Geography Disciplinary Literacy Framework
Analyse like a Geographer

This involves: -

- Using a variety of sources from maps to graphs to text to extract ideas and write descriptions and analyse their meaning.
- Using a variety of sources to form conclusions and make substantiated evaluations or judgements.
- Define and use key geographical vocabulary to form fieldwork hypotheses, design and carry out fieldwork; present and effectively analyse the data to produce a conclusion based on the hypotheses and evaluate the effectiveness, subjectivity and validity of the methods used.
- Using maps to make informed decisions about the location of places, infrastructure and landforms.
- Using photographs to identify relevant factors and analysing their importance.

Reading	*Writing*	*Speaking and Listening*
• Move between texts, images and graphics • Ability to read multi-modal texts • Analytical perspective encompassing a range of viewpoints • Seeks out trends and patterns • Decipher word problems • Specific vocabulary that can be easily confused • Reading with precision • Contextualising • Evaluating concepts and theories	• Lack of personal presence and objective stance • Precise vocabulary • Use of strong verbs • Method and results writing • Structured note taking • Analytical writing • Factual accuracy and tentative language • Describing trends & patterns • Analysis and evaluation of factors • Evaluation of data and sources	• Use formal geographical vocabulary related to analytical writing at all times: describing and comparing trends and quantities; establishing a relationship or contrast • Eye contact at all times (from speaker and audience) • Use key vocabulary with accuracy • Project loudly and clearly using full sentences • Replace fillers with precise, academic language • Listen attentively: paraphrasing may be required!

Strategies/pedagogy to support…

• Collective reading • Reciprocal reading • Using the SEEC model to select information • Using Frayer Model to define and model words	• Sentence crafting • Modelling • Using SEEC model to explain & consolidate text. • Using Frayer Model to support structured writing	• Accountable talk • ABC feedback • Talk for writing (structured talk) & paired writing • Paraphrasing • Upgrading learner responses • Using images to structure talk

Combining reading with writing: Bedrock mapper sequenced to pre-teach vocabulary needed to support reading and writing

- Providing reading texts that support expectations for geographical writing in explaining concepts and theories.

- Reading combined with note taking, e.g. Cornell Model, answering questions about texts and summarising (guided reading)

Curriculum opportunities (Year 9)

HT1	HT2	HT3	HT4	HT5	HT6
• Introduction of key geography topic vocabulary for **Climate Change** unit in glossary • Describing trends & patterns in graphs of global temperatures as evidence of climate change. • Collective reading of article on evidence of climate change & shrinking sentences to make notes using Cornell method. • Sentence expanding to elaborate explanations with use of connectives when explaining impacts of climate change.	• Collective reading on impacts of climate change. • Sentence shrinking to annotate notes on maps for climate change impacts • Analysing secondary data such as maps of local flooding and cost of damage data for virtual fieldwork; forming substantiated conclusions and evaluating methods. • Bedrock Mapper introduced for use of key words in HW	• Introduction of key geography topic vocabulary for **Resource Reliance** unit. • Applying command words using Frayer Model on questions relating to issues of energy, water and food supply. • Reading and extracting information from resources to explain and assess factors and issues affecting food supply.	• Reading text with precision to extract information on issues with Tanzania's food security • Use of correct vocabulary • Applying command words such as assess and evaluate using Frayer Model to make judgements on success of food strategies in Tanzania.	• Introduction of key geography topic vocabulary for **Sustaining Ecosystems** unit. • Use of correct vocabulary in describing ecosystem functions. • Reading and extracting information from resources to explain and assess issues on human impacts in rainforests.	• Describing trends & patterns in graphs on deforestation and whaling issues. • Modelling answers on assessing impacts of management strategies on rainforests and polar regions.