

Rationale:

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk

Year 7

Term	Text	Task/curriculum link	Recommendations	Unit and Lesson
1	Michael Palin – Geography students holds the key to the world problems	Pupils use the extract to discuss how geography covers many topics, not just the topics of maps, cities and volcanoes etc.	1, 3, 4, 5, 6	What is Geography? Lesson 4 – The importance of Geography
2	How does Google maps work?	SEEC models – neighbourhood, digitised Complete a storyboard on how google maps works and the disadvantages and advantages of the program.	1, 2, 3, 4, 5, 6	How can maps show us what places are like? Lesson 12 – Google maps and GIS
3	Report and article in text Lesson 5 – Tropical rainforests in our daily lives Lesson 6 – 800 million people need to travel 30 minutes for safe water	Lesson 5 – pupils read the article and create a summary table. They then look at sustainability. Lessons 6 – pupils read the text and describe the issues surrounding the search for clean water and the gender issues that arise. <i>Personal Development - equality</i>	1, 3, 4, 5, 6	Is the earth running out of natural resources? Lesson 5 – How does the biosphere provide natural resources? Lesson 6 – How does the hydrosphere provide natural resources?
4	Report and article in text Lesson 8 – 'Designed by Apple in California Assembled in China'	SEEC models on globalisation and transnational Pupils explain why Apple is a symbol of globalisation	1, 2, 3, 4, 5, 6	What is an economy? Lesson 8 – What is globalisation

5	Report and article in text Lesson 5 – newspaper report on an anticyclone (heatwave) Lesson 6 – newspaper report on a Depression (Severe rain)	SEEC model on anticyclone Pupils explain the features of an anticyclone and explain the advantages and disadvantages associated with this weather type SEEC model on depression Pupils explain the features of a depression and explain the advantages and disadvantages associated with this weather type	1, 2, 3, 4, 5, 6	What is weather and climate? Lesson 5 – what are air pressure and anticyclones? Lesson 6 – What are depressions and how do they affect our weather?
6	Extract from the Guardian Is Russia too big?	Pupils use this text and previous learning to analyse whether Russia is too big for a positive economy	1, 3, 4, 5, 6	Is the geography of Russia a benefit or a curse? Lesson 6 – Does geography help or hinder the Russian economy?

Year 8

Term	Text	Task/curriculum link	Recommendations	Unit and Lesson
1	Flooding report York floods 2015 oh no, not again...when will it end?	Evaluation of the way the report is written. Discussion on the severity of floods Empathy exercise – what must it feel like?	1, 3, 4, 5, 6	Why are rivers important? Lesson 8 – How do river floods create problems?
2	Sadia's story	SEEC models on inequality and discrimination To view the life of females in less developed countries To understand gender inequality - Personal Development - equality	1, 2, 3, 4, 5, 6	What is development? Lesson 7 – How can gender equality increase development?
3	Newspaper articles Lesson 4 – articles Russia and China about Lesson 5 – two migrant's stories	SEEC model – migrant, refugee, bilingual Lesson 4 - To read reports with more complex vocabulary To compare two reports and the policies on population size Lesson 5 – comparison of reasons for migration	1, 2, 3, 4, 5, 6	One planet, many people: Lesson 4 – Can we control population size? Lesson 5 – why do we migrate?
4	Norfolk's disappearing village	Pupils to establish the rate of erosion and to discuss whether the village should be protected	1, 3, 4, 5, 6	What happens where the land meets the sea? Lesson 1 – what happens where the land meets the sea?

5	Newspaper articles Lesson 3 - Flooding in Bangladesh report Lesson 4 – the impact of deforestation in Nepal Lesson 7 – Life in a slum: ugly face of India	Lesson 3 SEEC model – authority, livelihood Establish the effects from a report Lesson 4 SEEC models – deforested, saturated Explain how farmers have adapted to the mountain biome and the issues that arise Lesson 7 SEEC model – garbage, deplorable, stagnate Pupils to describe the living conditions	1, 2, 3, 4, 5, 6	How is Asia being transformed? Lesson 3 – How do floods threaten lives in Asia? Lesson 4 – How does life adapt to the mountain biome? Lesson 7 – How is urbanisation changing lives?
6	Reports on managing risk Lesson 7 – Nepal earthquake reconstruction won't succeed until the vulnerability of survivors is addressed	SEEC model – reconstruction, vulnerability, urbanisation Pupils assess the report and answer the questions	1, 2, 3, 4, 5, 6	Will we ever know enough about earthquakes and volcanoes to live safely? Lesson 7 – Can people manage risk in earthquake zones?

