Key Stage 3
National Strategy

Literacy and learning in geography

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Key Stage 3
National Strategy

Literacy and learning
Literacy and learning in geography
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# Contents

**Introduction**  
5

1 **Introduction to literacy and learning**  
7

- A framework for literacy and learning  
7
- Understanding the framework  
10
- The three main areas of the framework  
10

2 **Implementing literacy and learning in geography**  
13

- The role of the subject leader  
13
- Reviewing schemes of work  
13
- Developing the department  
13
- Monitoring and evaluation  
15

3 **Explaining and exemplifying the objectives**  
17

4 **Observing effective literacy teaching**  
65

- Prompts for subject leaders  
65

5 **Contents of the Literacy and learning DVD**  
69

- Leading cross-curricular change: literacy  
69
- Literacy and learning: key teaching approaches  
69
- Key teaching approaches index  
70
Introduction

This CD-ROM is for subject leaders to help them implement literacy and learning in their subject area as part of a whole-school initiative designed to improve teaching and learning and raise standards.

Section 1 introduces the ideas behind the literacy and learning initiative and contains the framework of cross-curricular objectives that is at its heart.

Section 2 outlines ways of working with teachers in the department in order to implement the scheme.

Section 3 explains and exemplifies the cross-curricular objectives in the context of geography.

Section 4 contains prompts to assist in the monitoring and evaluation of literacy teaching.

Section 5 is an index of material on the Literacy and learning DVD.
Introduction to literacy and learning

Most subject departments have already made good progress in making aspects of literacy part of their teaching. The literacy and learning initiative seeks to take the process a step further by:

- connecting the work of separate departments so that more impact is made on pupils;
- linking literacy explicitly to learning, which is the core business of every teacher.

It does this through setting up a framework of cross-curricular objectives and requiring different subjects to incorporate some of the most appropriate objectives into their teaching (see pages 8 and 9).

A framework for literacy and learning

The relationship between good learning and good literacy is complex. On the one hand, literacy skills give pupils access to some very important modes of learning. On the other hand, exercising literacy skills constructively in the context of learning will boost the level of those skills. The framework for literacy and learning is a tool to help schools develop literacy and learning across all departments in a systematic way. It is based on objectives taken from the Framework for teaching English: Years 7, 8 and 9 (DfEE 0019/2001).

The framework identifies three main areas for development:

- Learning through talk.
- Learning from text.
- Learning through writing.

The framework is based on the following assumptions:

- Literacy skills need to be taught systematically and consistently.
- Pupils should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn.
- All teachers in a school must share the responsibility for developing literacy and learning "hand in hand".
- Certain subject areas are better placed to develop certain literacy skills than others.
## Literacy and learning framework of cross-curricular objectives

### Learning through talk

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using talk to clarify and present ideas</strong></td>
<td>SL1: Use talk as a tool for clarifying ideas</td>
<td>SL4: Provide an explanation or commentary which links words with actions or images</td>
</tr>
<tr>
<td></td>
<td>Active listening to understand</td>
<td>SL6: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed</td>
</tr>
<tr>
<td></td>
<td>Taking and thinking together</td>
<td>SL10: Identify and report the main points emerging from discussion</td>
</tr>
</tbody>
</table>

### Learning from text

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing research and study skills</strong></td>
<td>R2: Use appropriate reading strategies to extract particular information</td>
<td>R3: Make notes in different ways, choosing a form which suits the purpose</td>
</tr>
<tr>
<td></td>
<td>Reading for meaning</td>
<td>R8: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied</td>
</tr>
<tr>
<td></td>
<td>Understanding how texts work</td>
<td>R13: Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions</td>
</tr>
</tbody>
</table>

### Learning through writing

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using writing as a tool for thought</strong></td>
<td>Wr3: Use writing to explore and develop ideas</td>
<td>Wr3: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving</td>
</tr>
<tr>
<td></td>
<td>Structuring and organising writing</td>
<td>Wr10: Organise texts in ways appropriate to their content</td>
</tr>
<tr>
<td></td>
<td>Developing clear and appropriate expression</td>
<td>S8: Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader</td>
</tr>
</tbody>
</table>
Literacy and learning: key skills in subjects

1. Using talk to clarify and present ideas
   - geography, art, science, D&T, citizenship

2. Active listening to understand
   - maths, science, ICT, history, geography, RE, citizenship, art, music, PE, D&T

3. Talking and thinking together
   - history, geography, MFL

4. Developing research and study skills
   - history, geography, D&T, music, art, ICT, citizenship

5. Reading for meaning
   - RE, maths, MFL, history, science, ICT

6. Understanding how texts work
   - history, MFL

7. Using writing as a tool for thought
   - All subjects

8. Structuring and organising writing
   - geography, art, science, D&T, citizenship

9. Developing clear and appropriate expression
   - geography, art, science, D&T, citizenship
Understanding the framework

Each area of the framework divides into three strands:

<table>
<thead>
<tr>
<th>Learning through talk</th>
<th>Using talk to clarify and present ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active listening to understand</td>
</tr>
<tr>
<td></td>
<td>Talking and thinking together</td>
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</tbody>
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<th>Learning from text</th>
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<td></td>
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<tr>
<td></td>
<td>Understanding how texts work</td>
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<tr>
<th>Learning through writing</th>
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<tr>
<td></td>
<td>Structuring and organising writing</td>
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<tr>
<td></td>
<td>Developing clear and appropriate expression</td>
</tr>
</tbody>
</table>

Each strand has a single objective for each of Years 7, 8 and 9 (see the framework table on page 8). These objectives should be a focus for teaching across the curriculum in each given year and should be linked into departmental schemes of work. The responsibility for teaching the different strands is shared out among the subject areas. See the ‘literacy skills pie’ on page 9, which shows a suggested way of sharing out the objectives.

Of course, all the strands are potentially relevant to learning in all subject areas but the pie model has the advantage of defining which subject areas are best placed to develop certain skills. Also, while ensuring that skills are not taught by one department in isolation, it reduces the overall load for departments because they are not expected to incorporate all of the objectives into their teaching plans. The objectives for geography are explained and exemplified in section 3 of this text.

It is important to say that both the framework of cross-curricular objectives and the ‘literacy skills pie’ are offered as suggested models. Through a thorough process of self-review, schools could identify their own sets of objectives or literacy targets linked to identified weaknesses in each year group, and allocate the teaching of these to separate departments. If your school has decided to modify the framework, your literacy coordinator will consult with you on those changes, as it is important that all departments work consistently to the same model so that all objectives are covered and are reinforced for pupils in a number of subjects across the curriculum.

The three main areas of the framework

Learning through talk

‘As pupils use talk purposefully in their learning, they become more competent communicators, more aware of, and knowledgeable about, the medium they are using.’

Hillary Kemeny, Ed., Learning together through talk, Key Stages 3 and 4, Hodder and Stoughton, 1993
Speaking and listening (talk) takes place in classrooms in a range of contexts and for a range of purposes. Sometimes the emphasis is on presentation. Here, one or more people are the presenters and the role of the others is to listen and perhaps respond at an agreed time. At other times, there is an expectation that there will be a constant interchange between speakers and listeners, such as when groups of pupils are discussing the solution to a problem which they have been set.

Talk can contribute to learning in three main ways:
- Through purposeful speaking and listening, pupils come to understand new information by connecting it with what they already know.
- The process of striving to express ideas in words, or striving to grasp the spoken ideas of another, helps to clarify and confirm understanding.
- Talking together in discussion is an interactive process, which allows an individual's understanding to be extended, challenged and enriched.

Learning from text

‘When reading for learning, the actual process can be thought of as comprising five phases: decoding, making sense of what is said, comparing this with what one knows already, making judgements about this material and, finally, revising one’s ideas. … But all too often the process stops at the second phase …’

Lunzer and Gardner, Learning from the written word, Longman, 1984

Because of advances in technology, today’s pupils have greater access to more text in more forms than ever before. Moreover, recent international surveys have shown English pupils to be amongst the best readers in the world. Yet, paradoxically, teachers’ expectations of the extent to which pupils can learn from text are sometimes low. This can lead to:
- a reluctance to ask pupils to read;
- an increase in workload as teachers seek to mediate all new information to their pupils in other ways;
- a decrease in the ability and willingness of pupils to engage independently with text.

A consistent approach to promoting active and independent reading will, however, bring benefits to all subject areas as pupils begin to learn more effectively from text by:
- developing strategies for identifying texts that contain relevant information, and then using that information for a purpose;
- close reading of text for understanding – not merely decoding but making sense of what is written and connecting it with what is known already;
- understanding the overall purposes and structures of texts.

Learning through writing

‘… it (writing) gives us time and opportunity for reflection. The words are not gone as soon as spoken, but are before us on the page for consideration, and this enables us to deal with more complex ideas and the relationships between them.’

Andrew Wilkinson, Ed., The writing of writing, OUP, 1986
Whenever writing takes place, there is always a purpose and an intended reader. Sometimes we write for ourselves and, in this case:

- writing helps in the capture and development of thoughts and ideas, because it leaves a record that can be returned to, considered and modified.

At other times, we write with the intention of communicating to others, which contributes to learning because:

- communicating in writing clarifies, confirms, even transforms understanding through a complex process of:
  - linking ideas and pieces of information and organising them logically;
  - ‘wrestling’ with words to form clear, meaningful sentences.

Recording is an important purpose for writing, but high-quality writing tasks will be designed to have a learning outcome as well. A consistent approach to teaching writing across the school will boost the quality of both pupils’ learning and writing.
Implementing literacy and learning in geography

The aims of the literacy and learning initiative are to:

- raise standards of literacy across the school;
- improve the quality of learning across the school;
- extend, sustain or revive previous work on literacy across the curriculum.

**The role of the subject leader**

Literacy and learning is a whole-school improvement initiative. Once the scheme has been introduced to the school’s staff, it must be taken forward in subject departments. The role of the subject leader or head of department is crucial and includes:

- reviewing schemes of work to incorporate the literacy objectives;
- contributing to the professional development of members of the department by identifying relevant training and/or facilitating coaching arrangements to ensure that subject teachers have a good understanding of the objectives and are confident about teaching them;
- participating in monitoring and evaluation activity.

Subject leaders can best fulfil these roles in partnership with senior leaders, the school literacy coordinator and departmental colleagues.

**Reviewing schemes of work**

The literacy and learning framework should not have any implications for the content of the department’s scheme of work, but it may well have implications relating to teaching approaches. The main aim of the review is, therefore, to identify areas of work that lend themselves to the incorporation of a literacy objective alongside the subject objectives. The aim is to improve learning in the subject and literacy ‘hand in hand’. It would be helpful to approach the review in four steps:

1. Identify the objectives assigned to your subject by using the framework and the ‘literacy skills pie’.
2. Become familiar with these objectives by looking at the exemplification in section 3 of this text.
3. Identify areas of the scheme of work where the objectives fit best.
4. Identify any changes of teaching approach that may be required for the aim of improving learning and developing literacy. The *Literacy and learning* CD-ROM includes ideas for a range of teaching approaches linked to the objectives.

**Developing the department**

During the process of identifying objectives and reviewing schemes of work – a process that will undoubtedly involve consultation with members of the department – aspects of literacy teaching may be identified as problematic for some or all colleagues. It may be that certain objectives are not well understood, or that individual teachers are not confident with particular teaching approaches. It may be that inexperienced colleagues require training on an aspect of literacy, or that more-experienced colleagues feel they need an update. Whatever the situation, the subject leader should identify the training needs in the department. Ultimately, the impact on pupils’ literacy and learning in the subject will depend on the quality of the teaching, so it is important that provision is made to ensure
that all colleagues have the opportunity to fill any gaps in their professional knowledge and understanding.

