

## Pedagogy Newsletter #52

14th February 2020

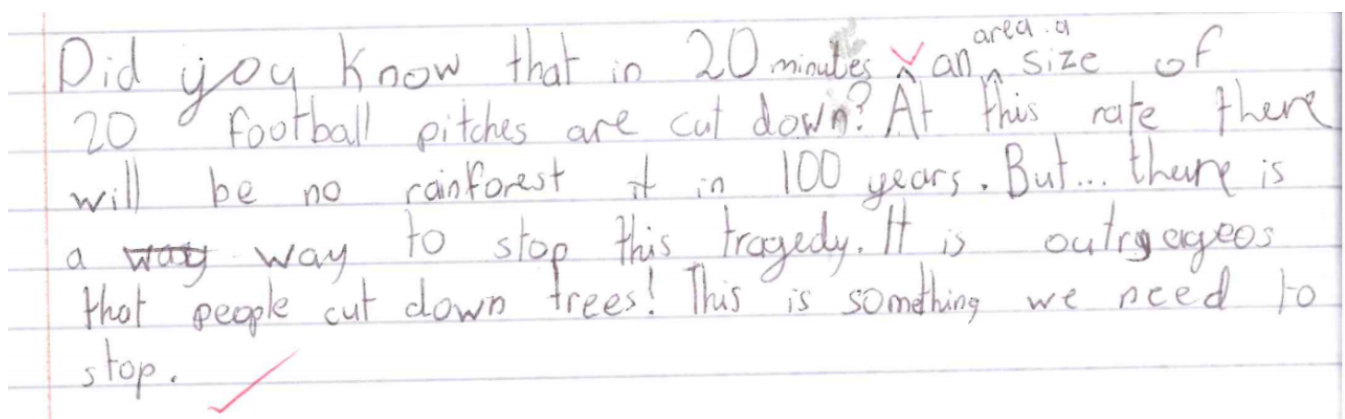
On Monday, the Trust's geography leads had one of our termly meetings. This one was a bit different, because we had arranged a session by a very highly regarded geography educator, Dr Liz Taylor. Her session was on the idea of big ideas of geography, what they are and how we can use them to make sure we are planning progression well.

For anyone teaching geography, and everyone else interested in curriculum design, here is Liz explaining how we use concepts to think about geography.

<https://cambridge-community.org.uk/professional-development/gswkey/index.html>

### Weekly writing outcome: geography #2

Two weeks ago we shared a year 11 piece of writing in the pedagogy newsletter. This week, it's year 3's turn. It's a piece of class writing from Old Ford on deforestation.



Did you know that in 20 minutes <sup>area of</sup> all size of 20 football pitches are cut down? At this rate there will be no rainforest in 100 years. But... there is a way - way to stop this tragedy. It is outrageous that people cut down trees! This is something we need to stop.

Although it starts with a rhetorical question, which is probably not how we'd want to encourage pupils to start an academic piece of writing, the information within it is a really powerful gut-punch. You can feel the outrage.

What is happening to our rainforest?

Deforestation is happening faster than ever! This is happening because big logging companies cut down huge chunks of trees to use for timber, paper and wooden furniture. Subsistence farming is when small ~~families~~ families cut down a small part of the rainforest for land to grow crops. It is also called slash and burn. Up to 48% of all deforestation is ~~happened~~ <sup>caused</sup> by subsistence farming. Commercial farming is a massive contributor. Because we are eating so much meat they cut down trees to make room for cattle to graze and this is part of commercial farming. As people increase we need more food and loads of food because it is estimated that by 2100 there will be 11.5 billion people so that's why we need to stop making more food. We need to stop!

This paragraph really shows how well the pupil has come to grips with geography terminology. Writing is challenging. Asking pupils to take ideas that are still new and then build sophisticated sentences with them is a really big ask. This pupil has managed extremely well.

What can we do to stop it?

All of ~~that~~ humans can do a part to stop ~~depo def~~ deforestation. ~~First~~ Firstly, we can eat less meat. So we don't need ~~more~~ that much meat and the cattle will decrease in ~~there~~ their ~~amount~~ number. Additionally we can recycle paper and cardboard but try use less paper. And when tree trimmers trim the trees we might as well use that wood instead of the rainforest wood. Small changes can make big differences so try it. And also buy ~~wood~~ certified wood products because that will help the environment.

So, ~~come~~ come in my team and persuade other people to help because... **WE NEED TO STOP DEFORESTATION** and **R** protect the rainforest.

Finally, it is great to see pupils passionate about the planet and with clear, sensible ideas on how they can help. It's a great piece of writing.

## Weekly writing outcome example - English (10)

This week's weekly writing comes from a year 1 pupil from Culloden Primary Academy. The pupil wrote this piece in response to the shared reading text: Dick Whittington. The remit was to (as an independent piece of writing) describe Dick Whittington.

We have chosen this piece of work because it showcases a number of devices that make an effective description.

Dick Whittington has hair  
which is dirty and golden. //  
His hair is brown and messy  
~~His hair~~ His clothes <sup>are</sup> is ripped  
and messy with ~~was~~ bits of  
mud. He is feeling un happy  
because he is without ~~the~~ food.  
He has white skin and he  
has no food because he  
has no money. He is very  
very angry because he is  
conveyed.

In this section there is/are:

1. Adjectives 'dirty' and 'golden'
2. Sentences expanded with causal connectives - he has no food 'because he has no money'
3. Adverb 'very' to modify the very angry to convey shade of meaning.
4. Tense consistent throughout the piece.

What a great half term of writing!! Looking forward to sharing lots more with you next half term!!