as expertise within schools grows.
- The material can be delivered as days or as individual sessions as appropriate to fit with current LEA practice and school needs.
- The material can be amended in response to local circumstances and by involving local expertise. The final session on schemes of work will help where a department from one school can share its experience and expertise with others. This would ensure that local priorities, for example, the needs of pupils for whom English is an additional language, can be met.
- Further examples from local schools can be added to the sessions or substituted for some of the existing examples.
- Trainers can be drawn from the LEA (for example, teacher advisers or LEA subject advisers) or from schools (for example, advanced skills teachers or respected heads of departments or teachers).

### Key principles

- To develop consistent approaches to teaching and learning in literacy across departments, and to build increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To use speaking and listening to develop subject learning
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and the learning to be gained from it
- To demonstrate the sequence for writing and modelling writing for a key text type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly
- To make suggestions for the learning of subject-specific vocabulary

### English Framework objectives

- At the end of each folder, the objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification.
- This will help schools identify their literacy curricular targets and ensure common approaches through the objectives.

### **Developments in cross-curricular literacy**

- As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, for example, explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to, for example, the writing of explanations.
- As expertise in, for example, active reading strategies or managing group talk develops and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

# 1 Introductory session

You will need:

- OHTs 1.1 and 1.2
- copies of the appendix given at the back of this folder (extracts from the *Framework for teaching English: Years 7, 8 and 9*), one per participant

Timing:

1.1 <b>What are the benefits for geography departments?</b>	5 minutes
1.2 <b>Linking to the Framework</b>	10 minutes
Total	15 minutes

## Aims for the session

Show OHT 1.1.

### OHT 1.1

#### Aims

- To consider ways in which explicit literacy teaching can support the raising of attainment in geography
- To exemplify aspects of *Literacy across the curriculum* for geography teachers
- To consider appropriate literacy-based classroom strategies for teaching and learning in geography

## 1.1 What are the benefits for geography departments?

(5 minutes)

Using OHT 1.2 explain the ways in which explicit literacy teaching can enhance pupils' understanding and enjoyment of geography.

### OHT 1.2

#### How literacy teaching helps learning in geography

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of the subject
- Reading enables pupils to learn from sources beyond their immediate experience
- Writing helps to sustain order and thought
- Language enables pupils to reflect, revise and evaluate the things they do, and the things that others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering

Acknowledge that geography departments already do much to support and develop literacy because speaking, listening, reading and writing are essential to the process of finding out and communicating an understanding in geography.

However, departments need to be clear about:

- the text types read and written in geography;
- the language demands placed on pupils ;
- the ways in which planned and structured talk can enhance learning;
- approaches to reading which will support pupils in accessing text;
- how teachers can support learning and attainment by increasing explicit literacy teaching.

## **1.2 Linking to the Framework (10 minutes)**

Explain that:

- the *Framework for teaching English: Years 7, 8 and 9* applies in English, but also has objectives which have relevance across the curriculum;
- departments should use these objectives to inform their teaching of literacy within their subject;
- the objectives will help a school to decide on curricular targets that all subject areas might use to improve pupil attainment.

### **Activity**

Distribute copies of the appendix given at the back of this folder. This contains objectives from the Framework which apply across the curriculum and hence will support learning in geography as well as all the other subject areas.

Ask participants to discuss in pairs the ways in which the objectives are taught in geography and how they might support learning in the subject.

Take brief feedback.

Ensure the following points are made.

- Framework objectives should be planned where appropriate into geography units of work. Examples are offered in session 5, Planning for literacy objectives.
- These objectives can help clarify processes in geography and ensure teachers teach the skills required to read, write, speak and listen effectively in geography.
- Using the Framework objectives helps to secure continuity, progression and a cohesive approach for pupils from subject to subject and from year to year.
- Being aware of the features of non-fiction text types (Year 7) will support pupils in writing effectively for these purposes.
- Using the objectives clarifies what needs to be taught to support learning.

# Aims

OHT 1.1

- To consider ways in which explicit literacy teaching can support the raising of attainment in geography
- To exemplify aspects of *Literacy across the curriculum* for geography teachers
- To consider appropriate literacy-based classroom strategies for teaching and learning in geography

# How literacy teaching helps learning in geography

OHT 1.2

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of the subject
- Reading enables pupils to learn from sources beyond their immediate experience
- Writing helps to sustain order and thought
- Language enables pupils to reflect, revise and evaluate the things they do, and the things that others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering

# 2 Speaking and listening

You will need:

- OHTs 2.1–2.3
- Handout 2.1 for each participant
- flipchart and pens
- large sheets of paper (A3 or sugar paper)

Timing:

2.1 <b>Introduction</b>	5 minutes
2.2 <b>Oral frames</b>	30 minutes
2.3 <b>Using talk to deepen understanding</b>	25 minutes
2.4 <b>How geographers talk</b>	15 minutes
Total	75 minutes

## 2.1 Introduction (5 minutes)

Introduce the subject using the following points.

- We often use group work and pair work, but pupils will benefit from being taught how to use these ways of working effectively.
- We often assume talk is ‘natural’ and easy, but it isn’t for many pupils.
- We don’t always take full advantage of the range of types of talk available.
- Talk has as many, if not more, ‘text types’ than writing. The main categories, e.g. explanation, instruction, description and information, are used in talk as well as written text.
- Talk is also quick, fluid and shared. It can do some things better than writing, e.g. exploratory work or quick sharing.

## 2.2 Oral frames (30 minutes)

Show OHT 2.1.

OHT 2.1

### Useful phrases for explaining cause and effect

- The result is
- This results in
- As a result
- Resulting in
- Precipitating
- Initiating
- Triggering
- The effect of this is
- As a consequence
- Consequently
- Inevitably
- This, in turn, causes

Participants will immediately recognise these as phrases that can be deployed in both speech and writing when you explain cause and effect, for example, in explaining what causes earthquakes.

Use the first four examples on the OHT to show how variations on a key phrase can be used to fit any sentence. This sort of grammatical reshaping is a valuable asset to speakers because people often start an explanation before the sentence is grammatically polished.

**Activity: Key phrases for talk**

Now ask participants to spend 2 minutes coming up with similar phrases for exploratory, hypothetical and speculative talk. Start them off with: '*What if...?*'.

Take feedback, getting someone to log suggestions on a flipchart.

Suggestions might include:

*Supposing...*

*Imagine...*

*Conceivably...*

*Perhaps...*

*Maybe...*

*Could we...?*

*It might...*

*I wonder if...?*

*Ought we to...?*

*What about...?*

*Why would...?*

*It's possible that...*

*It's probable that...*

Suggest to participants that gathering useful terms would make a very good starter activity prior to group work, and would feed into written work, too.

Divide participants into four groups, giving each a large sheet of paper.

Each group should head their sheet with one of the following kinds of talk.

- Arguing a point of view
- Drawing out similarities and differences
- Explaining a process
- Drawing a conclusion from evidence

Under each heading groups should list key phrases that could best be used with pupils to help them express and shape their ideas for this particular purpose.

Offer to copy the results for circulation.



This is an attempt to find alternatives to the vague instruction 'Get into groups and discuss...'.

Allow 5 minutes, then take feedback. Use OHT 2.3 to indicate a range of different ways of structuring talking and listening.

Divide participants into six groups, and allocate one type of talk from OHT 2.3 to each group. Invite participants to consider the approaches and identify:

- features of an oral frame that pupils could benefit from in carrying out the activity;
- specific ways in which the activity will promote deeper geographical understanding.

Allow 5 minutes for brief feedback, focusing on the second point above – how the activities are designed to promote deeper understanding of geographical concepts.

Draw out the following points.

- Working in role encourages pupils to see an issue from a particular perspective, to be selective in using relevant information, and to consolidate understanding by responding to questions and alternative viewpoints.
- By communicating ideas and information, pupils are able to clarify thinking and adjust their expression to the listeners' needs – thus firming up their own understanding, too.
- Developing an argument requires pupils to draw on and extend what they know and understand, by seeking reasons and justifications.

OHT 2.3 The benefits and drawbacks of tourism	
Type of talk	Example
<b>Debate</b>	Pupils in role as local people debating whether or not to allow another hotel to open in a part of the island much in need of job opportunities
<b>Hot seat</b>	One pupil in role as a developer in the hot seat for a press interview. Three other pupils in role as journalists
<b>Joint reconstruction</b>	Pupils have 1 minute to look at the maps, then 15 minutes in a group to reconstruct them on two blank maps from joint memory
<b>Presentation</b>	A pupil presents the issues to an audience using the maps as visual aids, and the audience ask questions
<b>Role play</b>	Each pupil gets a role card, e.g. hotel owner government official, fisherman, grandparent, etc. They take turns to speak in role about how the situation appears to them
<b>Advocate</b>	Allocate one benefit of tourism to each pupil in a group and ask them to argue to the others why their benefit should be considered the most important. The group has to agree which three are the main benefits, and give their reasons. Repeat for drawbacks

## 2.4 How geographers talk (15 minutes)

Explain these points.

- All professions, all communities, all families have their own ways of talking about their mutual business. For example, lawyers, plumbers and street gangs have their own expressions and ways of speaking that signal that they belong to the group.
- Subject specialists have ways of talking about their business, too. They have specialist terms and ways of expressing themselves that are seen as appropriate to the subject. In other words, they have language conventions or discourse in common.
- So how do geographers talk? Curiously, most adults could mimic the language of a lawyer, plumber or gang member, but might have difficulty impersonating a geographer. Lawyers frequently feature in television dramas, but there are few high-profile heroes who are geographers.

So where do pupils get their models of geographers? Ask participants to take 2 minutes in pairs to list the models pupils might have heard – people who represent the public face of geography. Take feedback, looking for responses such as:

- their geography teachers;
- weather forecasters;
- programmes about the natural world (e.g. earthquakes, twisters, rainforests);
- documentaries about geographical issues (e.g. El Niño, global warming);
- explanations embedded within news bulletins;
- the occasional serious travel programme.

Ask participants if they can see any opportunities for introducing more geographers to pupils. They might offer:

- speakers from local companies which make particular use of geographers;
- local government workers (e.g. in environmental health);
- a geography specialist from a local university;
- a colleague from another school who has lived in or travelled to a place or worked on an issue being studied, and who would be willing to present a short talk about it;
- aid workers.