The *Literacy and learning* pack provides a wealth of training resources that can be used to support the professional development either of the whole department or of particular individuals within it. The table below lists these resources showing where they can be found and how they may best be of use.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Where to find it</th>
<th>Recommended uses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Literacy and learning DVD</em></td>
<td>The school has one copy which will be with either the Key Stage 3 Strategy manager or the literacy coordinator.</td>
<td>The DVD may contain an example of teaching which the whole department could discuss, or, alternatively, it could be viewed by one or two colleagues for whom it is particularly relevant.</td>
</tr>
<tr>
<td><em>Literacy and learning in geography CD-ROM</em></td>
<td></td>
<td><em>Literacy in geography</em> (for in-school use and self-study) is a useful resource for any teachers who were unable to benefit from the literacy in geography training provided recently by LEAs. For example, it can provide material for a departmental meeting with a focus on active reading strategies. It is particularly useful for individual teachers to use as a study aid to fill a particular knowledge gap.</td>
</tr>
<tr>
<td>The <em>Literacy and learning in geography</em> booklet.</td>
<td>In the <em>Literacy and learning resource pack</em></td>
<td>Guidance for subject leaders – an abridged version of this text.</td>
</tr>
</tbody>
</table>
There are also other resources and strategies which subject leaders can use to support the professional development of their departmental colleagues. A full index of Key Stage 3 Strategy resources relating to literacy is available in Appendix 3 of *Literacy and learning: Guidance for senior leaders*. Many of these publications are already in school or they can be ordered from DfES Publications or downloaded from the Key Stage 3 Strategy website ([www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)).

Although publications are very useful for updating knowledge and understanding, research suggests that it is important for teachers to receive support when applying any new teaching approaches in their lessons. Subject leaders may be able to offer help in this respect by demonstrating aspects of teaching, by team teaching, or by observing teaching and giving feedback. LEA consultants and colleagues in school may be able to offer support of this type as well. Another strategy is coaching, where pairs of teachers work together to improve an aspect of practice. This is described in the Key Stage 3 Strategy publication called *Sustaining improvement, a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003 G).

**Monitoring and evaluation**

Improvements in pupils’ learning and their literacy skills will only be secured and sustained if subject leaders monitor and evaluate the planning and teaching in their department. Senior leaders also have a role to play in monitoring and evaluating the impact of the whole-school initiative, so the two processes should be coordinated.

The particular role of the subject leader is to:

- monitor that any changes incorporated into the department’s planning are being implemented in classrooms;
- judge the effectiveness of the implementation in both planning and teaching;
- offer support to bring about improvement, where appropriate.

An aid to judging the effectiveness of the teaching of cross-curricular literacy objectives can be found in section 4 of this text. This is a series of prompts which help to focus the process of observation and feedback.

This booklet and the *Literacy and learning in geography* CD-ROM provides helpful materials for supporting colleagues. Other useful sources of ideas are:

- the *Literacy and learning* DVD which is in school (see section 5 of this booklet);
- other material previously published by the Key Stage 3 Strategy (see the guide in Appendix 3 of *Literacy and learning: Guidance for senior leaders*);
Explaining and exemplifying the objectives

This section of the text contains an entry for each cross-curricular literacy objective that is assigned to geography by the framework.

The cross-curricular objectives exemplified for geography are:

- **Learning through talk**
  - Using talk to clarify and present ideas
  - Active listening to understand
  - Talking and thinking together

- **Learning from text**
  - Developing research and study skills

- **Learning through writing**
  - Using writing as a tool for thought
  - Structuring and organising writing
  - Developing clear and appropriate expression

Each entry has three sections:

- **About this objective** – which explains in general terms what is meant.
- **What to teach** – which explains key points that will need to be taught if the objective is to be met.
- **Teaching approaches** – where the teaching of the objective is exemplified with ideas that can be applied directly to classroom teaching.

The objectives are organised by Year and by aspect.

<table>
<thead>
<tr>
<th>Year</th>
<th>Learning through talk</th>
<th>Learning from text</th>
<th>Learning through writing</th>
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</thead>
<tbody>
<tr>
<td>Year 7</td>
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<td>Year 8</td>
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<tr>
<td>Year 9</td>
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</table>
Year 7 objective:

**Learning through talk: using talk to clarify and present ideas**

Year 7 objective: Use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.

About this objective

This objective develops the use of talk as a tool for developing thinking. It is likely to be taught in the context of problem solving, planning a project or discussing an issue. It needs to be taught in a range of contexts and is clearly a cross-curricular objective. The objective requires pupils to listen closely and contribute effectively to talk through building upon, questioning and challenging the points made by others.

What to teach

- How to begin by defining the task, e.g. ‘Right, so what have we got to do?’.
  Specific difficulties should be outlined before and during the task, e.g. ‘We don’t understand the bit where/when …’.
- That talk will be more tentative and less formal than a presentation, but that pupils need to listen actively to the views of others and reflect on what has been said before responding. They will need to be taught to be sensitive and open to new ways of thinking and not be influenced by preconceived ideas.
- Pupils may need to be reminded about how to take turns, how to ensure responses are appropriately timed and how to avoid being personal when responding.
- That questions such as ‘What do you think this bit means …?’ or ‘What did you think s/he meant when s/he said …?’ are useful to arrive at a common understanding of stimulus material.
- That sentence starters such as ‘Another way of looking at it …’, ‘I understand what you are saying, but could it be that …?’, ‘Yes, but on the other hand …’ will introduce an opposing point of view without causing offence.
- Useful prompts which support a point of view, such as ‘That’s brilliant!’, ‘That’s right’, ‘Of course that’s what it means’.
- Some prompts which seek support for a point of view or additional ideas, such as ‘There’s an example here in paragraph 2’, ‘I think s/he said that when s/he was talking about …’, ‘We did that last week and we said …’.
- How to bring ideas together and prioritise, e.g. ‘Isn’t the main point that …?’, ‘Right, we’ve agreed that …’, ‘Now we need to …’.

Teaching approaches

- Ensure that there are opportunities to explore ideas through talk. Tasks can be open-ended, such as ‘Where is the best location to build a sports complex?’.
  Provide maps and information about a range of people and interested parties in the local community for pupils to consider the implications and different people’s points of view about the proposal.
- In lesson planning, include activities which require pupils to listen and take turns.
  For example, use cards to reinforce a process and relevant terminology related to rivers, where pupils should take turns to talk about the prompt on their card while others listen and then add further information or ask questions.
Provide opportunities for pupils to identify the ground rules for effective group discussion collaboratively with the teacher. Analyse an extract from a TV programme, such as Newsnight, which features discussion and debate about a topic such as ‘The use of energy now and prospects for the future’. Apart from the geographical content, pupils should identify the features of talk which make up an effective discussion. For example, they could be asked to focus specifically on the role and skills of the chairperson. Pupils could be asked to consider the effect of offensive or personal comments on the feelings of individuals, and why these can inhibit discussion.

Use guided talk to ask specific questions which move pupils’ discussion forward. Model this process. For example, ‘So you think that site A is the best location for the sports complex? Could you give two clear reasons for this? Has anyone come up with an alternative?’.

To enhance the pace and maintain focus on the task, periodically sum up the discussion so far, model key points or sticking points and suggest ways forward. For example, ‘So we think that site A would be the best, but we have not yet considered the viewpoints of all the interested parties’.
Learning through talk: active listening to understand

Year 7 objective: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.

About this objective

This objective requires sustained listening and response in a variety of contexts. The objective is a good cross-curricular focus, requiring pupils to develop listening skills using common techniques. It links closely with note-making skills and the ability to retain or record relevant information. Providing note-making grids can support pupils by giving more detailed prompts for those who need them. The *Literacy across the curriculum* (DfEE 0235/2001) training file provides strategies to support note-making (module 8: Listening, and module 9: Making notes).

What to teach

- How to recognise the main organisational features of different types of spoken texts. For example, a television documentary or news programme may start with an explanation of its purpose or a summary, then raise a series of points and end with an overview which possibly raises further questions. Knowing about the structure of the material in advance will help pupils to listen out for relevant information.

- Specific phrases which signal to the listener that a key point is about to be made, e.g. ‘Another point …’, ‘Furthermore …’, ‘So …’, ‘To sum up …’. Knowledge of these oral markers will help pupils to recognise when key points are about to be made.

- How to prepare in advance for a listening task, e.g. preparing questions that you want the answers to, making notes based on prior knowledge, anticipating key points or identifying a specific piece of information to listen out for.

- How to use a range of note-making skills to record relevant information, ideas and questions for later use. Note making is not just about recording key points; a well-prepared note-making task can ensure that pupils reflect on, ask questions about or challenge information which they have heard.

Teaching approaches

- Ensure that there are opportunities toanalyse different types of spoken texts because this supports pupils’ active listening and note-making skills and helps them to clarify and evaluate the key ideas presented. The teacher or a pupil could read aloud from a variety of texts, for example, a newspaper article about whether GM crops should be grown in Britain, a letter from an irate shop owner about the decision to build an out-of-town shopping centre, or a very structured article from a geographical magazine.

- Include strategies to support listening. For example, as a starter activity, pupils could listen to a song which reflects a country or socio-economic issues which they have to identify.

- Consider the implications for the listener. If you are about to read an article from a geographical magazine, explain that it is likely that it will have a very clear structure supported by subheadings, with an introduction and a concluding summary. Make these explicit to pupils so that they can hook into the reading more readily.
Prepare pupils for the listening task in advance, by focusing their attention on what to listen out for. For example, ask them to reflect on what they already know and what they need to know about that topic, and then to pose questions which they hope to answer. Alternatively you could suggest that the text or video will give them a number of specific pieces of information which they have to listen out for.

Discuss and exemplify a range of appropriate graphic organisers to help pupils structure their notes when watching a video, for example, about flooding in Bangladesh. On the organiser, there should be room for pupils to record relevant ideas and questions generated by the video, as well as information.
Year 7

Learning through talk: talking and thinking together

Year 7 objective: Identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines.

About this objective

This objective requires pupils to report the main points from discussion in a variety of ways, e.g. to another group, to the teacher or to the class. Speaking frames or sentence-starter oral prompts could be given to support pupils in structuring their report-back. Pupils will probably need to make notes of key points as an aide-memoire. Teacher modelling or note-making frames may provide useful support. Teachers could also use pupils primed for the task to model reporting back key points for the rest of the class.

What to teach

Identifying main points

- Adjectives to convey importance, e.g. main, key, significant, important, crucial.
- Adverbs to convey intensity of feeling, e.g. strongly, firmly, surely.
- Adverbials at the start of sentences to gain attention or establish control, e.g. ‘Right …’, ‘So …’.
- Connectives to signal opposing views, e.g. but, conversely, alternatively.
- Connectives to summarise views, e.g. therefore, so.
- Connectives to indicate a sequence of ideas, e.g. firstly, secondly, thirdly, next, then, also.

