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The Importance of Teaching Geography



As I start my year as President of the Geographical Association I am handing over the editorship of *Teaching Geography* to Mary Biddulph, Lecturer at the School of Education, Nottingham University. Mary will bring to the role her considerable experience in geographical education, her frequent contact with schools and her involvement in several GA projects, the most recent of which is the exciting Young People's Geography Project. I wish her well.

It has been an honour and a pleasure to be Editor of *Teaching Geography* for the last three years and to be part of the team that produces it. I would particularly like to thank Anna Grandfield, the Production Editor, for the work she has put into *Teaching Geography*, for her creativity in producing it, her calmness at all times, and for putting *Teaching Geography* on the GA website, and the Editorial Board for their valuable advice. But *Teaching Geography* would not exist at all without the authors, so a big thank you to the authors of almost 100 articles published during the last three years, authors who have included professors, PGCE students and many who have published for the first time. I have enjoyed reading what you have written and have learnt from you all.

I would like to use my last Editorial to write about the importance of *Teaching Geography*, firstly in relation to this journal and secondly in relation to the secondary school curriculum.

With increasing emphasis on teachers as professionals, there is an important role for *Teaching Geography*, the only professional journal published for secondary geography teachers in England. The National Framework of Professional Standards (TDA, 2007) includes expectations that teachers should:

- Be committed to improving their practice C7
- Have a creative and constructively critical approach towards innovation C8
- Have a secure knowledge and understanding of their subjects... and recent relevant developments C15
- Draw on research outcomes and other sources of external evidence to inform their own practice E2
- Have an extensive and deep knowledge and understanding of their subject/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subject/curriculum areas E5.

Teaching Geography can contribute to all of these by publishing articles which keep readers up-to-date, which report research, which challenge and take thinking forward. I particularly welcome the inclusion of standard E5 which encourages teachers to be involved in 'wider professional networks associated with their subjects'. I hope that membership of a subject association will be taken into account as evidence by head teachers who have a responsibility to assess teachers against the standards. I wonder if any school prospectus can boast that all its

members of staff belong to their respective subject associations?

This issue of *Teaching Geography* aims to support teachers faced with changes in the geography curriculum at KS3 and KS4. Phil Wood's article on the new GCSE specifications outlines their main features and discusses what to take into account when choosing one. At the time of going to press not all specifications were finalised, but up-to-date versions of the tables will appear on the GA website. Several articles support the development of the geography curriculum at KS3. Eleanor Rawling's article, 'Planning your KS3 curriculum' and Alan Kinder's 'A Toolkit for KS3' each provide frameworks to support teachers in their curriculum making and lesson planning. These articles introduce readers to GA publications with the same titles (Rawling, 2008; Kinder and Widdowson, 2008). The articles by Maggie Smith and Catherine Owen show how the geography curriculum can contribute to important dimensions of the curriculum: education for sustainable development and the global dimension.

This issue of *Teaching Geography* also sets out to provide ideas for teaching about current events and issues of geographical significance. Paul Bolton provides detailed resources and lesson plans related to migration between Poland and the UK. Bob Digby provides ideas for ways of investigating the London Olympics. Further support for teaching about the Olympics can be found on the GA website at *Planet Sport*. Clare Rose has developed a strategy to encourage post 16 students to think about China's Population policy. Sylvia Knight's article introduces MetLinkInternational, the Royal Meteorological Society's flagship weather observation project. Is this something which could involve your school?

There are two reports of research: Simon Hoult reports his own investigations into emotional intelligence and fieldwork; Brian Chalkley has summarised the findings of a National Student Survey into geography degree courses in Higher Education, findings that have caused controversy. How valid are league tables based only on student opinion surveys? Do these really provide 'the best possible information'?

Congratulations to the prize winners announced in articles in this issue: to Torquay Girls' Grammar School and Bishop Justus Church of England School in Bromley for their Bradford Awards and to Jennie Walker and Simon Parry for their accounts of the creative ways in which they have used fiction in their lessons.

'My Places' has been written by

Satoshi Kitamura, the Japanese author and illustrator of children's books. I would like to thank him for taking time to write this and for providing an original illustration to accompany it. Do you remember your journey to infant school as strongly as he remembers his?

I would like to conclude by commenting on some of my concerns about the future of geography in the secondary school curriculum. At KS3, the last stage in which geography is compulsory, some schools are replacing subject-based courses with skills-based courses. There is no doubt that geography teachers could contribute a lot to such courses, but will these courses help students understand the world around them and issues that confront us today, issues of local, national and global concern? We cannot open a newspaper or watch the news without being confronted daily with issues such as climate change; the impact of hurricanes and floods; the future supply of food and energy etc. Some popular TV programmes are about the geography of our planet – from the air, from extreme places, from hazardous places, etc. Geographers can help us understand both major issues of our time and the landscape and physical environment. Geographers, more than any other subject group, have considered the inter-relationship between different aspects of issues: economic, social, environmental, political and cultural. They have accumulated a rich bank of knowledge and understanding from which teachers can draw. I would argue that in order for students make sense of the world, they need more than skills. They need to relate their own existing understandings, developed through direct and indirect experience of the world, to what others already know and

understand. They need skills to do this, but to make progress they also need access to the thinking of others.

The good news at KS4 is that geography is still holding its own at GCSE. Geography is the eighth most popular subject in terms of entries. The six subjects with the most entries are all core subjects. Of the other optional subjects only history is slightly more popular. Most students have to choose a few options from many so it is not surprising that geography numbers have declined recently. The positive thing to note is that geography continues to be popular: students want to study it. But will they get as much opportunity to do so in future? There are huge pressures on head teachers to do well in league tables and to 'add value'. In pursuing these goals, some schools encourage students to take options that count most in terms of GCSEs or in 'added value' and geography might not be included in these. Some schools curtail geographical education at KS3 by starting GCSE work in Y9. The results might be good for league table rankings but

could this be at expense of the students' best educational interests? I would argue that all students, including those studying vocational courses, need a broad general education and that geography can contribute to this.

During the debates which will take place in the next few years about the future of the curriculum for 14-18, we must argue for an education that helps young people to make sense of the world around them and their place in the world. In my opinion, schools are not there simply to train people in skills they might need to contribute to the economy. Schools are there to educate, to produce people who are informed, critical and aware, who have developed knowledge and understanding to enrich their lives and who feel confident to play their part in shaping the future of the world. Geography has a part to play in this kind of education; teaching geography is important. ■

Maureen G Roberts

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- Planet Sport: <http://www.geography.org.uk/projects/planetreport>
- TDA (2007) *Professional Standards for teachers: Why sit still in your career?* London: TDA.

Held over until the next issue

In this bumper issue there was not room for all the articles that I had hoped to publish. The Spring issue of *Teaching Geography* will include an article by Peter Jones on how his department has incorporated ESD into their revised KS3.

A teacher's toolkit for key stage 3

Geography teachers are currently facing an almost unprecedented series of challenges in terms of curriculum planning. **Alan Kinder** suggests some tools of the trade to help you face these challenges.

Why do we need a toolkit for key stage 3?

Since September 2008, colleagues have begun working with the new key stage 3 Programme of Study (KS3 PoS), new GCE A level specifications and Diplomas. At the same time, planning is already underway for new GCSEs from September 2009.

The new KS3 PoS is intended to 'introduce greater flexibility and allow the development of a "local curriculum" within a national framework' (Kinder, 2007). This 'one programme, many geographies' approach is more challenging than earlier versions as it is less prescriptive and returns responsibility for detailed curriculum development, quite rightly, to teachers. Not only does the PoS encourage teachers to select and develop their own content, it forms part of the 'new secondary curriculum' and sits within a framework of whole-curriculum aims, cross-curriculum dimensions, personal learning and thinking skills (PLTS) and other whole-school contexts. These are outlined in QCA's Big Picture of the curriculum – towards which geography must make a meaningful and distinctive contribution. Geography teachers are therefore not only faced with significant changes to their own specialism, their planning and thinking needs to take account of wider changes if geography is to thrive as a subject.

What is the KS3 Geography Teacher's Toolkit?

The *Toolkit* is a series of teachers' books published by the Geographical Association. Each title in the series tackles an important place, theme or issue for twenty-first century geography (Figure 1) and includes unit and lesson plans, activities and resources. An important aspect of the series is the

advice on teaching and learning strategies built into the units. The books are authored by creative geography teachers and together they form the 'spine' of a new key stage 3 geography curriculum. It is the intention of this article to share some of the key lessons in curriculum development (the 'tools') that emerged from the development of the series.

What tools are in the kit?

How to select content

The most pressing challenge facing the *Toolkit* team when it was first assembled in January 2007 was to respond to the issue highlighted above: to select carefully a balance of places, themes and issues of relevance to the early twenty-first century. We were determined that each place, theme or issue would resonate with teachers and learners and could be justified in terms of its geographical significance (Taylor and Catling, 2006). It was also important that, taken together, the ten titles presented balanced 'coverage' in terms of place/region, scale and human/phys-

Place studies at a variety of scales

- *Into Africa* investigates Africa's diversity, its development and its connections with our lives through a variety of places and themes across the continent.
- *The Rise and Rise of China* considers the rapid emergence of China as a global superpower, and the impacts of this change within China and beyond.
- *British or European?* explores pupils' identity within Britain and Europe and how this might change with the growing influence of the European Union on our lives.

Human, physical and environmental themes

- *Water Works* investigates the use and abuse of water resources across the world (with a focus on the Middle East) and asks what water rights and responsibilities tell us about the sustainable use of water.
- *Faster, Higher, Stronger* focuses on the sustainable urban regeneration of cities from a variety of perspectives, and assesses the plans and preparations for the London 2012 Olympics.
- *A Thorny Issue* traces links between consumer choices and the production and trade in fresh flowers, introducing ideas of food miles, fair trade and sustainable development.
- *Look at it This Way* approaches the study of physical geography through landscapes: how and why landscapes vary and the part that people play in change.