### How do geographers talk?

Take responses if participants feel they have something to offer.

You might expect:

- specialist vocabulary;
- semi-formality (symptomatic of the subject's position between science and art);
- inclusion of factual, formal explanations;
- a committed enthusiasm and respect for knowledge of other places and perspectives.



# Useful phrases for explaining cause and effect

OHT 2.1

- The result is
- This results in
- As a result
- Resulting in
- Precipitating
- Initiating
- Triggering
- The effect of this is
- As a consequence
- Consequently
- Inevitably
- This, in turn, causes

## Talk can help us to:

OHT 2.2

- think through ideas
- express thoughts, feelings and opinions
- influence other people
- articulate ideas
- share knowledge
- feed back and review ideas
- adapt and refine ideas
- reach closure, accommodation or acceptance of different ideas
- negotiate solutions

and more...

# The benefits and drawbacks of tourism

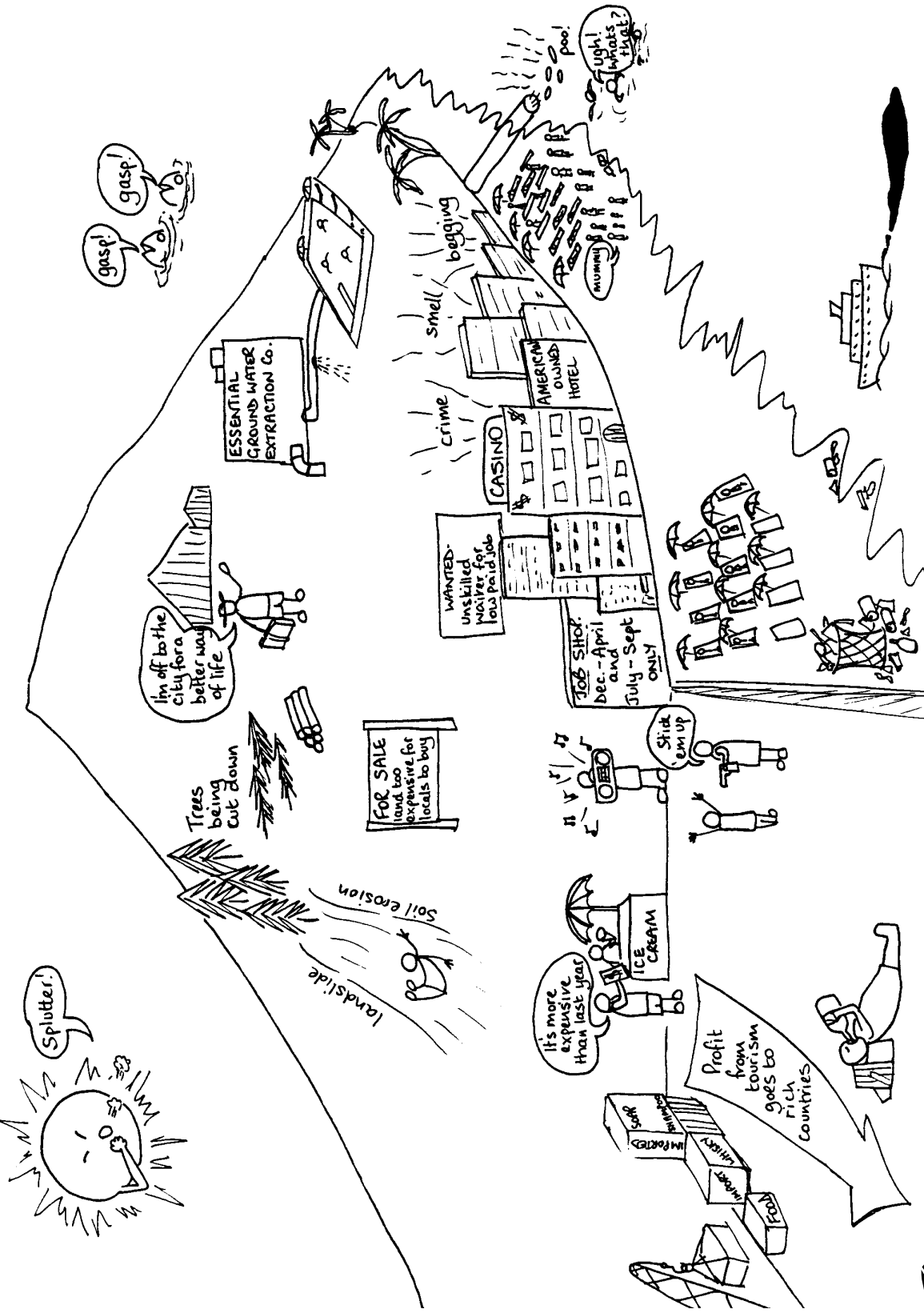
OHT 2.3

<b>Type of talk</b>	<b>Example</b>
<b>Debate</b>	Pupils in role as local people debating whether or not to allow another hotel to open in a part of the island much in need of job opportunities
<b>Hot seat</b>	One pupil in role as a developer in the hot seat for a press interview. Three other pupils in role as journalists
<b>Joint reconstruction</b>	Pupils have 1 minute to look at the maps, then 15 minutes in a group to reconstruct them on two blank maps from joint memory
<b>Presentation</b>	A pupil presents the issues to an audience using the maps as visual aids, and the audience ask questions
<b>Role play</b>	Each pupil gets a role card, e.g. hotel owner, government official, fisherman, grandparent, etc. They take turns to speak in role about how the situation appears to them
<b>Advocate</b>	Allocate one benefit of tourism to each pupil in a group and ask them to argue to the others why their benefit should be considered the most important. The group has to agree which three are the main benefits, and give their reasons. Repeat for drawbacks



# What are the drawbacks of tourism?

Handout 2.1  
2 of 2



# 3 Reading

You will need:

- OHTs 3.1–3.5
- Handouts 3.1, 3.2, 3.4 and 3.7 for each participant
- Handout 3.3, each pair of participants will need a set of three cards cut up and placed in an envelope
- Handouts 3.5 and 3.6, enough copies of each for half the participants
- highlighter pens
- blank OHTs
- flipchart and pens

Participants will need to bring with them a textbook they regularly use.

Timing:

3.1 <b>The range of reading in geography</b>	10 minutes
3.2 <b>Textbooks</b>	15 minutes
3.3 <b>Active reading</b>	50 minutes
Total	75 minutes

## Aims for the session

Show OHT 3.1.

OHT 3.1

### Aims

- To identify the range of reading skills required in geography, and the challenges they pose
- To suggest ways of supporting pupils in their reading in geography

### 3.1 The range of reading in geography (10 minutes)

Explain that many subjects revolve around just one or two main text types.

This is not true of geography. This subject uses a wide variety of text types – explanation, information, argument, instruction, etc. A typical textbook moves frequently between them. Geography places demands on pupils' range and versatility as readers.

Geography also demands a range of different reading stances. Explain this by showing OHT 3.2.

### OHT 3.2

#### Reading strategies

##### Continuous reading

Uninterrupted reading of an extended piece of text

##### Close reading

Careful study reading, which usually includes pausing to think or look back in order to examine the text in detail

##### Skimming

Glancing quickly through the text to get the gist of it

##### Scanning

Searching for a particular piece of information

Ask participants to discuss, in pairs, when they would use each strategy in geography and when strategies might combine, e.g. skimming a text followed by close reading.

Take brief feedback on the examples suggested.

Examples might include:

- scanning an index to find appropriate information;
- skimming a chapter to see if it is worth a closer read;
- close reading to find precise detail, e.g. about a rainforest;
- continuous reading of a piece of travel writing about a region being studied for enjoyment and overall impression.

Explain that geography uses a wide variety of texts to enable pupils to access information.

Show OHT 3.3.

### OHT 3.3

#### Examples of text used in geography

- maps, including 3D
- flow diagrams
- cartoons
- bullets
- concept maps
- graphs
- speech bubbles
- photographs: aerial and ground
- news reports and articles
- extended extracts, e.g. from travel writers
- tables
- video

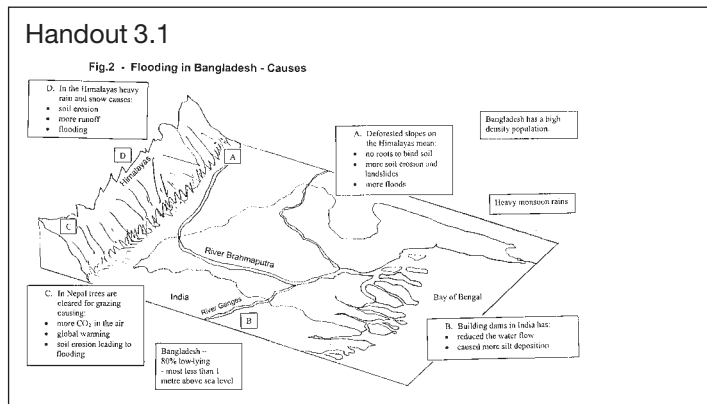
Points to make:

- Each text type makes its own demands on reading skills.
- Many texts contain a variety of the above on one page.
- Pupils with special needs, in particular, need support in their reading – especially where different demands are made in the same piece of text.

### 3.2 Textbooks (15 minutes)

Textbooks often contain a wide variety of information presented in a variety of ways.

Distribute *Handout 3.1* which contains many of the features found in geography textbooks.

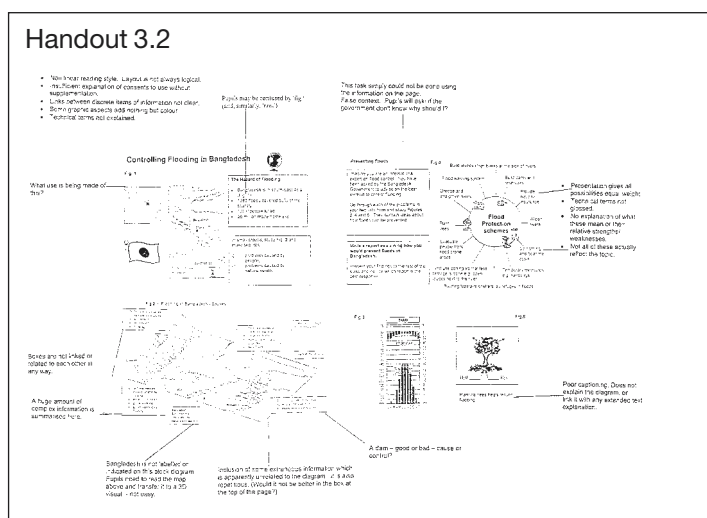


Ask participants to discuss, in pairs, how helpful the page is in supporting the reader. What challenges might this page present to a reader in Key Stage 3?

