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Final Version

Reading at Noadswood School

The Geography Department

Using fiction and non-fiction text in Geography

1. Fictional Text by Ele Fountain

For many years I have wanted to weave more fictional text into our Geography curriculum, to help bring our subject to life and enhance students' curiosity about the world. As educators we know the importance of reading and that reading fluency is a key component in student's wider learning capacity and confidence. However, I have always found it a challenge to find appropriate text that both inspires and meets the needs of our curriculum. That was until I discovered the fantastic work of Ele Fountain. Ele currently has four books published and we have so far used two of these to support our curriculum.



Her first book is called Boy 87. We have used this with our Year 7s to support our British Isles scheme of learning. The book helps us to explore issues around forced migration and people seeking asylum. We created a lesson called 'Are we all born free?' which starts with an image of many migrants arriving in English waters on a very precarious looking overloaded boat.



Are we all born free?



- What?
- Where?
- When?
- Why?
- Who?

Task

THINK, PAIR, SHARE - What's happening in this photo?



Are we all born free?



Task

How does this media portray migrants and is this a fair representation?

We analysed news headlines and critiqued the media representation of migrants arriving in the UK. Students are then introduced to Boy 87. We used 3 extracts from the book to unpick the main character's; Shif's, journey and experiences. Shif is an ordinary boy who likes chess and math's and playing with his best friend Bini. However, when we read the first extract from Chapter 3 'Leave' we realise that Shif is one of many thousands of young people who are forced into exile because of insecure political situations in their home countries. We delved further into the book and read two additional extracts from 'Desert 2' and 'Boat'. Students are asked to discuss Shif's

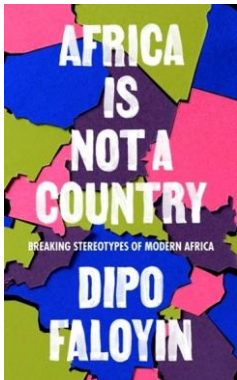
impressions of England, the dangers he experiences and what his future may hold. This book is powerful because Shif is a young boy travelling across many countries without his family in hope of a safer life in England. It opens our eyes to the dangers and challenges these people face and helps us to challenge the media perceptions of migrants.



The second book we use is called 'Melt'. We used this with our Year 8s to support our Climate Crisis scheme of learning. This book helps us to investigate how the traditional way of life in the Arctic is under threat from climate change. We use the book to help us look at who owns the Arctic and why they drill for oil and gas. We support this with the use of maps to look at the extent of the melting over time. Finally, we use 3 extracts from MELT to explore how climate change has affected 3 different characters, Yutu, Yutu's Grandmother, and Bea's father. Students are able to explore the meaning of social responsibility and the importance of being aware of the effects of your own actions and the actions of others.

Towards the end of the Autumn term, we were fortunate enough to have Ele Fountain visit us at Noadswood and talk to our year groups about the texts they had been using. This really brought the stories to life and gave the students an insight into what inspired Ele to write these stories. The students were fascinated to meet Ele and had the opportunity to ask her questions about the text. Ele also ran a creative writing workshop for a small group of year 7s to help them structure their own stories and our Year 10 library leaders were able to find out a little more about life as an author. Ele was a pleasure to work with and truly inspired our students to explore their own imaginations and write. We look forward to working with Ele in the future and we are excited at her announcement of her new book, 'WILD' which is due to be published later this year.

Non-Fiction by Dipo Faloyin



When re-writing our KS3 Africa SOW this year we were very keen to help our students break down stereotypes of modern Africa. All too often the media representation of Africa focuses on poverty, civil war, corruption and the climate crisis, to name a few examples. This gives us and our students a false impression of this vast continent and ignores its rich cultural diversity and vibrancy. With this in mind, we renamed our unit: Is Africa a misrepresented continent? We also incorporated extracts from Dipo Fayolin’s book; Africa is not a country. Students used a guided reading frame to interpret an extract and help them challenge their impressions of Africa.



guided
READING

<p>1 How many countries make up the continent of Africa?</p> <p>_____</p> <p>_____</p>	<p>Extract from Africa is NOT a country, by Dipo Faloyin</p> <p>Few entities have been forced through this field of distorted reality as many times as Africa – a continent of 54 countries, more than two thousand languages, and 1.4 billion people. A region that is treated and spoken of as if it were a single country, devoid of nuance and curse to be forever plagued by deprivation.</p> <p>For too long ‘Africa’ has been treated as a buzzword for poverty, strife, corruptions, civil wars, and large expanses of arid red soil where nothing but misery grows. Or it is presented as one big safari park, where lions and tigers roam freely around our homes and African’s spend their days grouped in warrior tribes, barely clothed, spears palmed, hunting game, and jumping up and down with ritualistic rhythm to pass the time before another aid package gets delivered. Poverty or safari, with nothing in between.</p> <p>No matter how hard I try to explain that I was raised in a sprawling metropolis with all the twists and ricks of a sprawling metropolis, too many can only imagine what they’ve been programmed to believe. They cannot picture my mum’s primary school, with happy, well-nourished children bursting through the gates every morning, because various international charities have convinced them that to be young in Africa is to be surrounded by flies and fueled with nothing but contaminated drinking water; that to be African is a daily exercise in barely escaping the clutches of a rotating cast of free-roaming warlords in dirty fatigues, hanging off the back of 4x4 Jeeps that whizz along dirt jungle paths.</p> <p><u>In reality, Africa</u> is a rich mosaic of experience, of diverse communities and histories, and not a singular monolith of predetermined destinies. We sound different, laugh differently, craft the mundane in uniquely mundane ways, and our moral compasses do not always point in the same direction.</p>	<p>9 List any words you are unsure of here.</p> <p>_____</p> <p>_____</p>
<p>2 What is the population of Africa and how many languages are spoken?</p> <p>_____</p> <p>_____</p>	<p>8 What is Africa like in reality?</p> <p>_____</p> <p>_____</p>	
<p>3 What does the word ‘deprivation’ mean?</p> <p>_____</p> <p>_____</p>	<p>7 How have international charities portrayed Africa?</p> <p>_____</p> <p>_____</p>	
<p>4 What buzzwords have been used to describe Africa?</p> <p>_____</p> <p>_____</p>	<p>5 What other ways has Africa been presented as?</p> <p>_____</p> <p>_____</p>	<p>6 What does the word ‘metropolis’ mean?</p> <p>_____</p> <p>_____</p>

At the start of the Spring term, we were very fortunate to have Dipo Faloyin visit us at Noadswood. He gave talks to both Year 7 and 10 students. His presentation was excellent, and his profound knowledge was so valuable in

helping our students understand the impact of colonialism on Africa's journey of development. This supported the work our Year 7s were doing on the causes of uneven development and they were able to produce some high-quality extended writing as a result of Dipo's input. Dipo lived in Nigeria for many years and therefore he was able to talk to our Year 10s about the challenges and opportunities this country faces. Students really enjoyed talking to Dipo and having the chance to ask him questions. This supported their work on our LIC case study in our Economic World SOW at GCSE.

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