Reporting main points

- Orientating the audience by giving the context of the discussion, e.g. ‘Our group was discussing …’.
- Itemising the main points using the first person plural, e.g. ‘First of all we agreed that …’ and giving reasons ‘This was because …’.
- Signalling movement to the next point, using an introductory sentence stem or connective, e.g. ‘Our second point was …’, ‘Secondly…’, ‘Next …’.
- Concluding the report clearly, e.g. ‘Thus, our view is …’ or ‘Therefore, we felt …’.
- How to make brief notes to support oral feedback.
## Language associated with roles adopted

<table>
<thead>
<tr>
<th>Phases of discussion</th>
<th>Chairperson</th>
<th>Group members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate discussion</td>
<td>‘Right, we need to decide …’</td>
<td>‘I think we need to … because …’</td>
</tr>
<tr>
<td>Generate ideas</td>
<td>‘Does anyone have any ideas about …?’</td>
<td>‘What about …?’</td>
</tr>
<tr>
<td>Express support for others</td>
<td>‘Go on …’, ‘Yes, I agree because …’, ‘What then …?’</td>
<td></td>
</tr>
<tr>
<td>Discuss different viewpoints</td>
<td>‘I feel strongly because …’, ‘But don’t you think we need to … because …?’, ‘But surely we also want to include …?’, ‘What about Jane’s alternative?’, ‘But surely that was more important because …?’</td>
<td>‘Do you see what I mean?’</td>
</tr>
<tr>
<td>Check understanding</td>
<td>‘Right, we need to agree on the main points … Would anyone like to suggest …?’</td>
<td>‘Surely one of our main points was …?’</td>
</tr>
<tr>
<td>Establish responsibilities and deadlines</td>
<td>‘Okay, so we need to decide who is going to do what …’</td>
<td>‘Several people felt strongly that …’</td>
</tr>
<tr>
<td></td>
<td>‘Right, who would like to …?’</td>
<td>‘I would like to …’</td>
</tr>
<tr>
<td></td>
<td>‘John, do you think you could get that done by …?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Right, let’s summarise our decisions … Shall I sum up what we’ve agreed?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘The group decided that …’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Let’s run through the main points we’ve agreed …’</td>
<td></td>
</tr>
</tbody>
</table>

## Teaching approaches

- Plan opportunities for pupils to work in a variety of group structures, and to report to other groups and to the class. Provide speaking frames or sentence starters to enable pupils to structure their reports. For example, use a jigsaw activity to analyse the advantages and disadvantages of different types of flood defences, in order to establish which method has been most effective in helping to control flooding in York. In ‘home’ groups of four, each pupil should be allocated one type of flood defence to research, and should then regroup to form an ‘expert’ group to work on that particular flood defence. Pupils would then return to their home groups to report back on their findings and use that information to reach their
I Model a whole-class discussion. This could centre on which areas to include in a tour of Britain in order to encapsulate the great variety of scenery, culture and heritage within the British Isles. You could open the discussion by setting the context. For example, ‘Our group focused on the SW of England. Within this region we identified five contrasting areas to visit …’. Draw attention to the use of the first person plural, e.g. ‘The first of these is Land’s End. We chose this because it is a well-known landmark and the most southerly point in Britain …’. Point out the way to give reasons, e.g. ‘The coastline and the wild plants in that area are also spectacular. Next we selected …’. Say that this signals a move to a second point. End with a concluding comment, such as ‘Therefore, for the reasons given, we felt that these five areas should be included in a tour of Britain’.

I Allocate roles in group work, including the role of the observer. For example, an ‘envoy’ activity may involve pupils working in small groups of three to classify cards about an earthquake disaster under the headings of ‘cause’ and ‘effect’. One group member would then move to a new group to explain and justify their classification and to find out how the new group classified their own cards. Following this, the envoy would return to the original group to give feedback. In both groups, the observer could feed back on successful strategies used by the envoys in structuring their report to the group.
Learning from text: developing research and study skills

Year 7 objective: Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning.

About this objective

Pupils need to be taught how to use the full range of reading strategies in order to access subjects across the curriculum. Teaching needs to include opportunities for pupils to experiment with ways of reading for different purposes. Close attention is needed on how to extract specific information from texts. Pupils must be provided with opportunities to hone skills such as skimming, scanning and close reading, both in English and in other subjects. Note-making skills should be modelled and practised. Note-making formats should be used.

What to teach

- The main reading strategies:
  - Continuous reading – uninterrupted reading of an extended piece of text. For example, a piece of travel writing on a region, for enjoyment or overall impression.
  - Close reading – careful study and reading, with pausing for thought to look back and examine the detail.
  - Skimming – glancing quickly through a text to get the gist of it. For example, looking at the subheadings of a chapter of a book, or at newspaper headlines, to see if it is worth a closer read.
  - Scanning – searching for a particular piece of information. For example, looking in an index for a specific topic, or through a piece of text for a relevant fact.

Teaching approaches

- Ask pupils to read continuous text from a website or travel brochure for a region in the UK and then write a postcard in the role of a traveller to the area. This would encourage them to gain an overall impression of the area which would then be shared with others.

- Ask pupils to undertake close reading of a section of a textbook when looking at the worldwide locations of earthquakes and volcanoes, so that they can answer the question ‘Where do earthquakes and volcanoes happen and why?’. This activity could be structured by using a series of prompts – perhaps a QUADS grid to guide the research.

- Set pupils the task of making a decision about a housing proposal on the edge of a city. Ask them to write about its location, how long it will take to build, and who it will affect, before finally giving their decision on whether it should be built. Before they undertake the writing, ask pupils to skim read a number of newspaper articles about planning proposals to find the article most relevant to the context of the task. Demonstrate appropriate highlighting techniques. Pupils should then read their chosen article closely and use relevant information and terminology in their own writing.

- During Unit 6 World sport, ask pupils to scan data tables to find out the nationalities of selected players in Premiership football teams. Pupils should then record these on a map, look for patterns and provide explanations. In the plenary, pupils should identify how they went about the task.
**Learning through writing: using writing as a tool for thought**

**Year 7 objective:** Use writing to explore and develop ideas, e.g. journals, brainstorming techniques and mental-mapping activities.

**About this objective**

This objective recognises that:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it, or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be part of notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering, making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

**What to teach**

- That sometimes writing must be ephemeral and exploratory. If exercise books are always seen as neat books, with crossings out as wrong, it will be difficult to cultivate writing to explore and develop ideas.
- A range of techniques for jotting down ideas for further work and evaluation, so pupils can begin to select those that suit them and the task best.
- How to use ‘brainstorm’, mind-maps and other ways of capturing thoughts and ideas, and how to change and cluster these ideas to develop them further.
- How to use hierarchical notes, such as pyramids, so pupils learn how to begin to structure ideas in priority order.
- How to modify notes in the light of discussion and experience.
- Encourage pupils to suggest formats for jotting down ideas, and share these approaches with the rest of the class.
- How to use part of the exercise book as a journal, and how to write regularly to record, question and reflect on their learning.

**Teaching approaches**

- Ensure that pupils use their exercise books for both note making and for drafting work before completing a final product. Model both the use of highlighter pens to denote key words and also adding definitions for terms in the margin. Encourage pupils to include notes as evidence for the final piece to be assessed. Peer and self-assessment strategies in lessons can provide the opportunity for pupils to edit and refine their writing.
- Include opportunities for pupils to organise their ideas in many different ways. For example, the use of ‘brainstorm’ diagrams to begin a topic can engage pupils to identify their prior knowledge about a place, which could then be revisited during
the topic to clarify thinking and dispel myths, perhaps using different colours for
revisions. A KWL grid could be used in the same way when beginning an enquiry
into flooding in Bangladesh, to identify pupils’ present knowledge and provide a
structure for their enquiry.

**KWL grid**

<table>
<thead>
<tr>
<th>What I (we) Know</th>
<th>What I (we) Want to know</th>
<th>What I (we) Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once these methods have been demonstrated and taught, pupils can select their
preferred method for planning and sequencing their work. Pupils should be
couraged to devise their own methods of note making and to share their
strategies with the rest of the class.

- A mind-map of a place to visit in the UK helps to focus thoughts around a number
  of central themes, for example, location, physical attractions, man-made
  attractions and so on. (Model this, if necessary.) Pupils can then decide their
  central themes and cluster their thoughts along the branches of the map, using
  pictures and colour to distinguish between them. The structured arrangement
  of the map will show the development of their thinking, and can provide a useful set
  of summary notes for a piece of extended writing.

- Structuring ideas in priority order when looking at causes and effects of, for
  example, flooding, can be done using a simple flow diagram to show the steps in
  the process. (Again, model this if necessary.) Pupils need to sort the ideas and
  then connect from one to another. This could be done using cards, which can
  then be transferred to the flow diagram.
Learning through writing: structuring and organising writing

Year 7 objective: Organise texts in ways appropriate to their content e.g. by chronology, priority, comparison, and signpost this clearly to the reader.

About this objective

This objective focuses on the overall structure of texts. It requires pupils to understand how different text-types are structured according to audience and purpose, and to use a variety of techniques when planning their own writing, for example, highlighting or numbering notes, using planning formats such as paragraph boxes, categorising information, organising writing under topic sentences. Pupils need to be taught this objective as part of the sequence for writing, by analysing model texts, teacher modelling and in shared and guided writing. Some pupils would benefit from the more-structured support of a writing frame.

What to teach

- How to:
  - explore texts to discover how they have been organised and to recognise the signposts of particular sorts of organisation;
  - plan writing in a variety of ways;
  - match the styles of planning to content and purpose;
  - use a range of organisational signposts.

Teaching approaches

- In the Year 7 scheme of work, plan opportunities for pupils to use a variety of text-types. The main text-types in geography include:
  - instruction, e.g. giving directions based on map work;
  - explanation, e.g. why a town has spread;
  - information, e.g. a guide for tourists in London;
  - persuasion, e.g. a letter persuading farmers not to remove hedgerows;
  - discursive writing, e.g. an article on the benefits and problems of building a new bypass;
  - analysis and evaluation, e.g. as part of a geographical enquiry, such as, ‘What is the catchment area of this school and why?’

In each case, it is important to make explicit how the text-type is structured, who the audience is and its purpose, through teacher modelling or demonstration.

- Plan starters involving text-types. For example, provide samples of geographical writing organised in a variety of ways and ask pupils to match them to descriptions of the kind of text-type or organisation employed (e.g. chronological, priority, comparison, enquiry). Pupils could respond by showing cards. Take feedback on how their decisions were made. Use geographical magazines, newspaper articles, leaflets and flyers from town councils, water and electricity suppliers, Greenpeace and Fairtrade and so on.

- Help pupils to organise their ideas or notes in a variety of appropriate ways, depending on the nature of the task. For example, use storyboarding which is ideal for sequencing processes such as ‘How a waterfall is formed’, or brainstorming and then numbering in order of priority. Also use graphic organisers.
to help to organise notes, such as Venn diagrams for ‘Comparing reasons for the growth of two towns’.

- Display connectives in the classroom and ask pupils to select the appropriate connectives for the task. For example, signposts for cause and effect could include: because, so, therefore, thus, consequently.

- Model by annotating a text with a particular structure on an OHT to show how it has been organised, and highlight the organisational signposts. Provide pupils with the topic sentences from a given text and ask them to provide development and exemplification of their own to complete the paragraphs. For example, ‘There are several reasons why, in winter, the weather in the west of Britain is different from that in the east’.

- Use card sorts to sequence text. For example, to support a detailed description of ‘The story of a pebble on its journey from the river’s source to the sea’, write descriptive paragraphs of the processes on cards and ask pupils to sequence them and give each one a title. Next, present the titles as a flow diagram and then ask pupils to write in the links between the paragraphs along the arrows in the diagram.

- Provide pupils with two pieces of information, two explanations or two descriptions, and use a shared writing session to write a comparison between them. For example, ‘Take a description of a town at the beginning of the last century and a description of the same town today and write a comparison describing how it has changed’. This should lead to independent writing of a comparison.
Learning through writing: developing clear and appropriate expression

Year 7 objective: 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 in topic, viewpoint or time.

About this objective

This objective builds on and reinforces what has been taught in Key Stage 2. Pupils need to understand and apply the different conventions of starting new paragraphs in fiction and non-fiction. The objective has two parts: recognition in reading and application in writing. This objective links with other objectives relating to the organisation of writing and should be taught as part of the sequence for writing.