Take feedback and ensure the following points are made.

- There is no immediate focus for the eye: pupils need to be taught to navigate their way round the page.
- Abbreviations like *fig* and *nos* might confuse.
- Captioning is not always clear.
- Links between features may need to be clarified, e.g. between CO<sub>2</sub> and global warming.
- It is unclear whether dams are good or bad.
- Bangladesh is not labelled, so its location on the block diagram is unclear.

After the discussion, distribute *Handout 3.2* which points out the difficulties.



Ask participants to take 2 minutes to discuss the textbooks they use and any difficulties pupils might have as readers of the texts.

Explain that it is a good idea to teach pupils how to read their textbook by pointing out:

- key layout features;
- the way diagrams are used;
- any colour coding which is present;
- how to locate information in it.

Before reading pupils need to know:

- why they are reading;
- which strategies they should use;
- any subject-specific vocabulary;
- what they should then do with what they have read, e.g. make notes for future reference or gather material to re-present.

Refer participants to the video extracts about introducing a textbook in the *Literacy across the curriculum* training of 2001.

### 3.3 Active reading (50 minutes)

Explain that participants will now consider some reading activities which encourage pupils to engage with text. Many of the approaches will be familiar to participants.

#### Activity 1: Farming odd one out (Year 7) (10 minutes)

Explain that this activity:

- makes a good starter to a lesson;
- can be used at the start of a topic to introduce pupils to it and cue them in;
- can be introduced halfway through a topic, so they apply their learning;
- can be used at the end of a topic, to assess their learning.

Ask participants to work in pairs.

Give each pair an envelope containing one of the sets of three cards from *Handout 3.3* and ask them to decide which card is the odd one out. (3 minutes)  
They must have clear reasons to justify their decision.

Handout 3.3 Farming odd one out		
wheat	large amounts of cash	greenhouse
barley	oats	fodder crops
dairy cattle	sugar beet	silage
pesticides	family labour	irrigation
milking equipment	pasture	combine harvester

Ask two pairs to feed back their answers to the whole group, explaining why one card is the odd one out.

Ask participants to decide in their pairs how this activity helps learning in geography and what part reading plays in that learning.

Take feedback, ensuring the following points are made.

- The activity reinforces the reading and understanding of subject-specific vocabulary.
- Pupils are learning to contextualise the vocabulary.
- An activity of this type could be used prior to reading a more extended text as it cues pupils in to the topic.
- Links, cause and effect have to be considered.

Distribute *Handout 3.4* which contains extension suggestions and allow participants a minute to skim read it.

**Handout 3.4**

The cards below can be offered to pupils to extend the 'Farming odd one out' activity.

sheep	beef cattle	ploughs
kale	oil seed rape	fertilisers
root crops	cereals	potatoes
clover	pigs	large machinery
vegetables	fruit	set-aside

**Extension activity 1**  
Ask pupils to choose cards to add to their set of three, ensuring that they all have something in common while maintaining the same odd one out.

**Extension activity 2**  
Pupils can then be asked to group their cards under these headings:

Arable farming	Dairy farming	Hill sheep farming
Market gardening	Mixed farming	Pastoral farming

These tasks could be used to gather information before writing a piece on a type of farming, or presenting the information orally to the class as it contains information on different types of farming in (in this case) Britain.

Briefly take any comments.

## Activity 2: Floods in Bangladesh (20 minutes)

Distribute *Handout 3.5* to half of the group and *Handout 3.6* to the other half.

### Handout 3.5

#### Sharmistra's story

Sharmistra woke up early that Tuesday morning. She had plenty of time to get ready for school, which made a change. She is lucky as she is the only one of her family to go to school; her brothers and sisters are either working or helping in the home. All the same, she did get fed up with having to get up so early.

School was about 2 miles away from home across the flood plain of the River Ganges. Where Sharmistra lives is very flat; three rivers meet on the plain and form a delta. Here they slow down and dump all the mud and silt that they have carried from higher up in the mountains and hills. As the dumped material builds up, it forms new land which is very low lying. Where Sharmistra lives is less than 100 metres above sea level.

During the rainy season it rains a lot! Since April that year it had rained more than usual, and once the rains got under way in June, things became really bad. By September and the start of the new school year, all the rivers and streams in Sharmistra's area were full and many were bursting their banks. The walk to school was now very uncomfortable and any games outdoors were impossible.

She switched on the radio to find something interesting as she got ready for school. She came across a woman who was speaking loudly and very quickly. She could hear people shouting and screaming in the background.

She picked out what the reporter was saying: *I'm standing in Dhaka, this wonderful capital of ours, right by one of the only roads out of the city which remains open. The road is packed with thousands of people trying to escape the floodwaters rising over all the land round the capital.*

*As I speak, 75% of our country is under water; 30,000 villages have disappeared and 30 million people are homeless. The floods mean that our food sources are ruined and people cannot make*

*a living. One million hectares are under water leaving crops and animals drowned. It will be a long time before people will be able to work the land again.*

Sharmistra knew her aunt and uncle and cousins lived in Dhaka, and she was frightened. Would they be running down the road too? Would they be carrying all they possessed with them? Sharmistra knew that her aunt had a tiny baby and he would be hard to carry with all their goods. How would you decide what to take as the flood waters rose?

The woman on the radio carried on: *Our biggest immediate worry is the spread of disease. Although few people have drowned, 800 have already died from diarrhoea. Clean drinking water is hard to get and proper food is becoming increasingly difficult to find.*

Sharmistra began to worry about her aunt's baby; she knew that clean water was vital to keep baby things clean and to give the baby when he gets thirsty.

*Malaria too, is a great risk, the reporter said. Mosquitoes love warm, damp conditions and breed rapidly. The floods provide just the right conditions for a huge increase in the disease. As the number of mosquitoes increases, people are at greater and greater risk of being bitten and getting the disease.*

*Our government is working hard to find temporary homes for the 30 million homeless and to ensure they have food and clean water, but it will not be easy. Our country is small and 30 million is a lot of people to find new homes and food for.*

*We need a solution to this flooding and we need it quickly. Another year like this and our country will be ruined.*

Sharmistra went outside and called her father: today school could wait.

### Handout 3.6

#### How should flooding be controlled in Bangladesh?

##### Early plans

In 1959 a water development authority was set up in East Pakistan (East Pakistan became Bangladesh in 1971) in response to serious floods in the 1950s. A national master plan was prepared which emphasised 'hard' engineering schemes such as embankments, dredging, river diversion, meander cut-offs and by-pass channels.

##### World Bank action plan

In July 1987 at the G7 Summit meeting in Paris, major aid donors agreed that the World Bank should co-ordinate efforts by the international community to reduce the impact of flooding in Bangladesh. The World Bank prepared an action plan for flood control. The plan involved the completion of 3500 km of embankments and created compartments for floodwater storage. Agriculture would benefit from the supply of water and fertile silt. However, the scheme was criticised for cutting off large areas of wetlands valuable for water supply and fishing, a major source of protein in Bangladesh.

##### Alternative plans

Since 1987 other flood control measures have been suggested:

- 1 Creating reservoirs by building seven huge dams at an estimated cost of \$30–40 billion and taking 40 years to complete. The dams would hold back 10 per cent of the peak flood flow entering Bangladesh.
- 2 Twelve to fifteen floodplain retention basins to absorb excess flow diverted

from the main rivers and released after the main floodwaters subside.

- 3 The relative costs and benefits of the flood control schemes have led some commentators to suggest that no 'hard' engineering works and no costly flood prevention schemes should be allowed. In their place they advocate better flood forecasting and warning schemes, improved flood shelters and emergency services to help the victims of flooding. Such schemes would be much cheaper than the building of extensive embankments or huge dams. They would also use more appropriate technology, in keeping with the knowledge, skills and finances of the communities. They are also less likely to damage or interfere with the many delicate ecosystems in and around the floodplain and delta and would therefore contribute to sustainable development.

##### Which plan is best?

In the twenty-first century the approach being adopted includes both 'hard' and 'soft' approaches. Hard engineering structures such as embankments are built to protect densely populated and intensively farmed areas. Low lying, less densely populated areas are used for floodwater storage – a soft approach which also allows natural floodplain processes to occur and benefits soil fertility, fish production and local ecosystems.

##### Which do you think is the best plan or combination of plans?

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Following a few minutes of individual reading time:

- ask participants with *Handout 3.5*, in groups of three, to list the effects of the floods on Bangladesh on a blank OHT – they should use bullet points, or pictures if they prefer (5 minutes);
- ask those with *Handout 3.6* to list the combination of solutions which will work best, with an explanation of why the combination appears to be the best solution – they should jot down their findings on a blank OHT (5 minutes);
- in both cases stress that they can annotate or highlight the text as they do the task.

Take feedback by asking a representative from each half to talk through their OHT with the whole group.

Pull the texts together by summarising the effects and the recommended solution on a flipchart. Note that the link is the penultimate sentence of Sharmistra's story.

Ask participants to consider briefly (2 minutes) the points on OHT 3.4, which should be left up during the discussion.

#### OHT 3.4

- How the activity supported the reading
- How they actually approached reading the text
- How it might permit differentiation within a class
- How it might be recorded as an aide-memoire for pupils

Take feedback, ensuring that the following points are made.

- There was a clear purpose for reading: the task was clear.
- Participants probably skimmed for an overview and then noted detail, perhaps highlighting or underlining as they read.
- Working in threes meant that they were not exposed before they were secure in their understanding.
- Working in threes allowed them to discuss and refine their thinking.
- They prioritised information and summarised it for the OHT.
- Differentiation was permitted in that the narrative is more accessible than the article: further texts can be added to differentiate for a third group, e.g. the middle attainers.
- The attainment groups are working to the same end and sharing their knowledge.
- The OHTs/flipchart paper can be placed on the wall as a display for the duration of the topic; an extended piece of speaking and listening or writing would be the product once the topic had been completed.

