PRIMARY GEOGRAPHY

Focus on geography without limits

Number 92 | Spring 2017

Geographical Association

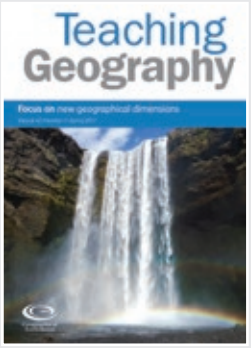
ALSO FROM THE GA THIS TERM...

***Primary Geography* readers may also find these articles from *Geography* and *Teaching Geography* interesting and relevant. You can download the articles from www.geography.org.uk/shop at a discounted price of £3.99 each (incl. VAT). Subscribers to these journals can download the articles free of charge from the journals page of the GA website as usual.**

Plate update: Refreshing ideas for teaching plate tectonics

Duncan Hawley and John Lyon

This article provides a 'refresher' that updates subject knowledge about some key recent developments in understanding how plate tectonics works and which consequently offer improved explanations for the distribution and characteristics of earthquakes, volcanoes and some surface landforms.



Seeing cities through urban art

Andrew Kirby

This article offers insights into how to use what are now readily-available digital versions of 'urban art' to explore different facets of city life. The article explores the city as portrayed by influential artists working in different countries from the mid-nineteenth century onwards, including France in the late nineteenth century, America in the early twentieth century, Britain in the mid-twentieth century, and a contemporary Chinese artist. Each allows us to see the city through specific narrative choices, and each example suggests how this approach might be used in any examination of urban life.

Geographical Association

Cover Artwork: Dave Howarth

Guest Editor: Ben Ballin

Senior Production Editor: Anna Grandfield

Design: Ledgard Jepson Ltd

Copy Editing: Diane Rolfe

ISSN 2046-0082 (print)

ISSN 2046-0090 (online)

The opinions expressed in this journal do not necessarily coincide with those of the Editor or the Geographical Association.

Safety Care has been taken to ensure that articles published in ***Primary Geography*** do not suggest practices that might be dangerous. However, the Geographical Association has not tested the activities described and can offer no guarantee of safety.

Primary Geography is published three times a year.

2016/17 subscription rate:
£49.00 (group membership); £49.00 (full personal membership); £36.00 (concessionary membership).

You can join or renew online at: *www.geography.org.uk* or you can download a membership form and send your subscription to: The Geographical Association (Primary membership), 160 Solly Street, Sheffield S1 4BF. Tel: 0114 296 0088 Fax: 0114 296 7176 E-mail: *info@geography.org.uk*

The Geographical Association is a registered charity: no. 1135148. Company no. 07139068.

CONTENTS

NUMBER 92 | SPRING 2017

FORTHCOMING ISSUE

Summer 2017: Focus on Sustainability

EDITORIAL

BEN BALLIN

Guest Editor, Ben Ballin. Photo © Sheikh Alkinky Sanyang.

'Every border keeps something in by keeping something else out' (Frances Stonor Walker, 2016). This edition of *Primary Geography* focuses on geography without limits. In thinking about its focus, we had several such limits in mind: boundaries and borderlines, open space and enclosures, mental or conceptual freedoms and limitations, and the restriction and liberation of learning. On our cover, geography personified is bursting out of its constraints.

First, there are borders; the lines on the map that sometimes connect us together and sometimes keep us apart. Some borders place limits on our movements. Figuratively speaking, they can constrain our horizons.

These lines and limits matter now more than ever, as we in the UK enter into a new set of relationships with Europe and the wider world, and as political leaders here and elsewhere talk of ever-tighter borders or even walls between countries, or of re-drawing the borders within and between familiar countries and regions. Meanwhile, powerful forces of economic, environmental and climate change remind us that many of the biggest questions we face go beyond any borders.

More locally, the lines around many public spaces – shopping centres, parks, recreation grounds, even schools – are quietly encircling what used to be 'ours' into fewer, often private hands.

Can we conceive of geography without such limits? We can certainly relate narratives about people at the borderlines. Gambian teacher Muhammed Jobarteh offers one set of challenging perspectives, as he talks about the impact on his own school community of young people taking the 'backway' to Europe. Muhammed's account is picked up on by Simon Collis, as he considers its application to his own primary classroom in the UK. Meanwhile, Sally Robbins reminds us of the power of story to conjure up the human faces of those who attempt to cross borders.

This takes us on to a second set of limits: pupils' and teachers' expectations about geographical learning, where it can take them and what they can do with it. Arthur Kelly invites us to think again about how we conceptualise 'mastery', while interviewee Alison Peacock describes an approach to assessment that aims to liberate limitless learning.

What are the actual and metaphorical limits and borders in children's own lives? 'Geography without limits' is also about the limits we place on our thinking, about how we imagine (or fail to imagine) the world, its possibilities and our present and future place within it. Chris Barlow describes exploratory work around the 'geography of the imagination', and Imogen Thackrah tells us about an 'everyday wonderland' where pupils are invited to see commonplace things in fresh ways. Paula Richardson makes connections between learning, street art and our sense of place. Both Elly Lengthorn and David Hicks consider geography's crucial role in helping pupils imagine a more just and sustainable world.

For Jaz Kalirai, Chris Kinlan and Dutch contributors, Mathijs Booden and Freek Jutte, 'geography without limits' involves time, space and frameworks for different pupils to explore real places in fresh ways: the innovative use of the school site; well-established teaching ideas in new contexts; tools to re-visualise what we see on maps. All these examples extend the boundaries of pupils' experience of the world, sometimes bursting beyond the limits of geography itself.

As geographers, we talk, draw and write not only about Earth, but about the limitless potential of how people interact with it. I hope that the ideas in this issue will inspire you to stretch the boundaries of your own professional understanding and creativity.

Reference

Stonor Walker, F. on *Borders, An Odyssey*, BBC Radio 4, first broadcast 28 April 2016.

WEB RESOURCES

Download ideas for using the PG front cover: *www.geography.org.uk/pg*

The start gallery

BORDERS AND LIMITS

BEN BALLIN

Ben offers ideas for using maps to explore the notion of borders and limits.

The changing map

Bring in some old maps and atlases to school and ask pupils to compare them with more recent ones.

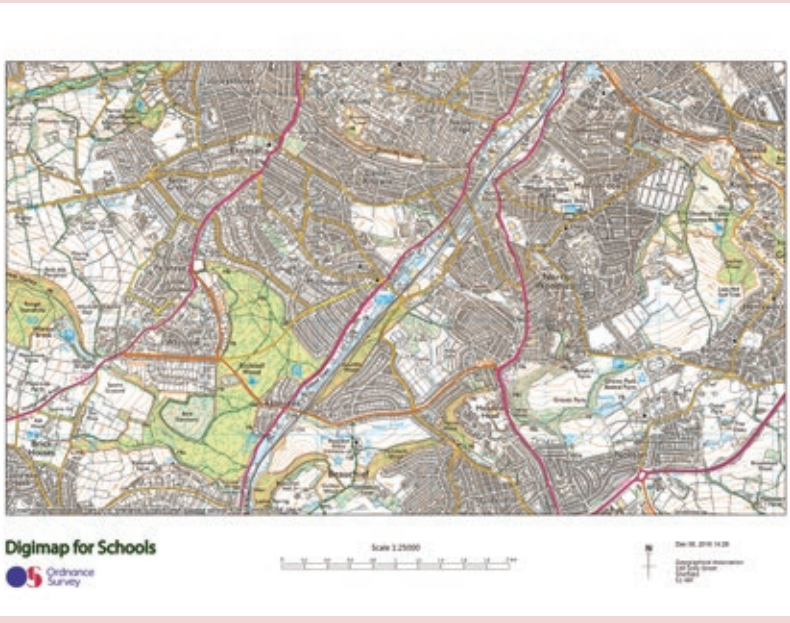
Looking at our own area and country, can pupils find the same places on both old and modern maps? Discuss: what has changed, and what has stayed the same? Have any names changed? Are the counties the same (e.g. in pre- and post-1974 maps of the UK)? If you use Digimap, pupils can access 19th-century and modern-day Ordnance Survey maps to compare changes (Figure 1), and use the timeline slider to merge older images with newer ones. What has changed? Can pupils think of any reasons why this might be so (e.g. changing populations in the areas around cities)?

What about countries? Can pupils find examples of 'new' countries or cities, which have come into being in the last 30 years? Give one or two examples: South Sudan, Slovakia, and the Czech Republic. What about 100 or 50 years ago? India before partition, French West Africa, Ireland before independence, and cities like Kaliningrad in Russia (formerly Königsberg), Gdansk in Poland, and Hong Kong in China are some examples. Why do they think these changes have taken place?

Can pupils think of examples of countries or regions where the borders are being disputed today? Mention Palestine, Western Sahara, Kashmir, Somaliland, Crimea. Who is claiming these places? What do different people say about where they belong? This potentially emotive issue will need handling with sensitivity, especially if pupils have family from any of these places.

How might the map change again in future? Some people argue that there will be fewer, bigger 'super-states', others that smaller states and regions will become increasingly important. What does it mean when we say that Britain is 'leaving Europe'?

(a)



(b)

Figure 1: Using Digimap for Schools to look at changes between (a) the 1890s and (b) the present day.

The physical places are remaining where they are, but their relationship is changing. Pupils could research the 2014 Scottish referendum: what was decided and what has happened since?

Using aerial images, pupils could look at physical changes over recent time. Older pupils might look at maps of ice melt in the Arctic or images of the Aral Sea between the 1960s and the present day (see web panel). To offset 'doom and gloom', they should also look at potential solutions, such as carbon reduction measures or the 'green wall' initiative in The Sahel. Younger pupils could use Jeannie Baker's books *Window* (2008) and *Belonging* (2002) to look at positive and negative changes over time, and think about how these might apply to their own home areas.

Why is that line there?

Using maps, pupils can investigate borders. What natural borders might they follow (e.g. rivers and mountain ranges)? Why are some straight and others wiggly? Travelling eastwards, where does Europe end and why?

How far out to sea does a country get to 'own'? Who 'owns' a river that runs through many different countries? Do people 'own' the sky above their homes and the earth below them? How far up and down does this go? How are these things decided? They could investigate the stories behind some quirks and anomalies. For example, is the kink on the map in the otherwise straight border between Kenya and Tanzania (Figure 2) really because Queen Victoria gave Kilimanjaro as a birthday present to her German nephew? Why does the border of The Gambia mostly follow the line of the river, and why was it set where it was?

They could also look at Antarctica as a continent without any countries. How is it managed?

Far out

'I can see my house from here!' People who have travelled in space often talk about how they begin by looking for familiar places on the world below them, but soon settle in to seeing Earth as a whole entity. Pupils could explore how different scales change their view of familiar places using the scale-slider with aerial views on Google maps. For a more extreme version, generating real awe and wonder, which uses scales from the sub-atomic to the whole universe, they could view the Cosmic Eye video (see web panel).

The poem 'Geography Lesson' by Zulfikar Ghose (1991) follows a jet plane rising into the sky, and how a passenger's view of the world below alters as it climbs. It would form an interesting starting point for a Community of Enquiry, perhaps starting with what the passenger did or did not understand by the end of the poem (see web panel).

In two places at the same time

People often exclaim that they 'can't be in two places at the same time', but geographically-speaking they sometimes can! In his poem 'Trousers Down', Michael Rosen (2008) tells the story of how he and a childhood friend made fun of the idea of borders by walking into England from Wales with their trousers around their ankles. They were walking down The Sugarloaf, 'a mountain with one bit in Wales/and one bit in England'.

Can pupils think of any other mountains, rivers or lakes with one bit in one country and another bit in another? How would they know where the border was? When would it matter to know? Or would it not matter at all?

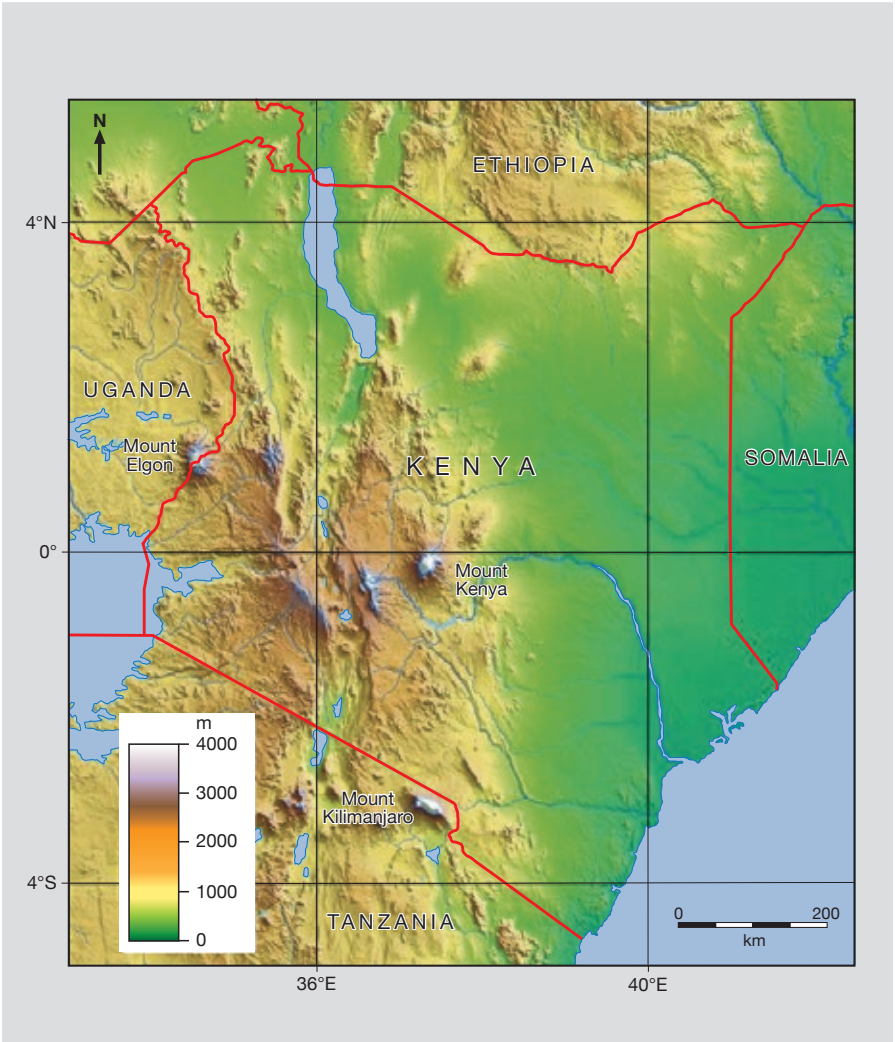


Figure 2: What is the story behind the kink in Kenya's border with Tanzania?

References

Baker, J. (2002) *Window*. London: Walker Books.

Baker, J. (2008) *Belonging*. London: Walker Books.

Ghose, Z. (1991) *50 Poems*. Oxford: Oxford University Press.

Rosen, M. (2008) *You Wait Till I'm Older Than You!* Middlesex: Puffin Books.

WEB RESOURCES

Aral Sea: *http://brilliantmaps.com/aral-sea*

Cosmic Eye: *www.youtube.com/watch?v=jfSNxVqprvM*

Digimap: *http://digimapforschools.edina.ac.uk*

'Geography Lesson' poem: *www.english-for-students.com/when-the-jet-sprang-into-the-sky.html*

Ice in the arctic: *http://whyfiles.org/211warm_arctic/2.html*

'Trousers down' poem: *https://books.google.co.uk/books?id=FFnHZRPRXLcC&pg=PT90&source=gbs_toc_r&cad=3#v=onepage&q&f=false*

Ben Ballin is Primary Champion and Consultant to the Geographical Association, Birmingham.