Issues in geography

- *Changing my World* asks what individuals, companies, governments and others can do in response to the global issue of climate change: the choices that can be made and the impacts of our decisions.
- *Moving Stories* examines the issues that lie behind population change and migration into and out of the UK and considers different perspectives on Britain's future population.
- *Future Floods* proposes that people need to live alongside and manage the risks of hazardous environments, and shows how geography can help us manage hazards effectively.

Figure 1: Geographical coverage in the *Toolkit* series.

Tectonic hazards	Local area study	Italy: north and south
Coastal management	Climate change	World climate
Glacial landscapes	Population	Emerging superpowers
Map skills	Geography of football	Threatened ecosystems

Figure 2: Topic cards for a 'balloon debate'.

ical/environmental geography. A further challenge was to ensure from the beginning that the series of units allowed the development of the key concepts and processes outlined in the PoS. Figure 1 shows the results of our discussion – judge for yourself how well the *Toolkit* team did!

Of equal importance are the lessons to be learned from this experience. The new PoS requires all geography teachers to think carefully about their rationale for selecting content. Local opportunities and practical considerations (e.g. resources available) will doubtless play a role. Relevance to the lives of learners is vital, as is the need for learning to build on learners' previous geographical experience (Rawling, 2008). A key tool in the selection of content is the idea of geographical significance.

There is absolutely no substitute for professional debate and discussion about what content to select, discard, adapt or update. Every teacher of geography should contribute to this discussion and take 'ownership' of the curriculum development process.

Departments are increasingly involving learners in this debate in order to ensure relevance and promote engagement.

A lively way to kick off a discussion is to use a version of the balloon debate. Copy and cut out the topic title cards from Figure 2 (also available to download free as a Word document at www.geography.org.uk/journals) in preparation for a department meeting. Challenge the department to reject each of the units in turn, until only one topic remains (explain that the head teacher is cutting the curriculum time for geography, so some units need to go!). What reasons are given for jettisoning each topic? Can the remaining topic(s) be adapted in some way to accommodate a broader range of skills or ideas?

How to justify content selection

The first writing task handed to authors in the *Toolkit* series was to answer the question: 'Why teach this topic?'. Although broad agreement had already been reached on the principles we wished to use to choose or reject ideas, the more difficult task was to articulate

(for teachers and for learners) precisely why this place, theme or issue was worthy of study. This proved to be an extremely challenging task. Its value went well beyond 'selling' the idea: both authors and editors found it invaluable as a means of shaping the ideas and skills that would really underpin the learning. It was also the single best opportunity for linking the topic to the Importance Statement and to cross-curricular themes, PLTS and other elements of the Bigger Picture. As the extracts in Figure 3 illustrate, this was achieved through a concise piece of prose at the beginning of the unit (allowing the teacher to say *how* and *why* the topic is relevant) rather than through a tick box approach.

Rather than drawing a conclusion to this, perhaps it is more valuable to ask a question:

Once you, as a department, have selected content to teach, how do you communicate its purpose and relevance to your senior leadership, your students and their parents?

Why teach about the London 2012 Olympic Games?

David Beckham is ecstatic about it! 'I come from the East End of London where the main Olympic Park will be, so I am really excited by the plans for the development of the area.'

Orphee Tshiyamba isn't. The 10-year-old lives on a local housing estate, but cannot walk to school the way she used to. The road has been closed to build a new through-road connecting Stratford old town to the future Olympic site (Kelly, 2007).

The London 2012 Olympics is a theme with relevance to young people's lives, and is likely to create a legacy that will impact on all of our futures. The project has become a defining flagship for Britishness, with media fascination guaranteed for the foreseeable future. Surely we'd be mad, as geographers, not to help young learners make sense of it?

Why teach about the UK's changing population?

Look around you. The population of the UK is changing. It's part of broader shift in population patterns within a dynamically-changing world. Some of these changes are clearly visible, such as the arrival of new groups of immigrants and urban expansion in south-east England. Other changes are less apparent, but equally important, such as our ageing population or continuing emigration. These changes are relevant to students' lives now, and are likely to have a profound impact on the UK throughout their lifetime.

Figure 3: Extracts from the 'Why teach about...?' section of some of the Toolkit books.

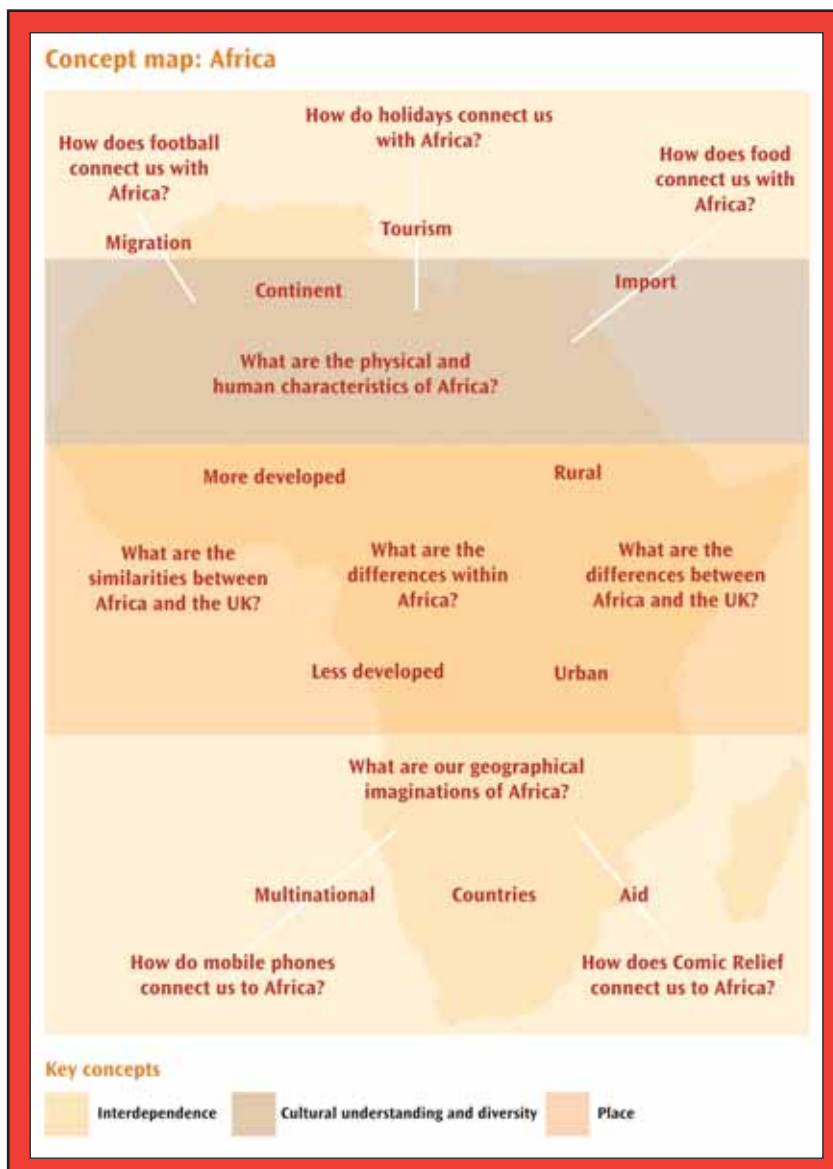


Figure 4: 'Into Africa' concept map.

How to plan using concepts

One of the most striking features of the new PoS is the prominence of the key concepts – the ideas underpinning a good understanding of the subject at key stage 3. Much has now been written by way of advice in this area (e.g. Lambert, 2007) and there are several approaches to planning using concepts.

The approach adopted by the toolkit team was both straightforward and challenging. Initial 'concept mapping' was undertaken, with authors teasing out from their own place/theme/issue the related geographical ideas and language on a large piece of sugar paper. These initial thoughts were discussed, challenged and refined face-to-face. From these early drafts, the team agreed between two and four key concepts that appeared to really underpin the geographical study of each unit. A decision was taken to represent this graphically. Authors finalised the geographical statements, questions and language drawn from the key concepts and arranged these as a concept map. Coloured zones were added underneath to show how particular key concepts would really 'drive' the learning. Figures 4 and 5 illustrate results from two Toolkit titles.

Two important conclusions arise from this approach. The first is that key concepts are broad geographical ideas: they require the teacher to interpret them and relate them to specific geographical questions or statements. Secondly, for students to really develop their understanding of these concepts, it is necessary to select a small number of key concepts and to explore these over time – not in one activity or in one lesson.

How to frame questions for enquiry

As authors worked on their unit overviews (concept maps and 'Why teach about?' sections) they also considered the central, overarching enquiry question that would form the subtitle to their unit. A decision had earlier been taken that each title would be punchy and hopefully intriguing. The subtitle would frame the purpose of the learning as a single question. Although finding 'good' enquiry questions is a creative process, there are some rules worth following. Does the question:

- Capture the interest and imagination of pupils?
- Place an aspect of geographical thinking or investigating at the forefront of the mind?
- Result in tangible, lively, substantial, enjoyable 'outcome activities' (Riley, 2000).