The two activities demonstrate how helpful it is to focus pupils when they read, so that they read closely and purposefully. The teaching skill lies in choosing an activity that will help pupils achieve the lesson objectives.

Distribute *Handout 3.7* and allow 5 minutes for participants to fulfil the task.

Take feedback, drawing out the importance of matching objectives to reading activities.

## Handout 3.7

### Engaging with texts

Link the task to the appropriate reading activity.  
Use the objectives to guide your choice.

#### Text and objective

**Two pages of prose describe the economic activities of a country.**

You want the pupils to retain the main activities.

**A leaflet explains how hydro-electric power is created and finds its way into the home.**

You want pupils to understand the process.

**A passage describes the effects of glaciation on the landscape.**

You want to fix key terms in pupils' minds.

**An annotated diagram shows how 'ethical' farming maintains high productivity without 'spoiling' the produce.**

You want pupils to recognise that the leaflet promotes a particular point of view.

**A number of articles and letters argue the evils and benefits of a tourist development on an impoverished tropical island.**

You want pupils to weigh the issues.

#### Reading activity

Pupils to fill in a blank flow chart

Pupils to use different coloured highlighter pens to pick out contrasting themes or points

Pupils to label a diagram

Pupils to highlight key words

Certain words are 'clozed' out. Pupils to choose from a range of substitute words

Tell participants that you have in your hand a list of some benefits and some limitations of using active reading strategies like these. Ask if anyone can suggest one or two benefits; then ask for limitations. Round off by showing OHT 3.5.

## OHT 3.5

### Active reading tasks:

- oblige close reading
- engage pupils and encourage participation
- make daunting passages more accessible
- give purpose and focus to the reading
- go beyond 'just reading' to constructing meaning
- draw out key points very clearly

### But

- Beware over-use
- They only work if they match the objective
- They take time to prepare
- They can diminish content to a game
- You still need to draw out the learning

### Tips

- Laminate materials for durability
- Always debrief

# Aims

OHT 3.1

- To identify the range of reading skills required in geography, and the challenges they pose
- To suggest ways of supporting pupils in their reading in geography

## Continuous reading

Uninterrupted reading of an extended piece of text

## Close reading

Careful study reading, which usually includes pausing to think or look back in order to examine the text in detail

## Skimming

Glancing quickly through the text to get the gist of it

## Scanning

Searching for a particular piece of information

# Examples of text used in geography

OHT 3.3

- maps, including 3D
- flow diagrams
- cartoons
- bullets
- concept maps
- graphs
- speech bubbles
- photographs: aerial and ground
- news reports and articles
- extended extracts, e.g. from travel writers
- tables
- video

- How the activity supported the reading
- How they actually approached reading the text
- How it might permit differentiation within a class
- How it might be recorded as an aide-memoire for pupils

## Active reading tasks:

OHT 3.5

- oblige close reading
- engage pupils and encourage participation
- make daunting passages more accessible
- give purpose and focus to reading
- go beyond 'just reading' to constructing meaning
- draw out key points very clearly

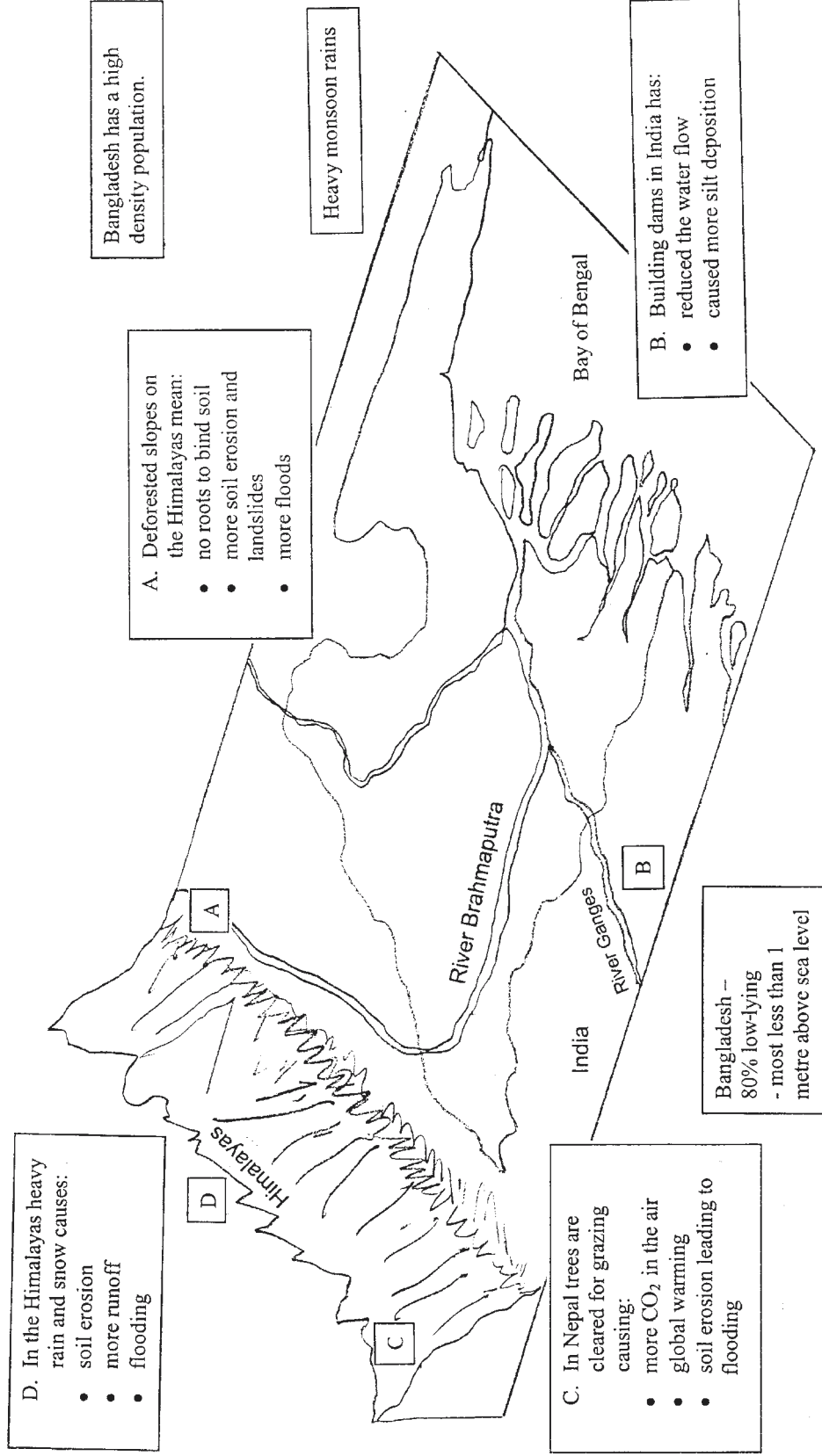
### But

- Beware of over-use
- They only work if they match the objective
- They take time to prepare
- They can diminish content to a game
- You still need to draw out the learning

### Tips

- Laminate for repeated use
- Always debrief

Fig.2 - Flooding in Bangladesh - Causes



# Handout 3.2

- Non-linear reading style. Layout is not always logical.
- Insufficient explanation of consents to use without supplementation.
- Links between discrete items of information not clear.
- Some graphic aspects add nothing but colour.
- Technical terms not explained.

## Controlling Flooding in Bangladesh

**Fig. 1**

**The Hazard of Flooding**

- Bangladesh is in south-east Asia
- 1986 floods covered 60% of the country.
- 1,000 people killed.
- 25 million made homeless.

**In small groups, study Fig. 2 and make two lists:**

- problems caused by people
- problems caused by natural events.

This task simply could not be done using the information on the page. False context. Pupils will ask: if the government don't know why should I?

Pupils may be confused by 'fig.' (and, similarly, nos.)

What use is being made of this?

**Preventing floods**

Imagine you are an international expert on flood control. You have been asked by the Bangladesh Government to advise on the best method to control flooding.

Go through each of the problems in your two lists from and study Figures 3, 4 and 5. They contain ideas about how floods can be prevented.

**Write a report explaining how you would prevent floods in Bangladesh.**

Present your findings to the rest of the class and decide which report is the best response.

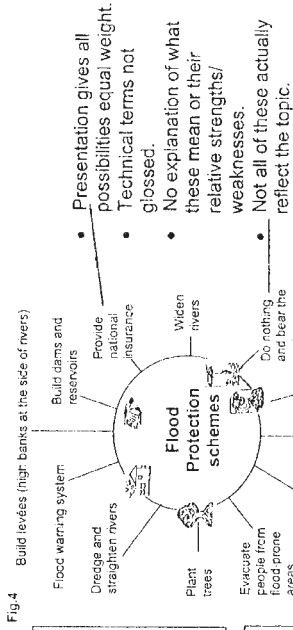
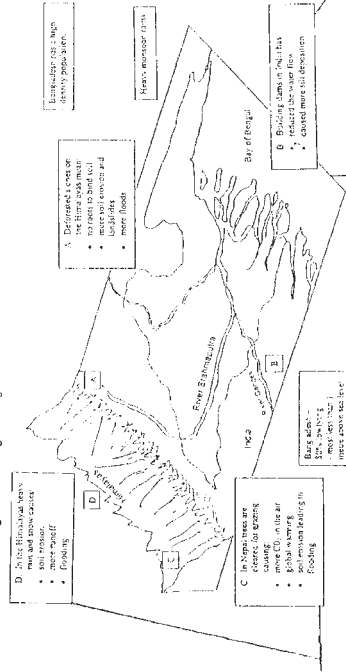


Fig. 2 - Flooding in Bangladesh - Causes



Boxes are not linked or related to each other in any way.

A huge amount of complex information is summarised here.

Bangladesh is not labelled or indicated on this block diagram. Pupils need to read the map above and transfer it to a 3D visual - not easy.

Inclusion of some extraneous information which is apparently unrelated to the diagram. It is also repetitious. (Would it not be better in the box at the top of the page?)

A dam - good or bad - cause or control?