DIRECTIONS

Directions points you to resources and events that support primary teachers in their planning and resourcing of the curriculum and in their CPD.

These links offer a whole host of ideas and sources of information to help you take your teaching further.

Beyond borders postcards

A young people's arts centre in Birmingham has created an online exhibition about the actual and metaphorical borders in people's lives. Their online postcards, including some created by young asylum seekers, show work in a variety of media and offer a powerful way into exploring the issues.
http://beyondborders-gap.weebly.com/postcards.html

Your life, my life

What makes you jump for joy, or laugh out loud? A series of short films from Oxfam for 5- to 9-year-olds supports an exploration of similarities and an appreciation of diversity.
www.oxfam.org.uk/education/resources/your-life-my-life

Teaching about migration

The GA website offers four online CPD exemplar units on migration, including photo sets, historical background and support to teachers on creating their own materials.
www.geography.org.uk

Migration Museum Project

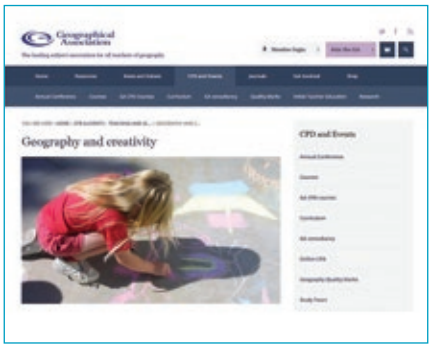
A 'museum of all our stories', the online museum contains a wealth of images, stories and information. It includes a resource and advice section for teachers.
http://migrationmuseum.org

Immigration mapping

A series of powerful animated maps at Metrocosm shows net inflows and outflows of people worldwide, offering commentary on and analysis of what is happening in specific places. As a tool for teachers' own understanding, it offers insight and understanding in the way that only good maps can.
http://metrocosm.com/global-immigration-map/

Geography and creativity

Download some key ideas on creativity and geography, from Stephen Scoffham at the GA website.
www.geography.org.uk



Critical thinking skills

The GA is working with the British Council on the critical thinking and problem solving elements of its international CPD support for teachers all over the world.
https://schoolsonline.britishcouncil.org/develop-your-skills/professional-development-courses/teaching-the-core-skills

The Power of Ummmm

What are the 'placemarkers' that create moments when we start to pause, reflect and ask deep questions? Australian educator Kath Murdoch talks us through a car journey full of questions in her TED talk on 'The Power of Ummmm.'
www.kathmurdoch.com.au/media

Global learning – lenses on the world

Downloadable resources produced by teachers in The Gambia, Kenya, Spain and the UK provide ideas for teaching about sustainable development, poverty and wealth, and food and hunger, plus CPD support to teachers.
www.tidegloballearning.net

Digimap aerial imagery

Digimap has launched a new aerial imagery layer. Using Ordnance Survey data, it is remarkably clear and saves you having to check places on both maps and aerial view websites. You can toggle between everything, all on one site, visualising the world differently as you go.
http://digimapforschools.edina.ac.uk

Natural connections

95% of children say that outdoor learning makes lessons more enjoyable. The Natural Connections Demonstration Project has published a report on its key findings on Learning Outside the Classroom.
http://publications.naturalengland.org.uk/publication/6636651036540928

A futures perspective

David Hicks, one of our contributors to this issue, outlines thoughts on 'the missing dimension' in education. What if we spent more time on enabling pupils to think more critically and creatively about the future?
www.teaching4abetterworld.co.uk/futures.html

WELCOME TO OUR GARDEN!

JAZ KALIRAI

Jaz reports on how teachers rose to the challenge of providing high-quality outdoor education by making use of what was once a piece of wasteland at St Peter's Junior School, Derby.

St Peter's Junior is a thriving, multi-ethnic church school outside Derby city centre. It is situated off a busy main road and surrounded by residential housing. It has two playgrounds and what was once a patch of scrubby grassland.

Providing high-quality outdoor education within the school grounds for 250 pupils was always going to be a challenge, but one we rose to magnificently! The pupils worked with creative practitioner Katy Doncaster and her husband Fraser to share ideas about how they wanted to use and develop their school garden. Meanwhile, we encouraged community ownership through parents adopting a piece of land, which has been turned into a fertile patch with a variety of flowers, fruit and vegetables.

A regular band of young enthusiasts make up the Gardening Club. They work hard to help maintain the beauty of the garden, which resulted in a series of awards, with praise from Ofsted in June 2013:

'The cultivated garden area in the grounds provides a wealth of opportunities for pupils to learn and develop spirituality and to contribute to the whole-school community, for instance by growing vegetables and taking responsibilities'.

The original wasteland has been transformed into an oasis used to enhance teaching and learning across the curriculum, throughout the school year (Figure 1). Here are some of the geography activities that we use the garden for (more can be found on our blog – see web panel).

History

Year 5 pupils collected fresh ingredients from the garden to create Tudor potage. Year 3 held a 'Battling Britons Day', setting up camp in the garden and cooking spelt bread on the campfire. As part of an Egyptians topic, year 4 pupils mummified a shop-bought chicken (named Tut-ankh-a-HEN!!), which was given a formal burial in the garden: the site is marked by a home-made pyramid.

Design Technology

Year 6 used a home-made apple press to make juice and apple crumble. They designed and made bird tables from scrap timber; and built a play house from reclaimed pallet timber, in-filled with 2-litre plastic bottles, which makes a great hideout!

Mathematics

Pictures of birds were hidden in the garden. Pupils had to find them, work out the co-ordinates on a scale map and write them down. Pupils have surveyed the garden with 50m-long measuring tapes and then drawn a plan to scale, adding in key features.

Art and Design

Natural sculptures have been created based on the work of Andrew Goldsworthy.

English

Pupils have studied *Alice in Wonderland* and then incorporated parts of the story into a living display.

Science

Pupils have studied minibeasts, tadpoles and water plants in the pond, grown plants from seed, and observed nesting birds via a webcam (see web panel).

Figure 1: The garden across the curriculum. Photos © St Peter's Junior School, Derby.

African keyhole garden

The pathway leading to the open part of the garden has been transformed into a haven of highly productive raised beds. Among these, our 'keyhole garden' combines work from two year groups. Year 4 used ideas from the 'Send A Cow' charity to work on an 'African keyhole garden' project with villages in Africa. This style of gardening makes the best use of available land and composting material. Subsequently, when we moved on to a Tudors topic, we integrated the cob building technique into our garden design.

The pupils were learning about different parts of Africa and how some areas receive very little rainfall. In helping construct the garden, they discovered how and why it required very little water to yield a large crop. Fruit was composted, seeds were sown, crops grew and were consumed.

During their studies of parts of Africa, year 5 cultivated a gourd and bean arch using crops, such as red and green Kuri squashes, from different parts of Africa. When the topic changed to the Americas, they spent the day in the garden discussing foods eaten in different parts of that continent, and made tortillas and re-fried beans from scratch. As year 6 studied Rainforests, they planted quinoa, cucurbits and sweetcorn as examples of South American crops.

Rivers

Year 5 created a model of a simple river system in the garden with Katy and Fraser. This brings to life the principal features of rivers and how they can shape the landscape. As part of the Americas topic, year 5 studied the Colorado River and its impact on the landscape: in particular, the formation of the Grand Canyon. They began by comparing the nearby River Dove to the Colorado River, then reviewed the water cycle, using maps to locate rivers around the world. Using maps, they compared the length of the main rivers in the UK (including the River Dove) and located the major rivers in the world (including the Colorado). Map work skills and the use of six-figure grid references were put to excellent use during this work.

Our river in the garden is constructed on a slight gradient, using a large piece of tarpaulin with a water butt at the top end (Figure 2). This allows the water to flow gently down the river system. Using this, pupils looked at the features of a river, from source and tributaries to delta and mouth. The pupils can clearly observe how water flows faster at the upper course, more gently through its middle and slower still through the lower course of the river.

Different types and grades of materials were used to illustrate how erosion, deposition and transport of sediment occur over the course of a river journey. The pupils were able to study how the size of particles affects where they are deposited. They drew detailed diagrams, which prompted much discussion about how important rivers are. The pupils loved the opportunity to play in the water, especially at the end of the activity, when we tipped-up the water butt and had a flood!

Climate and seasons

The garden is open throughout the year, and is a great way to explore natural seasonal changes. Our weather station, consisting of a thermometer, barometer, home-made weather vane, rain gauge and sundial, is used by all year groups. As they collect data from the station, it provides excellent opportunities to develop data-handling skills.

Year 6 pupils have attempted to forecast the weather by looking for patterns over a period of time, and making predictions using data collected. The weather station has also encouraged the pupils to use a range of weather apps and the BBC weather site. They are becoming increasingly familiar with the correct vocabulary relating to climate and weather.

During the last solar eclipse, we took part in the National Eclipse Weather Experiment, taking weather readings from 8am until 11am. These formed part of the data from 400 schools reported nationally that day. Our graph of temperature readings during the eclipse showed a noticeable drop in temperature. We took images of the eclipse using a home-made pinhole viewer.

Figure 2: Using the model of a simple river system in the garden, pupils can look at the features from source to mouth. Photo © St Peter's Junior School, Derby.

Map work and orienteering

Teachers ensure that mapping skills show progress across the years. The garden is ideal for map work and developing drawing skills, its layout provides excellent opportunities for differentiation. Year 3 pupils have looked at alpha-numeric co-ordinates while year 4 used four-figure grid references. Years 5 and 6 focused on six-figure grid references and made detailed use of OS maps of the local area. The school site has been mapped by the pupils using, and creating, differentiated maps. These maps have then been used for orienteering activities.

Conclusion

Our garden is an amazing piece of land, which provides pupils with the sort of experiences that might otherwise only be had through expensive school trips. Its impact on pupils has been reflected in their confidence when they have been away on field trips and residential visits. In our garden pupils experience the beauty of nature first hand, and develop a respect and reverence for the natural world. As Katy put it: 'We made a garden. We dug, explored, planted, got rained on, got too hot, got muddy. It didn't look like much at first, and we didn't really know what it was going to look like when we finished. We found out lots of things along the way. And we haven't finished... we've only just begun!'

The latest addition to the garden has been our own sandpit. Our next goal is to use the school grounds for an overnight camp with younger pupils.

We are very happy that the importance of all our hard work in the garden has been recognised by Ofsted and others. Visitors are always welcome!

Acknowledgement

With special thanks to Katy Doncaster, Fraser, and all the pupils, staff and parents of St Peter's Junior School.

WEB RESOURCES

St Peter's garden blog: *http://stpetersgarden.weebly.com/*
St Peter's pond: *http://www.daviddomoney.com/2014/05/23/cultivation-street-st-peters-school-garden-pond-by-the-students/*

Jaz Kalirai is Geography and History Co-ordinator at St Peter's Junior School, Derby.

MIGRANTS, RIGHTS AND VALUES

SALLY ROBBINS

Figure 1: Behind the borders 'They're like us, Miss'. Photo © Zoltan Major/Shutterstock.com

Sally describes how, with year 5 pupils, she brought issues on migration and human rights to life through the power of geography, story and poetry.

My task was to teach about British values through a topic called 'Best of British'. At the time, the media was full of headlines like 'Migrants Swarm to Britain,' 'Brutal crimes of the Asylum Seekers,' 'The Swarm on Our Streets' and, quite frankly, at that point I felt quite ashamed of Britain and the values of some of its people. The task that lay ahead felt farcical. Previous research had made me very aware of the impact that media headlines and images could have on children. I needed an approach that pushed the curriculum boundaries, but one which would lead to pupils having a greater understanding of our place in the western world.

The pupils arrived chattering, eager to learn. Instead of the usual maths challenge, I gave each pupil a copy of an image. It showed a man holding his child as he climbed from a small boat; his face contorted with grief, anguish and relief. I invited the pupils to write whatever came into their heads. Their responses ranged was from single words, such as 'sad', 'scared' and 'relieved' to deeper questions including 'where are you from?'

One pupil wrote 'human'. It was one of those moments you get as a teacher when the hairs on the back of your neck literally jump to attention. There was hope: the pupils were empathising. I wrote underneath 'Still human. Still here', a phrase used by a coalition of more than 60 organisations campaigning for a fairer asylum system (see web panel). The pupils paused for reflection, and one responded: 'They're like us, Miss, and they're not going away' (Figure 1).

Back to our 'British Values' topic... We began by looking at what it was to be British. My school is predominantly made up of white British pupils and there is a significant number of Asian extraction (mostly Muslims and Sikhs from India and Pakistan). As homework the pupils were asked to find out about the origins of their name and about any family members who had come to Britain from another country. Together, we discovered that the class covered virtually the whole world: with pupils of Peruvian, Swedish, South African and Canadian descent (to name a few), and one who had great-grandparents who came over in the *Kindertransport* during the Second World War (literally, 'children's transport' – a series of rescue efforts that brought thousands of refugee Jewish children to Great Britain from Nazi Germany between 1938 and 1940).

Our work began in earnest. We looked at why people had chosen to settle in Britain. What was it that people admired about British values? Why had Britain opened its arms (to refugees) during the Second World War? When immigration was mentioned we questioned the different meaning of terms such as 'immigrants', 'refugees' and 'asylum seekers'. We read Benjamin Zephaniahs poem 'The British' and discussed the country's history of invasion and settlement.

I read *Boy Overboard* (Gleitzman, 2003) – in my view, this book is the perfect antidote to the dehumanising approach used by the media. Morris Gleitzman's main aim seems to be to explain to the pupils the horrifying plight of asylum seekers.

'Violent and vicious, the sea crashes against the boat,
Young and old crammed together like unwanted books on a library shelf,
Searching for freedom, searching for safety,
Still human. Still here.'

...

'Terrifying traffickers, grabbing at money,
Children's savings, precious possessions, birthday gifts,
All thrown into one big pocket,
Still human. Still here.'

...

'At last they've reached their safety,
Joyful but tinged with fear,
Still captive. Still trapped.
Still human. Still here.'

...

'How can they do this?
Ruling with fear,
Afraid to be somebody,
Still human, Still here.'

...

'Nobody is nobody,
No one should feel mere,
We all should have freedom.
Still human. Still here.'

...

'They have no freedom of speech,
Their government as mean as what they teach,
Not allowed to believe what they think,
Just looking for a hand to reach,
Still human, Still here.'

...

'Full of fear, full of shock,
Tears streaming down faces,
Short people, big people, all people,
Smugglers snatching their hope,
Still human, Still here.'

Figure 2: Extracts from the pupils' poems on the theme of 'Still human. Still here'.

He attempts to humanise the characters through the story. I have read this book many times to different classes (my copy is coming unglued from its spine), but never before has it seemed so relevant or had so much impact.

This class includes many 'boundary-pushing' boys, yet, from the moment I read the opening line: 'I'm Manchester United and I've got the ball and everything is good', they were transfixed. For those teachers that have yet to read *Boy Overboard*, the main character is absolutely fixated on soccer (to something of an annoying extent). This helped the pupils relate to the asylum seekers in the story and makes them appear real rather than 'other'. The children in the book became our friends, and my pupils genuinely cheered and cried for them.

The question is: how do you measure the impact of your teaching on pupils' attitudes? One way was looking at what pupils wrote how they felt about refugees and asylum seekers:

'I used to be scared of them. Now I know they are just like us.'