What to teach

- Cues to start a new paragraph in non-fiction:
  - A change of topic
  - To make a new point within a topic
  - A change of time
  - A change of place
  - A change of viewpoint

Teaching approaches

- With the whole class, use shared writing to plan a report in stages. Each of the stages could represent a paragraph. For example, each stage could represent the views of a different group of people about a local issue. Devise an opening sentence for each paragraph which will orientate the reader to the shift in viewpoint. For example, ‘Our group represented the local farmers …’. Expand on one of the more controversial viewpoints.

- Similarly, model how to gather ideas and decide which ones to keep and which to reject. Also decide on an organising principle, for example, most important point first or most telling point last, an opening statement and conclusion, and one point and illustrations of that point per paragraph. Show how to organise the sequence. Model how to write the opening sentence for each paragraph. This could be done when considering a topic such as ‘The main reasons why so many people died in (a named) earthquake disaster’. 
**Year 8**

**Learning through talk: using talk to clarify and present ideas**

**Year 8 objective:** Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images.

**About this objective**

This objective focuses on the way that the spoken word is often linked to actions or images in a range of contexts. For example:

- The demonstration of a practical skill where the commentary is designed to explain and inform.
- A documentary film where the voice-over communicates the meaning in parallel with the visual images.
- Communicating information to an audience using pictures or slides.
- Speaking stimulated by a series of still images, as in telling the story or explaining the process portrayed by a series of pictures in a book.

Pupils need to develop their ability to explain in words the actions which they are taking when involved in practical activities, in order to demonstrate their understanding and their ability to reflect on and evaluate their work. There is also an important link with media objectives, because it is important for pupils to be able to read images and comment on them. Linking words with visual images is also an effective way of making a presentation to an audience. This objective builds on the Year 7 objectives, because explaining and commentating develop the skills of summarising and reporting. It involves pupils in understanding the ways in which words can support and explain pictures, summarise the content and/or interpret pictures to influence the audience.

**What to teach**

- How to provide a spoken commentary on a sequence of your own actions, in order to inform, explain or evaluate.
- How to make a commentary coherent by considering the sequence of points and how they can be linked.
- How to select images that will best enhance a presentation.
- How to draw attention to particular aspects of the images that are of most significance.
- How to consider the needs of the audience (e.g. their likely prior knowledge), so that the commentary will be clear and informative.
- How to listen to a commentary and compare it with the visual image that they are watching.
- How to use short clear sentences for maximum effect, and at what point to say them when the image is moving.
- How to match tone of voice to the images and the purpose of the commentary, e.g. sympathetic or enthusiastic.
- How, when demonstrating an activity or making a presentation, to use gesture and facial expression to enhance the impact of the spoken commentary.
Teaching approaches

- When studying images of a country, provide a variety of visual sources for pupils to select and use to describe the place studied effectively. Ask pupils to sort and classify the images into those which are useful and not useful. Discuss whether the whole of a picture should be shown and whether there are particular features which are good examples of something important to show. Annotate the images using conventional notation, perhaps sketching them in the first instance to encourage pupils to look closely at the material provided. Then ask pupils to provide a spoken commentary on the images selected.

- Demonstrate the use of storyboards to capture a series of images from a video which shows an aerial view over the rainforests of Brazil. Then note key points made in the commentary and how adjectives are used to describe the place. Produce alternative short, clear sentences for each image, following a discussion of what to say and when and how to say it. Encourage pupils to analyse the language and the tone of voice used for the required effect.

- When pupils are making presentations in geography, encourage them to think about and use gestures and facial expression to convey their messages. Similarly, if presenting two sides of an argument for and against the development of a quarry, pupils could use facial expression to denote the different sides of the argument. Model this for pupils, if necessary.

- To reinforce understanding of a process such as the formation of limestone scenery, show a video of the process without sound. Then ask pupils to write and speak the commentary using subject-specific vocabulary.
Year 8

Learning through talk: active listening to understand

Year 8 objective: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.

About this objective

This objective requires pupils to listen with a purpose, selecting relevant information. By Year 9, pupils are being asked to listen for implied meaning. In Year 8 they are expected to listen for a detailed understanding of content and to focus on specific areas for comment. Focused, sustained listening is a skill that many pupils need to develop. The objective is a good cross-curricular focus, requiring pupils to develop listening skills in a range of contexts, using common techniques. It links closely with note-making skills and the ability to retain or record relevant information. Note-making grids can support pupils by providing more detailed prompts for those who need them.

What to teach

- How we listen in different ways for different purposes. When listening to the football results on the car radio, we may be very focused – waiting for a mention of a particular team’s results. Listening to friends talking about what they did at the weekend will be different – picking up the general drift of what several people did. Pupils also need to know that in school lessons they should listen in different ways for different purposes, such as listening out for specific information (e.g. the names of the layers of the rain forest), or listening carefully in order to carry out a follow-up task (e.g. writing an informative magazine article about coastal erosion after watching a television programme).
- How to spot the clues which indicate that relevant information is about to be provided which pupils need to record. A well-prepared countryside ranger making a presentation to a group will signal movement from point to point with phrases like ‘Another argument for extending this quarry might be …’. A television programme, for example, may be divided into subsections with helpful captions. A formal radio news programme may have a pause between each news item.
- How to listen out for and select relevant information, making use of key words and phrases.
- How to use note-making skills to record key points quickly and efficiently. For example:
  - use bullet points or leave a space between points;
  - use abbreviations;
  - note key words and phrases;
  - underline important points;
  - use diagrams and flow charts.
- How to comment on or question the material they are listening to.

Teaching approaches

- Before an important listening task, ensure that pupils know exactly what they should be focusing on, what they should be doing while listening and what they will do with the information afterwards. For example, before pupils are asked to watch a video, brief them, using the OHP, whiteboard or a task sheet, that they
are going to listen to and watch a 20-minute video sequence about life in a city in Brazil. Relate this to the lesson objectives and to the follow-up writing task on the similarities and differences between two children’s lives in the same city.

- When possible, provide pupils with a preview of how the material is structured. For example, in relation to the above activity, provide pupils with a list of the people featured in the video in the order in which they appear. In addition, note on the OHP, whiteboard or task sheet the different sections of the video and how they are signalled.

- Be explicit about specific sentence- and word-level features that will help pupils to monitor the different stages of a talk, reading or television programme and help them identify relevant material. For example, before an argument is presented on an issue such as North Sea fishing and fish stocks, give pupils a short time to note likely words and phrases and those that might signal the development of the argument. Take feedback and note the most helpful on the whiteboard. Leave them there during the listening.

- Revise note-making skills, such as the use of abbreviation, by modelling important skills on the whiteboard or an OHT. For example, ask a pupil to read out their description of a place they are studying and model the noting of key points. Talk about the decisions which you are making and the techniques that you are using as you go. Alternatively, do the same with a three-minute local radio weather report, to support pupils doing a similar activity for homework.

- Show pupils examples of different types of notes, such as pyramiding, tree diagrams and timelines. Ask pupils to identify when each would be useful. Demonstrate the use of one technique and then ask pupils to practise with different techniques. Look at some pupil examples on an OHT and give feedback on how to make notes more effectively.

- During listening, stop the programme, reading or talk and ask for oral comments and questions. Give a couple of minutes for pair talk and noting of points, then take comments. This will help you monitor understanding and allow pupils to give their views or seek clarification. Do the same at the end.

- Encourage explicit pupil comment or questioning by providing a grid. For example:

<table>
<thead>
<tr>
<th>Key point made in article on the destruction of the Great Barrier Reef</th>
<th>What I think</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key point in programme about National Parks</th>
<th>Questions to ask about conflicts between recreation and conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key point in debate on tackling crime in the local area</th>
<th>Fact or opinion? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
To focus pupils’ attention on thinking, reflecting and questioning, consider providing pupils with the key points in the left-hand column and ask them to record their comments in the right-hand one.
Learning through talk: talking and thinking together

Year 8 objective: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

About this objective
This objective develops the use of talk as a tool for developing thinking. It needs to be taught in a range of contexts and lends itself additionally to cross-curricular work. Teacher modelling or other examples of this use of talk support pupils to understand how the process works. Pupils need both specific support with linguistic structures for hypothesis and speculation and also help with managing their contributions to group work.

What to teach

Questioning

- How to use questions to open up a discussion, such as ‘What about …?’ (offering a suggestion) or ‘So what do you think, Sam?’ (drawing in someone else).
- How to use questions to probe/challenge, e.g. ‘And what about …?’, ‘What if …?’, ‘Do you agree, irrespective of …?’, ‘So why do you think that …?’, ‘After what Sara has just said, do you still believe …?’, ‘Do you really feel that …?’, ‘What about the opposing view that …?’.

Hypothesis and speculation

- How to use talk in a tentative way. Explore the use of:
  - adverbials, e.g. ‘Probably …’, ‘Possibly …’, ‘Maybe …’, ‘Perhaps …’, ‘Presumably …’;
  - modal verbs (can, may, might, should, will), e.g. ‘It may be …’, ‘Should we …?’, ‘Could we …?’;
  - other tentative/speculative verbs, e.g. ‘I think …’, ‘This suggests …’, ‘I wonder …’, ‘I guess …’, ‘I suppose …’, ‘I doubt …’;
  - questions, e.g. ‘What if …?, ‘What about …?’.

Evaluation

- How to offer statements of opinion, judgement, likes and dislikes, e.g. ‘In my opinion …’, ‘It seems …’, ‘I think …’, ‘I would rather …’.
- How to use:
  - comparative/contrasting connectives, e.g. compared with, similarly, likewise, alternatively, whereas, on the other hand, despite;
  - causal connectives, e.g. because, therefore, so, in that case, still, even though, as a result, consequently;
  - adjectives (including comparative and superlative forms), e.g. better, best, more than, most;
  - verbs to indicate value judgements, e.g. prefer, would rather, like/dislike.

Solving problems and thinking about complex issues and ideas

- How to use the language of cooperation and negotiation, e.g. ‘Should we …?’, ‘Would it be a good idea if …?’, ‘I propose that …’.
How using absolutes, such as never or always, can close down opportunities for negotiation and compromise.

How to use summative comments to offer a solution, e.g. ‘Well, I think we should …’, ‘What about if we …’, ‘Therefore …’, ‘Consequently …’, ‘As a compromise …’.

How to express multifaceted, or more complex, views, e.g. ‘I don’t like it, but I can understand why …’ or ‘Although I wouldn’t, I can see why some people would …’.

How to echo other’s ideas in giving a response, e.g. ‘So you think that …’, ‘Does that mean …?’.

How to develop others’ ideas, e.g. ‘Yes, we could …’, ‘What about if we then …?’.

The effect of affirming or positive body language to encourage discussion, such as nodding, eye contact (but not solidly staring at someone), seating position (for example, leaning forward slightly, with ‘open’ body, body turned towards the speaker), arms should not be crossed, voices level.

The value of verbal ‘fillers’, such as ‘mmm’, ‘yes’, while nodding to keep the discussion going.

Teaching approaches

Generate ground rules collaboratively to encourage speculative talk, for instance, before beginning to discuss how to manage resources for the future, such as global water supply.

Ask pupils to generate sentence stems for the language of cooperation. For example, ‘I hear what you are saying …’, ‘I agree under some circumstances …’, ‘Yes, it does depend on …’, ‘That’s a good idea…’.

Place these, and other word banks or sentence stems generated, on display on a whiteboard or flipchart.

Initiate exploratory or hypothetical talk yourself by using tentative language, rather than by asking questions. Begin a discussion by wondering out loud, or offering a hypothetical statement of your own. Draw pupils’ attention to the words and phrases that create hypothetical talk. For example, when launching a discussion about shopping in the future, begin by stating ‘I think that maybe town centres will disappear because of the Internet’. Pupils could then ‘mind-map’ their own thinking.