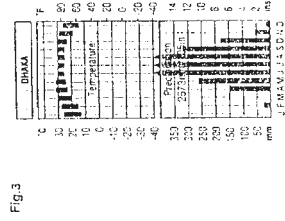
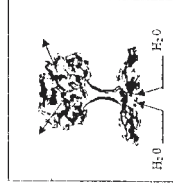


Fig. 5



Poor captioning. Does not explain the diagram, or link it with any extended text explanation.

# Farming odd one out

Handout 3.3

wheat	large amounts of cash	greenhouse
-------	--------------------------	------------

barley	oats	fodder crops
--------	------	--------------

dairy cattle	sugar beet	silage
--------------	------------	--------

pesticides	family labour	irrigation
------------	---------------	------------

milking equipment	pasture	combine harvester
----------------------	---------	----------------------

The cards below can be offered to pupils to extend the 'Farming odd one out' activity.

Handout 3.4

sheep	beef cattle	ploughs
-------	-------------	---------

kale	oil seed rape	fertilisers
------	---------------	-------------

root crops	cereals	potatoes
------------	---------	----------

clover	pigs	large machinery
--------	------	-----------------

vegetables	fruit	set-aside
------------	-------	-----------

### Extension activity 1

Ask pupils to choose cards to add to their set of three, ensuring that they all have something in common while maintaining the same odd one out.

### Extension activity 2

Pupils can then be asked to group their cards under these headings:

Arable farming

Dairy farming

Hill sheep farming

Market gardening

Mixed farming

Pastoral farming

These tasks could be used to gather information before writing a piece on a type of farming, or presenting the information orally to the class as it contains information on different types of farming in (in this case) Britain.

# Sharmistra's story

## Handout 3.5

Sharmistra woke up early that Tuesday morning. She had plenty of time to get ready for school, which made a change. She is lucky as she is the only one of her family to go to school; her brothers and sisters are either working or helping in the home. All the same, she did get fed up with having to get up so early.

School was about 2 miles away from home across the flood plain of the River Ganges. Where Sharmistra lives is very flat; three rivers meet on the plain and form a delta. Here they slow down and dump all the mud and silt that they have carried from higher up in the mountains and hills. As the dumped material builds up, it forms new land which is very low lying. Where Sharmistra lives is less than 100 metres above sea level.

During the rainy season it rains a lot! Since April that year it had rained more than usual, and once the rains got under way in June, things became really bad. By September and the start of the new school year, all the rivers and streams in Sharmistra's area were full and many were bursting their banks. The walk to school was now very uncomfortable and any games outdoors were impossible.

She switched on the radio to find something interesting as she got ready for school. She came across a woman who was speaking loudly and very quickly. She could hear people shouting and screaming in the background.

She picked out what the reporter was saying: *I'm standing in Dhaka, this wonderful capital of ours, right by one of the only roads out of the city which remains open. The road is packed with thousands of people trying to escape the floodwaters rising over all the land round the capital.*

*As I speak, 75% of our country is under water; 30,000 villages have disappeared and 30 million people are homeless. The floods mean that our food sources are ruined and people cannot make*

*a living. One million hectares are under water leaving crops and animals drowned. It will be a long time before people will be able to work the land again.*

Sharmistra knew her aunt and uncle and cousins lived in Dhaka, and she was frightened. Would they be running down the road too? Would they be carrying all they possessed with them? Sharmistra knew that her aunt had a tiny baby and he would be hard to carry with all their goods. How would you decide what to take as the flood waters rose?

The woman on the radio carried on: *Our biggest immediate worry is the spread of disease. Although few people have drowned, 800 have already died from diarrhoea. Clean drinking water is hard to get and proper food is becoming increasingly difficult to find.*

Sharmistra began to worry about her aunt's baby: she knew that clean water was vital to keep baby things clean and to give the baby when he gets thirsty.

*Malaria too, is a great risk, the reporter said. Mosquitoes love warm, damp conditions and breed rapidly. The floods provide just the right conditions for a huge increase in the disease. As the number of mosquitoes increases, people are at greater and greater risk of being bitten and getting the disease.*

*Our government is working hard to find temporary homes for the 30 million homeless and to ensure they have food and clean water, but it will not be easy. Our country is small and 30 million is a lot of people to find new homes and food for.*

*We need a solution to this flooding and we need it quickly. Another year like this and our country will be ruined.*

Sharmistra went outside and called her father: today school could wait.

# How should flooding be controlled in Bangladesh?

Handout 3.6

## Early plans

In 1959 a water development authority was set up in East Pakistan (East Pakistan became Bangladesh in 1971) in response to serious floods in the 1950s. A national master plan was prepared which emphasised 'hard' engineering schemes such as embankments, dredging, river diversion, meander cut-offs and by-pass channels.

## World Bank action plan

In July 1987 at the G7 Summit meeting in Paris, major aid donors agreed that the World Bank should co-ordinate efforts by the international community to reduce the impact of flooding in Bangladesh. The World Bank prepared an action plan for flood control. The plan involved the completion of 3500 km of embankments and created compartments for floodwater storage. Agriculture would benefit from the supply of water and fertile silt. However, the scheme was criticised for cutting off large areas of wetlands valuable for water supply and fishing, a major source of protein in Bangladesh.

## Alternative plans

Since 1987 other flood control measures have been suggested:

- 1 Creating reservoirs by building seven huge dams at an estimated cost of \$30–40 billion and taking 40 years to complete. The dams would hold back 10 per cent of the peak flood flow entering Bangladesh.
- 2 Twelve to fifteen floodplain retention basins to absorb excess flow diverted

from the main rivers and released after the main floodwaters subside.

- 3 The relative costs and benefits of the flood control schemes have led some commentators to suggest that no 'hard' engineering works and no costly flood prevention schemes should be allowed. In their place they advocate better flood forecasting and warning schemes, improved flood shelters and emergency services to help the victims of flooding. Such schemes would be much cheaper than the building of extensive embankments or huge dams. They would also use more appropriate technology, in keeping with the knowledge, skills and finances of the communities. They are also less likely to damage or interfere with the many delicate ecosystems in and around the floodplain and delta and would therefore contribute to sustainable development.

## Which plan is best?

In the twenty-first century the approach being adopted includes both 'hard' and 'soft' approaches. Hard engineering structures such as embankments are built to protect densely populated and intensively farmed areas. Low lying, less densely populated areas are used for floodwater storage – a soft approach which also allows natural floodplain processes to occur and benefits soil fertility, fish production and local ecosystems.

## Which do you think is the best plan or combination of plans?

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# Engaging with texts

Handout 3.7

Link the task to the appropriate reading activity.  
Use the objectives to guide your choice.

## Text and objective

**Two pages of prose describe the economic activities of a country.**

You want the pupils to retain the main activities.

**A leaflet explains how hydro-electric power is created and finds its way into the home.**

You want pupils to understand the process.

**A passage describes the effects of glaciation on the landscape.**

You want to fix key terms in pupils' minds.

**An annotated diagram shows how 'ethical' farming maintains high productivity without 'spoiling' the produce.**

You want pupils to recognise that the leaflet promotes a particular point of view.

**A number of articles and letters argue the evils and benefits of a tourist development on an impoverished tropical island.**

You want pupils to weigh the issues.

## Reading activity

Pupils to fill in a blank flow chart

Pupils to use different coloured highlighter pens to pick out contrasting themes or points

Pupils to label a diagram

Pupils to highlight key words

Certain words are 'clozed' out.  
Pupils to choose from a range of substitute words



Raising  
Standards

Standards and Effectiveness Unit

Literacy in geography  
**Reading**

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# 4 Writing

You will need:

- OHTs 4.1–4.3
- Handouts 4.1, 4.2 and 4.5 for each participant
- Handout 4.3, each pair of participants will need the three A4 sheets cut up into cards and put in an envelope
- Handout 4.4, each pair of participants will need the complete A4 sheet, and a second copy cut up into cards and put in an envelope
- video extract: *Sequence for writing*
- flipchart

Timing:

4.1	<b>Text types in geography</b>	15 minutes
4.2	<b>Sequence for writing: video example</b>	35 minutes
4.3	<b>Preparing to write</b>	25 minutes
	Total	75 minutes

## Aims for the session

Put up OHT 4.1.

OHT 4.1

### Aims

- To consider the text types used in geography
- To look at the stylistic features of those text types
- To explore the benefits of a sequence for the teaching of writing in geography

## 4.1 Text types in geography (15 minutes)

Explain that this links to module 2 in *Literacy across the curriculum*, and there is some overlap.

Put up OHT 4.2.

OHT 4.2

### Main categories of non-fiction writing

- Instruction
- Recount
- Explanation
- Information
- Persuasion
- Discursive writing
- Analysis
- Evaluation

Explain each category, using the following examples.

- Instruction – giving directions as part of a map-reading exercise
- Recount – write-up of a field trip
- Explanation – how erosion occurs
- Information – tourism in London
- Persuasion – ecological flyer
- Discursive writing – magazine article on changes in climate
- Analysis – analytical essay about factors impacting on deforestation
- Evaluation – reflection on and making judgements about the outcomes of a traffic survey

Ask participants to consider which of these types of writing pupils are asked to do most frequently in geography. Remind them that some pieces of extended writing in geography will be a mixture of text types, e.g. a write-up of a field trip could include recount, information, analysis and evaluation.

Explain that descriptions are very common in geography. Ask the group in pairs in 2 minutes to decide on the advice they usually give pupils about descriptions, offering the specific examples of describing a geographical feature such as a volcano, city or the course of a river.

Take feedback, noting features on a flipchart, then distribute *Handout 4.1*.