'I thought they would take our houses and our belongings, but now I think they just want to be safe.'

'They're not as bad as people say.'

Our school is a Rights Respecting one, so we also investigated the rights that every human has. Finally, the pupils wrote poems based on the slogan, 'Still human. Still here' (Figure 2), which really brought home to me just how much the pupils empathised, cared and understood that people crave the values of democracy, fairness and equality.

Reference

Gleitzman, M. (2003) *Boy Overboard*. London: Puffin.

Zephaniah, B. (2009) 'The British (serves 60 million)' (see web panel).

WEB RESOURCES

Gleitzman on Boy Overboard (includes sample chapter): *www.morrisgleitzman.com/boy-overboard.htm*

Still human. Still here: *https://stillhumanstillhere.wordpress.com/*

Young people and Benjamin Zephaniah read 'The British': *https://youtu.be/dZ1yYOAwvvo*

Sally Robbins is class teacher, key stage two phase leader and inclusion manager at Pedmore CE Primary, Dudley.

MIGRATION: A GAMBIAN PERSPECTIVE

MUHAMMED JOBARTEH WITH SIMON COLLIS

This article from Gambian teacher, Muhammed, challenges us to view issues about migration from African perspectives. Simon then responds with some thoughts about how he might rise to this challenge with his own primary class in the UK.

While the world continues to view irregular migration from the angle of its human tragedy in the Mediterranean, the inhuman conditions of migrant camps and the enormous pressure on host countries, there exists a far greater impact on the countries that migrants originate from. The Gambia is among the countries in sub-Saharan Africa where many migrants originate.

Located on the edge of the Sahara Desert, in recent years The Gambia has had low rainfall and a poor agricultural output, this has been deepened by the global financial crisis. As a result, many of its youth have opted to look elsewhere to achieve their dreams of a better life. One option that many take up is 'irregular migration'.

This migration of young people to Europe is the worst of all scenarios. Locally, the journey is called the 'backway'. The mere thought of going on it begins a frenzy about travelling in boys as young as 14. They cease to show any positive attitude to learning or enterprise in their own country, because their vision is already set on Europe, and nothing makes sense to them except getting there.

The impact on schools

A brief survey in my school indicates that nine in every ten boys would like to travel to Europe, and seven of every ten would go the 'backway', if they had the means. Teachers like me face the challenge of teaching pupils who have lost their conviction in the education system and would prefer to migrate. Those young boys who have set their heart on reaching Europe are not only difficult to manage, but also their attitudes often influence others.

Irregular migration helps explain the negative rate of return of education in The Gambia and other sub-Saharan African countries. Young students have little hope of a bright future in their own countries, so they rarely accept the fact that greater opportunities exist in Africa. Perhaps they mirror themselves on those students who have passed through the same education system and still struggle to gain a meaningful livelihood. As such, there is not enough incentive to endeavour in our education system. The 'backway' syndrome has impacted adversely on the interest and performance of a large number of students, especially in high schools. We are seeing disruption of school rolls, an increase in the rate of dropout, a poor completion rate, and an overall threat to the efficiency of the education system.

'Young students have little hope of a bright future in their own countries, so they rarely accept the fact that greater opportunities exist in Africa'. Photo © Ben Ballin.

The impact on wider society

Most of the participants in irregular migration are the poorest members of an already poor society. They are from families who struggle very hard to feed themselves at all, let alone well, yet they commit a thousand US dollars to travel to Libya (unsure if they will reach that country) and another thousand dollars to cross the Mediterranean, with no certainty that they will reach the shores of Europe safely.

While some families dip into their life savings to send one member on the perilous journey in order for them to send remittances back once they start earning, others sell off their only assets. In some situations, boys steal the entire fortune of a family business in order to escape to Libya. Altogether, the cost of migration – however it is generated – is robbing third-world families of thousands of dollars that could have gone a long way to improving the whole family's conditions.

Such migration sends the whole community into shock: everyone is either

mourning the loss of a loved one or extending condolences to bereaved neighbours. It feels like a war zone, considering the number of deaths in every corner of the community: these children are lost at sea, starved to death in the deserts of Libya, killed by armed gangs and/or robbed by criminals in the wild desert between Agades and Sabah. The tragic loss of a child is particularly painful in a society where there is no proper social security system.

In addition, throughout Gambian society irregular migration is widening the imbalance between the genders. If boys continue to undertake these perilous journeys, there is the risk of having a disproportionate number of girls in the remaining population.

Addressing the situation

There is the need for appropriate measures to curb this threat to our students. We need to create a variety of opportunities that young people, as the products of the Gambian education system, can harness. This would raise students' confidence in the existing system in The Gambia. We could design the education system and curriculum to promote a greater sense of national pride.

The whole idea of travelling to Europe is a highly-regarded one in sub-Saharan Africa. The remittances and exchanges accrued from this enterprise can contribute positively to the Gambian and other countries' economies. However, irregular migration to Europe such as I have described above is yet to match the benefits of regular and well-managed migration.

Regular migration could be made easier and fairer. Many aspiring migrants spend huge sums of money at European embassies, only to have their visa applications rejected without clear reason. In these circumstances, some feel that the only way to salvage their family from the shackles of poverty is to take the 'backway' to Europe, even if they risk dying in the attempt.

Responding to 'Muhammed's perspective'

Muhammed's description of the situation in The Gambia offers primary teachers a real challenge: how can we present a voice from The Gambia to our students without de-contextualising it: 'flattening' it out so that it becomes the sole opinion or representative of the issue? It reminds me of Fran Martin's discussion of difference during her time as GA President (Martin, 2012), which warned us of the dangers of telling a single story.

Muhammed's piece demands context, which for the pupils in my class needs linking with their personal narratives. They are exposed to a migration narrative through the media and through opinions that their families may express. They may have direct experience of migration themselves, or indirectly through peers: some pupils have come to us as refugees or asylum seekers, some as economic migrants and some as part of the EU's freedom of movement. These narratives conflict, corroborate and overlap with what pupils see or hear elsewhere.

What is migration?

Before Muhammed's piece can be directly addressed, the class would need to think about what migration means. On the smallest scale possible, why do people move house within a city or town? This highlights push-and-pull factors and can be based on pupils' lived experiences. From there, it is possible to 'zoom out' to a discussion about why people might want to move to different countries. This requires careful handling, especially if pupils are likely to re-present information that is overly biased or opinion as fact. Establishing ground rules that create a safe exploratory space is vital. Philosophy for Children (see web panel) offers pupils language structures and patterns that help them to agree and disagree with their peers.

Migration in The Gambia

Looking at Muhammed's account specifically, I would ask the class why some of his students are eager to leave The Gambia. This requires broader geographical context: an understanding of where The Gambia is and what it is like. I would compare some of the push and pull factors that Muhammed discusses with those that the class has listed previously - to establish the common experience of wanting to move somewhere 'better', or away from somewhere 'worse'. We would also discuss the idea of a 'backway', and how strongly the young men must feel to take such a risky decision. This could be linked to other migration/refugee crises, documented in journals like *The Week Junior* or *First News* (see web panel). Both offer balanced views that are challenging but accessible.

In order to prevent Muhammed's explanation being taken as the single story (Griffiths and Allbutt, 2011), it is necessary to examine his piece as an opinion. I would ask the pupils, 'Does this text support the young people who choose to take the "backway"?', 'What does he think they should do?' and 'What is the impact in Gambia of all the young men departing?

After these discussions have concluded, it would be important to compare what the pupils thought about migration before and after. Before the lessons, pupils could seal their ideas in an envelope, to be compared with their thoughts afterwards. This could lead into a broader discussion of how we may (or may not) change our minds based on what we see and hear.

The promise of a better future in Europe lures children as young as 14 from the shores of the Gambia. Photo © Ben Ballin.

References

Griffiths, H. and Allbutt, G. (2011) 'The danger of the single image', *Primary Geography*, 75, pp. 16–17.

Martin, F. (2012) 'Editorial', *Primary Geography*, 79, pp. 4–5.

WEB RESOURCES

First News: *www.firstnews.co.uk*

SAPERE Philosophy for Children, Colleges, Communities: *www.sapere.org.uk*

The Week Junior: *www.theweekjunior.co.uk*

Muhammed Jobarteh teaches Humanities at Kotu Senior Secondary School, Serrekunda, The Gambia. Simon Collis teaches at Emmaus Catholic and CE Primary, Sheffield, UK.

GEOGRAPHY OF THE IMAGINATION

CHRIS BARLOW

Chris recounts how Willows Primary School used a geography week to apply imagination to the thinking of staff and pupils alike in order to create something special.

Frequent reports and evidence from schools, combined with my own experiences of student placement feedback, continue to suggest that geography is often a marginalised, undervalued and underdeveloped subject area in primary schools, despite the potential that we as geographers know exists in bucket loads.

A gateway to possibility

Imagination, Einstein claimed, is more important than knowledge: with links to creativity and mental imagery, it is a tricky thing to consider. However, a sprinkle of imagination can certainly go a long way to amplify the geography on offer in a school, and lead to exciting, memorable and fun experiences, so 'Let's imagine we can all make geography phenomenal'.

At the Willows School in Kirkham, Lancashire, such imagination is already stirring. Working with the University of Cumbria, the school jumped at the opportunity to breach a post-Ofsted lull by planning a phenomenal geography week. Freedom from a supportive Head teacher meant that there were 'no limits' as to what could be achieved, as long as the notion of imagination could be applied to both pupils' learning and to the teacher's planning process. With this refreshing 'gloves-off' allowance, each teacher approached the notion of imagination in their own way.

For some the application meant imagining what (given the right circumstances) geographical learning really could offer. For others this was a time to experiment, take risks and to try new things. There were teachers for whom it was an opportunity to connect with a less-favoured subject, and for others to let their inner geographer run wild.

Early years: whatever we want it to be

For early years pupils the focus of the week was a large wooded area adjacent to the school – a real gift for the outdoor learning enthusiast and an area the pupils enjoy using on a regular basis. Through careful use of images, artefacts, story and discussion to add vital context, the class teacher made use of the motivational factor of outdoor learning as a blank canvas for exploring imagined environments.

With heaps of adult enthusiasm, the pupils encountered a number of exciting environments: the Everglade swamps on Monday, a North African desert on Tuesday, a magical kingdom on Wednesday and a bustling city on Thursday. Through the continuous provision of play opportunities, the pupils' imagination was allowed to flourish: 'this is a river', 'here is a wadi', 'this castle has walls to keep people safe and has cup holders for the King and Queen'. As the teacher explains:

> *'Some pupils wanted to make a Bedouin tent. When they ran out of suitable materials, they improvised and collected materials from the woods to make extensions, like they had seen in photographs. This encouraged them to problem-solve how canopies and support structures can be constructed, and what might be best to help shelter you from the sun'.*

On the Friday, early years pupils used a combination of a reminder of features in their own location, and a review of the week's learning from the working wall, to imagine their own worlds.

Year 1: amplified learning

The year 1 teacher challenged herself to 'imagine' that her topic on India could be truly cross-curricular, with no tenuous links and every subject contributing in a meaningful way to learning. She states: 'The intense immersion in the subject offered more meaningful learning experiences and captured pupils' interest in the theme, allowing real motivation in maths, writing, reading, *etcetera*'.

Year 2: the scale of things

The year 2 teacher decided to think big about pupils' engagement with scale, by considering the sizes and shapes of their own place, their region, their country and their world. Pupils investigated natural and man-made features: 'the tallest', 'the longest', 'the deepest', 'the furthest', and so on. With a strong relationship to maths, this fascinating theme led to exciting comparative model-making, mind-blowing number work and amazing distance exploration on the school field. The pupils made a comparison between Mount Everest and Olympus Mons on Mars (the tallest currently known mountain in the solar system): they thought it was 'awesome' when they discovered that Olympus Mons was two and a half times as high as Everest. Their teacher comments: 'In assembly on Friday, year 2 pupils were literally falling over themselves to tell the rest of the school what they had learnt. Their enthusiasm for geographical learning was written all over their faces'.

On a local scale, the pupils also imagined what the patterns and features of their own town would look like from above, and imagined how cool a junk model mega-map would look on the school field (Figure 1).

Figure 1: The junk model mega-map showed pupils what their town would look like from above. Photo © Chris Barlow.

Years 3 and 4: oh la la!

These two year groups worked together on a short comparative place study of Kirkham and Paris. Pupils were given the chance to imagine what an 'Eiffel' tower for Kirkham would look like and where might it be placed. They imagined that Kirkham had decided to challenge Paris as the fashion centre of Europe, and considered what Kirkham-inspired fashion designs might look like. Pupils were asked to consider two enquiry questions about imaginary scenarios:

- What if Kirkham become as internationally-recognised as Paris?
- What would happen if Kirkham chose to develop into a tourist centre, like its neighbour Blackpool?

Year 5: fit for the gods

Year 5 imagined what an Olympics for the gods would be like. This research-based task took pupils' routes of enquiry to the four corners of the world, in order to consider where events for the gods could be held: a huge sandy area would be required for the long jump; high natural and man-made features for high jump, diving and hurdles. Where could the gods cycle? Where could they sail and swim? Zeus appeared in person to launch the event.

They had soon planned events, including rowing around the Caribbean, golf around the biggest craters in the world and weightlifting the biggest vehicles on the planet; a velodrome inside the rim of the crater of Stromboli would certainly keep Bradley Wiggins on his toes!

Year 6: not lost, exploring

The year 6 teachers took an interesting approach: imagine if the pupils had a map, a route and a destination, but no adult help (except to ensure safety). How do you think they would cope? They commented: 'It was fascinating to watch pupils make mistakes and have to re-examine the map to make a far more careful observation of the features they should be passing and heading to. For example: "It's not that way: the path is to the left of the farm. We need to head towards the woods, cross over a stream and then find the path that leads to the railway line".

On the way, a number of thought-provoking enquiry questions were encountered. These allowed the pupils to explore imaginary scenarios such as 'What would be the consequences of building houses in these fields?' (Figure 2) or 'What if the UK could only use food it could grow itself?'

What if...?

Throughout the week, year 6 and year 4 pupils were set a number of 'what if…?' scenarios relating to their own local area. Working in small groups, pupils were encouraged to use a focused thinking skills approach, related to De Bono's Thinking Hats and Philosophy for Children, and specifically-designed for the short time-scale geographical enquiries that I call 'Ripple thinking'.

Figure 2: What would be the consequences of building houses in these fields? Photo © Chris Barlow.

Ripple thinking entails exploring an idea suggested by the teacher. Every time a thought (a pebble) is introduced into the thinking pond, the pupils focus on that particular point and try to identify any related consequences or ideas (the ripples). These in turn create more pebbles, so that soon a web of enquiry is formed. This approach allows pupils' thinking to become deeper and more varied, developing ideas at their own pace, dwelling on the points that interest them and allowing contributions from all to be aired.

Ten imagined scenarios

What if…

- ...Kirkham was to feature in the movies?
- ...the water level rose?
- ...you woke up one morning and it was just you?
- ...Kirkham became its own country?
- ...there was no electricity?
- ...Kirkham had a theme park?
- ...we were in charge?
- ...cars were banned from the town centre?
- ...Kirkam was under threat?
- ...the school field was sold?

As one teacher commented: 'The pupils loved the notion of ripple thinking. Even those who don't normally contribute well to discussion had ideas to share. A real buzz of possibilities and consequences was created'.