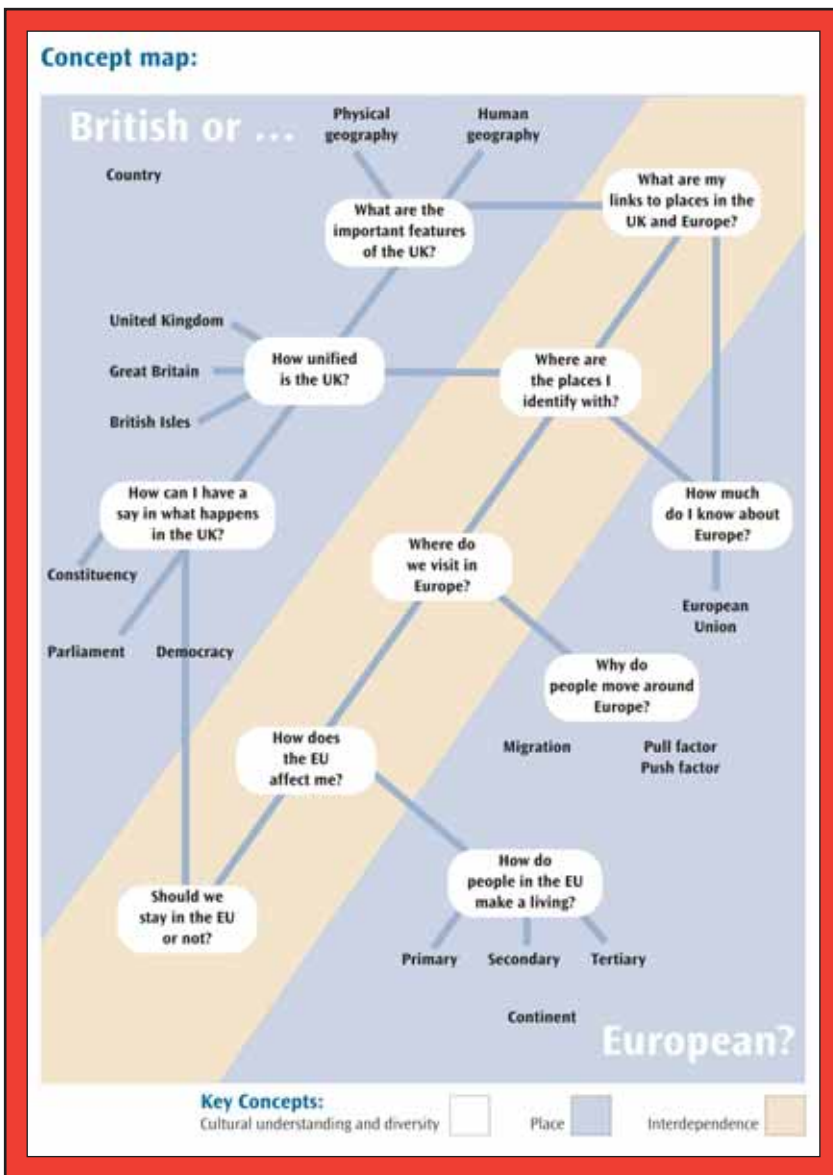


Figure 5: 'British or European?' concept map.

Figure 6 shows the key enquiry questions from the *Toolkit* series. One way to consider the strength of these questions is to ask: 'Would a geographer answer this more thoughtfully than a specialist from any other discipline?'. For example, when considering the question: 'Should I buy a Valentine's rose?', learners might first be struck by the apparent simplicity of the question. A simple product, a simple answer? Only a sequence of *geographical* enquiry would reveal the global pattern of rose production, the interdependence of the people and places involved in flower production and consumption, the economic, social and environmental processes at work and the difficult ethical questions involved in making a personal decision about buying a fresh rose in February!

The same enquiry 'rules' were applied to each of the lesson titles. Although the process was challenging, it was felt that every single lesson should pose a subsidiary question that learners would instantly respond to, so that their learning in that lesson

became a *necessary step* in answering an overarching question.

How to make geographical pedagogy explicit

Much progress has been made in recent years in identifying and sharing effective teaching and learning strategies across subjects. The most concise summary of this work is probably contained in the so-called 'Ped pack' sent to all schools (DfES, 2004).

Despite these attempts to make teaching strategies explicit, one of the most common weaknesses seen in schemes of work is the emphasis given to detailing resources and activities at the expense of explaining the 'how to' of teaching. In order to tackle this, *Toolkit* authors wrote a piece of prose on 'How to teach' their units. In doing so, they identified three or four key teaching strategies that were important to the geographical learning they had in mind. Figure 7 suggests a range of principles which are applied in a geographical context when teaching the units. Each of these ideas was then jus-

A Thorny Issue: Should I buy a Valentine's rose?

British or European?: Who do you think you are?

Changing my World: What difference can we make to the climate?

Faster, Higher, Stronger: Are the Olympics the best way to regenerate East London?

Future Floods: How can geography make a difference?

Into Africa: How are our lives connected with Africa?

Look at it This Way: What are your views on landscapes?

Moving Stories: Why is the population of the UK changing?

The Rise and Rise of China: Where does China go from here?

Water Works: Do we have equal rights to resources?

Figure 6: Enquiry questions in the *Toolkit* series.

tified ('why use it?') and explained ('how to use it').

In addition to the 'Why teach about...?' section at the front of each unit, authors were also encouraged to use 'callouts' in their detailed lesson plans. The callouts were a means of revealing the thinking of the teacher (author) – a chance to explain why a specific strategy was being used in a particular instance, how it might work or how it could be adapted for the needs of different learners. This resulted in a wider set of teaching and learning strategies that were more closely related to the overall purposes and

- Learn through talk
- Make it personal
- Ask the right questions
- Recognise multiple identities
- Avoid the temptation to oversimplify a complex world
- Use real places to teach how interdependence works
- Address contentious issues
- Focus on real-world place studies
- Detect bias in different media

Figure 7: Applying a range of principles in a geographical context.

objectives of the unit. Authors were forced to reflect on their suggested strategies and learning activities and explain why they were the most effective in helping pupils make progress.

How can the *Toolkit* be used?

The *Toolkit* can be used in a number of ways. Each title in this series provides a complete unit of work: a bank of ready-made lesson plans and accompanying resources. These materials can be used directly in the classroom, with teachers deciding how to use the given lesson plans and resources in their own school contexts to meet the needs of their own particular students.

Toolkit materials can also be extended. Links to websites of interest and to further resources and reading encourage teachers and students to 'dig deeper' into their chosen places, themes and issues. Some lessons within each unit can be extended into full-scale enquiries, to stretch the highest attainers.

The *Toolkit* has also been designed to be adapted. It is hoped that teachers using the materials will be encouraged to select ideas, change them to meet the needs of their own learners, and begin to use relevant teaching strategies elsewhere in their curriculum. Each title is therefore a source of teacher-to-teacher advice, a professional development resource that can be used to inform the teaching of places, themes and issues in a local curriculum.

Departments can also use the process of curriculum-making used by the authors of the *Toolkit* books to construct a unit of work related to something that they want to include in the key stage 3 curriculum.

Conclusion

The process of designing and developing a curriculum is demanding. It is a creative process and relies on inspiration as well as good subject and pedagogical knowledge. The *KS3*

Geography Teacher's Toolkit provides a template for writing new curriculum materials. Unit summaries, concept maps linked to new key concepts, assessment frameworks, glossaries, lesson plans and other materials are included as exemplars of rigorous curriculum planning. By using, extending, selecting and adapting appropriate 'tools' from the *Toolkit*, it is hoped teachers will regain confidence in developing their own materials to create a high-quality curriculum suited to the needs and interests of their learners. ■

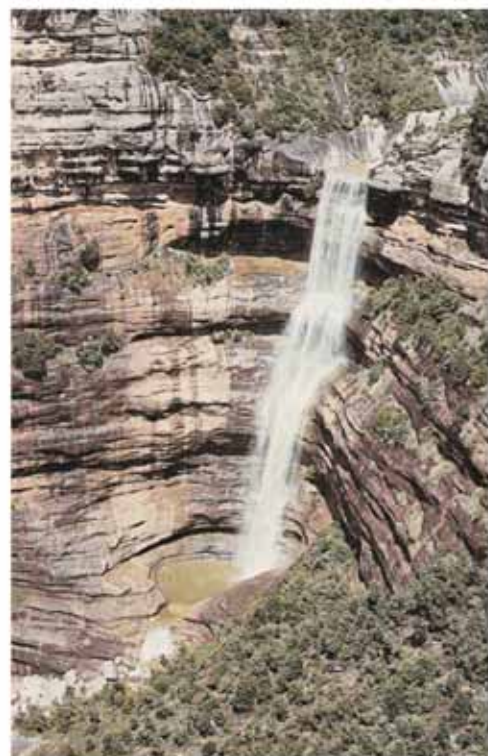
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The new GCSE specifications

Emma Johns and Phil Wood look ahead to the new GCSE specifications that will commence in 2009.

As part of the continued realignment of the 14–19 curriculum, GCSE subject specifications have been rewritten, in part taking account of the new restrictions on assessment, especially the loss of coursework and its replacement by controlled assessment. In the case of geography, there has also been a restriction on the number of specifications which can be published by each awarding body (AB) (see Figure 1 for a list of ABs and acronyms). This has been restricted to a maximum of two specifications per AB, on the condition that there is a clear difference in the nature of the two specifications. In practical terms, this has required ABs to develop two contrasting specifications and this is apparent across the ABs. There is evidence from the resultant specifications that geographers have taken the opportunity to modernise the curriculum as part of this revision.

Teaching of the new specifications will commence in September 2009, and copies of them should now be available online for departments to consider. There are a total of nine specifications to choose from, with two specifications being developed by all ABs with the exception of CCEA which has developed a single specification. Even though the number of specifications has diminished from that presently available, there appears to be a wider spectrum of content across the courses. Figure 2 presents a brief summary of the new specifications (for a more detailed summary go to www.geography.org.uk/download/GA_SECNewGCSEOverview.doc).

What will I be required to teach?

The subject criteria developed by the Qualification and Curriculum Authority (QCA) do not specify any core subject content, but there is the highlighting of a geography fit for the twenty-first century, as well as the development of new skills sets such as the inclusion of GIS, and the continued explicit inclusion of fieldwork as a central element of the geographical learning experience. As a consequence of the broad nature of the subject criteria, there have been a number of interpretations, leading to a wide variety of specifications.

Each AB appears to have decided to develop a more 'traditional' specification, which has developed organically from the current specifications, plus a second alternative specification, which is a more radical departure from that which has come before. Physical geography continues to focus on important core areas such as weather and climate, rivers, coasts and tectonics, but in a number of the specifications it has been reinvigorated by the inclusion of other units such as 'extreme environments' (AQA B, Edexcel B, OCR A), as well as a more explicit and wide-ranging consideration of climate change. There are also a number of new physical topics which have been developed by the ABs, including oceans (Edexcel B) and future coastlines (WJEC A). As such, physical geography has been expanded beyond those issues which are often identified as core considerations at GCSE level, and this gives schools a wider choice in the focus of the work to be undertaken by their students.