Explore examples of complex issues or ideas with a range of possible solutions, preferably using stimulus materials such as a class text, a video extract or newspaper articles. Role-play activities which encourage a cost-benefit analysis, such as a consideration of coastal management schemes by different, interested parties, that would develop pupils’ speculative talk. Although pupils may have a preferred option, this does not necessarily mean it is the ‘right’ option or the best option. Choices will depend on a range of factors such as circumstance, values, motivation, previous experience, background knowledge and understanding; there is a range of valid responses. You could model this process, adopting different roles with different viewpoints.

Watch a television programme that has panellists exemplifying speculating, hypothesising or problem solving. For example, during the unit of work on Crime and the local community watch a programme such as Crimewatch or Newsnight. Alternatively, listen to radio programmes such as Radio 4’s Today programme. As a class, discuss features of language used and note the process by which participants worked towards a solution. Draw up a collaborative checklist to use
for investigative work. Pupils could be asked to present a crime report for radio which models the process, using the language of investigation.

- Divide pupils into groups to discuss a problem. Allocate specific roles to group members, including a facilitator (to ensure that everyone is involved, to open up the discussion, and to move the group towards negotiation/compromise) and a recorder/observer. Discuss the observations and language used. When learning about climates of the world, pupils could be given ‘family’ roles when trying to resolve a conflict about holiday choices related to the weather they prefer and the planned dates for travel.

- To develop speculation and divergent thinking, ask pupils to work in groups of five to complete a de Bono ‘thinking hats’ activity. The group should be given a situation such as ‘Should we utilise the Brazilian rainforest as a resource for development?’ and each group should respond to that situation in a manner appropriate to the colour of the hat they have been given. The colours of the hats, and the attitudes they represent, are: white – neutral and objective, red – anger, black – cautious and careful, yellow – positive and optimistic, green – creative and environmentally aware. Once the groups have discussed their thoughts, they should be ‘jigsawed’ to create new groups where the blue-hat thinking takes place (blue – cool, controlled, overview thinking) and a decision is reached.

- Give pupils a series of statements representing a range of viewpoints. Ask them to place these statements along a continuum, indicating changing perceptions. Next, ask pupils to generate evidence that may have been used to shift the person’s attitude. For example, give pieces of information about reducing the gap between rich and poor in a country, from different perspectives and over a period of time, and ask pupils to order them and explain the changes in the thinking.

- When launching a country or city study, fill a rucksack for a visit to the mystery place and ask pupils to speculate about the country or city to be visited. Use clothing, for example, gloves or suncream to denote climate, a cryptic postcard, food products and so on.
Learning from text: developing research and study skills

Year 8 objective: 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.

About this objective

In this objective pupils need to be taught formats for recording what they read and hear, so they can use them for later recall or re-formatting. Pupils need a real reason to make the notes and a clear idea of what they should then do with them – are they an aide-mémoire for personal revision or later recall, or are they preparation for a speaking and listening or writing task? Note making is not just about recording key points; a well-prepared note-making task can ensure that pupils reflect on, ask questions about or challenge information which they have heard. It is important that pupils are shown good techniques for making notes and, crucially, are given opportunities to practise these. These opportunities should be linked to important learning and be designed to establish note making as part of a habitual repertoire of writing skills.

What to teach

- How to make notes in various ways:
  - Diagrammatic notes – possibly using colours, pictures and symbols, capitals, underlining and other techniques to help make the notes clear and memorable.
  - Notes in two columns – where information is recorded in one column and pupils’ thoughts, feelings, questions and other responses are recorded alongside.
  - Traditional notes – with effective use of bullet points, abbreviations and so on.

- How to recognise the main organisational features of a text. For example, a television documentary may start with an explanation of its purpose, then raise a series of points and end with an overview that possibly raises further questions. Knowing about the structure in advance will help pupils to listen for relevant information. In written texts pupils should be made aware of the ways in which headings, subheadings, topic sentences and other features can help them to identify key points.

- Specific phrases which signal to the listener or reader that a key point is about to be made, e.g. ‘Another point is …’, ‘Furthermore …’, ‘So …’, ‘To sum up …’. Knowledge of these markers will help pupils to recognise when key points are about to be made.

- How to note down questions and uncertainties for seeking later clarification or further information.

Teaching approaches

- Encourage pupils to experiment and then adopt the note-making format with which they are most comfortable. Ask pupils to reflect on their experience of note making and share their positive ideas.

- When starting a new topic (e.g. coasts), map out the key ideas on a diagram to show pupils how to start their summaries of each part of the topic. Model the use of colour and symbols to make notes on one area which will then form the layout for the remaining topic areas.

- Use a page of text, such as a newspaper article on the conflicts of use in National...
Parks, and ask pupils to highlight the opposing arguments in different colours and underline the key words or terms. Then tell them to write up a summary using just the highlighted/underlined text. Alternatively, ask them to set out the main things to remember about conflicts in National Parks as bullet points or five golden rules.

- Demonstrate, using the whiteboard or an OHT, the recording of information from a page about Brazil under headings such as people, places, climate and so on. Then ask questions about the information in a second column. This could be a 5Ws activity (What? Who? When? Where? Why?), or structured on a QUADS or KWL grid.

**KWL grid**

<table>
<thead>
<tr>
<th>What I (we) <strong>K</strong>now</th>
<th>What I (we) <strong>W</strong>ant to know</th>
<th>What I (we) <strong>L</strong>earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- After using several note-making techniques, ask pupils to evaluate the effectiveness of each one during the plenary by scoring their usefulness on mini-whiteboards.

- When using a video to show the water cycle, outline the structure of the video on a whiteboard and highlight the key words or points to listen out for. Use these key words or points in a note-making frame which can then be used by pupils to structure their notes.

- A textbook note sheet could be used to identify the key words, features or ideas shown on a page. Map the page and add symbols/notes in boxes which represent the text or visual material on the page. Headings, subheadings and topic sentences could be included to support the process.
Year 8

**Learning through writing: using writing as a tool for thought**

Year 8 objective: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving.

About this objective

This objective builds on the Year 7 objective: *use writing to explore and develop ideas*. It focuses on two important qualities of writing:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it, or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be part of notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering, making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

What to teach

- The contexts in which this kind of writing is useful.
- A range of styles/formats for this kind of writing (e.g. bullet points, spider diagrams, tables), demonstrating to pupils that it is important for them to represent their ideas in the way that best suits the way they think.
- How to work with a set of initial ideas on paper to develop them further, e.g. by clustering or prioritising them.
- How to take minutes or notes from discussion and then place pupils in role to do it independently.

Teaching approaches

- The enquiry approach in geography includes the use of questions to structure thinking and research. During an enquiry into an issue (e.g. selecting a holiday destination for a family), ask pupils to note down questions and uncertainties at the beginning of the task and at regular intervals throughout the task until it is finished. In this way, pupils can seek clarification or further information and monitor the progress of their work.
- A learning log or journal in geography is helpful to reflect upon learning at regular intervals throughout the year. Kept in exercise books, it gives a reference point at all stages of the learning process. This could be a self-review or target-setting log, where themes in geography are identified and pupils record their achievements and future targets.
- If pupils are asked to interpret a photograph, a development compass rose activity can cluster ideas or questions into Natural, Social, Economic and Who decides? (Political). This will allow pupils to begin looking at issues such as population...
change in different ways, clustering their thoughts and questions and enabling them to structure their writing to reflect all sides of an issue.

Who decides?  
Natural
Economic
Social
Year 8

**Learning through writing: structuring and organising writing**

Year 8 objective: 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.

About this objective

This objective focuses on the organisation of a text beyond the level of a single paragraph. It is about showing young writers how to signal explicitly to the reader the logical connections between their paragraphs, thus improving the logic and clarity of their writing. In Year 7, pupils learn when to start a new paragraph and how to introduce it effectively with a topic sentence. Here they learn about a higher level of organisation; sequencing and linking paragraphs in order to fulfil the purpose of their text. This aspect of writing is connected with learning because it is about representing an understanding of how different aspects of the topic are linked.

What to teach

- A range of connectives that will link paragraphs in different ways, e.g. moreover (adding information), consequently (cause and effect), next (sequencing), however (qualifying), in the same way (comparing), on the other hand (contrasting).
- Linking phrases, e.g. ‘The ideas that were described in the previous paragraph …’, or ‘My conclusion that follows from the facts above …’.
- How to create clear and unambiguous reference chains. For example, if a paragraph begins ‘Moreover, these people …’ will the reader be clear about who is being referred to by the phrase ‘these people’?

Teaching approaches

- Plan a variety of opportunities that demonstrate for pupils the effect of linking paragraphs using a range of connectives. For example, when studying the causes and effects of migration in Brazil, use connectives such as consequently, e.g. ‘Consequently, shanty towns have sprung up on any available land on the outskirts of Belo Horizonte’. When adding information about the effects of human activity in limestone areas, connectives such as as well as or moreover are appropriate, e.g. ‘As well as eroding footpaths, some walkers also leave farm gates open …’. When contrasting different approaches to managing the landscape sustainably, paragraphs could be linked with connectives like alternatively or unlike, e.g. ‘Alternatively, if farmers were encouraged to diversify …’.
- Model the effective use of connecting paragraphs. Use linking phrases, for example, ‘In conclusion, from the analysis above, it is evident that more radioactive pollution occurs off the shores of south-west Cumbria than …’ or ‘The facts that were described in the previous paragraph suggest that human activity has greatly influenced the landscape of the Lake District’.
- Use linking phrases in extended writing which reaches a conclusion. For example, when writing about adaptations of plants to a particular climate, encourage pupils to make explicit links in their writing, using phrases to connect and conclude from one paragraph to another. For example, ‘The features described in the previous paragraph result in … My conclusion that follows logically from the facts about plant structure described above is that …’.
Learning through writing: developing clear and appropriate expression

Year 8 objective: Explain complex ideas and information clearly, e.g. defining principles, explaining a scientific process.

About this objective

Pupils are expected to manage more complex and challenging content in their written work in Year 8. They should know the basic text-types and have an understanding of the conventions of written text-types across the curriculum. In Year 8 new linguistic structures, vocabulary and cohesive devices need to be taught to help pupils express increasingly complex ideas. Pupils will need to be taught explicitly the structures of the text-types which they encounter for the first time in Year 8.

What to teach

- Ways of clarifying own thinking through exploratory talk and writing.
- How to use specialised vocabulary appropriately in context.
- How to write in logical, easily followed stages with an understanding of the needs of the reader.
- How to link paragraphs effectively.
- How to use appropriate sentence structures.
- How to use appropriate internal paragraph structures.
- How to loop back and review writing frequently with the eyes of a reader.

Teaching approaches

- Use starters as an opportunity to consolidate pupils’ understanding of specialised vocabulary:
  - Match geographical terms with definitions or pictures. This is particularly effective for pupils learning English as an additional language.
  - Play noughts and crosses. Read out definitions of words and ask pupils to write the correct geographical word in the appropriate place on a noughts and crosses grid. Correct words should be given a circle and wrong words should be given a cross. Pupils are aiming for the greatest number of lines made with noughts.
  - Play verbal tennis. Tell pupils to work in threes, with one pupil acting as a referee to make sure that no word is repeated, and the remaining two taking turns to call out a geographical word associated with the topic being studied. A repeated word or a hesitation means that the other person has won that round.
  - Design a starter activity in which pupils have to order or reorder processes or a sequence of information in a flow-chart format. For example, give pupils cards containing various descriptions associated with the increase in world population and ask them to sequence.
- Create ‘mysteries’ in which pupils have to organise ideas and information into paragraphs, such as ‘Who was responsible for the Exxon Valdez disaster?’. Ask pupils to use header cards for the paragraph headings and smaller cards for the ideas and information to be included in the paragraphs.
- Share a sample text (possibly written by a pupil) and model how to identify the key
features through text marking on an OHT, such as: planning, text structure, use of specialist vocabulary, use of connectives and typical paragraph and sentence structures.

- Model the use of planning formats which would lead to clearly structured responses. For example, show how a brainstorm of all the effects of deforestation could be ordered.

- Model the use of a variety of connectives and linking phrases and make explicit the reasons for final choices.

- As part of a shared session, show how introductions often summarise what is to follow in the subsequent paragraphs. For example, ‘The extension of a limestone quarry within the Yorkshire Dales National Park will lead to benefits and conflicts. This report examines both and concludes how the area could be managed more sustainably’. Show pupils an introduction and ask them to suggest what topic sentences might be used in the rest of the text.

- As part of a guided-writing session, use a plan for a piece of explanatory text to write an introduction which might arise from it. A concept map showing the links between the different causes of soil erosion, with the various causes numbered in order of importance, could lead to an introduction that begins ‘There are many reasons why soil erosion is a problem in the Brazilian rainforest. Although the reasons are often interlinked, they can be classified into those relating to the physical conditions in the area and those related to human activity’.

- Support some pupils’ independent writing by providing key words and their definitions on an A3 sheet (possibly laminated). The sheet should have an A4 or exercise-book-sized space in the middle. The ‘place mat’ will act as a reminder and confidence-giver as the pupil writes. This can be particularly useful for pupils who are learning English as an additional language.
Learning through talk: using talk to clarify and present ideas

Year 9 objective: Use standard English to explain, explore or justify an idea.

About this objective

The use of standard English should be related to purpose and audience. It is important to be clearly understood when conveying ideas to an audience. Pupils need to practise explaining ideas in formal contexts and need to move beyond tentative, exploratory talk into more incisive comments. Pupils should be aware of differences between spoken and written standard English. Although in formal spoken English full sentences are not always used, pupils may make use of more formal devices, such as subordinate clauses, passive voice and connectives, to show the relationship between ideas. At word level, vocabulary needs to be understood by all, with both vagueness and jargon avoided. Pupils might self-correct as they speak, to ensure that the use of standard English is maintained.

What to teach

- That there are choices to be made about the use of standard English in both written and oral work.
- The importance of spoken standard English; some people have very strong views and expectations about its use and some situations demand it, such as debates and job interviews. Attitudes may change over time but it is empowering to have a good grasp of when standard English is appropriate and to develop confident use of its features as part of a spoken-language repertoire.
- That the use of standard English is determined by audience, purpose and context, and that it can vary in its degree of formality.
- The specific features of standard English and how it differs from dialectal variations, e.g. subject/verb agreement, past tense, adverbs, negatives, pronouns, prepositions.
- When standard English is likely to be required in the classroom, e.g. for formal debates, prepared presentations and whole-class discussion. Point out when very formal standard English may be inappropriate, e.g. pair work.
- That standard English can be spoken in any accent.

Explain

- How to start by orientating listeners, including a logical sequence of points which needs signalling to the audience, e.g. ‘In this talk I am going to …’, ‘First of all, I would like to …’, ‘Now I am going to explain how …’, ‘Finally …’.
- How to use the first person and present tense to explain ideas about texts or issues, e.g. ‘I think this happened because …’.
- How to illuminate points by examples or evidence, e.g. ‘An example of this can be seen in the final paragraph of the article …’.
- How to monitor audience understanding by questions during or after the explanation, such as ‘Does everyone understand what I mean by …?’ or ‘Before I conclude, are there any questions …?’.
- How to conclude explanations by phrases such as ‘I hope everyone now has a better grasp of my point of view on this issue’.
Explore

- How to signal tentativeness by incorporating tentative words or phrases such as ‘Perhaps’, ‘Maybe’, ‘It may be possible to ...’.
- How to establish an exploratory tone at the outset by a statement of intent, such as ‘I would like to consider what would happen if ...’.
- How to use rhetorical questions to draw in the audience, e.g. ‘What could this possibly mean?’ or ‘Have you ever wondered why ...?’.
- How to link ideas to ensure that listeners follow the speaker's thinking, e.g. ‘Another issue raised by the article is ...’ or ‘An alternative interpretation is ...’.
- How to explore the implications of ideas through constructions such as ‘If ... then’. For example, ‘If this is the case, then it is likely that ...’ or ‘If I am right, it may also mean that ...’.
- How to justify ideas by evidence of some kind, such as data, quotations or illustrative examples. The common pattern for justifying an idea is to explain it, provide supportive evidence and then confirm the point.
- How to use formal orienting phrases, such as ‘I shall now explain why I ...’ or ‘Support for my view is provided by ...’.
- How to introduce specific evidence by phrases such as ‘For instance ...’ or ‘Take the case of ...’ and to justify an idea with reasons using ‘because ...’.
- That different factors may be itemised, e.g. ‘Firstly ...’, ‘Another reason is ...’, ‘Finally ...’.
- Earlier points by other contributors may be countered using formal phrases such as ‘Unlike the previous speaker, I believe ... because ...’.

Teaching approaches

- Model talking to a friend about how people respond to natural hazards, then on the same topic to a formal gathering such as the local Geographical Association. Then ask pupils to identify differences and record these on a two-column grid.
- Use a role play to explore the impact of inappropriate language in formal contexts, for example, the use of slang by the presenter on a video about North Sea pollution, or non-standard grammar by a newscaster reading the ten o’clock bulletin about an earthquake disaster in Turkey.
- Analyse the features of a transcription of a more-formal spoken text, e.g. a parliamentary speech on development issues. Read it together, then ask pupils to highlight and annotate features of the text before discussing it.
- As preparation for giving a formal talk about life in a newly built part of a city in Brazil, provide a video transcript from a TV programme about life in Rio de Janeiro. Ask small groups to brainstorm the features of the more formal talk in the transcript. Take feedback and display the agreed features in the classroom before completing formal talk tasks.
- Model one type of talk to the class, for example, in a more formal presentation, demonstrate the beginning of a talk explaining how a volcano is formed. Ask pupils to note key phrases and other features as you go. Discuss and record the key points.
Year 9

Learning through talk: active listening to understand

Year 9 objective: Identify the underlying themes, implications and issues raised by a talk, reading or programme.

About this objective

Pupils should be able to listen carefully, to select particular information for comment, and to identify how messages are conveyed. They need to interpret what they hear, recognising what is implied and detecting bias. This involves being aware of audience and purpose, recognising connotations at word level, stylistic conventions at sentence level, and organisational implications at text level. While some pupils will recognise implications and issues immediately, others need support to explore beyond the surface. The objective is likely to be taught alongside other objectives clustered around persuasive texts, both spoken and written.

What to teach

- Listening for different purposes to:
  - identify the main points made;
  - understand main points and formulate own responses, e.g. own views or questions;
  - identify key points and recognise how they are being made, explicitly or not;
  - identify what significant issues are raised and why.

- How different types of spoken texts may be organised and, particularly, what techniques may be used. For example, at text level, a prepared talk designed to persuade the audience of a particular point of view may be carefully structured with an introduction which orientates the listener through a series of linked points to a concluding overview. At sentence and word level, the speaker may deploy rhetorical questions, irony, emotive language, imagery and repetition.

- What is meant by theme. In a talk, it means an idea or topic which is expanded upon, for example, a pupil speaker may explore the theme of friendship and loyalty among teenagers.

- What is meant by implication – something that is not directly stated but is suggested or hinted at. Listeners need to hear between the lines. A particular meaning may be implied by:
  - a rhetorical question, e.g. ‘Would you like to live next door to this development?’;
  - an invitation to the listeners to work out something for themselves, e.g. ‘Think about it’;
  - emphasis given to a particular word or phrase, e.g. ‘Yes, it seems like a convincing argument’;
  - apparent denial, e.g. ‘I wouldn’t go so far as to say he was an out and out liar’;
  - connotation, an association or idea suggested by a word or phrase, e.g. maiden connotes chastity.

- How to detect bias in different types of material. Pupils need to ask searching questions about the underpinning beliefs of the speaker, writer or television programme maker/presenter. They need to be able to detect illogical thought, unsubstantiated arguments and distortion of data. They need to recognise emotive language that seeks to persuade the listener against his or her good judgement.
How a talk, reading or programme may set out to deal with an explicitly identified issue, or how it may unintentionally raise issues for the listener. Effective listeners need to be able to identify:

- important points of interest raised by the material;
- their own views on these points.

**Teaching approaches**

Focus pupils’ attention on the idea that writers, speakers and programme makers have a specific purpose which readers, listeners, viewers need to recognise to avoid being hoodwinked. In the unit *Local action, global effects* where pupils investigate the conflict between increasing economic activity and conserving the environment and resources, provide a list of different examples of writing for a specific purpose and ask pairs of pupils to suggest the purpose of each one:

- a newspaper editorial which makes reference to a local conflict of interest in the use of a river;
- a television news report on North Sea pollution;
- a campaign leaflet for the conservation of Antarctica;

Discuss why it is important to recognise the purpose and what might happen if you don’t.

Analyze key features of a text before pupils listen to more demanding material. For example, provide an outline of the structure of a television documentary with the introduction, the case for and the case against. Provide pupils with a list of key words or phrases to be on the alert for when listening. For example, a transcript of a *Panorama* programme about child labour in the Far East could be used to identify and highlight key words or phrases before listening and watching the programme.

Explain listening tasks precisely. Provide guidance on what pupils should do while listening and what will happen afterwards. Provide a handout which will help them to complete the task effectively, for example, an outline of the television programme with space for notes under each heading or a specifically designed note-making template. A concept map or mind-map with key ideas identified for note making helps to start the process of making links and developing ideas in a structured way. For example, when explaining the people involved in the chain of production of a fashion item, a visual organiser helps to locate them and make links between them. The notes made can then be structured into a piece of extended writing more easily.

If the focus of the listening task is to identify a geographical theme or concept, like economic change in France, explain before you start what sort of material the class will be trying to identify, such as statistical data, key people in the process, and the names of multinational companies. Pause at appropriate stages during the talk, reading or programme to monitor understanding and model noting of key points and supporting evidence. Afterwards, ask questions about notes and evidence. Discuss the different themes that have been identified. The use of a graphic organiser will be helpful here too.

Model how speakers make implications and discuss the features of such talk with pupils. Then ask pairs of pupils to role-play a conversation in which each speaker implies points but is never explicit. Pause at the first example and ask pupils to identify what is being implied, take comments and agree on the likely meaning. In an activity where pupils are learning about conflicts in the use of local rivers, demonstrate how to note the points in a grid. For example:
<table>
<thead>
<tr>
<th>Explicit points</th>
<th>Implied points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leisure activities damage the river environment</td>
<td>1. That the use of boats and fishing cause damage to rivers and wildlife</td>
</tr>
</tbody>
</table>

During subsequent listening, ask pupils to note further key points. Afterwards, discuss points from both columns.
Learning through talk: talking and thinking together

Year 9 objective: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.

About this objective

Through discussion of conflicting evidence, pupils should become more aware that views can be diametrically opposed or simply differ slightly on certain points. They need to clarify their understanding of what is being said, be attentive to details and read between the lines to identify any subtext. In evaluating evidence, pupils should consider bias, flawed arguments, inaccuracy and extreme views. They also need to be aware of how their own opinions or assumed stance influences the consensus which they reach. They need to develop their ability to work together to avoid polarisation in the group. Contributions will often respond directly to what has just been said, acknowledging the views of others. In reaching a considered viewpoint, pupils will justify and modify details of their own views. They could be required to explain their considered viewpoint to others.