As the school geography subject leader noted, this week expanded the horizons of what pupils and teachers imagined geography could be. In this instance, pupils were excited to learn and the school was alive with geography challenges. With the plethora of exciting learning possibilities geography offers both pupils and teachers alike, perhaps a higher place on the totem pole of school subjects should be considered. Imagine that!

Acknowledgements

Thanks to all the staff and pupils at the Willows RC Primary School in Kirkham, Lancashire.

References

Barlow, C. and Brook, A. (2010) 'Geography and art: local area work', *Primary Geographer*, 72, pp. 16–17.

Catling, S. and Willy, T (2009) *Teaching Primary Geography*. Exeter: Learning Matters.

Chris Barlow is a senior lecturer in primary education at University of Cumbria, specialising in the development of student interest in the teaching of geography.

GETTING TO GRIPS WITH SUSTAINABLE DEVELOPMENT GOALS

ELLY LENGTHORN

Elly suggests how the Sustainable Development Goals can allow us to formulate positive possibilities for our pupils' futures.

Geography is the junction of people, place and planet: what's not to love! Never has the world been changing faster and our role as educators been more challenging, especially in terms of preparing our pupils for an undefined future. Another way of saying this is that sustainability is a fundamental pillar of geography: one that refers to the continuation of systems and processes, with the aim of allowing people to thrive while maintaining a healthy planet.

Our understanding of sustainability comes from *Our Common Future*, the 1987 (Brundtland) report, which included the most widely-recognised definition of sustainable development: 'that which meets the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainability can be represented as the balance between the environment, society and economy; or of society and economy located within the environment (Figure 1).

Looking at Figure 1, think about the following questions: which model best fits with your understanding of sustainability? Is the environment equally weighted alongside economy and society? Is the environment the most important factor on which we all depend? Which model do you see in your school communities and society?

Sustainability can only be realised if we develop our lives and lifestyles in a sustainable way. For me, education is key. As Craig Jones (2016) says, 'sustainable development is the pathway to sustainability'. On 25 September 2015, the Sustainable Development Goals (SDGs) were adopted by the United Nations (Figure 2). They constitute 17 global goals, with 169 underpinning targets to be met by 2030, and are the descendants of the Millennium Development Goals. The SDGs are intended to end poverty, fight inequality and injustice, and tackle climate change. They are not without their critics: some say they are unachievable while others have labelled the SDGs unambitious.

The SDGs allow us to formulate a positive possibility for our pupils' futures. They form a set of targets around which we can plan and deliver action, as well as being a mechanism we can use to hold governments and the international community to account.

Here's how you might use the SDGs to inspire and activate your learners, based on work carried out with pupils at Northwick Manor Primary and Nunnery Wood Schools in Worcester.

Needs versus wants

We started with a card sort activity designed to engage pupils in identifying what we need to survive/thrive (Figure 3 and web panel).

Food	Water
Bed	Winter coat
House	Entertainment
Sports facilities	Shower
Bath	Transport
Hospital	Internet
Phone	Toilet facilities
Books	School

Figure 3: Needs and wants statements.

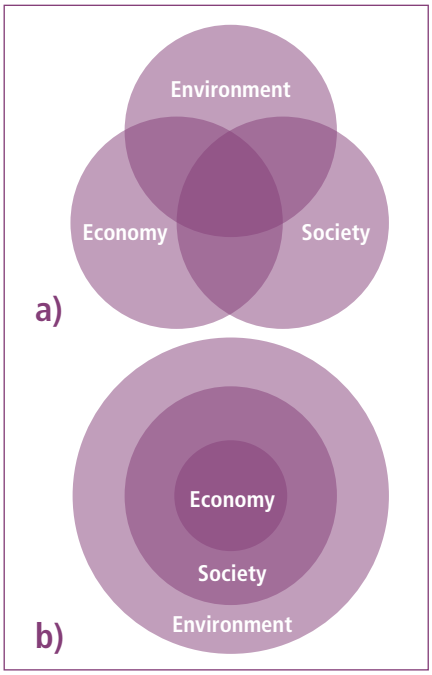


Figure 1: Sustainability can be represented as: a balance (a) between the environment, society and economy, or (b) of the economy and society situated within the environment.

Figure 2: The Sustainable Development Goals. Source: UN Department of Economic and Social Affairs, 2015.

This was followed by the big question: 'What do you want for our world?' Some pupils shared initial responses and we tried to shape a class consensus on the board. Pupils also considered what the rest of the world might want for our shared future.

Introducing the SDGs

We displayed the UN logo and asked the class whether they had they seen it before? Did they recognise it? What did the logo show? What did it stand for? We introduced them to the United Nations and the SDGs using the excellent introductory video The World's Largest Lesson (see web panel).

We gave each pupil a sticky note to write on their feelings about and impressions of the SDGs. Their responses varied widely from 'sad' and 'overwhelmed' to 'hopeful' and 'enthusiastic'. One pupil wrote 'I did not know anything about this. I feel bad.' And another: 'What can I do?' These proved an excellent point to consider the meaning of 'sustainable' and 'development', explore pupils' prior knowledge and share what they had gleaned from the video. We created a shared definition of the key terms, which then led in to working in small groups to develop answers to big questions including, 'Can the SDGs be achieved?' and 'Why/Why not?'

To engage older pupils with a more critical approach I shared some social media comments from different organisations. (A sample can be downloaded via Tide~ see web panel.) We then focused on discussion points:

1. Can/should one/some of the SDGs be prioritised?
2. Are any goals more important than others? Which one(s)?
3. What are the obstacles to achieving the SDGs?
4. What is our role in meeting the SDGs? What can we do?

(In order to discuss these points, pupils might benefit from being given more detail on what each of the SDGs means.)

After pupils had spent ten minutes getting their teeth into these questions, we used a tally chart to collate their feedback on the achievability, priority and importance of each of the Goals and whether any clear favourites or challenges had emerged. We created a list of pupils' ideas on the role of young people, schools and their own countries in meeting the SDGs, and what actions might be needed to help make them happen. We tried to recognise pessimism that arose at this point, which we would balance with a practical sustainable development activity later. It was important the pupils understood that for the SDGs to succeed we all need to play our part and take action; therefore, we must all be aware of what they mean.

A team game, which required everyone's participation and co-operation, helped illustrate this point. The 'Newspaper Game' involves small groups taking a ripped up 'newspaper' (made up of articles/adverts linked to the SDGs) and reassembling the paper in the correct order in 15 minutes.

Afterwards, we reviewed and evaluated the activity:

- How did the group divide the tasks?
- How did they communicate?
- Did everyone in the group speak?
- Did everyone in the group take part?

This activity encouraged pupils to propose practical solutions to the activity and recognise the different roles in a team. They also recognised that an outcome was achieved best by those teams that communicated and co-operated well.

This was followed up by a practical session: pupils looked at one development problem and created a solution. Year 6 pupils created their own water light bulbs based on the 'Litre of Light' project and produced plasticine models of a fuel-efficient stove design. The latter was being championed by a charity local to the school, Concern Universal, who are currently using the stoves in Malawi. Pupils left for home with something to help them start a conversation about the SDGs with their relatives, and the feeling that there are simple solutions in their hands. You could introduce pupils to simple sustainable technologies that have the potential to change lives (e.g. solar chargers, LuminAID, edible cutlery).

Eco Ambassadors

As pupils from an Eco-Schools Ambassador school (see web panel), Nunnery Wood pupils were determined to highlight the role of schools in embedding sustainability within our communities. They delivered a conference workshop to peers on the actions of Eco-Schools in Germany, France and Australia, as well as projects from their own school. The pupils created the resources necessary to teach their peers how to make their own hanging garden from a recycled plastic bottle. Their presentation was in the form of a video tutorial and an illustrated step-by-step guide (downloadable via Tide~, see web panel).

This SDGs work helped pupils to broaden their horizons, skills and knowledge. They were motivated to step outside of their comfort zones to become film-makers and photographers, presenters and activists. The pupils now know that they have the power to make a difference, and to find and share solutions.

Introducing your pupils to the SDGs is about more than being 'green'; it offers learners the chance to develop skills such as leadership, communication and management, as well as a sense of empowerment over their global future. It creates an opportunity for all those involved to appreciate what we have here on Earth, and engenders a respect for using the finite resources of our planet more responsibly. As Nelson Mandela so succinctly put it, 'Education is the most powerful weapon which you can use to change the world'.

Acknowledgements

With thanks to staff and pupils at Northwick Manor Primary School, Worcester. Much of this work formed part of the EU-funded project 'Young people on the global stage', which is led in the UK by Tide~ global learning.

Reference

Jones, C. (2016) *What is sustainability?* Available at: www.circularecology.com/sustainability-and-sustainable-development.html#.U-S6BfldWSp (last accessed 28/11/2016).

WEB RESOURCES

Download the Needs and Wants statements: *www.geography.org.uk/pg*

Global Learning – Lenses on the world: *www.tidegloballearning.net/secondary/young-people-global-stage-their-education-and-influence*

Litre of Light project: *http://literoflight.org*

Our Common Future ('The Brundtland Report'): *www.un-documents.net/our-common-future.pdf*

The World's Largest Lesson video: *https://vimeo.com/138852758*

More information on the SDGs:

- Wikipedia: *https://en.wikipedia.org/wiki/Sustainable_Development_Goals*
- 'The World We Want: A future for all': *www.un.org/sustainabledevelopment/wp-content/uploads/2015/03/SDGs-child-friendly.pdf*

Elly Lengthorn was Geography Teacher, Eco-Schools, GLP and Charities Co-ordinator at Nunnery Wood High School, Worcester. In 2016, she received the Think Global 'Global Educator of the Year' Award. Elly now works for Beacons DEC.

MASTERY OR WONDER?

ARTHUR KELLY

In this article Arthur reflects upon what a 'Mastery' approach has to offer geography teaching and learning.

During recent work with teachers, the notion of 'mastery' has frequently cropped up in relation to teaching and learning; particularly in relation to mathematics, but also to other subjects more generally. This set me thinking – 'what is mastery?', 'what are its roots?', and 'would such an approach be relevant to teaching and learning geography?'

The meaning of 'mastery'

When I went to my dictionary to look up 'mastery'; unsurprisingly I found it had different connotations. It can mean 'a comprehensive knowledge or skill in a particular subject or activity', or 'the action of mastering a subject or skill, or control or superiority over someone or something'. In education we must go beyond literal meanings, but these 'definitions' sow the seeds for some deeper critical reflection.

In the field of education the concept of 'Learning for Mastery' was proposed by Bloom (1968), where pupils have to demonstrate mastery of knowledge through testing before they move on to new knowledge. Here, all pupils are capable of learning anything if it is presented in the right way. The onus is, therefore, on the teacher to find the 'right way' for their learners. It is argued that this is beneficial in that it does not create 'glass ceilings' for learning – all can achieve, it is a matter of time and the 'right' method.

The mastery approach has been taken up by British policy makers interested in raising attainment (DfE, 2011), and in particular mathematics educators (e.g. National Centre for Excellence in Teaching Mathematics – see web panel; Vignoles *et al*., 2015), with an upsurge in interest in mastery teaching methods from countries such as Singapore and China. Mastery can be seen as a strategy to deepen pupils' understanding, with fewer topics covered in greater depth – with greater emphasis placed on problem solving and reasoning and on how an impact on mathematics attainment has been demonstrated (Vignoles *et al*., 2015). While this approach has been taken up with particular gusto in maths, it has clearly had a wider impact, particularly in this era of life without levels, when we now work at greater depth within the expected standard rather than pushing on to the next level.

Deepening understanding

To start with, let's look at potential positives. I am all in favour of deepening pupils' understanding of geography in terms of its key concepts:

- Place
- Space
- Scale
- Human and physical processes
- Diversity
- Environment and sustainability
- Interdependence.

The National Curriculum in England requirements (DFE, 2014) seem to support this, but I have my reservations about whether the National Curriculum recognises all of these key concepts. Its focus on problem-solving and reasoning seems to allow for an enquiry-based approach (Figure 1) with geographical thinking at its heart, but in terms of delineating appropriate knowledge and skills for different ages the National Curriculum provides limited support. However, materials are available via third parties that support decisions regarding appropriate knowledge, understanding and skills (e.g. Geographical Association, 2014a).

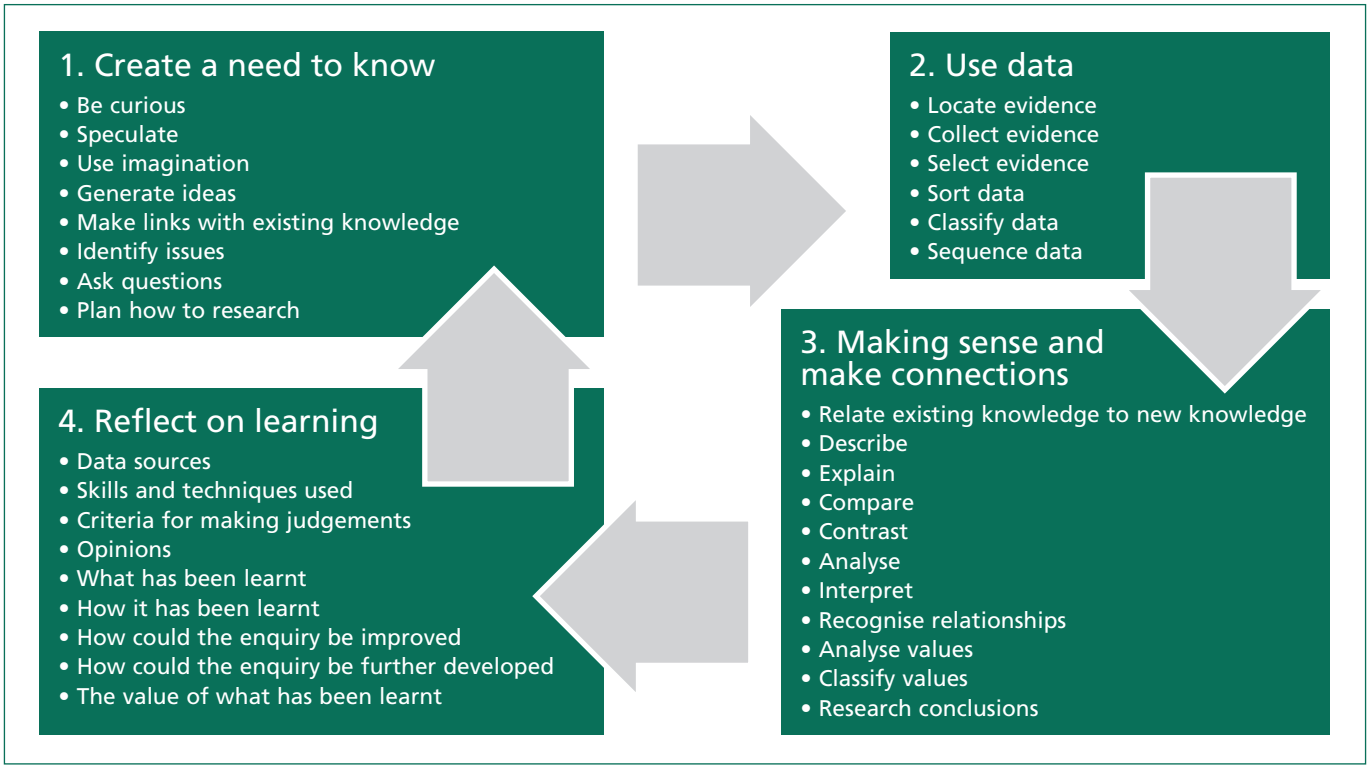


Figure 1: The Enquiry approach to geography. Adapted from Roberts, 2003.