In a similar fashion, human geography continues to focus on many mainstream elements of the subject, such as population and geography and tourism. However, more so than in physical geography, there has been a clear development in the issues which are introduced across the specifications. This includes the geography of disease (OCR B), living spaces (Edexcel B), energy in the twenty-first century

(AQA B) and consumer decisions (OCR A), all of which show a clear desire to update considerations of human processes within the subject.

In many of the new specifications there is a greater degree of choice in developing courses to tailor the interests of students. This is due to a greater number of optional units, such as those offered in WJEC A, Edexcel B and AQA B. This then requires those choosing new GCSE specifications to read the options carefully to ensure that relevant and interesting courses can be developed.

In deciding which specification to follow, schools obviously have a wide range of choices, and there should be enough variability in those offered to allow groups of teachers to find a specification which reflects their interests in the subject. However, alongside the potential for changes in the content of the specifications comes an equally large change in the format of assessment.

How will students be assessed?

The subject criteria developed by QCA have clearly changed the format for assessment at GCSE level. There must be 75% external assessment and 25% 'controlled assessment' (although these weightings change for short courses, where there is a 50/50 split between external assessment and controlled assessment). As previously, external assessments are tiered, with a foundation-level assessment allowing for G to C grades, and a higher-level assessment allowing for D to A* grades. The controlled assessment, like the coursework component before it, is not a tiered assessment.

Awarding bodies

AQA	Assessment and Qualifications Alliance
OCR	Oxford Cambridge and RSA Examinations
WJEC	Welsh Joint Education Committee

Other relevant acronyms

CCEA	Council for the Curriculum, Examinations and Assessment
GCSE	General Certificate of Secondary Education
GIS	Geographic Information Systems
QCA	Qualification and Curriculum Authority

Figure 1: Awarding bodies and acronyms.

Unit	Outline content	Outline Assessment	
Physical Geography	The restless earth; Rocks, resources and Scenery; Challenge of weather and climate; Living world; Water on the land; Ice on the land; The coastal zone	37.5% written exam (1.5 hours).	
Human Geography	Population change; Changing urban environments; Changing rural environments The development gap; Globalisation; Tourism	37.5% written exam (1.5 hours).	
Controlled Assessment 1 OR 2	1. Local fieldwork 2. Local fieldwork AND Global geographical issue	25% controlled assessment	
Hostile World	Section A: Living with Natural Hazards OR Section B: The Challenge of Extreme Environments	25% written exam (1 hour).	
Shrinking World	Section A: The Globalisation of Industry OR Section B: Global Tourism	20% written exam (1 hour).	
Managing Places and Resources in the 21st Century	Section A: The Coastal Environment OR Section B: The Urban Environment AND Section C: Energy in the 21st Century OR Section D: Water – A Precious Resource	30% written exam (1 hour 15 minutes).	
Controlled Assessment 1 OR 2	1. Local fieldwork investigation 2. Local fieldwork AND Global geographical issue	25% controlled assessment	
Understanding our Natural World	Section A: The Dynamic Landscape (rivers and coasts) AND Section B: Our Changing Weather and Climate OR Section C: The Restless Earth	37.5% written exam (1.25 hour).	
Living in Our World	Section A: People and Where they live AND Section B: Contrasts in World Development OR Section C: Managing our resources	37.5% written exam (1.25 hour)	
Controlled Assessment	1,200 word report based on fieldwork. Broad areas of investigation provided by CCEA.	25% controlled assessment	
Geographical skills and challenges	Section A: Geographical skills (cartographic, graphical, geographical enquiry, ICT and GIS skills) AND Section B: Challenges for the Planet (climate change and sustainable development)	25% written exam (1 hour).	
The Natural Environment	Students to complete one optional topic from each section: Section A: The Physical World; Coastal landscapes; River landscapes; Glaciated landscapes; Tectonic landscapes Section B: Environmental Issues; A wasteful world; A watery world	25% written exam (1 hour).	
The Human Environment	Students to complete one optional topic from each section: Section A: The Human World; Industrial change; Farming and the countryside; Settlement change; Population change Section B: People Issues; A moving world; A tourists world	25% written exam (1 hour).	
Investigating geography	Fieldwork investigation and report on a task provided by Edexcel on one of the following themes: Coasts; contemporary; countryside; environmental; rivers; tourism; transport; urban areas. One task will be set per theme and changed annually (published online).	25% controlled assessment.	
Dynamic Planet	Section A: Introduction to the Dynamic Planet; Restless Earth; Climate and Change; Battle for the Biosphere; Water World Section B: Small Scale Dynamic Planet – ONE from: Coastal change OR River Processes and Pressures Section C: Large Scale Dynamic Planet – ONE from: Oceans on the edge OR Extreme Climates	25% written exam (1 hour)	
People and the Planet	Section A: Introduction to People and the Planet; Population Dynamics; Consuming Resources; Living Spaces; Making a Living Section B: Small Scale People and the Planet – ONE from: Changing cities OR Changing countryside Section C: Large Scale People and the Planet – ONE from: Development dilemmas OR World at work	25% written exam (1 hour)	
Making Geographical Decisions	Theme released two years in advance of the examination. The paper will assess students' ability to make and justify decisions based on material provided	25% written exam (1 hour)	
Researching Geography	Fieldwork investigation and report on a task provided by Edexcel on one of the following themes: Rivers; Coasts; Countryside; Cities. Two tasks will be set per theme and changed annually (published online).	25% controlled assessment.	

Figure 2: Outline details of specifications. Please note that at the time of going to press, some specifications were still not finalised and we would therefore advise further research on awarding body websites. When all specifications have been given approval an update of this will be posted on the GA website.

		Unit	Outline content	Outline Assessment
		Extreme Environments	Study of two contrasting extreme environments; Desert AND polar OR mountain.	25% written exam (1 hour)
		You as a Global Citizen	Task 1 – Investigate how consumer decisions may have a positive or negative impact on people. Task 2 – Investigate a local retail area (how sustainable is it and how could that sustainability be improved in future?)	25% controlled assessment task. 1,000 words per piece
		Similarities and Differences	Study of a location in the UK (Your place) and one non-UK city or region.	25% written exam (1 hour)
		Shaping our fast changing world	Candidates will deal with identifying issues, effects and possible future scenarios of global concern – based on pre-release material (3 months prior to exam). Also tests synopticity and skills.	25% computer based test.
		Sustainable Decision Making	Based on pre-release material linked to one of the 4 key themes on a revolving basis – see specification.	25% DME paper (1 hour).
		Geographical Enquiry	Fieldwork Focus: Focuses on the key themes and requires collection of primary data to answer a question of hypothesis following 4 stages of enquiry Issues Analysis: choice from 9 topics: disease, trade, ecosystems, sport, fashion, energy, fishing, crime, tourism.	25% controlled assessment of two pieces
		Key Geographical Themes	Theme 1: Rivers and Coasts Theme 2: Population and Settlement Theme 3: Natural Hazards Theme 4: Economic Development (One theme is assessed in Unit B561 and the other three in this unit on a revolving basis)	50% written exam (1.5 hour)
		Core Geography	Section A: The Physical World 1. Water: River Processes and landforms AND Managing Rivers 2. Climate Change: Causes and effects AND Reducing its impact 3. Living in an active zone: Hazards at plate margins AND Reducing the risk Section B: A Global World 1. Changing Populations: World Population Distribution AND Future changes in distribution and structure 2. Interdependence: trends in globalisation AND impacts of globalisation 3. Development: measuring patterns of development AND achieving the Millennium Development Goals	40% written exam (1.5 hours)
	WJEC	Options (one human, one physical & one other)	Section A: Physical Options 1. Our changing coastline – coastal processes and landforms; managing coasts, future coastlines 2. Weather and climate – climate patterns in the UK, weather hazards; reducing the risk 3. Living things – the living planet, management, alternative futures Section B: Human Options 1. Tourism – the changing nature of tourism, the impact of tourism, sustainable growth of tourism 2. Retail and urban change – the changing city centre, changing patterns of retailing, alternative futures 3. Economic change and Wales – current patterns of work and employment, future employment, future energy for Wales	35% written exam (1.5 hours)
		Controlled assessment	1. The geographical enquiry (10%) is based on fieldwork presented as a short report. 2. A problem-solving/decision-making research exercise (15%) presented in a form chosen by the candidate based on one of the optional themes.	25% controlled assessment comprising a DME (15%) and an enquiry based on fieldwork (10%).
		Core Content	Three themes: 1. Challenges of living in a built environment 2. People and the natural world interactions 3. People, Work and Development	45% written paper (Higher = 1.75 hour exam, Foundation = 1.5 hour exam).
		Problem solving	Cross-unit problem solving exercise.	30% written paper (1.5 hours).
		Controlled Assessment	Enquiry based on fieldwork presented as an illustrated report (15%) AND a report on an issue of concern (10%) which may be presented in a method chosen by the student.	25% controlled assessment
	Specification B			
		Specification A		

Even given the clear split in the types of assessment allowed, there is a degree of variability in the assessment regimes developed by the ABs. Edexcel makes use of four examined elements in both specifications, with 25% awarded for each of three external examinations and a controlled assessment worth 25%. Other specifications weight elements of the external papers differently to this. For example, OCR B has two papers, one weighted 25% and the other 50%, whilst AQA A has two equally weighted papers worth 37.5% each. Importantly, some specifications have opted to widen the format of their external examinations, including decision-making exercises (OCR B) and even computer-based tests (OCR A). Hence, there are a number of ways in which the GCSEs will be assessed, and this might be an important consideration in deciding which specification to follow. As is currently the case, external examinations are tiered at two levels.

Controlled assessments are a new form of assessment, but in all cases either include, or wholly focus on, the use of fieldwork. The detail of how

such exercises will be carried out varies from AB to AB, and the exact format and expectations vary also. As a consequence, specifications and accompanying draft assessment materials should be carefully analysed to ensure that the format of the controlled assessment is understood and is consistent with the interests and resources of the department. Regardless of the specific approach and content, however, it is this element of the assessment regime which ensures that fieldwork must continue to be central to the study of geography at GCSE level.