## Handout 4.1

### Descriptions in geography

---

**Purpose** To describe accurately the aspects of a geographical feature, e.g. a type of volcano, the features of a city or the course of a river

To describe the problems of less economically developed areas of the world

---

**Text level** Works from the general view to the specific and detailed. For example:

- It might be working from an aerial view and closing in on detail like the view from an aeroplane as it comes in to land
- It might be as if watching a film where the long shot comes first, which establishes the overview, and then the camera zooms in to close-up on the various features in turn
- It often begins with the most important features and works to the least important

Each paragraph may be short, and deal only with a single aspect

Each paragraph may be accompanied by appropriate diagrams; the text may consist of diagrams with captions to aid visualisation

Links between paragraphs will be to do with location, e.g. *At the top...* , *On one side...* , *To the North...* , *In the West...* , *Below the snow line...*

Paragraphs may also link with similarities, e.g. *Such vegetation can also be found...*

---

**Sentence level** Most sentences will be simple or compound as all the aspects have equal weight

Most sentences will be third person, impersonal or passive voice, e.g. *A feature can be seen...*

Many sentences will begin with adverbials to locate the feature, e.g. *At the top...* , *On one side...* , *Above the snowline...*

---

**Word level** Uses precise geography-specific vocabulary

Uses appropriate adjectives, e.g. *steep*, *equatorial*; precise figures, e.g. *size of flood*, *height of volcano*

Give participants 1 minute to skim it, then invite any comments or additions.

Show OHT 4.3 and explain that it summarises some key conditions for successful writing.

<p><b>OHT 4.3</b></p> <p><b>Pupils write well if they:</b></p> <ul style="list-style-type: none"><li>■ know why they're doing it</li><li>■ know who the 'audience' is</li><li>■ are encouraged to sharpen and improve as they work</li><li>■ collaborate with others</li><li>■ see a good example</li><li>■ see someone do it well first</li><li>■ know what conventions are expected</li><li>■ know how it will be assessed</li><li>■ get feedback at every stage</li><li>■ have some prompts to work to</li><li>■ have a feel for the type of language required</li><li>■ don't feel over-exposed or criticised</li></ul>
---

## 4.2 Sequence for writing: video example (35 minutes)

Explain that participants are about to see a video example of a geography teacher leading a writing session. Paul Bartlett, head of geography at Beaufort Community School in Gloucester, has been working on the causes and effects of famine with a mixed ability Year 9 class. He now wants them to write an explanation which brings together all the causes and effects they have studied. The class know what an explanation should do and what conventions are expected.

Distribute *Handout 4.2*.

<b>Handout 4.2</b>	
<b>Explanation</b>	
<b>Purpose</b>	To explain the causes and effects of drought in Sudan
<b>Text level</b>	General statement to introduce topic  Paragraphs organised from the most important cause of drought and its effect to the least important  Concluding paragraph is a summary of the points made
<b>Sentence level</b>	Third person  Present tense  Each paragraph begins with a topic sentence which introduces what the paragraph will be about  Sentences within the paragraph work from the most important to the least important  Connectives like <i>since, because, so, as, therefore</i> are important to show cause and effect
<b>Word level</b>	Subject-specific vocabulary, e.g. <i>subsistence farming, drought</i> , make clear that the context is geography

Paul is now sharing the writing as they develop the skill of prioritising information within a paragraph.

Before showing the video, explain that you are setting participants a task.

As they watch the video, ask them to note how the teacher uses both shared and independent work to develop the skill of writing an effective paragraph.

Show the video sequence and allow a few minutes for discussion.

Take feedback, ensuring the following points are made.

- The pupils are encouraged to plan the paragraph content.
- The teacher takes bullet points and then discusses how and why the points might be prioritised.
- This scaffolds the paragraph for the pupils.
- They then write a paragraph in pairs so their first attempts are composed with their peers.
- This is a vital step on the way to independence.
- The plenary which invites pupils to share the writing on an OHT provides an opportunity to draw out key learning.

### 4.3 Preparing to write (25 minutes)

Explain that there are many ways of helping pupils to structure writing before they start – two examples follow.

#### **Card sorting activity:**

#### **Why did so many people die in the Kobe earthquake?** (10 minutes)

*If there is time, participants can do this activity, but if not, take them through it briskly.*

Organise participants into pairs. Give out *Handout 4.3*, cut up into four paragraph headings and 24 comment cards, one set per pair.

#### **Handout 4.3**

*See full-size version of the handout at the end of this session.*

Ask the pairs of participants to sort the paragraph headings into a logical order, then to do the same with the comment cards, placing them under the appropriate paragraph headings.

Once they have completed the task, ask them to say why it helps pupils write.

Take feedback, ensuring the following points are drawn out.

- By sorting information under headings, pupils are, in fact, organising information into paragraphs.
- Once the paragraphs are clear, pupils can use the heading to develop a topic sentence and the rest of the information to exemplify the topic.
- It would be a good idea to model the creation of a topic sentence for Year 7 pupils so they will be able to do it easily as they go through Key Stage 3.

## Comparing and contrasting (10 minutes)

As above, do this activity if there is time; if not, take participants through it.

Explain that:

- pupils frequently struggle to choose the right connectives, especially when comparing and contrasting;
- fluent writers can vary their sentence structure so that sentences do not all start in the same way;
- being able to move clauses around is a key to fluency.

Distribute *Handout 4.4* as a complete A4 sheet, one between two.

Handout 4.4		
Contrasting two sections of a river valley		
Upper valley	Connectives	Lower valley
The upper valley has steep sides	in contrast to	The lower valley has gently-sloping sides to its valley
The upper valley has a v-shaped cross section	whereas	The lower valley has a u-shaped cross section
The upper valley will have features like waterfalls	however	The lower valley will have features such as ox bow lakes
The upper valley will suffer from dominant vertical erosion	on the other hand	The lower valley will suffer from dominant lateral erosion
Upper river valleys have an irregular long profile	although	Lower river valleys have a smooth long profile
Upper reaches of rivers have a small discharge	whilst	Lower reaches have a large discharge
Rivers in the upper valleys have very little spare energy because of a large amount of friction	unlike	Rivers in the lower valleys have a large amount of spare energy because of a low amount of friction
	instead of	

Ask the pairs of participants to construct sentences taking a sentence from the left-hand column, a sentence from the right and choosing an appropriate connective to link the two.

Now give out cut-up versions of *Handout 4.4*, one per pair. This time the task is to move the two halves of the sentence and the connective so that some sentences start with a connective, and some start with a noun clause with the connective in the middle. For example, '*Whereas the upper valley has steep sides, the lower one has gently-sloping sides.*'

- What changes did they want to make as they did it, e.g. did they use pronouns, and did they use comparatives like steeper or more irregular?
- When is meaning affected and altered by a move?

Finally, ask how they could use this activity and extend it to prepare a longer piece of writing.

Take feedback and ensure the following points are made.

- Physically moving sentences helps those kinaesthetic learners who need a hands-on approach.
- It also shows how or if meaning varies when clauses and connectives are moved.
- It demonstrates how to be fluent without having to rewrite.
- It gives an ideal opportunity for the teacher to talk about changes which may be needed, for example, substituting pronouns for nouns when clauses and connectives are moved or recombined.

Distribute *Handout 4.5* and explain that it lists some useful connectives for both speaking and listening, and writing.

<b>Handout 4.5</b>	
<b>Connectives as signposts</b>	
<b>Adding</b> and also as well as moreover too	<b>Cause and effect</b> because so therefore thus consequently
<b>Sequencing</b> next then first, second, third,... finally meanwhile after	<b>Qualifying</b> however although unless except if as long as apart from yet
<b>Emphasising</b> above all in particular especially significantly indeed notably	<b>Illustrating</b> for example such as for instance as revealed by in the case of
<b>Comparing</b> equally in the same way similarly likewise as with like	<b>Contrasting</b> whereas instead of alternatively otherwise unlike on the other hand

Conclude by reminding participants of the sequence for writing in module 2, Writing non-fiction, and module 3, Writing style, in *Literacy across the curriculum* and explain that they can get further ideas from these two sections.



# Aims

OHT 4.1

- To consider the text types used in geography
- To look at the stylistic features of those text types
- To explore the benefits of a sequence for the teaching of writing in geography

# Main categories of non-fiction writing

OHT 4.2

- Instruction
- Recount
- Explanation
- Information
- Persuasion
- Discursive writing
- Analysis
- Evaluation

## **Pupils write well if they:**

OHT 4.3

- know why they're doing it
- know who the 'audience' is
- are encouraged to sharpen and improve as they work
- collaborate with others
- see a good example
- see someone do it well first
- know what conventions are expected
- know how it will be assessed
- get feedback at every stage
- have some prompts to work to
- have a feel for the type of language required
- don't feel over-exposed or criticised

# Descriptions in geography

Handout 4.1

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Each paragraph may be short, and deal only with a single aspect

Each paragraph may be accompanied by appropriate diagrams; the text may consist of diagrams with captions to aid visualisation

Links between paragraphs will be to do with location, e.g. *At the top... , On one side... , To the North... , In the West... , Below the snow line...*

Paragraphs may also link with similarities, e.g. *Such vegetation can also be found...*

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**Sentence level** Most sentences will be simple or compound as all the aspects have equal weight

Most sentences will be third person, impersonal or passive voice, e.g. *A feature can be seen...*

Many sentences will begin with adverbials to locate the feature, e.g. *At the top... , On one side... , Above the snowline...*

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**Word level** Uses precise geography-specific vocabulary

Uses appropriate adjectives, e.g. *steep, equatorial*; precise figures, e.g. *size of flood, height of volcano*

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# Explanation

## Handout 4.2

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<b>Purpose</b>	To explain the causes and effects of drought in Sudan
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<b>Text level</b>	General statement to introduce topic
	Paragraphs organised from the most important cause of drought and its effect to the least important
	Concluding paragraph is a summary of the points made

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<b>Sentence level</b>	Third person
	Present tense
	Each paragraph begins with a topic sentence which introduces what the paragraph will be about
	Sentences within the paragraph work from the most important to the least important
	Connectives like <i>since, because, so, as, therefore</i> are important to show cause and effect

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<b>Word level</b>	Subject-specific vocabulary, e.g. <i>subsistence farming, drought</i> , make clear that the context is geography
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# Why did so many people die in the Kobe earthquake?