In terms of geography teaching and learning, if we take the aspect of Mastery that refers to comprehensive knowledge or skill in a particular subject, then a lot hinges on one's construction of the subject. The oft-quoted aspiration from the current National Curriculum for England needs to be scrutinised carefully. This is the one that states: 'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives' (DfE, 2013).

Pertaining to a 'comprehensive knowledge or skill' then, there seems to be some resonance, because it is predominantly a knowledge-based curriculum and skills are built in. However, the National Curriculum itself seems a barrier to comprehensive knowledge, skills and understanding (relevant to the age group) of geography as defined more broadly, rather than just in terms of the formal curriculum statements.

If we want to educate young geographers comprehensively, we need to go beyond the National Curriculum. In terms of the key geographical concepts above, the National Curriculum places a limited emphasis on some aspects, for example environment and sustainable development. Linked to this, there is also a limited focus on values and attitudes. For example, the notion of stewardship (Catling, 2010) is notable by its absence. This lack of a values and attitudes dimension can end up making learners passive recipients of knowledge, rather than critically active agents concerned with action in relation to environment and social justice.

In our approach to teaching, should we be thinking about mastery geography or wonderful geography? Photo © AC Rider/Shutterstock.com

A potential solution to these gaps within the National Curriculum for England is the notion of curriculum making (Geographical Association, 2014b, and see below). Teachers have the potential to build these missing aspects of high-quality geography into their curricula. Do we now need to adopt the Mastery approach, as we once had to adopt the literacy and numeracy hours as a pedagogic model? I think that the profession has moved beyond this, and now takes a more eclectic approach to teaching and learning, though obviously working within the restrictions of national assessment frameworks.

The aspect of Mastery that relates to control or superiority over someone or something provides concern. There are connotations here of 'man's [sic] mastery over nature', which resonate with colonial notions of dominance. These do not seem relevant to current educational aims where pupils, as custodians of the future, need to learn to live in harmony with the world rather than dominate it. If we reframe the notion of mastery to one of excellence, then our pupils should: 'have a passion for geography and have the confidence to work independently and in supportive ways with others younger and older than themselves. Pupils work with enthusiasm and commitment. They celebrate difference and diversity, are critical and creative thinkers and enjoy genuine participation' (PGQM Criteria (Gold) – GA, 2015).

Engagement with the Global Learning Programme would also be of benefit (see web panel).

Beyond the limits of Mastery

Overall, while mastery is currently a buzzword in UK educational circles, we may be seeing an example of old pedagogical wine in the new policy bottles. I am sure we would all aspire to high-quality geography education. However, we need to realise that the current geography curriculum does not necessarily allow for this. There are gaps – both pedagogic and in the nature of the subject. One way for teachers to begin to move beyond the minimalist geography curriculum is to embrace the notion of curriculum making: 'the creative act of interpreting a curriculum specification or scheme of work and turning it into a coherent, challenging, engaging and enjoyable sequence of teaching and learning' (Geographical Association, 2014b).

The idea of curriculum making empowers teachers to become architects of a curriculum that is appropriate for the needs of their pupils. It has the pedagogical model of enquiry at its heart and challenges teachers to consider:

- 'teaching approaches and specific teaching techniques
- pupils and how they learn
- the subject of geography, and what it is for'
  (Geographical Association, 2014b).

There are positive aspects to the notion of mastery learning, but on reflection I feel there are also some negatives. Maybe we should be thinking about wonderful geography rather than mastery geography – not seeking dominance of a body of knowledge and the world but seeing the wonder of it, engaging with it and taking action to improve the environment and the lives of its people.

References

Bloom, B.S. (1968) *Learning for Mastery.* Los Angeles, CA: UCLA/Center for the Study of Evaluation of Instructional Programs.

Catling, S. (2010) 'Understanding and developing primary geography' in Scoffham, S. (ed) *Primary Geography Handbook*. Sheffield: Geographical Association, pp. 74–91.

DfE (2011) *What can we learn from the English, mathematics and science curricula of high-performing jurisdictions?* London: DfE.

DfE (2013) *National Curriculum for England: Framework document.* London: DfE.

DfE (2014) *Geography Programmes of Study: Key stages 1 and 2.* London: DfE.

Geographical Association (2014a) *An Assessment and Progression Framework for Geography.* Available at: www.geography.org.uk/news/2014nationalcurriculum/assessment (last accessed 17/10/16).

Geographical Association (2014b) *Curriculum Making Introduced.* Available at: www.geography.org.uk/ (last accessed 17/10/16).

Geographical Association (2015) *Primary Geography Quality Mark Criteria.* Available at: www.geography.org.uk/cpdevents/qualitymarks/primaryqualitymark/ (last accessed 17/10/16).

Roberts, M. (2003) *Learning Through Enquiry: Making sense of the key stage 3 classroom.* Sheffield: Geographical Association.

Vignoles, A., Jerrim, J. and Cowan, R. (2015) *Mathematics Mastery: Primary evaluation report.* London: EEF.

WEB RESOURCES

The Global Learning Programme: *http://globaldimension.org.uk/glp*

National Centre for Excellence in Teaching Mathematics: *www.ncetm.org.uk*

Arthur Kelly is a Senior Lecturer at the University of Chester, UK, Primary Geography Subject Leader and a Consultant to the Geographical Association.

FROM MAP READING TO MENTAL IMAGE

MATHIJS BOODEN AND FREEK JUTTE

Inspired by a workshop activity at the 2016 GA Annual Conference, two Dutch educators – Mathijs and Freek – outline ways of visualising the landscape on a map.

Roadmap to 2032

The Dutch government has recently stated its intention to reinvent the country's K12 curriculum by 2032, so that it better prepares pupils for the demands of a changed society. A committee report (Schnabel *et al.*, 2016) presents the view that our future citizens should be *vaardig, waardig en aardig*: literally, 'skilled, dignified and nice'.

Whatever one thinks of this trinity (the fact that three rhyming terms were used raises alarm bells about the importance of at least one of them), it is undeniable that, overall, the proposed curriculum amounts to geography writ large. It calls for broadly applied interdisciplinary learning (which geography naturally excels at), for a focus on citizenship (which geographers take one step further to include global citizenship), and to foster a sense of responsibility for the local and global environment. For us geographers this represents a great opportunity to show how we can teach our pupils the 21st-century skills that they will need in order to excel at each of those rhyming goals.

The cycle of map reading

To be a responsible and caring global citizen, one must know about one's own environment and be able to imagine what other places are like. Maps are a primary tool for this, and reading maps and constructing a mental image of an area based on them is at the core of the geographic skill set. To professionals in the field, teachers included, the ability to connect what they see on the map and what exists in the world comes largely without a second thought. To many pupils it does not.

For example, pupils might not realise that closely-spaced contour lines correspond to a steep slope, or that an inconspicuous dot corresponds to a highly-visible landmark. This is unremarkable when one considers all the implicit knowledge and skills that go into the contour line example. As skilled professionals, we understand intuitively that first, there exist gradients in elevation in the real world and these can be expressed by elevation change over distance; that, second, a cartographer abstracts this using contour lines on a map with a particular scale; and, third, in doing so, the cartographer leaves out any detail not relevant to the scale of the map.

Knowing this, we can visualise the general contours of the landscape and populate our visualisation with detail (vegetation, gullies, trails and so on) that we know from experience could be there, but might be left out in the process of abstracting a map from reality. In effect, we utilise our own personal 'Street View' skill in order to form a mental image of what we would see in any given spot on the map (Figure 1).

Many exercises have been developed to help pupils to acquire the skills to read and interpret maps. Here, we present an assignment that assists them in the final step: that of taking the abstracted map and forming an accurate mental image of what it would be like to stand in that spot.

What is it like to be there?

In the Spring 2016 issue of *Primary Geography*, Jon Clayton presented an activity that was an example of 'creative activities that encourage creative responses [which] foster an enthusiasm for landscapes, a fascination for places, spaces and environments and a love of maps' (Mackintosh, 2013). The assignment presented here attempts the same and includes the following activities:

1. Pupils practice their map reading and predictive skills by drawing an image of what they would see from a particular spot on the map. We have done this by having pupils identify the salient features on a map by drawing a sketch map, and then imagining and drawing the view from a given point on the map. Depending on the level of detail on the map, the first step can be omitted.
2. Pupils check the validity of their mental image by visiting the actual area, either in person or virtually through a tool such as Google Street View.

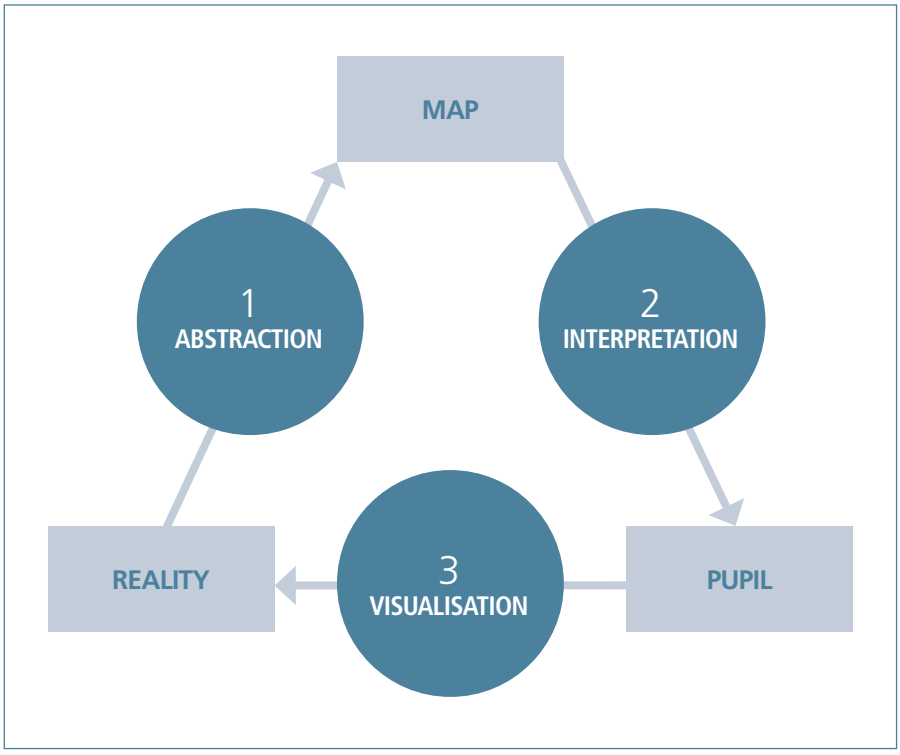


Figure 1: The cycle of map abstraction, interpretation and visualisation.

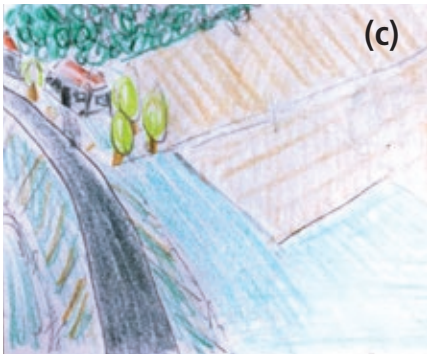
Figure 2: (a) Topographic map showing a section of the Waal River right bank, (b) sketch map indicating important features, and (c) pupil's sketch of the imagined view from the red circle in Figure 2a.

The choice of scale is set to an extent by the requirement that pupils can envision a view of a substantial portion of the map. Topographic maps at 1:10,000 are useful sources, whereas maps at scales in the order of 1:100,000 are unsuitable because they provide too little detail to accurately picture the immediate environment.

The choice of location will be based on the ability to visit the area (even if only virtually) and the subject at hand. The area should lend itself to being drawn; in other words, it should have some features that would stand out from a distance, but still offer a view into that distance. A sandy desert may not be the best spot, but neither is a busy city centre full of traffic and high-rise buildings. Good locations would be fairly open suburban settings and rural areas with a varied landscape in terms of relief, vegetation, and so on.

An example of what can be done (Figures 2a–c) is to apply the assignment within a unit on water management. The topographic map used is of a section of the right bank of the Waal River, with salient features including the river bed and groynes, flood plain, levee and a polder, with a village beyond the levee. A pupil has identified their take on what the most important features are (Figure 2b) and been asked to imagine and draw the view looking Westwards from the location marked by the red circle (Figure 2c).

This fairly accomplished drawing does a good job of showing the general layout of the levee, road and farmhouse.



It also shows the limitations of the chosen landscape: its flatness means that features in the distance have trouble standing out. More relief-rich spots are better suited, but this particular example could have been improved by specifying a viewing direction (for example, not along the levee, but perpendicular to it, so as to benefit from the increased elevation over the landscape) or by specifying landmarks to be included (for example, the church spire in Herwijnen).

Many pupils enjoy the practical and creative side of drawing the imagined 'Street View'. We have not yet had the opportunity to take pupils into the field to the actual spot, but Google Street View works wonders in this regard and pupils were enthusiastic about the opportunity to check whether they had drawn the 'correct' view. Most important, however, is that pupils appreciate the assignment as a method of visualising the landscape on a map, stating that it does make maps more tangible.

References

Clayton, J. (2016) 'Art and the locality', *Primary Geography*, 89, pp. 31–2.

Mackintosh, M. (2013) 'Representing places in maps and art' in Scoffham, S. (ed) *Teaching Geography Creatively*. Abingdon: Routledge, pp. 74–84.

Schnabel, P. (2016). *Ons Onderwijs 2032 Eindadvies*. The Hague, NL: Bureau Platform Onderwijs2032.

WEB RESOURCES

Download a worksheet to support this activity: *www.geography.org.uk/pg*

Dr Mathijs Booden is teacher trainer in geography at the University of Amsterdam and secondary geography teacher at Luzac College, The Hague. Freek Jutte is a year 7–12 geography teacher at St Bonifatius in Utrecht, the Netherlands. He is also an author on the popular secondary geography method *De Geo*.

WALKING LIGHTLY ON EARTH

DAVID HICKS

David revisits the idea of 'Limits to growth' and suggests some activities for visualising a more sustainable future with pupils.

Various thoughts went through my mind as I pondered the notion of 'geography without limits'. It felt tasty, exciting, a new frontier to explore. One of my concerns has always been whether geography helps to prepare pupils for a future that will be very different from today. As a young teacher, I watched a *Horizon* programme on the environment called 'Due to lack of interest tomorrow has been cancelled' (BBC, 1971). This was certainly not what I wanted for my pupils, and from this came an interest in how global trends can affect young people's futures, for better or worse. As a geographer, I felt a particular responsibility for helping pupils think more critically and creatively about the future.

Back then I also came across a landmark book, *The Limits to Growth* (Meadows *et al*., 1972), the first ever computer simulation to map global trends and their possible impact on the twenty-first century. The authors were attacked for their findings, much as climate scientists have been by ill-informed sceptics and climate change deniers. Later studies only further confirmed that on a finite planet there are limits to how much damage the biosphere – our life-support system – can take (Turner and Alexander, 2014). If the ability of Earth's biosphere to replenish itself and process our wastes is exceeded, then we are in trouble. To live sustainably is to minimise our impact on the natural world and others, to keep within the limits. To live unsustainably is to go beyond the limits, damaging the lives of others and the natural world. As ecologists remind us: everything is connected to everything else.