Conclusion

The new specifications offered by the ABs give the opportunity for geography teachers to choose from a number of contrasting perspectives on the subject. The subject content shows great

variation and appears to allow teachers the chance to develop courses which will allow for personal interests and expertise to inform relevant and exciting geography. In a similar sense, the assessment regimes which have been developed, while restricted to a preponderance of external assessment, still allow for a clear variety in styles of assessment. As a consequence, geography teachers would do well to study the specifications carefully before deciding which to follow. Full specifications and approved assessment materials can be found at the awarding bodies' websites:

- www.aqa.org.uk
- www.edexcel.org.uk
- www.ocr.org.uk
- www.wjec.org.uk

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Sustainable Development in the new key stage 3 curriculum

Maggie Smith and Emily Baker consider the opportunities for teaching sustainable development within the new requirements for the key stage 3 geography curriculum and explore the potential for developing sustainable development issues within the cross-curricular dimensions area of the curriculum.

In September 2007 a revised curriculum was announced for key stage 3 students in England. This will be phased into schools over three years from September 2008, so that in 2008 it must be taught to year 7, by 2009 to years 7 and 8, and by 2010 to all students at key stage 3. The intention of this latest revision to the key stage 3 curriculum was to increase flexibility in the way that the curriculum was taught and learnt in schools. The amount of prescribed content in the

subject areas has been reduced and the subject areas are now defined by setting out the key concepts and processes that underpin them. The revised curriculum also emphasises the importance of exploring connections across the subject areas of the curriculum in order to make the students' learning more coherent and encourage students to increase the depth of their understanding.

So what do these changes mean for the teaching and learning of sustainable development in schools? The new curriculum seems to have sustainable development at its core, as can be seen in the statement on the values underlining the curriculum:

'Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development' (QCA, 2008).

It goes further than this, however, in noting that these underpinning values should relate not only to the environmental aspects of sustainable development, but also to the social aspects of sustainable development such as human rights, justice and social diversity.

Within the subject areas of the new curriculum, geography, science, citizenship and design and technology all carry specific requirements to teach about sustainable development, and there are opportunities for including issues related to sustainable development in most other subjects. Sustainable development also features, with the global dimension, as a one of the cross-curricular dimensions which are intended to provide links to unify students' learning across subject areas.

The new requirements in the geography curriculum

The revised key stage 3 geography national curriculum has elevated the statutory teaching focus for sustainable development to a higher status, promoting sustainable development from a marginal to a core issue. This is made clear in the introductory statement to the geography curriculum, which makes explicit reference to sustainable development (Figure 1).

The overall approach to the new curriculum (Figure 2) reflects the seven key principles of sustainable development as a holistic concept (QCA, 2002), the seven dimensions being:

- interdependence (of society, economy and the natural environment, from local to global)
- citizenship and stewardship (rights and responsibilities, participation, and co-operation)
- needs and rights of future generations
- diversity (cultural, social, economic and biological)
- quality of life, equity and justice
- sustainable change (development and carrying capacity)
- uncertainty and precaution in action.

The importance of geography

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Students learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

This is noticeably different from the 1999 geography national curriculum, which mentions sustainable development linked to environmental change but does not acknowledge the broader aims of sustainable education (Figure 3); these being to equip students with the skills to recognise differences from a local to global scale and to respond through participation as a citizen within the precautionary principle.

Opportunities offered by the new curriculum

There are more opportunities offered by the new curriculum for the teaching of sustainable development. The structure of the new curriculum encourages sus-

Figure 1: The KS3 curriculum's Introductory Statement. Source: QCA, 2007.

Key Concepts

1.6 Environmental interaction and sustainable development

- a) understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change
- b) exploring sustainable development and its impact on environmental interaction and climate change.

Explanatory Notes: Understanding the dynamic inter-relationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness (who gets what, where and why) and environmental quality (conserving resources and landscapes and preventing environmental damage). The interaction of these factors provides the basis for geographical study of the environment and understanding of sustainable development.

Range and Content

- g) human geography, built and managed environments and human processes

Explanatory Notes: This should include themes such as urban change, migration and sustainable development.

- h) interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact

Explanatory Notes: This should include the investigation of climate change. Making links between people and their environments at different scales helps students understand interdependence (e.g. considering how their consumption of energy has a global impact on physical systems such as climate). Students should investigate different perspectives and values relating to these interactions, including sustainable development. They should also consider future implications of these interactions.

Curriculum Opportunities

- a) build on and expand their personal experiences of geography

Explanatory Notes: This involves using students' practical and life experience to extend and deepen their awareness and understanding of a range of geographical ideas, such as the significance of location, the nature of environments and sustainable development.

Figure 2: Sustainable development in the 2008 National Curriculum. Source: QCA, 2007.

tainable development as an underlying theme for all modules rather than as a stand-alone module or bolt-on extra, which is a more likely choice with the current curriculum. In developing each

of the geography concepts the seven principles of sustainable development, as mentioned previously, need to be taken into consideration. The new framework for personal, learning and thinking skills (see the Skills section of the new National Curriculum) notes six groups of skills which students require:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

The personal, learning and thinking skills link with the aims of sustainable development to promote student competence and capacity to evaluate critically and respond to arising situations while considering the future. To maintain geography's role as important within the curriculum rather than as a marginalised discipline, it is important

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a) describe and explain environmental change (for example, deforestation, soil erosion) and recognise different ways of managing it
- b) explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives.

Figure 3: Sustainable Development in the 1999 National Curriculum. Source: QCA, 1999.

to play to its strengths as a key learning subject for sustainable development and the broad-range skills which can be taught through geography.

Geography is well placed in the school curriculum to lead the way with sustainability by taking action which is arguably the most important part of empowering students for the future. The element of action maintains the option of a positive future that is often overlooked by cataclysmic predictions of doom and gloom such as those portrayed in movies such as *The Day After Tomorrow*. If there is no positive option, no better future presented, then students will be less inclined to act. While the 'action' element can be harder to achieve within the constraints of the school environment, it is important to gain deeper learning and understanding and eventually bring change to the way in which society does as well as *thinks*.

As the term 'sustainability' becomes ubiquitous in the press, both students and teachers are inclined to make their own definitions of the term. It is important for students to have some time to assess what the term 'sustainable development' means to them both as a definition and as a concept. To explain this further, a definition of sustainable development that focuses solely on the needs for future generations misses the important notion that students can be empowered to change the future. This needs to be supported by an analysis of the inhibitors to achieving sustainable development, as the problems are wide-reaching (from politically and scientifically to personal issues such as empathy and morals) and once identified can begin to be acted upon with integrity.

Cross-curricular dimensions in the new curriculum

The cross-curricular dimensions are intended to act as links that unite students' learning across the subject areas and across the curriculum as a whole. 'Global dimension and sustainable development' is one of seven cross-curriculum dimensions. In the curriculum material, each of the dimensions is supported by guidance notes in which the dimension is discussed and defined, and illustrated with case studies from schools.

The discussion of the global dimension and sustainable development, for instance, contains an account of the relevance of each of these two issues to present-day life, noting how the expansion of global travel and communications gives people access and exposure to people, cultures and environments in many different parts of the world. There is a list of opportunities that should be provided across the cur-

riculum to help students increase their awareness and understanding of the issues surrounding sustainable development. These include opportunities for students to:

- understand the connections between the environmental, social and economic spheres and make links between local, national and global issues
- appreciate that economic development is only one aspect that contributes to quality of life
- develop skills that will enable them to identify and challenge injustice, prejudice and discrimination
- recognise that some of Earth's resources are finite and therefore must be used responsibly
- consider probable and preferable futures and how to achieve the latter
- appreciate the importance of obtaining materials from sustainably managed resources
- make informed decisions about how they can understand and potentially make their own contribution to local and global communities.

These seem to be useful starting points for developing the concept of sustainable development across the curriculum – either by specific subjects working together on a sustainable development issue, or through a PSHE programme. Four case studies are given in the case studies library area of the national curriculum to illustrate different ways in which schools have developed the sustainable development dimension in a cross-curricular way.

These starting points will be very familiar to geography teachers, and it would seem that geography is a natural subject area to co-ordinate the teaching and learning of sustainable development across the curriculum. However the cross-curricular dimen-

sions are not a statutory part of the curriculum, and opportunities to develop them may be restricted by other priorities that compete for curriculum time in schools.

Conclusion

There are more requirements to teach sustainable development in the 2007 geography curriculum. Sustainable development has been recognised as one of geography's key concepts. The next step is for teachers to integrate sustainable development into new curriculum plans and to develop and share effective teaching and learning strategies to support student understanding of these issues. ■

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Developing the International Dimension at KS3

The new KS3 National Curriculum for geography may fill you with excitement or trepidation, but as **Catherine Owen** reports, no one can deny that it provides the opportunity for teachers to ensure that their students are learning geography that is relevant, up-to-date and engaging through the freeing up of the curriculum.

- Refocusing KS3 geography schemes of work
- Putting assessment for learning at their heart
- Providing students with a firm foundation on which to build at GCSE
- Developing students' love of geography
- Providing students with opportunities to learn in different ways in different contexts.

Process

Sitting down with a blank sheet of paper in front of us was a liberating, if slightly intimidating, experience. We started by coming up with a list of big questions that we wanted to tackle, then put these into half-term slots for years 7 and 8. The next stage was to produce a document that became known as the 'Global Plan' (Figure 1). This document took the form of a table, with each big question taking up one row and with columns for objectives, concepts and skills, possible activities, key assessment and other considerations.

The next stage of the process involved what we call the 'student voice'. We showed the global plan to a group of year 11 students who had just finished their GCSE exams and asked for their thoughts about the big questions and the proposed activities and assessments. The overwhelming response was 'We want to do this', which was pleasing. They also came up with suggestions about which activities would be most motivating for classes and contributed their own ideas for developing these activities. Three year 11 students even volunteered to produce 'model' assignments for different units so that we could show the younger students what the work could look like. The department all felt that it was vital to involve students in the decision-making process if we were to

achieve a programme of study that would be relevant and engaging to young people.