Handout 4.3

1 of 3

## Paragraph heading cards

The causes of the earthquake

The effects of the earthquake

The rescue operation

Other factors leading to death and injury

<p>Kobe was very close to the epicentre of the earthquake.</p>	<p>Kazuo, helped by friends, found his mother's body at 1.20 pm on 19th January.</p>
<p>Many fire engines ran out of water before the fires were put out.</p>	<p>Ambulances and fire engines were unable to reach damaged areas because the roads were blocked by collapsed buildings.</p>
<p>Several hospitals in the old part of Kobe were destroyed in the earthquake.</p>	<p>When stress is released from rocks at plate boundaries by moving, waves travel through the earth's crust.</p>
<p>When the ground moved, some of the buildings did not follow and collapsed.</p>	<p>The Japanese government and people were greatly shocked by the death and disaster.</p>
<p>Large areas of Kobe were blacked out because electricity lines were cut. With the smoke from the fires the search for survivors was difficult.</p>	<p>Many survivors were taken immediately to a central building with stockpiles of food, water and blankets.</p>
<p>Stress builds up in the rocks of the Pacific and Philippines plates.</p>	<p>5,000 people died in the earthquake and 350,000 were made homeless.</p>

<p>The earthquake struck at 5.40 am on Tuesday 17th January 1995.</p>	<p>Mr and Mrs Endo lived in the older residential part of Kobe called Nishinomiya. Most of the people who lived here were old.</p>
<p>Some buildings in central Kobe have structures which are computer-controlled and adjust to earth movements.</p>	<p>The Endos' son, Kazuo, lives in a new apartment block in central Kobe.</p>
<p>The roof of the Endos' house was made of heavy concrete tiles.</p>	<p>Underground water pipes were broken by the tremors.</p>
<p>Southern Japan, where Kobe is located, has not had a major earthquake since 1596.</p>	<p>The Endos' house was built before 1960.</p>
<p>Volunteers dug through the rubble with their bare hands to search for victims.</p>	<p>Mrs Endo was trapped under the rubble of her home and died of suffocation after 36 hours.</p>
<p>Since 1981 Japanese houses have been built to be earthquake-proof.</p>	<p>Gas pipes exploded and fires burnt all over the city.</p>

<b>Contrasting two sections of a river valley</b>		
<b>Upper valley</b>	<b>Connectives</b>	<b>Lower valley</b>
The upper valley has steep sides	in contrast to	The lower valley has gently-sloping sides to its valley
The upper valley has a v-shaped cross section	whereas	The lower valley has a u-shaped cross section
The upper valley will have features like waterfalls	however	The lower valley will have features such as ox bow lakes
	on the other hand	
The upper valley will suffer from dominant vertical erosion	although	The lower valley will suffer from dominant lateral erosion
Upper river valleys have an irregular long profile	whilst	Lower river valleys have a smooth long profile
	unlike	
Upper reaches of rivers have a small discharge	instead of	Lower reaches have a large discharge
Rivers in the upper valleys have very little spare energy because of a large amount of friction		Rivers in the lower valleys have a large amount of spare energy because of a low amount of friction

# Connectives as signposts

Handout 4.5

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## Adding

and  
also  
as well as  
moreover  
too

## Cause and effect

because  
so  
therefore  
thus  
consequently

---

## Sequencing

next  
then  
first, second, third, ...  
finally  
meanwhile  
after

## Qualifying

however  
although  
unless  
except  
if  
as long as  
apart from  
yet

---

## Emphasising

above all  
in particular  
especially  
significantly  
indeed  
notably

## Illustrating

for example  
such as  
for instance  
as revealed by  
in the case of

---

## Comparing

equally  
in the same way  
similarly  
likewise  
as with  
like

## Contrasting

whereas  
instead of  
alternatively  
otherwise  
unlike  
on the other hand

---

# 5 Planning for literacy objectives

You will need:

- OHT 5.1
- Handout 5.1 for each participant

Participants will need to bring their own unit(s) of work.

Timing:

5.1 <b>Introduction</b>	10 minutes
5.2 <b>Planning literacy objectives into units of work</b>	30 minutes
5.3 <b>Conclusion</b>	5 minutes
Total	45 minutes

## 5.1 Introduction (10 minutes)

Put up OHT 5.1.

OHT 5.1

### Aims

- To consider how literacy objectives can be made clear in schemes or units of work
- To provide time for teachers to look at their own schemes or units of work and consider where they might teach literacy objectives to support the learning in geography

Explain that *Handout 5.1* is an example from a school's current planning for Year 9 geography. This was a pilot school, hence the references to foundation subjects, but the department is still refining its planning.

Handout 5.1

*See full-size version of the handout at the end of this session.*

Give participants 2 minutes, in pairs, to look through the handout and briefly discuss the content. In particular they should:

- note the literacy objectives at the top, and consider how they feed into the planning;
- discuss how they can ensure that literacy objectives are explicitly taught.

## 5.2 Planning literacy objectives into units of work

(30 minutes)

Explain that:

- participants now have 30 minutes to begin planning objectives from the *Framework for teaching English: Years 7, 8 and 9* into their own schemes or units of work, using the appendix given at the back of this folder as reference;
- at the end of 25 minutes participants will feed back to the whole group.

At the end of 25 minutes, ask one participant to feed back. (5 minutes)

The following might be useful prompts.

- How did s/he find the process?
- How easily did the objectives fit into the existing scheme or unit of work?
- Was the process helpful in making more explicit the strategies pupils could use?
- Did it help to identify how pupils might be supported in learning geography?

Quickly invite comments from the other participants.

Ensure that by the end of the session participants:

- are clear about the need to plan literacy objectives into their schemes as appropriate;
- recognise that literacy objectives will raise attainment in geography, explicitly through:
  - the encouragement of greater structure and precision in pupils' use of spoken language;
  - the teaching of the vocabulary, reading approaches and text types required in geography.

## 5.3 Conclusion (5 minutes)

Conclude by:

- reminding participants that further support is available in the *Literacy across the curriculum* training file;
- pointing out that module 9, Taking notes, might be particularly useful to geography teachers;
- inviting participants to state two things they will go back and do as a result of the day.

# Aims

OHT 5.1

- To consider how literacy objectives can be made clear in schemes or units of work
- To provide time for teachers to look at their own schemes or units of work and consider where they might teach literacy objectives to support the learning in geography

## Seasons and tropical rain forest ecosystems

Year 9 Term 1 Weeks 1-4	TLF	Literacy	ICT	Numeracy	Citizenship/ homework
<p><b>Year 9 Term 1 Weeks 1-4</b></p> <ul style="list-style-type: none"> <li>Mysteries</li> <li>Mind movies</li> <li>Most likely to</li> <li>Living graphs</li> <li>Storyboard</li> <li>Concept mapping</li> </ul>	<p><b>TLF</b></p> <ul style="list-style-type: none"> <li>Mysteries</li> <li>Mind movies</li> <li>Most likely to</li> <li>Living graphs</li> <li>Storyboard</li> <li>Concept mapping</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Consolidate spelling of subject-specific vocabulary from Year 7</li> <li>Review pupils' ability to write for a range of purposes (explain, describe, report, discuss), identifying skills for further development</li> <li>Integrate diverse information into a coherent and comprehensive account</li> <li>Review and extend their strategies for locating, appraising and extracting relevant information</li> <li>Discuss and evaluate conflicting evidence to arrive at a considered viewpoint</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Use of websites</li> <li>Presentation of newspaper report</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Climate graphs</li> </ul>	<p><b>Citizenship/ homework</b></p> <ul style="list-style-type: none"> <li>Global communities</li> <li>Different cultures</li> <li>Development of personal opinions</li> </ul>
Lessons	Objectives	Activities	Learning outcomes	Resources & homework	
<p><b>Lesson 1</b> <b>60 minutes</b> Writing 10, 11 Organising text and describing</p>	<ul style="list-style-type: none"> <li>To understand the seasons</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the seasons; how they change, how they affect us. Use a globe and a torch</li> <li>Recap main lines of latitude</li> <li>Pupils to complete a heads and tails exercise before drawing a descriptive diagram and explaining how the seasons are caused. Use correct connectives and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the causes of the seasons – using the correct terminology</li> <li>Understanding of how seasons affect us</li> </ul>	<ul style="list-style-type: none"> <li>Globe, torch, worksheet</li> <li>OHT of diagrams of the seasons</li> </ul> <p><b>Homework:</b> Continue with explanatory write-up</p>	
<p><b>Lesson 2</b> <b>60 minutes</b> Writing 10, 11 Organising text and describing</p>	<ul style="list-style-type: none"> <li>To investigate characteristics and causes of a climate</li> <li>To use an atlas</li> <li>To develop climatic adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to apply living graph technique to the two graphs to bring out the differences</li> <li>Use these along with a number of adjectives to describe the rainforest climate</li> <li>Extend to a piece of descriptive writing</li> <li>Use Worksheet 1.3 to discuss and sequence the causes</li> <li>Pupils to use this to write the explanation</li> </ul>	<ul style="list-style-type: none"> <li>Know the location of equatorial climatic areas</li> <li>Be able to describe the climate and offer explanations for it</li> </ul>	<ul style="list-style-type: none"> <li>Interactions text pages 8-9</li> <li>Worksheets 1.3 and 2.1</li> </ul> <p><b>Homework:</b> Either complete the explanation of the climate, or Write a list of the items to take in a suitcase to the tropics, saying 'why' for each item</p>	
<p><b>Lesson 3/4</b> <b>60 minutes</b> Word 9 Vocabulary S&amp;L Considered viewpoints</p>	<ul style="list-style-type: none"> <li>To investigate how the ecosystem of a biome is related to climate and soils</li> <li>To develop geographical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to start with an OHT of a cactus and ask why it is ideal in the desert</li> <li>Pupils to design ideal plant for the rainforest using cards and ideas provided. Justify designs within each group. Debrief ideas</li> <li>Pupils to read the rainforest extract and text, and draw a fully labelled sketch of the rainforest ecosystem</li> <li>Develop ideas of the value of this biome</li> </ul>	<ul style="list-style-type: none"> <li>To understand the connection between climate and vegetation, and its adaptations</li> <li>To develop diagrammatic sketch drawing and annotation skills</li> </ul>	<ul style="list-style-type: none"> <li>Text pages 8-9</li> <li>Video</li> <li>Worksheets 4.1 and 4.2</li> <li>Vegetation description page</li> <li>Sheet of instructions/words</li> </ul> <p><b>Homework:</b> Explain how the ecosystem is connected to the climate Levels Assessment</p>	