Stephen Scoffham observes that: 'Helping children to develop qualities such as hope, co-operation, trust, fairness and love in relation to their surroundings is essential if they are to engage in a principled manner with the world around them and care about its future. There is now ample evidence that issues to do with sustainability in its widest sense will provide the meta-narrative for the twenty-first century. It is argued that building children's social, emotional and intellectual capacity alongside these positive qualities can promote the capabilities they will need for sustainable living' (Scoffham, 2010).

Part of that meta-narrative is reframing the stories we tell pupils about how the world works, in particular the responsibility of care we have for our life-support system, the biosphere (Hicks, 2016a). So what might this include in the classroom?

Rethink and refuse

Earth Overshoot Day (see web panel) illustrates the consequences for the biosphere of our consumption (resources used/waste produced). If our global ecological footprint matches what the biosphere can process, the books should balance on 31 December of each year. If we are in 'overshoot', that date comes sooner. In 1970 Earth Overshoot Day occurred on 23 December. In 2011 it was 21 September and, in 2015 it was 13 August. A sustainable future requires that we live more simply and waste less energy, that we have enough to meet our needs but not our greed.

Figure 1: By engaging with their surroundings in a principled manner children will care about its future. Photo © David Hicks.

A good place to start is with the vital low-carbon mantra - reduce, reuse, recycle – which should be embedded in all aspects of school life. In particular, it requires careful explanation and elaboration, but as it stands two vital elements are missing. The full version is: rethink, refuse, reduce, reuse, recycle. The current free-market form of economics particularly stresses the need for constantly growing economies and the relentless exploitation of resources and people. Our overconsumption and unequal sharing of the planet's resources are unsustainable and need urgent recognition. They threaten all our futures, not least for those we teach.

Here are some of the thoughts and questions we should be encouraging pupils to formulate. They can be applied to topics such as energy, food, buildings, transport, waste and water specifically, and, indeed, to school life generally.

Rethinking: involves asking questions such as 'Is this really necessary?', 'In what ways might this be unsustainable?' and 'How could this be done more sustainably?'

Refusing: arises out of this process. 'We don't really need to do that.' 'There are better alternatives.' 'It's time to say no to that.'

Reducing: means limiting what we consume, whether electricity, waste, water or paper. 'Do we need as much as that?', 'Isn't that enough?' and 'Less is often best'.

Reusing: once broken or worn items were repaired to extend their life. 'How could this be reused?', 'What needs mending here?' and 'Who would know how to repair this?'

Recycling: has been taken up on a large scale and embodied in council policy. 'What is the school's recycling policy?' 'What happens at home and in the community?'

School should be the place where pupils learn the importance of each of these five steps as well as ways to put them into practice. They should be central to the running of any good school. Annie Leonard's *The Story of Stuff* (2010) explores all of this in more detail. On what day of the year, I wonder, might Earth Overshoot Day occur when your pupils are grown-up? and what would be the consequences of this?

Ecological footprints

As noted above, one way of making our impact on the biosphere clearer is the notion of ecological footprint. Materials from WWF Scotland (see web panel) explore this in some detail and one activity, slightly abbreviated below, is a good example of how one might begin to introduce this theme.

First, ask the learners to imagine that one day they come out of school to find a glass dome has come down on top of their school covering an area of 10 hectares around it. The dome extends down into the soil, so that only light and heat can enter or escape. No air, water, food or other resources can get in; and no sewage, rubbish or other waste can get out. How long do the pupils think they would survive? Why? Build on their responses to reinforce that we take it for granted that our local environment can interact with the rest of the world, for example, we can transport our rubbish somewhere else to dump it, we can bring in food and building materials, our air and water will be replenished by clouds, rain and wind. In other words, we are completely reliant on faraway sources for even our most basic needs.

Second, give everyone a piece of sugar paper and a pen. Ask them to draw carefully round their feet, then cut out the footprint outlines. Ask for examples of how their lifestyles impact on the natural environment – living processes, resources to make energy, disposal of waste, use of land, water and other natural resources to make other things and for enjoyment. Ask learners to take one of their footprints and record, using summary words, all the things that we get from the natural world to support our lifestyles – plants, water, animals, clean air, rocks and minerals, waste disposal, inspiration, peace and quiet.

Now ask for examples of how their lifestyles impact on the natural environment. On the other footprint, they should record all the ways their lifestyle impacts on the natural world. Explain in essence that what we get/what impact we have is how we measure the size of our Ecological Footprint: it's a tool to help us measure and understand the connection between how much of nature we use and how much nature there is. If we understand the connections, we can then reduce our use and impacts. Make a display of the 'footprints'.

WWF Scotland's resources cover the many aspects of a school's ecological footprint and how this can be explored in different ways and different areas of the curriculum. Note: There is a difference between a school's ecological footprint (its total impact on the environment) and its carbon footprint (its particular contribution to global warming).

Limits to growth

Jurgen Randers (2012), one of the contributors to the original *Limits to Growth* report (see web panel), makes it clear that the years ahead are likely to be difficult and testing if we continue on an unsustainable trajectory. This uncomfortable probable future is one that urgently needs our consideration.

Equally, we need to be conversant with the key elements of a more sustainable preferable future. Our responsibility as geographers, not least because of climate change, is to understand both why we are currently heading into an unsustainable future, and the action required to help create a preferred sustainable future (Hicks, 2016b). In these troubled times, we need to be clear as educators what we need to say 'no' to and equally what we need to say 'yes' to. A geography without limits would surely want to look critically and creatively ahead in order to prepare pupils for the transition from a high- to a low-carbon future. If not, what is geography for?

References

BBC (1971) 'Due to lack of interest tomorrow has been cancelled', *Horizon*. London: BBC, 8 March.

Hicks, D. (2016a) 'New stories of change', *Primary Geography*, 90, pp. 10-11.

Hicks, D. (2016b) *A Climate Change Companion: For family, school and community*. eBook available on Amazon Kindle and iBooks.

Leonard, A. (2010) *The Story of Stuff*. London: Constable.

Meadows, D.H., Meadows, D.L., Randers, J. and Behrens III, W.W. (1972) *Limits to Growth*. New York, NY: Universe Books.

Randers, J. (2012) *2052: A global forecast for the next forty years*. White River Jct, VE: Chelsea Green Publishing.

Turner, G. and Alexander, C. (2014) *Limits to Growth was Right. New research shows we're nearing collapse*. Available at: www.theguardian.com/commentisfree/2014/sep/02/limits-to-growth-was-right-new-research-shows-were-nearing-collapse (last accessed 17/10/2016).

WEB RESOURCES

Earth Overshoot Day: *www.overshootday.org*

WWF Scotland: *www.wwf.org.uk/scotland*

Limits to Growth (download of the original book): *www.clubofrome.org/report/the-limits-to-growth/*

David Hicks, formerly Professor in the School of Education at Bath Spa University, is a freelance educator with a particular interest in sustainability and climate change. (Find out more at: www.teaching4abetterworld.co.uk/).

WHERE VANDALISM BECOMES ART

PAULA RICHARDSON

Here, Paula explores where the boundary between graffiti and street art lies.

Graffiti is often seen as an illegal, anti-social activity, an attack on the environment or property on the one hand; but as street art it can be clever, ornamental and appealing, often raising awareness about major issues.

We see it everywhere. It's all around us and everyone has a view about it. For some it brightens up and enlivens the landscape of our towns and cities, for others it blights our neighbourhoods and is regarded as vandalism. Whatever we feel about it, graffiti has been around for a long time and is here to stay. Found during the excavation of Egyptian tombs, graffiti was also uncovered on buildings in Pompeii. In Italian *graffiti* means 'little scratches', while *graphein* means 'to draw' in Greek, so the name has a long history. Modern-day graffiti art really only began to appear in the 1960s in New York and other major American cities, since when it has spread worldwide.

Graffiti usually involves difficult-to-read words, together with name 'tags' or symbols, often sprayed onto surfaces to leave clues about the person responsible for doing it. However, graffiti is rarely done without a purpose – some is gang-related (where groups mark out their territory) while other messages often make a comment that is politically or environmentally motivated. 'Tagging' is where graffiti artists leave a particular mark or nickname to identify their work. Some use shapes cut from cardboard, which allows quick and accurate images to be sprayed on their chosen surface. Time is often of the essence when carrying out what is, after all, an illegal activity! In some instances, graffiti can only be described as vandalism; here a wish to despoil property/a feature is the main driver for creating it.

Graffiti is not just confined to places or features in run-down locations, it can be found on trains, buses, shops, offices – anywhere that provides a suitable surface to decorate. Graffiti often conveys a message and so needs an audience: visibility is important. Underground/Tube/Metro trains in cities such as London, Paris and Berlin provide excellent examples of what can only be termed 'a moving message'.

An excellent example of graffiti was that created along the Berlin Wall, where the side facing West Berlin was heavily decorated while the side facing East was untouched! The original wall paintings have all-but disappeared (having been attacked by 'wallpeckers' and sold on as fragments for souvenirs). It is somewhat ironic that the City Council in unified Berlin is reintroducing decorated wall sections to the city centre, because they are a huge tourist attraction. The authenticity of this graffiti is now open to question!

Street art

Street art has developed over the years in a more thoughtful and planned way. It is seen as a way to communicate with everyone, and often includes impressive murals and complex images. Frequently, this artwork is intended to convey well thought-out messages. Unlike graffiti (which is usually illegally created), street art has an air of respectability – and, in many cases, is sanctioned or even commissioned by the local council to enhance areas that have poor quality environments. Many of the now-legal street artists started out as graffiti taggers.

Like many major UK cities, in Bristol street art is sometimes carried out privately, but increasingly the local council commissions work for underpasses, walkways, sides of buildings or hoardings. The Stokes Croft area of Bristol is home to a vast collection of street art, which now characterises the area and attracts tourists. Figure 1 shows an example of work in this area of the city (see further images via the web panel). Early street art here was often the work of Banksy (well-known as a graffiti artist), but now the shops have entered into the spirit of decorating their doorways, walls and windows with striking images which, taken together, enliven the street and help to create a very individual feel to the area.

Figure 1: Street art has come to characterise the area of Stokes Croft in Bristol. Photo © Paula Richardson.

Figure 2: An artist sketches out the mural from their original paper design. Photo © Paula Richardson.

Figure 3: An artist fills in the shapes and detail with aerosol spray paint. Photo © Paula Richardson.

Bristol City Council (like others) commissions artists to create large designs to enliven underpasses or buildings and walls in open spaces. Initially, the artists sketch their designs on paper and then use these to construct large-scale images in designated locations (see Figures 2 and 3). The murals are drawn in charcoal then aerosol spray paint is used to fill the shapes with colour. A complex design can take a day or more to complete and the artist will use around 20 aerosol cans of paint.

The development of street art in Bristol has led directly to the establishment of festivals to celebrate what have become colourful and vibrant environments. However, random and unauthorised graffiti is often viewed as an unwanted attack on the environment, and local councils have become less tolerant in allowing it to continue. Many are now taking action against both the graffiti itself and its creators. Anyone caught creating graffiti or identified through their distinct tags is liable to prosecution. Unwanted marks are removed and the more popular surfaces are treated with anti-graffiti paint. By way of contrast street art culture is being supported, with its importance in adding character to an area fully recognised. You could say, it has come of age.

A new form of 'spray' is now even being used – moss. Moss clings to surfaces easily and spreads quickly, it can be dyed and cut to create different forms of public art. It is also environmentally more in tune with current thinking, both visually and philosophically.

Given the widespread availability of both graffiti and street art, how can we use it as a resource in the classroom? Pupils can usually easily find where it occurs in their own area. As a cross-curricular theme graffiti/street art has huge potential in linking subjects such as geography and art. It makes very visually exciting material to identify, appreciate and analyse, using such questions as: 'what does the graffiti/street art show?', 'what impact does it have on the area?', and 'what do people feel about it?'

Street art activities

- On walks around the local area, identify hot spots where graffiti is found. Why do they think it has been created in this particular place? (Remind them about messages and audiences.)
- Can they work out any particular style/theme/objects in the picture? Is there a tag on it?
- What do they think about the work? Would they describe it as graffiti or street art? Why? Does it make the place better or not?
- Take pictures and display them in class. Locate areas on a local map and see where graffiti/street art occurs in relation to roads, buildings, etc.
- Identify a theme relating to your area (something as simple as banning parking or building houses in a green area) and ask pupils to design some street art to convey the message they would like to give.
- Introduce pupils to street artists such as Banksy. What makes his work distinctive? Why is he so mysterious? Get them to create a small stencil and practise using it on large sheets of paper. Why do they think he chose this graffiti method?
- Older children can research graffiti that conveys powerful political messages in other parts of the world, including the US, Brazil or Germany.
- Conduct a survey to find out what other people think about graffiti – do they think it is ever justified? (Everyone has a view about it, remember!)

Some form of graffiti or street art is certain to be found in your area, and the possibilities for exploring it in geography are endless. It provides a rich resource for pupils to identify, question and develop their own viewpoints about whether graffiti/street art adds or detracts from the quality of the local environment.

References

Alden Riggle, N. (2010). 'Street art: the transfiguration of the commonplaces', *The Journal of Aesthetics and Art Criticism*, 68, 3, pp. 243–57. Available at: www.jstor.org/stable/40793266?mag=the-global-rise-of-street-art&seq=1#page_scan_tab_contents (last accessed 17/10/2016).

De Notto, M. (2014) *Street Art and Graffiti: Resources for online study.* Available at: http://crln.acrl.org/content/75/4/208.full (last accessed 17/10/2016).

WEB RESOURCES

Street art in Stokes Croft: *www.geography.org.uk/pg*

Examples of street art: *www.boredpanda.com/creative-street-art*

Drawing graffiti in class: *www.youtube.com/watch?v=NeY6tWYRya4* and *www.youtube.com/watch?v=dQbicrvJ5zs*

Paula Richardson is an education adviser, teacher and author. She edits the 'Meanderings' section of *GA Magazine*.

REAL LIFE SKILLS

CHRISTOPHER KINLAN

In this article, Christopher considers the value of outdoor learning in geography for pupils with SEN, and how adaptations can have long-term benefits.

Bradstow School, in the small seaside town of Broadstairs, is a residential special school for young people who are on the autistic spectrum with severe learning difficulties. It is a unique school, providing individualised, 24-hour care for 5- to 19-year-olds, with access to full educational and therapeutic support in an environment that is safe, loving and predictable.

Prior to one older pupil leaving the school, he was taken on supervised visits to a neighbouring town. During the journey on public buses, we looked out for different symbols, including street signs, traffic markings and road signs. We discussed the meaning and how each sign would help him find his way while he was out in public. The route and final destination were changed every few trips, to incorporate different signs and symbols. Although this approach may not have appeared significant, it gave him a change in his usual routine. By getting on different buses, going to a different café and interacting with different people in different locations, he learnt how to cope in new (and to him) challenging situations. In this way he was encouraged to use his previous knowledge of the symbols in new surroundings.

Learning how to exist in the community by developing a knowledge of what different symbols mean and interacting with members of the community is imperative to the development and social integration of our young people. They acquire skills that will be immensely meaningful to them later in life. The more accustomed they are to change in their life, the better prepared and informed that young person is and (subsequently) the less anxious they are about social change in their life. This method of learning was so successful that we decided to implement a similar strategy with younger pupils. To develop their locational understanding and skills in the school grounds, we made use of Barnaby Bear.

Progressing with Barnaby

As we work with pupils with SEN, we decided to utilise the idea of gradual, small changes over a series of lessons, forming a Medium Term Plan (MTP) (see web panel). This involved progression in learning: pupils located Barnaby Bear at a different place in the school grounds in each lesson. It enabled them to explore the school surroundings, while recognising and responding to familiar photos/places, and develop an understanding of the different locations involved. 'Although they didn't know it, these children were learning the principles of geography. They were seeing how places relate to each other through the movement of things from one place to another' (Fromboluti, 1996).