Two members of the department took responsibility for developing the first two schemes of work from the global plan, which needed to be ready for teaching in September 2007. These schemes of work were developed over the summer and were taught as planned. During the department self-evaluation week in November we took the opportunity to carry out a second student voice activity, this time asking a focus group of students who had been taught from the new schemes of work about their effectiveness. They said that so far they had enjoyed using the laptops, mini-movies with music, poster work, group work and doing PowerPoint and other presentations to the class. They thought that the work in geography wasn't too easy or too hard and that lessons could be improved by more use of ICT and going on more field visits – 'it makes it real and easier to understand'. All six of us in the department also evaluated the schemes of work lesson by lesson at the end of the term during a twilight inset session. We found that we had all greatly enjoyed using the schemes and only wanted to fine-tune a few of the activities and assessments for teaching next year.

Developing the global dimension

According to QCA (2007), the global dimension:

'Explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate both to developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world.'

The big questions from our new plan that obviously contribute to developing the global dimension are:

- Where in the world am I?
- Should tourists be attracted back to Kenya?
- Can we feed the world?
- Is your world moving you?
(An exploration of earthquakes and their impact)
- Can trade be fair?
- How can plants and animals adapt to extreme climates?
- Are the Olympic Games good for the host country and its people?

As Head of Geography in a large 11-18 mixed comprehensive school in Somerset I am lucky to have a department of five specialist geographers to support me in developing new curricula. Geography has traditionally been a popular subject in my school, but with increasing competition from new subjects we are keen to ensure that students feel the subject is of direct relevance to their lives, so we are also keen to involve students in the planning process. In this article I will explore how my department is making the most of the opportunity to develop and enhance the key stage 3 geography curriculum, with a particular focus on developing the international dimension.

Context

The schemes of work that my department had been using were getting tired and losing focus – as were many of our key stage 3 students! We also needed to rewrite our schemes of work to suit a condensed (two-year) key stage 3, starting in Sept 2007, so we decided to restructure the curriculum, aiming to meet the requirements of the new National Curriculum a year earlier than most schools. This restructuring was guided by the following objectives:

Key questions/ enquiry	Concepts/widgets and skills	Activities	Assessment	Other considerations
<p>Where in the world am I? CO/PC</p> <p>Know where we live at local, regional, national and global scales</p> <p>Understand what makes our area distinctive</p> <p>Appreciate that different people have different views about the local area</p>	<p>Place, space, scale, interdependence</p> <p>OS maps, atlases, internet research</p>	<p>3D Brent Knoll – model made and annotated using OS maps</p> <p>South West Postcard – research using tourist brochures written up as a postcard</p> <p>UK and Europe map – complete base map using atlas – learn for test</p> <p>Wonderful world map – add amazing facts to a A3 base map using internet research</p>	<p>Space capsule – one sheet of A4 to explain where they are in the world using text, maps and pictures</p>	<p>Report AR levels in November</p> <p>Postcards could be displayed on string across classroom ceiling</p> <p>Remember to encourage students with merits etc!</p>
<p>Weather and microclimates PC</p> <p>Know how to measure the weather</p> <p>Understand basic weather systems</p> <p>Analyse data to produce own forecast</p>	<p>Physical processes, interdependence</p> <p>Oral presentation</p> <p>Using weather instruments, bar graphs and GIS</p>	<p>Make own weather instruments and record microclimate data</p> <p>GIS map of school highlighting microclimate</p> <p>Find out about weather systems</p> <p>Compare weather forecast with actual weather (homework)</p> <p>Produce own weather forecast</p>	<p>Where should a picnic bench be located in the school grounds? <i>Peer assessment of GIS map</i></p> <p>How do we know if we need an umbrella? <i>Peer assessment</i></p>	<p>Opportunity for fieldwork within the school grounds</p>
<p>Should tourists be attracted back to Kenya?</p> <p>Know how to measure development</p> <p>Understand that the reasons for poverty in Kenya are complex</p> <p>Understand the benefits and problems of tourism in LEDCs</p> <p>Evaluate the suitability of Kenya for future tourism, considering sustainable options (eco-tourism)</p>	<p>Human processes, place, interdependence, diversity, environmental interaction</p> <p>Persuasive writing</p> <p>Extending vocabulary</p> <p>Interpreting photos</p> <p>Using statistical development indicators</p>	<p>Explore the richness of Kenya's diverse culture, landscapes and wildlife</p> <p>Use development indicators and photographs to make judgements about Kenya's level of development</p> <p>Explore the reasons for poverty in Kenya – drought, unfair trade, HIV, lack of free secondary education</p> <p>Consider reasons for the growth of tourism in the 1980s and its decline in the 1990s</p> <p>Look at examples of eco-tourism around the world</p>	<p>Proposal for Kenyan Government – should tourists be attracted back to Kenya?</p>	<p>Report AR levels in April</p> <p>ECM – Work on HIV contributes to the 'be healthy' agenda</p>

Key question and objectives	Activities/assessment	My thoughts...
<p>Where do our clothes come from?</p> <p>Understand that countries trade with each other and that there are pros and cons to producing goods in NICs</p>	<p>Where do coats and bags come from? Locate on map</p> <p>Watch China clip of World 2000 DVD</p> <p>Write a diary entry for a Chinese teenager just starting work in a factory, including good and bad points</p>	<p>I wanted to start with the students' own lives, building on what they already know and setting the topic in context</p>
<p>Where do our clothes come from?</p> <p>Understand that there is a global division of labour and know what is meant by globalisation</p>	<p>Geog.3 – Walter's global jeans</p> <p>Globalisation movie – discuss questions raised. Geog.3 – Nike case study or simulation</p> <p>Geography of the Internet movie – consider impact of internet on globalisation</p>	<p>This lesson introduced the concept of globalisation through a brand that students already knew a bit about. Students enjoy the funky movies from www.geographythemovies</p>
<p>Why is Rosa doing Annie's job?</p> <p>Analyse the impact of globalisation in LEDCs and MEDCs</p>	<p>Rosa and Annie movie, then complete mystery card sort (from www.sln.org) and either write answer or answer questions from Geog.3 – Is globalisation a good thing?</p>	<p>I think that it is important for students to think about the impact that global changes have on individual people as well as countries, so this mystery was ideal</p>
<p>Are diamonds forever?</p> <p>Understand some of the issues associated with a primary industry</p>	<p>Listen to 'Diamonds from Sierra Leone' by Kanye West</p> <p>Work through activities from Global Eye diamonds website. How can we tell people about conflict diamonds?</p>	<p>I hope the use of such recent music will hook students in to this topic and that they will enjoy working through the activities using laptops or a network room</p>
<p>Who makes your computer games?</p> <p>Understand some of the issues associated with a global secondary industry</p>	<p>Watch the animation from www.cafod.org.uk/watch_listen/latin_america/tale_of_two_cities, then complete 'The Computer Game' simulation. Which injustice was most upsetting?</p>	<p>Again, this simulation takes the impact of global trade arrangements to a personal level. I am a bit worried about the practicalities of doing this simulation!</p>
<p>Why is Omar stitching footballs?</p> <p>Understand why some children work and the conditions they endure</p> <p>Evaluate the value of boycotts</p>	<p>'Why is Omar stitching footballs' movie, then either use related Geog.1 activities or carry out simulation from www.savethechildren.org.uk/en/docs/working_children_activity.pdf and discuss the talking point questions</p>	<p>The particular strength of this activity is the consideration of boycotts – do we do Omar a favour by refusing to buy the footballs he is making? It is also important to empathise with other children</p>
<p>Can trade be fair?</p> <p>Know what fair trade is</p> <p>Understand the benefits and limitations of fair-trade schemes</p>	<p>Show the Enrico the cocoa farmer movie, then use the related Geog.3 activities or play 'The Chocolate Game'</p> <p>Taste-test fair trade and supermarket own brand chocolate</p>	<p>Students are becoming much more aware of Fair Trade products, but often don't know about the arrangements behind them</p>
<p>Assessment</p>	<p>Look at the People Tree website and discuss what they do. Students design and justify an advertising campaign to raise awareness of People Tree's fair trade products– using a TV advert (moviemaker software), poster or radio broadcast (audacity software).</p>	<p>I think that students will really enjoy designing their advertisements and will be able to tackle the issues associated with fair trade in detail. They will have the opportunity to include aspects of the higher national curriculum levels</p>

Figure 2: Can trade be fair?

As an example of one part of the global plan, I will now describe the process I went through to develop a scheme of work entitled 'Can trade be fair?'. This scheme of work covered 10 lessons with year 8 students. Once more, I started by coming up with a list of key questions, then thought of one or two learning objectives related to each question (as shown in Figure 2). I then scoured textbooks, my resource folders and the internet for ideas for activities to enable students to achieve these objectives. As always, I started with the SLN website and found several ideas for mysteries and such like. For starters I looked at www.geographyatthemovies.co.uk finding movies about globalisation, fair trade and child labour amongst others. I also reviewed my DVD collection, finding a useful piece on China on the *BBC World 2000* series. A real find was the *Global Eye* diamond trade resource (www.globaleye.org.uk/secondary_spring06/focuson/index.html). I obtained a copy of *The Computer Game* – a free resource from CAFOD – and found another simulation (www.savethechildren.org.uk/en/docs/working_children_activity.pdf). I found several useful pages in my *Geog.123* textbooks, including double page spreads on globalisation (Nike case study), child labour and fair trade (coffee case study) with information and questions. Finally, for the main case study to be used for the assessment, I looked at www.peopletree.co.uk, having been alerted to the excellent work of this organisation during a lecture at the 2007 GA Annual Conference.

We have two 50 minute lessons a week at key stage 3, so I fitted some key questions into one lesson, with others stretching over two. In several lessons I gave teachers a choice between textbook activities and simulations so that they could adapt their lesson plans to suit their own needs and the needs of their classes. Most of the activities used are new, but some have been brought back in from the old schemes of work, such as the fair trade chocolate taste test. Figure 2 shows a summary of the how the scheme of work ended up.