Year 9

Term	Text	Task/curriculum link	Recommendations	Unit and Lesson
1	Importance of tropical rainforests	SEEC – exploitation, Pupils read the extract and analyse the advantages and disadvantages of deforestation	1, 2, 3, 4, 5, 6	Why are there variations in our living world?
2	Extract from the Guardian Is Russia too big?	Pupils use this text and previous learning to analyse whether Russia is too big for a positive economy	1, 3, 4, 5, 6	Is the geography of Russia a benefit or a curse? Lesson 6 – Does geography help or hinder the Russian economy?
2*	Extract from a slave diary	To understand the persecution and atrocities inflicted on African people Personal Development – equality, citizenship, British values, culture, discrimination	1, 3, 4, 5, 6	What are the challenges and opportunities facing Africa? Lesson 3 – How has Africa's past shaped its present?
3	Land use conflict article	To encourage discussion and debate into the advantages, disadvantages and conflict that occurs when we use glaciated landscapes	1, 3, 4, 5, 6	How does ice change the world? Lesson 8 – How do people use glacial landforms?

4	Middle East water shortages report	SEEC model – anomaly, deteriorating Pupils use the text to explain why the Middle East has a water shortage	1, 2, 3, 4, 5, 6	Why is the Middle East an important world region? Lesson 3 – What problems does the climate of the Middle East create for the region?
5	What is Dark tourism and why is it important?	SEEC model – genocide Pupils use the text to write an extended piece debating the morals around Dark tourism	1, 2, 3, 4, 5, 6	Why are some issues in geography considered to be dark? Lesson 1 and 2 – Dark Tourism
6	Lesson 1 - Various quotations about whether climate change exists Lessons 4, 5 reports about extreme weather and links to climate change Lesson 8 – Newspaper article comparing the climate threat with the population threat	Lesson 1 Pupils read the views to establish whether climate change is caused by humans or not, and use them for discussion Lessons 3, 4, 5 SEEC model – dilemma, frequency, intensity Explain the consequences of climate change and the threats to humans Lesson 8 SEEC model – consumption, revolution Pupils use the information to decide which is the greater threat to the future of the world.	1, 2, 3, 4, 5, 6	What is the future for the planet? Lesson 1 – What is the future for the planet? A geographer's view Lessons 4, 5 – the consequences of climate change Lesson 8 – What can we do about climate change?

Year 10

At GCSE, pupils read academic information on various case studies. These cover many lessons, and whilst the majority of the reading material is from textbooks, there is some opportunity to read newspaper articles. However, when using newspaper articles, care needs to be taken to ensure information is accurate and suitable for the GCSE requirements.

Term	Text	Task/curriculum link	Recommendations	Unit
1	Case studies – Nepal and Chile	Tier 3 vocabulary To establish the differences between primary and secondary effects, and immediate and long-term responses	1, 2, 3, 4, 5, 6	Natural and tectonic Hazards

2	Case studies – Haiyan and Somerset Floods	Tier 3 vocabulary To establish the differences between primary and secondary effects, and immediate and long-term responses	1, 2, 3, 4, 5, 6	Weather Hazards, Climate change
3	Reports on case studies – small scale ecosystems, Amazon, Sahara desert, Alaska	Tier 3 vocabulary Characteristics, plant and animal adaptations, opportunities and challenges	1, 2, 3, 4, 5, 6	Living World Tropical Rainforests Hot deserts or Cold environments
4	Case studies- Oxford flood defences, Snowdon	Tier 3 vocabulary Oxford -advantages and disadvantages of the scheme Snowdon – glacial landscape, land use and conflict	1, 2, 3, 4, 5, 6	UK Landscapes Rivers Coasts or glacial landscapes
5	Revision/exam prep			Revision/exam prep
6	Case studies Lagos and Liverpool	Tier 3 vocabulary Character, social, economic and environmental challenges and opportunities, housing inequalities, strategies for improvement	1, 2, 3, 4, 5, 6	Urbanisation in the world and UK

Year 11

Term	Text	Task/curriculum link	Recommendations	Unit and Lesson
1	Case studies – Unilever, India, UK, China South-West water transfer scheme, Sand dams	Tier 3 vocabulary Advantages, disadvantages of companies and schemes studied	1, 2, 3, 4, 5, 6	Development UK Resource Management - water resources
2	Revision/exam prep			Revision/exam prep

3	Research on field studies – solar panels use in homes, food miles and their carbon footprint	Tier 3 vocabulary Advantages, disadvantages of solar panels as a source of alternative energy in the home, the carbon footprint/food miles of food products in pupils homes.	1, 2, 3, 4, 5, 6	Field studies
4	Issue evaluation source evidence, dependent on the material provided by the exam board, AQA	Tier 3 vocabulary Read and discuss extracts and source material	1, 2, 3, 4, 5, 6	Issue evaluation