The school grounds include a cycle track, a farm, an allotment, a football pitch, an adventure playground and an amphitheatre – together these provide an array of outdoor learning opportunities. We wanted to make the best use of this environment. With the familiarity and repetition of the task remaining constant, coupled with a change in hiding place for Barnaby, we were able to provide an activity that challenged the pupils sufficiently, without causing them unwanted anxiety of encountering the unknown.

There was a natural progression in the sites where pupils found Barnaby Bear. The classroom was the starting point in lesson 1, moving on to different locations around the school buildings, then the grounds. Depending on the pupils, this could be extended to the local area (therefore, our MTP could be adapted for any school or setting). In the second half of the MTP, pupils can look at the features of the different areas around their school, with which they have become more familiar.

The power of play

Once the pupils had found Barnaby Bear in different location, they were allowed time to play, which enabled pupils to improve their self-awareness, self-esteem and self-respect. It also allowed them to increase their confidence through developing social skills – all of which involved learning in their local environment. As 'social disconnection is the hallmark feature of autism and other ASD's' (Atwood, 2012), encouraging the young people to feel more comfortable working and playing together in new environments is hugely beneficial for their learning and development.

Valuing the outdoors

Learning outdoors is a multi-sensory experience that can help our young people to retain knowledge more effectively, because there is the opportunity for pupils to learn using their whole bodies on a much larger scale than in a classroom. They are able to become fully involved and embedded in the activity, and the nature and variety of the tasks will help maintain pupils' focus and attention. Being outdoors can be more relaxing for young people (some appear calmer and more settled in a natural environment), perhaps due to them experiencing a feeling of openness and of not being restricted by four walls (Figure 1). A particular benefit for those young people with learning difficulties or SEN can be the new, and sometimes therapeutic, visual and sensory stimulation they experience when learning in an outdoor environment. This can be liberating for pupils who struggle in a structured school atmosphere, and is often demonstrated through improvements in their social skills and behaviour. Allowing our young people to learn outside of the classroom provides them all with an opportunity to show their unique strengths, including ones which may not be immediately noticeable within the confines of a classroom.

Assessing geographical skills

As a result of the work we actively involved the young people in the assessment process 'which helps develop ownership of learning' (Learning and Teaching Scotland, 2010). They personally recorded their progress in their books, whether it involved sticking in a worksheet, drawing a map or printing a picture of themselves carrying out a task. Recording work can sometimes prove to be an issue, so we took the opportunity to film interactions for our assessment. Using the 'P' levels to assess our pupils' progress we were provided with a wider umbrella of assessment than the more rigid format of the mainstream curriculum.

After each lesson, a process of reflective practice was implemented: we collected, recorded and analysed our thoughts and observations as well as those of the young people. Issues were addressed and improvements were made. This ongoing process involves implementing changes, then starting the reflection and evaluation again. We constantly attempt to find new and exciting ways to progress the learning of our young people.

Figure 1: A particular benefit for those young people with learning difficulties or SEN can be the new, and sometimes therapeutic, visual and sensory stimulation they experience when learning in an outdoor environment. Photo © Christopher Kinlan.

A sense of place for all

After 'evaluating the strengths and weaknesses of geography in schools, and assessing the challenges it faces', Ofsted (2011) called for an increase in fieldwork opportunities to improve pupils' learning. As a result, I focused my entire Medium-Term Plan on outdoor learning to provide interesting and appropriate opportunities for fieldwork – particularly the activities to locate and map where pupils had found Barnaby Bear. Ofsted (2011) also noted that it was particularly important to develop the pupil's sense of place. Having knowledge of where they are in their world is essential to our pupils, and my Plan aims to set them on their way to developing their own sense of place.

Acknowledgement

My thanks to Emily Rotchell at Roehampton University for her support in writing this article.

References

Atwood, M. (2012) *Living with Autism.* North Mankato, MN: ABDO Publishing.

Fromboluti, C. (1996) *Helping Your Child Learn Geography*. Washington DC, MA: Office of Educational Research and Improvement, US Department of Education.

Learning and Teaching Scotland (2010) *Curriculum for excellence through outdoor learning.* Glasgow: Learning and Teaching Scotland.

Ofsted (2011) *Geography: Learning to make a world of difference.* Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/413725/Geography_-_learning_to_make_a_world_of_difference_report_summary.pdf (last accessed 17/10/2016).

WEB RESOURCES

Download a copy of Chris's Medium Term Plan: *www.geography.org.uk/pg*

Chris is an NQT at Bradstow School in Broadstairs, Kent.

OUR EVERYDAY WONDERLAND

IMOGEN THACKRAH

Imogen shares examples of how geography can be used to develop pupils' sense of wonder while embracing a different way of seeing.

The world is full of wonder, from the smallest objects to the largest landscapes. The Geography National Curriculum in England states that the purpose of high-quality geography is to 'inspire in pupils a curiosity and fascination about the world and its people' (DfE, 2013). Catling and Willy (2009) suggest that geography should develop pupils' sense of wonder, and the learning journey in geography begins with the wonder and curiosity of the everyday (Major, 2011).

What is wonder?

The *Oxford Dictionary* (2015) defines wonder as 'a feeling of amazement caused by something beautiful, remarkable or unfamiliar' or 'a desire to know something; feel curious'. For Piersol (2014), wonder is about abandoning preconceptions and embracing strange, new ideas; and, for me, wonder is a moment or object that leads pupils to ask questions and learning naturally follows on. The initial 'wow' of wonder can lead to questions of 'how…?' and 'what if…?', thus stressing the importance of developing a deeper understanding and knowledge.

The puzzlement that goes with wonder leads to the longing for an answer (Piersol, 2014), and without a feeling of wonder it is unlikely that we will question the world around us (Major, 2011). Trotman (2014) suggests a skilful educator is necessary to generate and sustain wonder, and describes a pedagogy of discovery for enquiring minds. Nevertheless, Piersol (2014) claims that teachers often present the world as fully-known, with definite answers. Thus, because the mystery has been removed learning can become boring. Egan (2014) argues that, if we offer pupils a curriculum that lacks awe and wonder, we lose important educational opportunities. According to Trotman (2014), a curriculum that enables wonder to flourish with meaningful connections to the lives of pupils is necessary.

Wonder is open to interpretation and unexpected; thus, it cannot be measured, and, in schools, it would be difficult to evidence pupils' progress. Wonder can manifest itself in many forms, including discovery, make-believe, creative representation and the combination of passion and an enquiring mind (Trotman, 2014). The term 'wonder' is not explicitly referred to in the English geography National Curriculum; instead the curriculum places a high value on 'core knowledge' (Owens, 2013). Here, there is a tension with a place-responsive pedagogy (which involves engaging with the world and developing meaningful experiences and connections to place (Mannion *et al*., 2013)) and an approach that invites wonder.

An invitation to wonder

Wonder can be invited in, but, as Egan (2014) suggests, pupils can learn to view the ordinary as wonderful. Providing a safe supportive environment will encourage pupils to reveal their uncertainties and wonderings – as Murdoch (2014b) points out, the best wonderings happen when pupils have space and time to think and reflect.

To encourage pupils to ask questions, they need to be exposed to opportunities for doing so (Murdoch, 2014a). When pupils pose open-ended questions, teachers need to respond enthusiastically with their own wonderings, so as to encourage further learning. In other words, to model the process and language of wonder.

Wonder around school

This lesson focuses on embracing a new way of seeing. As year 4 pupils explored the school grounds, they paused to wonder and pose questions, then used these experience to create 'wonder maps'.

Initially, I shared examples of natural objects that look like they could be something else. To get the pupils thinking from different perspectives, we went into the school grounds to find similar objects, including a leaf that could be a shield or a boat. The pupils chose their own object, then (in a circle) we shared the artefacts and justified our reasoning. They produced novel ideas, such as 'this red apple could be a giant ruby'. Here, Murdoch (2014a) suggests that engaging pupils in the exploration of their environment is a perfect way to nurture curiosity.

Mapping wonder

Back in the classroom, I shared 'My everyday wonderland' map of my garden (Figure 1). Then the pupils led the way around the school grounds, stopping at points of interest. Using an iPad they took photos of features from different angles in order to explore different perspectives, then created their own wonder books. Pupils used the visual thinking frame: 'I see, I think, I wonder…' to record their thoughts and questions in their own books.

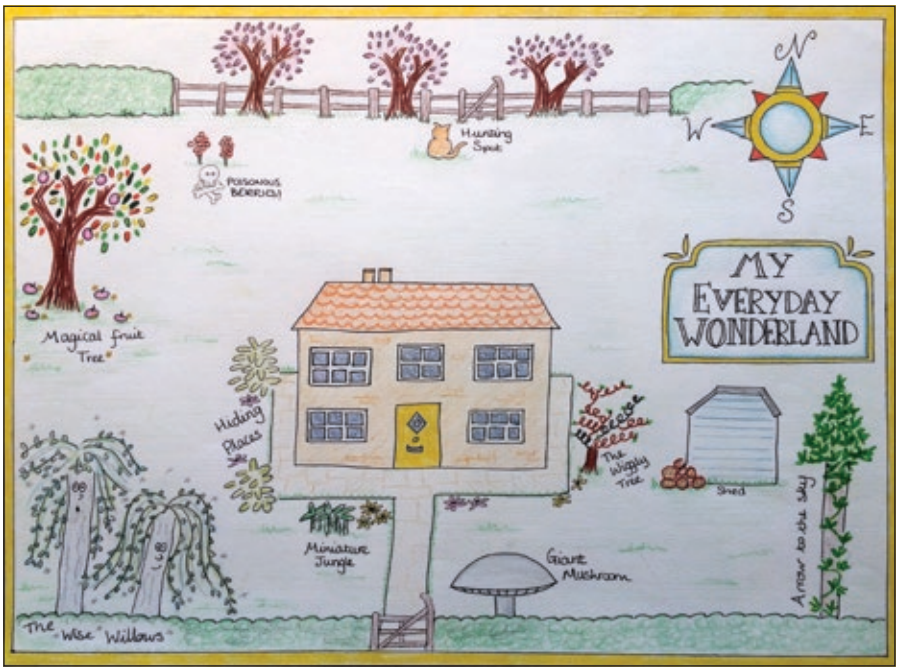


Figure 1: My 'everyday wonderland' map of my garden was the stimulus for the pupils' own work, using the school grounds and the 'I see, I think, I wonder…' visual thinking frame.

They began to imagine there were fairies hiding in the school grounds, and this became a theme of their responses to different places, such as fire sticks, the eye tree and the magical, yellow fairy carpet (Figure 2). Trotman (2014) suggests that imaginative possibilities can be catalysts for moments of intrinsic motivation, and Wright (2011) comments that imaginative discourse can deepen geography's personal meaning.

Before returning to the classroom we used a compass to orient ourselves, and spent time discussing what we needed to include on our wonder maps. Then, back in the classroom, pupils referred to their wonder books and photos when creating their maps.

Pupil learning

In evaluating the lesson, all pupils said they now see places and the school grounds from different perspectives. They enjoyed creating the wonder books and maps, some even chose to use them in their own gardens.

In order to allow pupils' creativity free rein, the activity was deliberately open. As a result, they formulated insightful questions and used their imaginations. Their responses indicate the pupils were thinking flexibly and have developed their map-making skills.

Combining place-responsive pedagogy and allowing pupils to think creatively motivated them to use their imagination: the quality of work they produced clearly demonstrates their full engagement. I agree with Scoffham (2013), we need a vision of primary geography that respects pupils as playful and imaginative learners. Questions that begin 'What if…?' enable pupils to view a situation from new perspectives (James and Brookfield, 2014), and to approach problems in an original way. We have everything to gain by encouraging our pupils to see the familiar from a different perspective.

Figure 2: The pupils' imaginations created fire sticks, the eye tree and the magical, yellow fairy carpet. Photos © Imogen Thackrah.

Acknowledgements

With thanks to the year 4 pupils from St Lawrence CE Primary School, Alton, to Sharon Witt for her continual enthusiasm, and my fellow geography students for their support.

References

Catling, S. and Willy, T. (2009) *Teaching Primary Geography*. Exeter: Learning Matters Ltd

DfE (2013) *Geography Programmes of Study: key stages 1 and 2*. Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf (last accessed 29/11/16).

Egan, K. (2014) 'Wonder, awe and teaching techniques' in Egan, K., Cant, A. and Judson, G. (eds) *Wonder-Full Education: The centrality of wonder in teaching and learning across the curriculum.* Abingdon: Routledge, pp. 149-61.

James, A. and Brookfield, S. (2014) *Engaging Imagination: Helping students become creative and reflective thinkers.* San Francisco, CA: Jossey-Bass

Major, B. (2011) 'Challenging Assumptions: Geography as journey and homecoming', *Geography*, 96, 1, pp. 39–43.

Mannion, G., Fenwick, A. and Lynch, J. (2013) 'Place-responsive pedagogy: learning from teachers' experiences of excursions in nature', *Environmental Education Research*, 19, 6, pp. 792–809.

Murdoch, K. (2014a) 'The urge to enquire: curiosity in the classroom', *Primary Geography*, 85, pp. 10–12.

Murdoch, K. (2014b) *What Makes Us Wonder?* Available at: www.kathmurdoch.com.au/blog/2014/03/26/what-makes-us-wonder (last accessed 17/10/2016).

Owens, P. (2013) 'More than just core knowledge? A framework for effective and high-quality primary geography', *Education 3–13*, 41, 4, pp. 382–97.

Oxford Dictionary (2015) Oxford: Oxford University Press.

Piersol, L. (2014) 'Awakening wonder within the classroom' in Egan, K., Cant, A. and Judson, G. (eds) *Wonder-Full Education: The centrality of wonder in teaching and learning across the curriculum.* Abingdon: Routledge, pp. 3-21

Scoffham, S. (2013) 'Geography and creativity: developing joyful and imaginative learners', *Education 3–13*, 41, 4, pp. 368-81.

Trotman, D. (2014) 'Wow! What if? So what? Education and the imagination of wonder: fascination, possibilities and opportunities missed' in Egan, K., Cant, A. and Judson, G. (eds) *Wonder-Full Education: The centrality of wonder in teaching and learning across the curriculum.* Abingdon: Routledge, pp. 22-39.

Wright, P. (2011) 'What is a "human-centred geography"? Stretching the geographical imagination in pursuit of holism', *Geography*, 96, 3, pp. 156-60.

Imogen Thackrah is year 4 teacher at St Lawrence CE Primary School, Alton, Hampshire, and was previously an ITE student at the University of Winchester.

THE PRIMARY GEOGRAPHY INTERVIEW

DAME ALISON PEACOCK

Dame Alison Peacock is currently Head teacher at The Wroxham Teaching School in Potters Bar, author of *Assessment for Learning Without Limits*, and CEO Designate for the new Chartered College of Teaching. Here she gives her thoughts on what geography means to her.

Dame Alison Peacock

Where is your favourite place?

Italy, somewhere like Lake Garda (Figure 1). I like the combination of mountains, water, blue skies and good food.

What is your most memorable experience of school geography?

It was not a very positive one, as I had the same teacher right the way through secondary school, who worked from a set of books. I didn't connect with it and it didn't seem relevant. Part of being a good teacher is thinking about what it is like to learn, including when it is not done well. When you become a teacher, you reflect on what it is like to be with a teacher who makes you think, who enthuses you, who makes you feel you can take the next step in your own learning.