What happened next?

We have continued to produce schemes of work each half-term, with the rest of the department becoming involved in the production of these schemes. It has been difficult to find the time to evaluate the schemes of work at the end of each term, as we have been involved in coursework marking and moderation and exam preparation, but we have held informal evaluation meetings so teachers at least had the chance to provide feedback if they wish. We will carry out another student voice evaluation at the end of the year and are



Photo: Gracey/Morguefile

considering ways of inviting parents to comment.

At the end of this unit of work we held a break-time celebration of excellence for the students who produced the best assessments so far this year. Members of the senior leadership team (SLT) and pastoral staff were invited to see this assessment work, spreading knowledge of what students are doing in geography around the school. Almost 90 students displayed their work in three classrooms and we were visited by most of the SLT and all of the relevant year heads and assistant year heads, as well as several of the students' tutors. This celebration was very enjoyable and was held up as an example of good practice in the next Heads of Department meeting.

Carrying out such a dramatic rewrite of the schemes of work has been very time consuming, but also extremely satisfying. Teachers report that, as well as achieving better results for assessments than in the past, classes are also behaving better, as they are motivated by the engaging and relevant new schemes of work. I am also glad to have jumped before we were pushed in terms of meeting the require-

ments of the new curriculum, as being an 11-18 school we have the new A level syllabus to deal with next year!

Conclusion

In *Geography in Schools: Changing practice* Ofsted (2008) reported that:

'In secondary schools, the number of students opting to study the subject beyond key stage 3 continues to fall. In part, this reflects the increased range of subjects available, both academic and vocational, but is also reflects students' dissatisfaction with a geography curriculum which they perceive as irrelevant. In many secondary schools, a narrow range of textbooks and a focus on factual recall rather than on exploring ideas fail to capture students' interest.'

It is up to us, as geography teachers and curriculum creators, to rise to the challenge and provide a curriculum that inspires our students. Geography is an amazing subject – are you ready to use the flexibility of the new curriculum to make your lessons relevant and interesting for your students? ■

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Planning Your Key Stage 3 Curriculum

Eleanor Rawling assesses the opportunities provided by the revised key stage 3 curriculum.

'Last year we made radical reforms to the geography curriculum to make it more engaging and more relevant to young people's lives', (Jim Knight, Schools Minister, 2008).

'Greater flexibility for schools to tailor teaching and learning'. (QCA, 2008).

But can we believe this rhetoric? Is the new freedom really apparent?

In my view, the new Programme of Study (PoS) does have potential to make a difference but – a big but – only if geography teachers are clear about how to use the new requirements and are given the space and time to undertake their own school-based curriculum development. *Planning Your Key Stage 3 Geography Curriculum* (Rawling, 2008) is the title of a book I've just written to encourage you to find this newly proclaimed freedom to exercise your own professional skills and judgement and so to reconnect with the excitement of curriculum development. Curriculum development may be defined as:

'The process of planning and developing the curriculum content and the experiences that students are to receive in schools in order to help them make progress in geography, enjoy the experience and appreciate the relevance of geography to their own lives... Planning suggests organising and sorting out material, often that which is already provided, whereas developing implies taking things forward beyond what is stated and provided' (Rawling, 2008).

To clarify how the revised key stage 3 curriculum provides these opportunities is my aim in this article.

The key stage 3 PoS explained

The new PoS sets out to outline the underlying structure of the subject in

terms of key concepts, processes and skills for geography and it provides greater flexibility of content choice than earlier versions. On the other hand, it is not very clear about what the different elements of the PoS mean or how to use the flexibility. As you read the PoS you may be asking:

- Where do I start?
- Is there any minimum required content?
- Are the concepts the same as the content?
- If not where is the content?
- What do I do with concepts?
- How do I use the curriculum opportunities?

As a first step to understanding, remember that the revised programmes of study in all subjects follow a common format. After Curriculum Aims for the whole curriculum, there are for each subject the following items:

- Importance Statement
- Key Concepts
- Key Processes
- Range and Content
- Curriculum Opportunities
- Level Descriptions.

There are also explanatory notes which elaborate and expand on the information given in all the other sections.

One way of thinking about all this is to see the whole PoS as answering a sequence of questions (interpreted for geography in Figure 1).

In my book, I have provided a commentary about each element of the PoS. This makes clear that the concepts are quite distinctive, summarising big ideas that underlie the whole curriculum. They do not indicate specific content to be taught, nor are they necessarily the place to start planning. I have produced a double-page spread simpli-

fying and expanding the National Curriculum requirements into a 'ready-to-use version' of the PoS (Rawling 2008, p. 20-1). Figure 2 is an extract from this, highlighting the content requirements and explaining the criteria for expanding and developing the content yourself. Note that the list of content that must be included is not a list of headings for units of work. Your curriculum may be planned around any mix of questions, issues, topics, places, themes – as suits your intentions – as long as it gives access to the required content. (For example curriculum plans see Rawling, 2008, pp. 35-7 and Figure 5 here).

What is the whole curriculum aiming to achieve?

What is the broad context within which learning takes place?

(CURRICULUM AIMS)

What distinctive contribution can geography make to the education of young people at KS3?

(IMPORTANCE OF GEOGRAPHY)

What is it about the underlying structure and approach of the subject that will allow it to do this?

What are some of the big ideas and concepts?

What are the distinctive approaches and skills?

(KEY CONCEPTS AND KEY PROCESSES)

What content must be covered in the KS3 course?

(RANGE AND CONTENT)

What criteria should be used when selecting further KS3 content and specific topics/experiences?

(RANGE AND CONTENT)

What other opportunities must be addressed when planning?

(CURRICULUM OPPORTUNITIES)

What learning outcomes are expected of students as a result of this curriculum?

(LEVEL DESCRIPTIONS)

Figure 1: The Programme of Study as a sequence of questions.

Item	What it means for you (author's interpretation)	Section of the PoS in which it is found
<p>Minimum content</p> <p>What must 11–14 year olds study at KS3? – the initial required content to which your own selection can be added</p>	<p><i>At KS3 students must be taught through a combination of studies in overview and studies in depth. In order to give students a secure framework of people, place and environment, the choice of content should ensure that all students can understand the changing character and significance of their own community and of the UK in the wider world. They should also be aware of the major global, environmental, cultural and economic issues affecting the world's people, and of the broad location and significance of places and events in the news.</i> (this statement is based on the explanatory notes and importance of geography statement)</p> <p>Within these broad parameters, KS3 geography should include for all students:</p> <ul style="list-style-type: none"> ■ Key aspects of the UK, its changing human and physical geography, current issues and place in the world today ■ Physical geography, physical processes and natural landscapes ■ Human geography, built and managed environments and human processes ■ Interactions between people and their environments, including causes and consequences, and how to plan for and manage future impacts ■ Fieldwork investigations in different locations outside the classroom, individually and as part of a team ■ The location of places and environments (locational knowledge) <p>(NB these are not a list of unit headings, only a reminder of what content your planned curriculum must give access to)</p>	<p>RANGE AND CONTENT</p>
<p>Criteria for curriculum planning</p> <p>What are the criteria that should guide you when planning the curriculum and selecting further content?</p>	<p>When selecting content and planning your curriculum you must ensure that the material chosen includes:</p> <ul style="list-style-type: none"> ■ a variety of scales ■ investigations focused on places, themes and issues ■ reference to different parts of the world in their wider settings and contexts, including the EU and countries or regions in different states of development ■ real and relevant contemporary contexts ■ issues of relevance to the UK and globally <p><i>Add any of your own criteria...</i></p>	<p>RANGE AND CONTENT CURRICULUM OPPORTUNITIES</p>
<p>Kinds of experience</p> <p>What other opportunities and experiences must be addressed when planning the curriculum?</p>	<p>KS3 courses and schemes of work must provide opportunities for students to:</p> <ul style="list-style-type: none"> ■ build on their personal experiences of geography ■ use a range of approaches to enquiry ■ use varied resources, including maps, visual media and geographical information systems ■ undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team ■ participate in informed responsible action in relation to geographical issues that affect them and those around them ■ make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and the global dimension <p><i>Add any of your own criteria...</i></p>	<p>CURRICULUM OPPORTUNITIES</p>

Concepts and curriculum planning

Concepts are a crucial element of the new PoS and yet there has been a great deal of misunderstanding and confused debate about these. Seven key concepts are listed in the PoS:

- Place
- Space
- Scale
- Environmental interaction and sustainable development
- Process (physical or human)
- Interdependence
- Cultural understanding and diversity.

There has been talk of a new 'concept-based curriculum' as if concepts were not present at all in other versions of the National Curriculum, and of the need for 'concept-based curriculum planning' as if a completely different approach is required. As far as I am concerned, neither of these is the case. The main difference within the curriculum requirements is that concepts have been explicitly recognised, whereas in earlier versions, they tended to be hidden – for example, in the 1999 PoS, in headings (e.g. knowledge and understanding of place(s)), in generalisations (e.g. to explain the physical and human features that give rise to the distinctive character of places) or in level descriptions (e.g. they appreciate the many links and relationships that make places dependent on each other, level 6).