What to teach

- How to give evidence, reasons, anecdotes or illustrations to support views. For example, ‘To support this …’, ‘Evidence demonstrates …’, ‘Research proves …’, ‘The facts show …’.
- How to use adverbs to temper one’s views, such as sometimes, often, always, occasionally.
- How to make interjections, accompanied by a shift in views, such as ‘Oh, I see …’ or ‘Oh, I understand now …’.
- How to offer statements of opinion or judgement, such as ‘In my opinion …’, ‘I think …’, ‘I believe …’, ‘I prefer …’, ‘I would rather …’.

How to evaluate evidence using:

- comparative/contrasting connectives, e.g. compared with, similarly, likewise, alternatively, whereas, on the other hand, despite;
- causal connectives, e.g. because, therefore, so, in that case, still, even though, as a result, consequently;
- verbs to indicate judgements, e.g. believe, think, prefer, would rather, trust.

Teaching approaches

- Through discussion with pupils, clarify the process involved in reaching a considered viewpoint. This could be structured using a questioning frame, like a QUADS grid, and be used when doing an enquiry about developing tourism, which is looking at two differing viewpoints. The process might be as follows:
  - Tell pupils to listen to or read and then discuss the two sides of the argument for and against tourism in an area. This could be organised as pair work, which is then shared in a group discussion.
  - Ask questions to clarify pupils’ understanding using a QUADS grid on one side of the argument:
- Pupils should be attentive to detail and read between the lines to identify subtexts.
- When evaluating the views of others, pupils should be aware of bias, inaccuracies, flawed reasoning and extreme views. When sharing their findings with others, pupils should check for bias.
- Pupils should be aware of their own bias and views and be willing to modify their views in the light of new evidence or good argument. Editing views in the light of others’ comments might be the last stage in the process, when pupils have to reach a decision about whether to develop a tourist area or not.
- Pupils should aim to be objective when discussing the merits of different situations or arguments.

- Set up various scenarios with conflicting evidence where a decision has to be taken, for example, plans to build a new housing development on a greenfield site or develop Antarctica as a ‘World Park’. Ask pupils to work in groups to discuss the evidence and decide what action they would take. Each member of the group should adopt a role and the group should discuss their given situation in role. After their discussion, the group should reach a decision about the evidence and make their recommendations.

- Watch a video of a television programme, such as a crime investigation report about child labour in developing countries, and stop the video to discuss the evidence at various points in the programme. Ask pupils to discuss and justify their views in groups, and then give their group’s decision at that stage of the evidence.

- Read various opinions or listen to talk shows about a suitable controversial issue, such as a proposal with an environmental impact, for example, the development of the North Sea oil and gas supply. Pupils should work in groups to discuss and evaluate the ideas, and then agree a group consensus to justify to others.
Learning from text: developing research and study skills

Year 9 objective: Synthesise information from a range of sources, shaping material to meet readers’ needs.

About this objective

Pupils are expected to find and extract information independently, although these skills will need to be consolidated and made explicit in any information-gathering exercise. In addition, they will need to apply their knowledge of how texts work, including ICT texts. The objective expects pupils to be selective and discriminating when gathering information. They need to be clear about what they need to research and the perspectives to be covered. Once appropriate information is selected, pupils need to be able to combine and organise it into a coherent whole, according to audience and purpose.

What to teach

- How to assess texts for relevance, referring back to task, audience and purpose.
- How to discriminate between fact and opinion in carrying out accurate research.
- How to use appropriate planning grids/formats, systematically acknowledging sources.
- How to use notes in order to shape information from a range of sources into a coherent plan.

Teaching approaches

- Use a shared-writing session or starter activity to show pupils how to marshal and categorise information under headings, and to organise and shape into a coherent plan. Provide sets of cards with diverse information and ask pupils to discuss in pairs/groups before making their own decisions about grouping information, selecting only what is relevant to a particular purpose and audience. This could be a ‘mystery’ exercise where pupils are asked to consider ‘Who died in the Kobe earthquake in 1995 and why?’, or one where cause and effect are the key pieces of information required.
- Model the process of establishing if something is a fact or opinion, through sorting a series of statements, such as the causes and effects of river pollution. Say, for example, that ‘If I can put “I think …” in front of a statement, there is a high chance that it will be an opinion, while a fact is something that is true and can be proven’.
- For a higher level of challenge, provide two newspaper reports on the same subject and tell pupils that their task is to find and highlight the facts behind the stories. This could support an enquiry about the changes in coal mining in an area from the perspective of the mining company and those people who live in the area.
- Provide groups of pupils with two extracts on the same geographical topic from adult encyclopaedias. Explain that their challenge is to create an entry for an encyclopaedia aimed at seven-year-olds. Model the process of reshaping some of the text by highlighting key points, simplifying the language to reflect what the reader would be able to cope with, and using bullet points to break the text down into manageable chunks. Differentiate by adding in the further challenge of, for example, an 80-word limit.
- Introduce a QUADS grid as a means of planning and guiding detailed research.
Model using the headings to structure the recording process, encouraging pupils to record a brief summary in the Answer column and more detailed notes in the next column. For example, ‘My question was “What were the children protesting against in Soweto in 1976?”’. I have found from this newspaper article that it was changes in the education system. What changes? I now need to find out what these changes were and record them in more detail. Once I have done that I will write “The Guardian, June 1976” in the Source column. My next question was, “Who ordered the police to start shooting?” I found that out in this textbook and I’ve made a note of it in the Source column, but I want to find out why he gave that order …’.

Encourage pupils to be critical and evaluative. Create with pupils a checklist of questions to ask about research or enquiry tasks set in geography, e.g. ‘Is that a fact or an opinion?’, ‘Are those your ideas?’, ‘Can you explain that more simply?’, ‘Is that appropriate to your audience?’, ‘Is that relevant to the task?’, ‘Have you acknowledged the source?’, ‘How reliable is that source? Could it be biased?’. Pupils could use the checklist individually or with response partners.
Learning through writing: using writing as a tool for thought

Year 9 objective: Record, develop and evaluate ideas through writing, e.g. essays, journals.

About this objective

This objective builds on the Year 8 objective: use writing for thinking and learning…

It refers to writing that has the development of learning as its core purpose, thus distinguishing itself from writing to demonstrate learning in a specific context, e.g. for summative assessment. Writing set in the context of this objective will have as its main purpose the development and securing of understanding. This can be done by asking pupils to:

- collect information together in a certain way;
- devise questions;
- explain;
- reflect on and evaluate material;
- transform material by representing it in a different way;
- express feelings about a topic or issue;
- speculate on possibilities;
- analyse and comment.

As such, this kind of writing can take many forms. Journals and learning logs lend themselves well to questions, reflections, evaluations, speculations and the expression of feelings. Reports and essays are well suited to the collation of information, commentary and analysis. Pupils can be asked to transform materials by being asked to produce instructions, letters, newspaper reports, leaflets and a whole range of text forms.

Writing of this kind may have an element of recording (e.g. for future revision) but this will not be its main purpose.

What to teach

- Pupils will need, above all, to understand the underlying purpose of this type of writing. They will also need to be taught:
  - the language of questioning, reflecting, evaluating, speculating, analysing and commenting;
  - the conventions of the forms of writing required of them, e.g. essays, newspaper reports;
  - subject-specific vocabulary and spelling.

Teaching approaches

- Model the use of journals and learning logs to record questions, reflections, evaluations, speculations and the expression of feelings.
- When exploring the characteristic features of more economically developed countries (MEDCs) and less economically developed countries (LEDCs) to consider development issues, ask pupils to use a journal or learning log to track their enquiry through stages: begin with the key questions posed and those identified by pupils for study, collate information, reflect and refine and then
transform into another written form such as a newspaper report to compare two places at different states of development and to speculate about their future.

- Extended essays in Year 9 are well suited to the collation of information, commentary and analysis. For example, in Unit 18 *The global fashion industry*, in developing the summative piece of work on *The effects of globalisation and the future*, demonstrate to pupils how to annotate work at different stages with suggestions for improvement or extension.

- Pupils can be asked to transform materials by being required to produce instructions, letters, newspaper reports, leaflets and a whole range of text forms. These are widely used in geography and need explicit teaching to identify the conventions of the text-type. Subject-specific vocabulary and its effective use should also be discussed so that it can be incorporated into the final product.
**Year 9**

*Learning through writing: structuring and organising writing*

**Year 9 objective:** Integrate diverse information into a coherent and comprehensive account.

**About this objective**

This objective requires pupils to make notes in appropriate detail, to organise them so that the writing is clearly structured with ideas logically linked, and to express points concisely and avoid repetition. Pupils also need to make decisions about what is relevant to include. They need to pay attention to the ordering of paragraphs and making cohesive links, and to frequently re-read as they write. As part of the drafting process, they should look for gaps in information and a consistency in tone and level of detail.

**What to teach**

How to:

- plan effectively and how to avoid or eradicate repetition;
- organise notes so that points are grouped logically into paragraphs and linked effectively;
- express points in such a way that there is a consistent style throughout the final account;
- structure sentences so that several points may be made succinctly in one sentence, e.g. by using complex sentences and lists;
- check that all necessary points have been included;
- redraft work, to include substantial improvements;
- edit work to improve fluency and economy.

**Teaching approaches**

- Plan opportunities for pupils to make notes from a variety of sources, e.g. information about the quality of drinking water from the water board, an article in a magazine by a conservationist, and some statistics and maps about the level of pollution along the river.
- Allow time to practise avoiding repetition and irrelevance. As a starter, give pairs of pupils a topic upon which to collect notes, based on three short sources of information labelled A, B and C. Pupils should read and cross out anything irrelevant in A, then cross out anything irrelevant in B (plus anything already mentioned in A) and finally anything irrelevant in C (or already mentioned in A or B). Each pair should compare what remains of the information with other pairs.
- Plan starters which help pupils to sort information. Pupils could be given one or two cards with individual points on them which could be included in a factual report. Explain that their task is to place them, as quickly as possible, on sheets of paper (distributed around the room) which represent paragraphs within the factual report. Then ask them to give reasons why they placed their point cards in their chosen positions. The cards could contain, for instance, facts about the social, economic and environmental conditions of North and South Italy.
- Starters can also be used to focus on linking paragraphs. Domino cards support this process. On the right-hand side of the card write the beginning of a paragraph, and on the left-hand side write the ending of another paragraph. Pairs of pupils could play dominoes with the cards or work together to arrange all the
dominoes in the best order. A passage on evidence to support the level of development in various countries could be divided into different paragraphs to put onto the domino cards.

- Give pupils cards with notes on. Ask them to sort the notes under headings, which initially should be chosen by the teacher, but later should be selected by the pupils. Notes could include descriptions of the benefits and inequalities in the globalisation process. The headings could be:
  - benefits and problems facing multinationals;
  - benefits and problems facing locals in LEDCs;
  - benefits and problems for the governments of LEDCs and MEDCs.

- Revise the various stages of note making, demonstrating striking out repetition and irrelevance, adding extra detail, highlighting key points, colour-coding or numbering to show possible grouping, and making the reasons for these choices explicit. The use of concept maps, mind-maps and graphic organisers is ideal for this process. For instance, when examining the extent to which physical factors affect human factors in southern Italy, a concept map showing those links could support teacher modelling. Sticky notes, with notes and detail on them, could be attached to the concept map at appropriate places or rejected as irrelevant and the information ordered or colour-coded. Seek justifications for decisions taken by pupils.
Learning through writing: developing clear and appropriate expression

Year 9 objective: Write with differing degrees of formality relating vocabulary and grammar to context, e.g. using the active or passive voice.

About this objective

Pupils should be consolidating their understanding that texts (even of the same text-type) can vary in formality and that writers sometimes deliberately manipulate text-types, according to the needs of different audiences and purposes. Pupils need to understand the effects of changing active and passive voices, the formality associated with different sentence structures (especially the use of subordination), and the need to make appropriate vocabulary choices.

What to teach

- That this is a key objective because it is about consolidating and securing the ability to choose the appropriate register for audience and purpose independently.
- That there is a continuum on which pupils need to hang their language choices:
  - very formal
  - standard English
  - formal
  - colloquial
  - informal
  - very informal
  - slang
- That formal English is usual in written text, except for dialogue, and magazines such as fanzines.
- That part of formal written English is being able to select and maintain an impersonal style. Pupils need to be taught to find alternatives for you in formal writing. You, in this context, has the generalised meaning of one, an impersonal pronoun. English does not possess a comfortable, generalised impersonal pronoun; alternatives include the inclusive, generalised we or the passive voice in such phrases as ‘It might be said that …’.
- That in active sentences, you are told who did it and what they did.
- That in passive sentences, you are told what was done and to whom, but you are not told who did the action. The passive ‘depersonalises’ the writing, contributing to increased formality such as in scientific writing, reports and explanatory texts, where its use is entirely appropriate.

Teaching approaches

- Build into the scheme of work opportunities to write for different purposes and audiences.
- Ensure that pupils are always clear about audience and purpose before they write. Discuss the effect of audience and purpose on choosing an appropriate style of language.
- Model how to change, for example, a descriptive report from the National Rivers Authority on the uses of the River Severn, to a descriptive booklet written for pupils at a local primary school. Discuss audience and purpose before starting and model the effects on language choices. For example, ‘The first would be written to include the passive voice, using formal language conventions, whereas the latter could be written in the active voice, using a more familiar approach and terminology’.
Model the opening of a formal discursive text which is designed to permit the reader to make up his or her own mind, e.g. ‘To what extent are multinationals such as Nike, affecting the quality of life of local people in Malaysia? This article examines the positive and negative effects of multinationals on local people …’. Move into shared and independent writing to complete it.

- Ask pupils to write information leaflets about *The management and use of Antarctica* – one written by an organisation such as Greenpeace and one written by an economist for a government with interests in Antarctica. Ask pupils to provide a commentary about their language choices.

- Following shared reading of a *Michelin* guide and a *Rough Guide* to Majorca, ask pupils to identify the intended audiences, compare the features of the two, then write travel pieces for the two different guides.
Bibliography

Access and engagement in geography: Teaching pupils for whom English is a second language (DfES 0657/2002)

Learning styles and writing in geography (DfES 0380/2002)

Literacy across the curriculum (DfEE 0235/2001)

Literacy in geography (DfES 0048/2002)


Training materials for the foundation subjects, Module 12: Thinking together (DfES 0350/2002)

Pedagogy and Practice: teaching and learning in secondary schools (DfES 0423–2004G)

Staffordshire learning net for geographers website
www.sln.org.uk/geography/excel.htm
Prompts for subject leaders

Learning through talk

- Did the lesson exploit opportunities for pupils to learn through talk, or were there missed opportunities?
- Did the teacher make clear the intended outcome for any speaking and listening activity and set clear time targets to encourage pace and application?

Where pupils were asked to use talk to clarify and present ideas:

- did their response suggest that the teacher needed to model the kind of presentation required?
- was an appropriate context created for the activity? For example, was there sufficient thinking time? Did less-confident pupils have the chance to talk with a partner before presenting to a wider audience?
- did the teacher give clear feedback to pupils, not only on the content of their presentation but also on the effectiveness of the communication? Did the feedback include clear advice on how to improve?
- did the teacher promote the use of standard English as the form of language appropriate for presentations in class?

Where pupils were required to listen for a sustained period:

- was the subject matter and style of presentation well matched to the pupils?
- was sufficient consideration given to the range of ability in the pupil group?
- was the talk/programme contextualised for pupils in such a way as to activate their prior knowledge?
- were they clear in advance about what they were listening for and how they might have to respond to what they had heard?
- was the listening scaffolded in any way, for instance, with a structured note sheet or some prompt questions?

Where pupils were required to talk together in pairs or groups:

- was the grouping of the pupils appropriate for the task and its purpose?
- were they clear about the expectations for their behaviour during the activity or did they need the support of some ground rules?
- were they clear about the type of speaking and listening required of them during the activity, e.g. speculating, evaluating, sharing ideas to solve a problem? Did this need clarifying or demonstrating by the teacher?
- were they clear about the particular roles they needed to fulfil in the pair/group, e.g. chairing, reporting, recording? Was there evidence that this needed clarifying or demonstrating by the teacher?
- were any reporting-back activities organised to maximise participation while avoiding tedious repetition?
- were the groups supported by the teacher to ensure that most, if not all, reached a satisfactory outcome in the time allowed?
Learning from text

- Did the lesson exploit opportunities for pupils to learn from text, or was there evidence of the ‘retreat from the written word’?
- Did the teacher always read for the class or was there an expectation that pupils could and should engage with text for themselves?
- Were texts well chosen, both in terms of content and reading difficulty? Did the teacher take account of the fact that more-challenging texts can be used in the context of shared reading than when pupils are asked to read independently?
- Where a textbook was used, were pupils familiar with its conventions (e.g. page layout, symbols, structure), or did this need to be clarified for them?

Where pupils were required to undertake research:

- did they demonstrate a range of appropriate reading strategies for the task (e.g. skimming, scanning), or did they need reminding of these?
- did they have effective ways of recording information to fulfil the purpose of the task, or did they need guidance/support with making notes?

Where pupils were required to read closely for meaning:

- were they given a way into the text that would encourage close reading and help them overcome initial difficulties?
- was the activity set up to encourage active reading and inference and deduction, e.g. through the use of techniques such as sequencing, annotation, cloze?
- when questions were set on the text, were they likely to promote understanding or just the simple retrieval of information?
- were less-able or less-willing readers supported in the task?
- were they encouraged to question the text and consider it in relation to its degree of objectivity and the writer’s intentions?

Where pupils were reading a text as an example for their own writing:

- did the teacher help them to identify the features of the text that allowed it to fulfil its purpose, e.g. its structure and use of language?
- did the teacher encourage the use of the correct terms when referring to these features, e.g. topic sentence?
- did the teacher exploit effective strategies such as annotation during shared reading in order to show pupils how a particular type of text works?

Learning through writing

- Did the teacher clearly establish both the purpose and intended readership of the writing?
- Was enough done to ensure that the pupils had something to say in their writing?
- Were pupils clear about what writing strategies were appropriate for the task, e.g. collaboration with a partner, drafting, proofreading?
- Did pupils have access to reference materials to support their writing?
- Did the teacher use steps from the teaching sequence for writing as appropriate? (see Literacy and learning: Guidance for senior leaders Appendix 4, page 45.)
- Was there evidence that pupils receive clear feedback on their strengths and on ways to improve, both during and after writing?
Where pupils were using writing to capture and develop thoughts and ideas:

- did they use an approach to writing that suited this purpose, allowing for adaptation, reflection and evaluation?
- did they have a repertoire of formats for this kind of writing, or did they need more support from the teacher through demonstration?
- were they able to use the outcomes of this kind of writing to support a further task, e.g. a spoken presentation or a more formal piece of writing?

Where pupils were required to write a longer piece:

- did they know how to organise that particular type of writing or did this need to be taught explicitly, e.g. using the teaching sequence for writing?
- did the teacher make explicit reference to paragraphs and how they can be linked?
- were they supported with the process of selecting, prioritising and ordering material when they needed to incorporate information from a range of sources?
- were there strategies for supporting weaker writers with the task, e.g. a writing frame?

When helping pupils to develop clear and appropriate expression:

- did the teacher use strategies to encourage pupils to reflect on the clarity of their writing and alter it as necessary?
- were they encouraged to rehearse sentences orally before writing?
- were they encouraged to think about and engage in the choices which a writer must make in terms of vocabulary and sentence structure, e.g. through shared writing?
- were the constraints for making choices as a writer made explicit, e.g. the appropriate degree of formality?
1 Leading cross-curricular change: literacy

The DVD features a 13-minute film shot in 2004 at Haybridge School in Worcestershire which is meant to stimulate discussion about implementing literacy as a whole-school initiative, and can be used in the context of a meeting of subject leaders. In the film, the deputy head and other staff from the school reflect on the process by which they have already made progress in implementing literacy across the curriculum and consider how the literacy and learning materials will allow them to continue the process of embedding and sustaining literacy as a focus for whole-school improvement. The film includes brief visits to three lessons: science, art and religious education.

2 Literacy and learning: key teaching approaches

Included on the DVD along with Leading cross-curricular change: literacy are examples of key teaching approaches for speaking and listening, reading and writing. The approaches are:

- teacher modelling;
- small-group discussion;
- active-reading strategies;
- shared reading;
- guided reading;
- shared writing;
- guided writing.

Subject-specific examples of most of these approaches are contained on this CD-ROM, but this additional material can be useful to subject leaders to inform their work as:

- evaluators of teaching and learning;
- curriculum leaders.

These examples can be shared with other staff in training sessions or in the context of professional development generally. It is meant for use where subject leaders wish to promote a particular teaching approach with an individual teacher or more widely within the department or faculty.

Shared and guided reading and writing are exemplified here only in the context of English, where they are best known, but these approaches can be useful in all subjects.

Shared reading is important because it allows the teacher to work with the whole class on a text that would be too challenging for independent work. Enlarging the text using an OHP or data projector allows the use of a range of interactive strategies to involve pupils directly, and is more powerful than using individual copies because the attention of the pupils can be focused by the teacher on particular parts of the text. Shared reading makes ‘the invisible process of reading, visible’.

Shared writing is a teacher-led activity that engages the whole class in the act of writing. Working at the whiteboard or OHP, the teacher firstly demonstrates the process of composition, explaining out loud why certain choices are being made. Next, pupils contribute their ideas for continuing the writing, which are sifted and refined before being written up by the teacher. Shared writing shows pupils the kinds of choices which writers
have to make, and allows them to take part in the enjoyable process of composition without the additional burden of spelling and handwriting.

**Guided work** (reading and writing) is where the teacher works for about 20 minutes with a selected group of around six pupils, while the others work independently. It is a powerful way of teaching to the specific needs of an identified group within the class and is a way of building a bridge between teacher-led and independent work.

### 3 Key teaching approaches index

<table>
<thead>
<tr>
<th>Literacy and learning aspect</th>
<th>Literacy and learning strand</th>
<th>Teaching approach</th>
<th>Example on DVD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning through talk</td>
<td>Using talk to clarify and present ideas</td>
<td>Teacher modelling</td>
<td>Sequence 1 English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil presentations</td>
<td>Sequence 1 English</td>
</tr>
<tr>
<td>Talking and thinking together</td>
<td>Small-group discussion</td>
<td>Sequence 2 science</td>
<td></td>
</tr>
<tr>
<td>Learning from text</td>
<td>Developing research and study skills</td>
<td>Active-reading strategies</td>
<td>Sequence 3 science</td>
</tr>
<tr>
<td></td>
<td>Reading for meaning</td>
<td>Guided reading</td>
<td>Sequence 4 English</td>
</tr>
<tr>
<td></td>
<td>Understanding how texts work</td>
<td>Shared reading</td>
<td>Sequence 5 English</td>
</tr>
<tr>
<td>Learning through writing</td>
<td>Using writing as a tool for thought</td>
<td>Teacher modelling</td>
<td>Sequence 6 history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small-group discussion</td>
<td>Sequence 7 mathematics</td>
</tr>
<tr>
<td></td>
<td>Structuring and organising writing</td>
<td>Shared writing</td>
<td>Sequence 8 English</td>
</tr>
<tr>
<td></td>
<td>Developing clear and appropriate expression</td>
<td>Guided writing</td>
<td>Sequence 9 English</td>
</tr>
</tbody>
</table>