How important do you feel geography is today?

It's very important: it's about our place in the world, our environment, the ways that people behave, issues like migration, things that are absolutely central. With global communications, connections are becoming increasingly normalised, and that helps our understanding of culture, what makes our planet the way it is. If you know that you can strike up a friendship with someone you've never met, including your differences, that should be a good thing. Young people think nothing about talking to someone on the other side of the world.

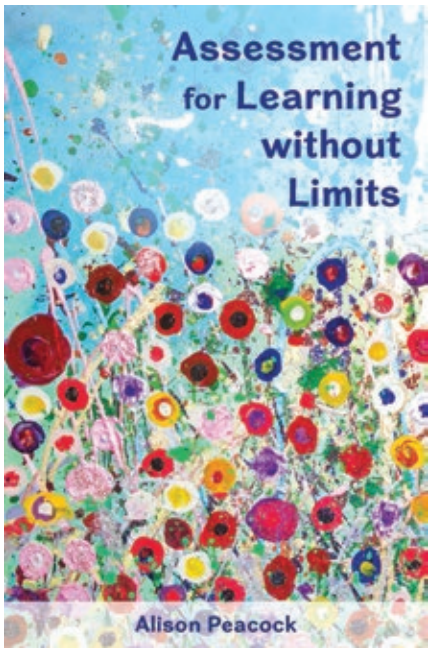
At Wroxham School, we did a project with a school in France, using a shared programme of lesson plans on common themes. When I learned about France at school it was very theoretical, whereas this felt very real to people, bringing learning to life, making it relevant and moving. This also meant that pupils were more likely to learn, and to retain their new knowledge. Knowledge is important, but knowledge that enables contextual understanding is even more important.

Tell us something about 'Learning Without Limits'

It's about keeping the door open for every pupil, rather than predetermining what they might achieve, including judgements based on factors like family and appearances. It involves finding a way through for every pupil. We shouldn't knowingly or unknowingly be preventing learning. Mary Myatt talks about 'high challenge, low threat.' It is not about all pupils attaining the same thing.

There is nothing wrong with summative assessment, but there are problems with a high-stakes system, where we are telling pupils at eleven that they have failed, that they are among the 40% who have not attained the 'expected standard'. For individual pupils, that can be quite devastating.

Figure 1: Lake Garda, Italy. Photo © Vaclav Volrab/Shutterstock.com



How do you see it connecting to geography?

In our school, this relates to teaching. We typically have a thematic approach to history and geography. We try to understand what pupils already know, so that we can plan what they are doing next. Revealing any misconceptions is very important. Building on the recommendations of the Cambridge Primary Review, we realise that not all teachers are expert in every subject, but we can identify those who have a particular passion for a subject like geography.

We have done some work with the Prince's Teaching Institute on creating excitement about subjects. Primary heads were invited to have the experience of geographical fieldwork and online learning with Paula Owens from the GA. This served as a reminder of what it was like to be taught by an expert, and of what they themselves felt capable of learning.

Here are some of the main points about what we are doing:

- not presupposing a lack of knowledge
- adapting work around the needs of pupils
- not getting in the way of pupils' learning
- providing high-quality experiences
- collaborating with other colleagues to offer expert teaching.

Primary teachers are not necessarily expert in everything, and recognising this can be quite liberating. The traditional co-ordinator role passes the guilt on to someone else. This is very different from a team approach, where we are engaging in dialogue about creating high-quality work. This includes informal conversations. For us, being a teaching school creates a sense of openness about others viewing your work so as to learn.

Within the context of a class studying a theme like 'explorers,' we will typically include a presentation to another year group. When you rehearse your knowledge in order to present it to someone else, it is not only a good focus that consolidates learning, but you are acting as a good role model for learning. We invite parents in for similar reasons.

Who is learning for?

Actually, in many classrooms, the learning is for the teacher. Having an audience and purposes for learning is an extension of a school philosophy that says that learning should be shared, that we 'dare to share'. If you have a sense of agency as a learner, you are more likely to share what you are doing for others. Learning for yourself is much more likely to be useful than learning for Mrs Jones.

Do you have any thoughts you would like to leave us with?

Throughout education, making connections – including making them overt - is hugely important. Geography can offer a lot in that respect.

The work of Robin Alexander and others on dialogic teaching should be more influential than it is. Classrooms that encourage dialogue, and where learners are able to debate, are open places where ideas flourish.

As CEO of the Chartered College of Teaching I hope to work very closely with the Geographical Association to encourage many more colleagues to become members of subject associations. I hope that through this work we shall inspire teachers to connect with each other to share their knowledge and to engage in research. Professional learning and high ambition for our teachers must be at the heart of creating the best possible learning about geography within our Early Years settings, schools and colleges.

References

Alexander, R.J. (2008) *Towards Dialogic Teaching: Rethinking classroom talk* (Fourth edition). York: Dialogos.

Peacock, A. (2016) *Assessment for Learning without Limits.* London: McGraw-Hill

Swann M., Peacock A., Hart, S. and Drummond, M.J. (2012) *Creating Learning without Limits.* Maidenhead: Open University Press.

WEB RESOURCES

Alison talks about Creating learning without limits: *www.youtube/8oxxPi6c-Nw*

Creating learning without limits project, University of Cambridge: *http://learningwithoutlimits.educ.cam.ac.uk/creatinglwl/*

Buy 'Assessment for Learning Without Limits' with 20% discount: *www.mheducation.co.uk/*

Mary Myatt: *http://marymyatt.com*

The Prince's Teaching Institute: *www.princes-ti.org.uk*

Research on Learning without limits at The Wroxham TLA: *http://wroxhamtla.org.uk/research/*

REVIEWS

PUPILS | KS2 | BOOK

Maps Activity Book Paperback

Aleksandra Mizielinska and Daniel Mizielinski

Dorking: Templar Publishing, 2014
Pb, 225x305mm, 72pp, £8.99
ISBN 978-1-78370-109-4

This is a map activity book with lots of ideas for developing pupils' interest in maps, but the title belies the fact that many other geographical areas are also covered, tapping into and developing pupils' locational and factual knowledge. On the back of the activity sheets are attractively presented additional pieces of information such as 'did you know that…?', which can be used as prompts to encourage pupils' further investigation and develop their own lines of enquiry as well.

The maps range from world to regional maps and include thematic maps with accompanying activities to engage and reinforce pupils' learning, on areas such as sport, music and food. They are not conventional classroom activities and the book is more of an extension book for interest rather than one to develop specific geographical skills such as grid referencing.

This does, however, all come with something of a warning as you do need to plan the activities into the work that you are doing; it is not something that can be used as a stand-alone, nor in isolation and as mentioned is very much an extension resource. You also need to be really conscious and aware of possible cultural stereotyping with this book, considering activities such as drawing a meal for Japanese, Italians and Moroccans to share, ensuring that you clearly emphasise that not all people from those countries will eat those kinds of food. I would have welcomed as well some different perspectives such as, for example, calling Mount Everest by its original and indigenous name, (*Chomolungma* in Tibet and *Sagarmatha* in Nepal), or at least mentioning that that is what it is known as there.

Finally, the activities did seem rather disparate and slightly random and it would have helped to have had a more thematic approach to draw the different parts together as well as the inclusion of some element of progression with increasing challenge embedded in the activities.

Tessa Willy, Institute of Education, University College London

TEACHERS | KS1 & 2 | BOOK

You, Me and Diversity

Anne M Dolan

London: IoE Press, 2014
Pb, 150x234mm, 190pp, £24.99
ISBN 978-1-858-56522-4

This book is not only about introducing multicultural books but about framing a curriculum that can deal with issues of diversity, complexity and social justice. As such, it is a very useful and important text for those involved in teacher development at all levels, from ITE (lecturers and students) through to CPD with practitioners from Early Years, the Primary phase and beyond.

Anne Dolan provides a clear and up-to-date rationale for using picturebooks as multi-modal texts to teach about current and past complex issues, such as child labour, refugees, apartheid and the Holocaust. Picturebooks are critically explored through the lens of critical literacy and how they can be used to promote intercultural and development education in diverse classrooms. A framework for curriculum development based around the promotion of respect, understanding and action is proposed and texts suggested that can bring this to life.

If we aspire to provide 'a high-quality geography education' then this text gives the means to provide the basis for a geography that has more depth and relevance than what is outlined in the anodyne geography curriculum for England. There are some small limitations to the text – while it does explore diversity in terms of 'race or creed' (intro) some diversities which have relevance in the primary classroom could have been explored more, e.g. LGBT communities. I have already recommended the book to colleagues and my library; I recommend it to you too.

Arthur J Kelly, University of Chester

PUPILS | KS2 | BOOK

High Quality Outdoor Learning

English Outdoor Council

Nottingham: English Outdoor Council and Field Studies Council Publications, 2015
Pdf, 32pp, Free
www.englishoutdoorcouncil.org

This updated, comprehensive and concise guide is highly recommended as an essential support document for all those teachers, professionals and volunteers who advocate for, and deliver, outdoor learning. It identifies a wide range of benefits and outcomes of outdoor learning on individual attainment, health and well-being, social resilience and lifelong learning and provides a clear rationale to justify the inclusion of outdoor learning in the formal and informal curriculum.

This guide is also an important reference point for all those developing their own policies and practices for outdoor learning. It offers a well-structured and wide ranging rationale to put before decision-makers and recognises the many varied contexts for outdoor learning including residential experiences and adventurous activities.

Five core themes are highlighted and developed in this guide:

- The value of participation
- Nurturing of self-confidence
- The potential for individuals to be challenged
- The social and memorable impact of outdoor experiences
- The balance of risk and challenge for young people.

These themes help all those involved in outdoor learning to articulate a vision for their activities and ensure a real experience that inspires and supports young people. There are also ten key outcomes, each with a comprehensive range of specific indicators, which can be used to evaluate the learning experiences of young people.

This guide is an invaluable tool that reminds us of the substantial contribution outdoor learning makes to individuals, schools and communities.

Gill Miller, University of Chester

PRIMARY GEOGRAPHY RESOURCES

SuperSchemes

This series will help you to develop geography units of work with confidence. Each book starts with advice and guidance on how to approach the topic, an explanation of the geography rooted in the unit and background information to get you started.

Each title includes:

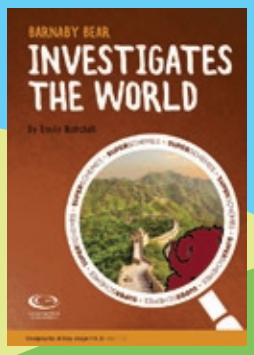
- A medium term plan
- Two fully resourced lesson plans
- Background teacher information
- Downloadable activity sheets

A Journey Through the Americas: Investigating latitude and longitude

In this unit key stage 2 pupils plan a trip from the north of North America to the southernmost tip of South America to develop their understanding of latitude, longitude, time zones and the key aspects of climate zones.

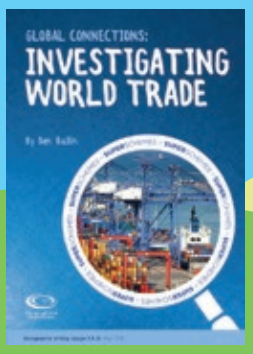
Barnaby Bear Investigates the UK

Through the well-loved character of Barnaby Bear, key stage 1 pupils learn about the UK's countries and capital cities, seasons and weather and key physical and human geography.



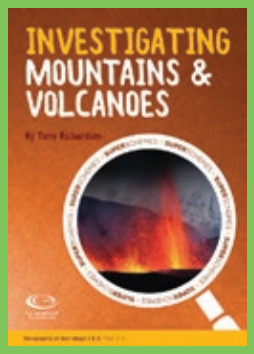
Barnaby Bear Investigates the World

Through the well-loved character of Barnaby Bear, key stage 1 pupils learn about the world's continents and oceans and the hot and cold areas of the world using maps and globes.



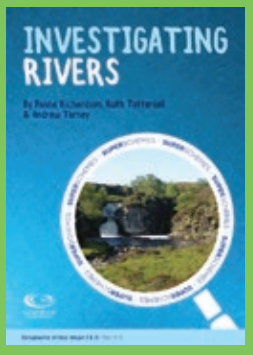
Global Connections: Investigating world trade

This book will help pupils in key stage 2 to learn about our increasingly globalised economy, and its impacts on our communities and others around the world.



Investigating Mountains and Volcanoes

This unit will help pupils in key stage 2 to learn the main features of mountains and understand how they are formed. They will also learn about volcanoes, where and why they occur, with a focus on Mount Vesuvius in Italy.



Investigating Rivers

Pupils in key stage 2 learn about the physical processes connected with rivers and the formation of river landscapes and the interaction between physical and human environments through river flooding.

Buy online at **www.geography.org.uk/shop**

Geographical Association

The Everyday Guide to Primary Geography

Each book provides:

- Stimulating ideas that can be adapted for your class
- Tried and tested activities to enhance geographical learning
- Online resources including activity sheets and examples of pupils' work
- Key vocabulary and cross-curricular links

The Everyday Guide to Primary Geography: Art

NEW!

The Everyday Guide to Primary Geography: Maps: This shows how mapwork can stimulate, enliven and enrich geography teaching. It includes a range of practical activities and classroom strategies to develop pupils' knowledge and understanding of maps.

The Everyday Guide to Primary Geography: Story

The Everyday Guide to Primary Geography: Local Fieldwork

Buy online at **www.geography.org.uk/shop**

Geography Plus: Primary Teachers' Toolkit

This series provides you with all you need to teach creative and enjoyable lessons that will endure curriculum change.

Inside each book:

- Eight detailed lesson plans
- A medium-term plan
- Starter, main and plenary activities for each lesson
- Background teacher information
- Activity sheets
- PowerPoints
- Photosets

Beside the Sea: Investigating the UK's coastal environments
Y4-6

Australia Here We Come! Exploring a distant place
Y1-3

Little Blue Planet: Investigating spaceship Earth
Y1-3

The UK: Investigating who we are
Y4-6

Food for Thought: Investigating where our food comes from
Y3-4

Living in the Freezer: Investigating polar environments
Y3-4

Amazon Adventures: Investigating the South American Rainforest
Y3-4

See how these titles match the Geography National Curriculum at
www.geography.org.uk/ks1-2coverage

Geographical Association

Geographical Association Annual Conference and Exhibition

UNIVERSITY OF SURREY • THURSDAY 20–SATURDAY 22 APRIL 2017

INCLUSIVE GEOGRAPHIES?

- Value for money CPD
- Extensive programme of topical lectures
- Hands-on workshops for all phases
- TeachMeet – Conference special
- Series of sessions on recent research into geography education
- UK's largest geography resources exhibition
- Daytime and evening networking events

For further details and online booking visit: www.geography.org.uk/conference

Official Conference sponsors: AQA Realising potential · eduqas Part of WJEC · esri UK · OCR Oxford Cambridge and RSA · Pearson

Geographical Association

BRITISH COUNCIL

CONNECTING CLASSROOMS

This training package gives teachers the knowledge and approaches they need to effectively integrate the teaching of core skills in their classrooms

TEACHING THE CORE SKILLS

FREE TRAINING PACKAGE IN CRITICAL THINKING FOR PRIMARY AND SECONDARY TEACHERS OF GEOGRAPHY & HISTORY

Geographical Association

ssat
the schools, students and teachers network

Book online
www.geography.org.uk/free-training