The 2007 PoS states that 'pupils need to develop understanding of these (key concepts) in order to deepen and broaden their knowledge, skills and understanding'. The trouble is that this sounds as if understanding and learning about a concept is the first step to 'deepen knowledge and broaden understanding'. In fact, it is more likely to be the other way round – as students deepen their knowledge and broaden their understanding of geographical matters they will gradually reach awareness and gain understanding of the big ideas or concepts of the discipline. This is not a pedantic bickering about words but an alternative interpretation which will lead to a wholly different approach to curriculum planning. The key stage 3 PoS seems to give the impression that you should start from the concepts – hence 'concept-based planning'. My view is that you should not start planning with concepts and that there is no such thing as concept-based planning; the planning and development process is essentially the same as it always was. Clarifying the

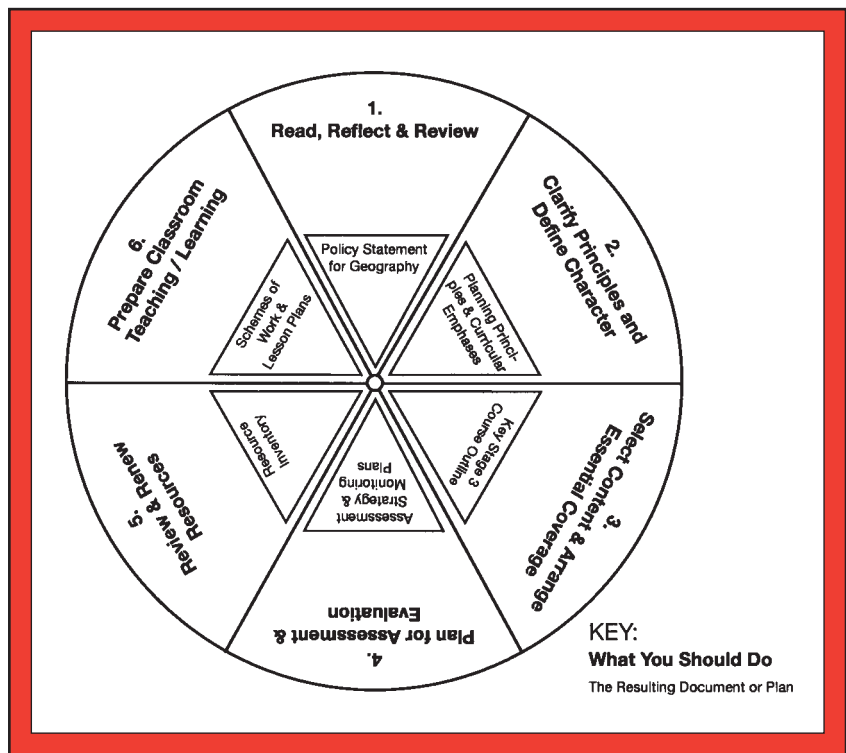


Figure 3: The Curriculum Planning Circle.

principles and character of your course leads to a selection of content and development of teaching, learning and assessment strategies. Of course, all these stages need to be underlain by a sound understanding (shown by you the teacher, and eventually one hopes reached by the students!) of the key concepts, skills and processes of geography and particularly of those highlighted for key stage 3. Figure 3 – The Curriculum Planning Circle – draws on Chapter 5 of the book, showing one well-established route to curriculum planning. It is presented in a circular diagram to show that there are many different starting and finishing points in creative curriculum planning – spin the circle at a departmental planning meeting and discuss the planning process, using where it lands as a starting point! Wherever you start, the stage of content selection is now crucial – because the curriculum is more open and much less constrained by the central guidelines. This is where your expertise as a geographer really makes a difference.

So what use are concepts?

The subject, geography, in all its diversity, is your main resource to draw on when planning the curriculum and the key concepts provide one exciting way into this. Concepts are said to form the structure or skeleton underlying the whole Programme of Study (indeed the whole of geography at any key stage). Your students are intended to develop understanding of them gradually as they study the places and topics you have chosen. The concepts and ideas of

the subject represent economies of thought which are useful if geography is not just to be a mass of memorised fact. You will need to bear in mind these big ideas when selecting content, planning teaching and learning, and devising assessment. Concepts are not something to teach to students directly, nor will you wish to hand out definitions for them to learn. They do not imply a set selection of content, nor will you need to produce units of work entitled 'Place', 'Space', 'Scale' etc. (though you might have units of work designed to bring out particular concepts – e.g. a unit on the UK designed to draw out understanding of place and interdependence). What you will need to do is ensure that you understand what is meant by each of the key concepts, so you can start thinking creatively about the kinds of teaching and learning experiences your students will need if they are ever going to understand them as well.

To help you do this, *Planning Your Key Stage 3 Geography Curriculum* has allocated a full page table (see Figure 4) to each of the seven 'required' key concepts, addressing the following questions:

- What is it? Why are geographers interested in it?

A brief commentary on the concept and reference to some geographers whose writings currently elucidate the topic. An encouragement to find out more about the latest ideas in the discipline and to keep the curriculum up-to-date.

CONCEPT	What it is What is it and why are geographers interested?	Experiences to provide If students are to gain understanding of this concept, they will need to be given these experiences at KS3:	Outcomes for students If KS3 students understand this concept they are likely to:
<p>PLACE</p> <p>Geographers writing about place: Doreen Massey Tim Cresswell* Noel Castree Stuart Lane</p> <p>* see Cresswell in <i>Geography</i>, Oct 2008)</p>	<p>To geographers a place is a space with meaning. This term recognises the character and identity with which a place is imbued (often referred to as a 'sense of place') as a consequence of the meanings given to it by the people who live in it, use it and negotiate their lives in relation to it at all scales. How we think about places is shaped by and shapes our 'geographical imagination' or place image</p> <p>In physical geography, character and identity reflect local conditions that control the nature and rate of operation of processes. Places may be officially recognised geographical entities (e.g. a particular city) or more informally recognised sites of intersecting relationships, meanings and memories (e.g. Banglatown, the Brontë Country, chalk downlands)</p> <p>The concept of place, the uniqueness of particular places and the notion of place-based identities are ideas that are strongly contested in the context of increasing globalisation</p>	<p>The opportunity to undertake some in-depth study of real places at different scales (e.g. local places for different communities, a distinctive region or country) and in different kinds of environment (e.g. rural, urban, near, far-away)</p> <p>The chance to delve deeply into the different meanings, experiences and identities implicit in their own local place</p> <p>The opportunity to study situations where there is conflict/disagreement about living in or making changes to a place</p> <p>Experiences and intellectual challenges in relation to places in both natural and human settings</p> <p>Exposure to art, drama, music, literature or poetry about places in a variety of cultures</p> <p>Opportunity to make their own personal response to place or to an issue specific to a place, and to test out their mental images of places</p>	<p>Be able to write and talk knowledgeably about a place they have studied, recognising how its distinctive features (physical and human), and interactions between them, help to create its character</p> <p>Be able to generalise from specific examples to explain why and how places can become sites of conflict over meaning and identity</p> <p>Recognise and give examples of the diversity of places, the physical and human causes of similarity and difference and the changing cultural characteristics</p> <p>Be able to recognise and explain some of the links and relationships that make places dependent on each other at different scales</p> <p>Show some ability to develop and use a 'geographical imagination', to picture or imagine a place and to represent their ideas in a variety of less conventional forms (e.g. poetry, artwork, music, diary) as well as in traditional school modes</p>

Figure 4: Getting to know the key concept: Place.

- What teaching/learning experiences must be provided for students if they are to gain understanding of the concept?

Intended to highlight those experiences without which a student's understanding will be incomplete, rather than to provide an exhaustive list. Teachers can develop more ideas.

- What outcomes might be expected of KS3 students if they do understand this concept?

These are linked closely to the standards implied in the level descriptions, especially those at levels 5/6. Useful for developing formative and summative assessment.

confidence when planning both the broad outlines of your key stage 3 course and the details of teaching and learning. For example, if you want your students to understand the concept of Place, as opposed to knowing the details of one or two particular places, then it is necessary to ensure that at some stage they study a range of different kinds of places in their own right and not just as examples of thematic work. They will also need to explore the varied meanings and identities apparent in their own place and to be exposed to ways in which other people have written about and represented places. Ideally, they should be given opportunities to express their own responses to place in a variety of creative and informative ways. Figure 5 presents one example curriculum plan in which year 8 is focused on exploring place in a variety of exciting ways.

For further ideas about place, see the October 2008 issue of *Geography*.

What kind of curriculum planner are you?

There is a great deal more in the book than can be referred to here – chapters on understanding the key stage 3 PoS, planning and developing your own curriculum, worked examples of key stage 3 plans, guidance about enquiry, progression and assessment. There are also some complementary web-based templates and resources available on the GA's website to those who have purchased the book.

However, I leave you with one light-hearted activity that, nevertheless, has a serious message. The way we approach planning anything new, whether it's the family holiday, buying a new house or the development of a new geography curriculum, reflects what kind of person (or geography department) we are. I was made suddenly aware of this when talking to a financial adviser. I noticed that he had a diagram characterising people on the

How we live now		Key concepts accessed	Experiences and Breadth of Study (examples)	PoS coverage	The school and its locality:
<p>Content selected for study</p> <p>Year 7 Skills for learning about the world (combined with History, PSHEE, RE) <i>Ways of finding out...</i> (maps, atlases, diagrams, use of ICT, internet, GIS, fieldwork, visual media, diaries/blogs, biography/travel writing, poetry/literature) ... <i>about the world around us</i>. All developed and practised through study of students' personal geographies, local geography, UK geography, other countries and issues in news. Content selection as relevant to students, school, topical concerns and to include human and physical.</p> <p>Year 8 Learning about places <i>Difficult places: physical</i> (mountains, arctic and deserts); <i>human</i> (war zones, places of conflict, refugee areas). <i>Imagined places</i> (places in myths, books, poetry, films). <i>Future places</i> (future cities, UK future, global futures, scientific futures). <i>A place for the future</i> (Africa).</p> <p>Year 9 Learning for citizenship <i>Global citizenship</i> (climate change, resources, development issues, trade and aid – trends/impacts, international measures). <i>National citizenship</i> (cultural diversity in UK, migration, housing, work, living together). <i>Local citizenship</i> (getting to know own place, issues and opportunities for action).</p>	<p>Space Scale Inter-dependence (others as appropriate to content)</p> <p>Place Process (physical and human) Environmental Sustainability Cultural Diversity</p> <p>Environment Interaction and Sustainability Inter-dependence Place Space Cultural Diversity Process (physical and human)</p>	<p>Opportunity to introduce students to a wide range of enquiry approaches, skills and techniques through selected content chosen from their own lives. Emphasis on students' social and educational development. Links with other subjects in a combined year 7 (history, PSHEE and economic well-being, RE). Visits outside school to local community and workplaces.</p> <p>Opportunity to emphasise place study and to stimulate/excite students via reference to books, films, items in the news and their own lives and imaginations. Range of resources especially books, film, poetry, myths. