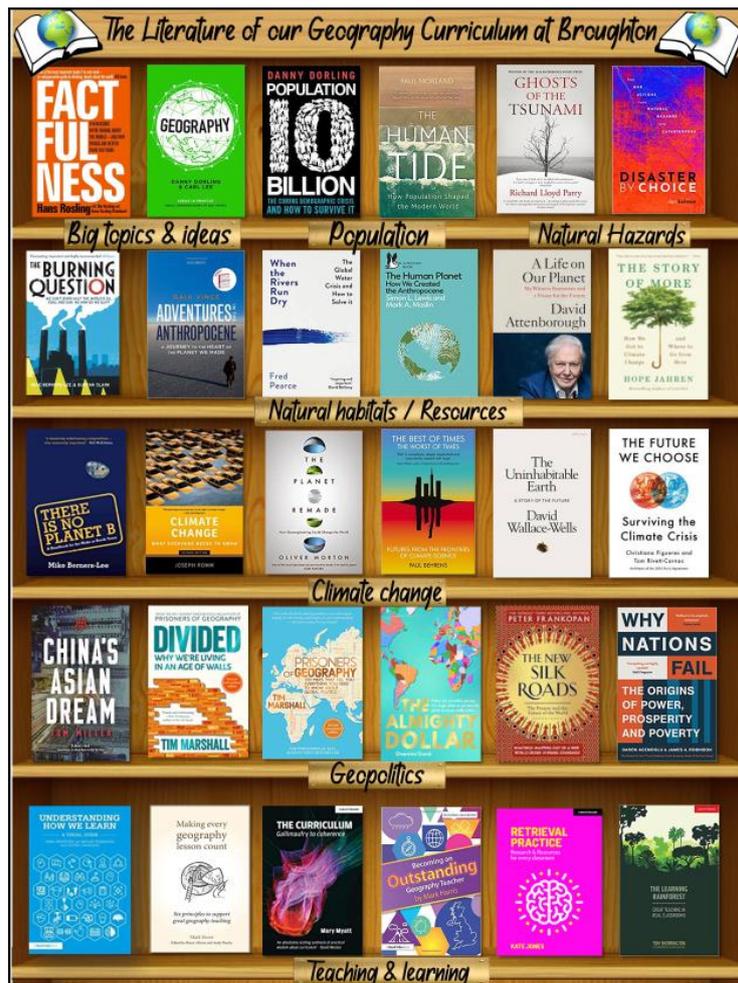


Promoting wider reading in GEOGRAPHY

Reading forms the bedrock for the Geography Curriculum here at Broughton. Teachers have used literature to underpin and enhance our curriculum. Furthermore, pupils are aware of teacher reading and can see its value.

There are also posters in both HU1 and HU4 which show pupils the books that members of the department have read to inform our curriculum. They posters have prompted many discussions between staff and pupils. They have also proved interesting to other members of staff from other departments. We believe that it is vital that teachers model good reading practices and that pupils see reading as a valuable, yet daily part of everyday life.



Teachers regularly talk about books they have read which support the curriculum with pupils, both inside and outside of lessons. KS3 booklets regularly included "Guided reading" tasks. For e.g., Y8 climate change includes an article from the National Geographic about how British tourism may flourish as climate change increases global temperatures. At GCSE, passages from books such as *Disaster by Choice* by Ilan Kelman as included in booklets and used read and discussed by classes.

Promoting wider reading in GEOGRAPHY

guided READING

5 What has caused the Arctic shipping route to open up?

6 How many risks has the climate risk assessment report released?

7 How much does the damage caused by flooding cost each year?

1 What could be the cost of flooding in the UK by 2050?

2 Why will there be hospice burn frequently?

3 What are the impacts of hot weather?

4 What are some of the opportunities the UK is facing?

12 Why may there be greater conflict over water?

11 Why could food prices rise across the world?

8 What does 'water stress' mean?

9 What may happen if we don't prepare for flooding?

10 How could the drought save thousands of lives in the winter?

NATIONAL GEOGRAPHIC **Climate change will make UK new holiday destination**

Southern European tourists may come to the UK to escape increased heat while British holidaymakers will remain here rather than travel to France or Spain, according to a report by the Department for Environment, Food and Rural Affairs.

But the main risk is that global warming will cause flooding that could cost up to £12 billion every year because of heavy rainfall in the winter and rising sea levels, affecting up to 3.6 million people by 2050.

There will also be regular hospice bans because of droughts, especially in the South East where there is already a shortage this winter. Hot weather will kill crops, devastate wildlife and increase risk of diseases.

Heatwaves could kill up to 6,000 more people every summer by the 2050s and businesses will lose up to two days as employees struggle to work in the heat. However there are also "opportunities" for the UK in reduced energy bills during warmer months, up to 24,000 fewer deaths from the cold in winter and growth in new crops like peaches or sunflowers.

The opening of the Arctic shipping route due to ice melt will make it easier and cheaper to transport goods and some species of fish, like plaice and sole, should become more abundant around the UK.

"Hotter summers and warmer year-round temperatures may make the UK a more attractive for foreign and domestic holiday makers. In particular, the UK could be well placed to attract visitors deterred by the uncomfortably high temperatures in southern Europe projected to result from climate change," read the report.

The Climate Risk Assessment Report sets out the 100 greatest risks for the UK over the next century due to rising temperatures predicted by the Met Office.

Flooding, that currently causes £3.3 billion worth of damage every year, is expected to become a massive problem, costing £12 billion per year not including surface flooding.

The impact will also be felt on health with the number of people killed by floods increasing from 18 today to up to 52 by the 2050s and the number of people affected mentally rising from up to 7,000 to 11,500.

At the same time a lack of water will also be a problem. In the South East and Anglia, where there is already currently a drought, most people will be considered to be living under "water stress" meaning water meters will have to be introduced and there may be restrictions imposed.

Caroline Spelman, the Environment Secretary, pointed out that the floods in 2007 cost £3 billion in England alone. She warned that failure to prepare for further disasters will cost even more unless preparations are made now.

"This world class research provides the most comprehensive case yet on why we need to take action to adapt the UK and our economy to the impacts of climate change," she said. "It shows what life would be like if we stopped our preparations now, and the consequences such a decision would mean for our economic stability."

Sir Bob Watson, Defra's chief scientist admitted it was a "mixed bag" for the UK.

Although tens of thousands of people in Britain may be saved by more warm winters there will still be cold snaps. He also pointed out that other problems will emerge because of the effect of climate change on other parts of the world. For example food prices are expected to go up because of droughts in the main agricultural areas, water shortages could cause more conflict and millions of people will become 'climate change refugees'.

"If we have a warmer world we should then in principle have the adverse effects of heat stress mortality but at the same time it should be off set by less people dying by winter," he said.

Furthermore, the Y7 *Welcome to Geography* booklet given to all Y7 pupils in September includes a list of books linked to each of the Y7 topics. All pupils are encouraged to read in Geography and to share their reading with others. The front cover of each booklet in KS3 Geography offers reward points for book reviews linked to that particular topic. The first Y7 unit encourages pupils to go and find the atlases in the library.

Wider reading in Geography in Year 7



Topic	Suggested books
1. Where are we?	Alastair Humphreys: <i>Alastair Humphreys' great adventures</i> Jim Doyle: <i>Where on Earth? Geography without the boring bits</i>
2. Map skills-How do we know where we are?	Aleksandra and Daniel Mizielinska: <i>Maps</i> Ordnance Survey: <i>The Ordnance Survey Puzzle Tour of Britain</i>
3. Weather and climate- Was the high death toll of Hurricane Katrina caused by poverty?	National Geographic Kids: <i>Everything Weather</i>
4. Biomes- Is the tropical rainforest (TRF) more valuable left intact or destroyed?	Eva Ibbotson: <i>Journey to the River Sea</i> Rachel Ignatofsky: <i>The Incredible Ecosystems of Planet Earth</i> Alwyn Hamilton: <i>Rebel of the Sands</i>
5. Migration- Why is Rio de Janeiro Brazil's second city?	Orjall Raulf: <i>The boy at the back of the class</i> Jorge Argueta: <i>Caravan to the north: Misael's long walk</i>
6. Middle East- Is the Qatar World Cup in 2022 sustainable?	Lonely Planet Kids: <i>A Journey through every country in the World</i>

BROUGHTON **Year 9 Geography** **Target band:** _____

CHINA'S POPULATION WOES- Was Malthus correct? Do we need war, famine and drought to limit the Earth's population?

The more that you read, the more things you will know. The more that you learn, the more places you'll go. — Dr. Seuss

- Read a book which you feel is linked to this unit.
- Book review sheets are on the Wider Reading in Geography on the Geography FireFly pages.
- Reward points for each completed form.

Grade	%	On target
1	20-30	FL
2	31-50	IL
3	51-70	HL
4	71-90	AL
5	91+	

Weekly Homework Plan Tick when done

Summative assessment	%	Grade
Where are we? test	/60	
Aiming for the stars • Watch the BBC weather report every night for a week and practise locating Preston in your head. Keep a weather diary for Preston for a week. • On your next long car journey, pay attention to the road signs and note them down. • Go to the library and spend some time looking at the atlases there. (Classification 912) Look at the different types of maps and then come and tell me your favourite and why.		
Pupil comment: on classwork, homework and overall presentation of the book.	Home comment: on classwork, homework and overall presentation of the book.	

In short, reading forms a fundamental part of the Geography curriculum.

Promoting wider reading in GEOGRAPHY

	Term 1	Term 2	Term 3
Year 7	<p>Baseline test/ welcome to Y7 Geography booklet</p> <p>Topic 1- <i>The story of Eratosthenes and the word Geography</i> (Booklet 7:1 p.3)</p> <p>Topic 2- Guided Reading- <i>The name Ordnance Survey hints at how it all began.</i> (Booklet 7:2 p.22)</p>	<p>Topic 3- <i>Why do Brits talk about the weather so much?</i> https://www.bbc.com/future/article/20151214-why-do-brits-talk-about-the-weather-so-much</p> <p>Topic 4- <i>The true value of the TRF.</i></p>	
Year 8	<p>Topic 2- Guided Reading- National Geographic- <i>Climate change will make the UK a new holiday destination.</i></p>	<p>Topic 3- <i>What is an ice age?</i></p>	<p>Topic 5- <i>Has the Earth always looked the same? The theory of Continental Drift.</i></p> <p>Topic 6- <i>The Almighty Dollar</i> by David, Dharshini. Whole topic planned around the book- various extracts included.</p>
Year 9	<p>Topic 1- <i>What was the China One Policy?</i> (Booklet 9:1 p.8) <i>Understanding Thomas Malthus</i> (Booklet 9:1 p.16) <i>Understanding Ester Boserup</i> (Booklet 9:1 p.17) <i>Understanding the super-ageing of Japan</i> (Booklet 9:1 p.21)</p> <p>Topic 2- Global India- 2x interview transcripts with locals in Bangalore.</p>	<p>Topic 3- Guided Reading- <i>River Ribble</i></p> <p>Topic 4- <i>Factfulness</i> by Hans, Ola & Ana Rosling Whole topic planned around the book- various extracts included.</p>	
Year 10	<p>Topic 1- https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-22780382</p> <p>Topic 2- Guided reading- <i>Favela Bairro</i></p>		
Year 11	<p>Topic 1- <i>Disaster by choice: The need to create a culture of warning and safety.</i> By Ilan kelman <i>The tornado, the earthquake, the virus are not to blame for our decisions.</i> (Booklet 1- p.19)</p>	<p>Topic 2- <i>The true value of the TRF.</i></p>	

Promoting wider reading in GEOGRAPHY

	<p><i>Inequities, underdevelopment, and marginalization.</i> By Ilan kelman (Booklet 1- p.21)</p> <p><i>Carbon dioxide to be forever locked up underground-</i> The Times newspaper article (Booklet 1- p.61)</p>		
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