# Handout 5.1

2 of 3

Lessons	Objectives	Activities	Learning outcomes	Resources & homework
<b>Lesson 5</b> <b>60 minutes</b> Reading 1 Information retrieval	<ul style="list-style-type: none"> <li>To investigate how human activity is related to the ecosystem of the rainforest</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to watch the 20-minute video on ways of life in the rainforest</li> <li>Debrief, focusing on their way of life and how it is a sustainable system adapting to the ecosystem. Read text on slash-and-burn system</li> <li>Pupils are to be encouraged to sort out the information into different headings such as diet, clothes, medicines, etc</li> <li>Each pupil is to work on a storyboard of one aspect of this life. This could form the basis of a wall display on the rainforest</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how people have adapted to living in this ecosystem</li> <li>Sorting and classifying facts</li> <li>Creating a storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Video on people of the rainforest</li> <li>Worksheet 4.2</li> <li>Higher order text reading on the slash-and-burn system</li> </ul> <p><b>Homework:</b> Complete write-up or research on deforestation and destruction of the rainforest using ICT</p>
<b>Lesson 6/7</b> <b>60 minutes</b> Writing 5 Narrative techniques	<ul style="list-style-type: none"> <li>To understand why deforestation is taking place</li> <li>To explore sustainable development</li> <li>To solve a mystery</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to approach the mystery of 'Who killed Chico Mendes?' by reading instruction sheets and cards and to sort the cards into three groups. (Note there are two irrelevant cards!)</li> <li>Debrief pupils and ask them to draft a report on Chico under the three headings</li> <li>Pupils to watch the video to find the other reasons for deforestation and write down key points on a mind map</li> <li>Debrief, with pupils creating as much detail as possible. This is needed later</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different causes of deforestation</li> <li>To sort and classify information</li> <li>To write a report</li> <li>To learn by discussion</li> <li>To place information on a mind map</li> <li>To select information from a video</li> </ul>	<ul style="list-style-type: none"> <li>Video on destruction of the rainforest</li> <li>Worksheet 5.1</li> <li>Cards on the murder of Chico Mendes</li> <li>Instruction worksheet</li> </ul> <p><b>Homework:</b> Pupils to write a brief news report on the murder of Chico Mendes</p>
<b>Lesson 8</b> <b>60 minutes</b> S&L 10 Group organisation	<ul style="list-style-type: none"> <li>To discuss issues</li> <li>To be involved in decision-making</li> <li>To identify the different groups of people involved in decision-making and to assess their relative influence</li> <li>To consider issues related to management</li> <li>To empathise with different groups</li> <li>To learn through discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to recap what the previous lesson covered and identify the main groups who will be concerned with the destruction of the rainforest</li> <li>Divide the class into six groups (perhaps avoid friendship groups)</li> <li>Give each group a role set out on the WWF sheets and ask pupils to fill in activity sheet 4</li> <li>Prepare for a conference or debate in the next lesson. Students can dress up as part of their role</li> </ul>	<ul style="list-style-type: none"> <li>Name different groups likely to be involved in decision-making at a national level</li> <li>Recognise that different groups have different viewpoints</li> <li>Explain how and why some groups have more influence than others</li> </ul>	Levels Assessment <ul style="list-style-type: none"> <li>A3 paper and marker pens</li> <li>Sheet 4</li> <li>WWF role-play sheets</li> </ul> <p><b>Homework:</b> Pupils to complete their speeches for the next lesson and write up their views</p>

# Handout 5.1

3 of 3

Lessons	Objectives	Activities	Learning outcomes	Resources & homework
<b>Lesson 9</b> <b>60 minutes</b> Speaking 2 Listening 4	<ul style="list-style-type: none"> <li>To clarify and develop pupils' own values and attitudes about issues</li> <li>To understand others' viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Hold a debate in the style of the <i>Question Time</i> programme, with representatives from each group. The ideal would be to have several different conferences going on, with at least one active and the other half of the class watching</li> <li>Discuss what is going on in the rainforest, and how to plan for the future</li> <li>The discussion needs to include fact and opinion and it needs to be accurately based</li> <li>The teacher needs to record the key points and evaluate speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>To express the views of others accurately and appropriately</li> <li>To add and justify their own opinions</li> </ul>	<ul style="list-style-type: none"> <li>Materials from the last lesson</li> </ul> <p><b>Homework:</b> To write down what the different points of view are in note style only. They will need this for the Levels Assessment in the next lesson</p>
<b>Lesson 10/11</b> <b>60 minutes</b> Writing 1 Review own writing Writing 16 Balance analysis on writing	<ul style="list-style-type: none"> <li>To produce a piece of writing which includes description, explanation and an evaluation</li> <li>To clarify and develop pupils' viewpoints and ideas</li> <li>To explore the idea of sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are to produce a piece of discursive writing for the first time. The teacher will need to discuss this particular writing style with them in as simple a format as possible. The approach will need modelling</li> <li>It will present the views expressed at the previous meeting</li> <li>The title is to be, e.g. 'What is the way forward for the Brazilian rainforest?' It should first outline the value of the rainforest, then explain what is happening to it and then analyse the way forward. In the last part they will need to present an argument and counter-argument and use connectives to link the two parts in a last paragraph</li> <li>The task will take two lessons and two homeworks, and each pupil will need help with drafting and support to achieve a higher level</li> </ul>	<ul style="list-style-type: none"> <li>To express the views of others</li> <li>To produce a piece of discursive writing along with a description and an explanation</li> <li>To word process the document</li> </ul>	<ul style="list-style-type: none"> <li>Report from the previous homework</li> <li>A copy of the levels descriptors in student language</li> <li>Two worksheets to help with the write-up</li> </ul> <p><b>Homework:</b> To complete the exercise as a Levels Assessment</p>

**Note**

Use one extra lesson for a visit to either:

- Bristol Zoo and their rainforest classroom. This is a conservation hour and a lecture on animal types. Further work can be done within the Zoo grounds.
- Botanical Gardens in Harbourne, Birmingham. This is a plant-based study.

# Appendix

from the *Framework for teaching English: Years 7, 8 and 9*

## Year 7 teaching objectives

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### Word level

#### Spelling

Pupils should revise, consolidate and secure:

- 7 the spellings of key words in each subject;

#### Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

- 8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
- 10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

#### Vocabulary

To continue developing their vocabulary, pupils should be able to:

- 14 define and deploy words with precision, including their exact implication in context;
- 21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy*, *resistance*;

### Sentence level

#### Sentence construction and punctuation

Pupils should be taught to:

- 1 extend their use and control of complex sentences by:
  - a recognising and using subordinate clauses;
  - b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
  - c deploying subordinate clauses in a variety of positions within the sentence;
- 3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
- 5 use the active or the passive voice to suit purpose;

#### Paragraphing and cohesion

- 8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time*;
- 12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

#### Stylistic conventions of non-fiction

- 14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report*, *book review*;

#### Standard English and language variation

- 15 vary the formality of language in speech and writing to suit different circumstances;
- 17 use standard English consistently in formal situations and in writing;

## Text level – Reading

### Research and study skills

#### Pupils should be taught to:

- 1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
- 2 use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;
- 3 compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
- 4 make brief, clearly-organised notes of key points for later use;
- 5 appraise the value and relevance of information found and acknowledge sources;

### Reading for meaning

- 7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
- 8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

### Understanding the author's craft

- 13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

## Text level – Writing

### Plan, draft and present

#### Pupils should be taught to:

- 1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
- 2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
- 3 use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;

### Write to inform, explain, describe

- 10 organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

### Write to persuade, argue, advise

- 15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;

## Speaking and Listening

### Speaking

Pupils should be taught to:

- 1** use talk as a tool for clarifying ideas, *e.g. by articulating problems or asking pertinent questions;*
- 4** give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
- 5** promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

### Group discussion and interaction

- 10** identify and report the main points emerging from discussion, *e.g. to agree a course of action including responsibilities and deadlines;*
- 13** work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

# Year 8 teaching objectives

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## Word level

Pupils should be taught to:

### Spelling

- 4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
- 5 secure the spelling of key terms and new words from across the curriculum;

### Vocabulary

- 9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
- 10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

## Sentence level

Pupils should be taught to:

### Sentence construction and punctuation

- 1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
- 5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

### Paragraphing and cohesion

- 6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. *by chronology, comparison or through adding exemplification*;
- 7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. *choice of connectives, reference back, linking phrases*;

### Standard English and language variation

- 11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

## Text level – Reading

Pupils should be taught to:

### Research and study skills

- 1 combine information from various sources into one coherent document;
- 2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
- 3 make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval*;

### Reading for meaning

- 6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

### Understanding the author's craft

- 10 analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

## Text level – Writing

Pupils should be taught to:

### Plan, draft and present

- 2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
- 3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

### Write to inform, explain, describe

- 11 explain complex ideas and information clearly, e.g. *defining principles, explaining a scientific process*;

### Write to persuade, argue, advise

- 14 develop and signpost arguments in ways that make the logic clear to the reader;

### Write to analyse, review, comment

- 16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

## **Speaking and Listening**

Pupils should be taught to:

### **Speaking**

- 1** reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
- 5** ask questions to clarify understanding and refine ideas;

### **Listening**

- 7** listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

### **Group discussion and interaction**

- 10** use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

# Year 9 teaching objectives

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## Word level

Pupils should be taught to:

### Spelling

- 2 spell accurately all high-frequency words and new terms from all subject areas;

### Spelling strategies

- 3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

### Vocabulary

- 7 recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;

## Sentence level

Pupils should be taught to:

### Sentence construction and punctuation

- 1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
- 3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

### Paragraphing and cohesion

- 5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

### Standard English and language variation

- 9 write sustained standard English with the formality suited to reader and purpose;

## Text level – Reading

Pupils should be taught to:

### Research and study skills

- 2 synthesise information from a range of sources, shaping material to meet the reader's needs;
- 3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
- 4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

### Reading for meaning

- 7 compare the presentation of ideas, values or emotions in related or contrasting texts;

## Text level – Writing

Pupils should be taught to:

### Plan, draft and present

- 3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

### Inform, explain, describe

- 9 integrate diverse information into a coherent and comprehensive account;

### Persuade, argue, advise

- 13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
- 14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

### Analyse, review, comment

- 16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

# Year 9 teaching objectives

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## **Speaking and Listening**

Pupils should be taught to:

### **Speaking**

- 2 use standard English to explain, explore or justify an idea;

### **Listening**

- 7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

### **Group discussion and interaction**

- 9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;
- 10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

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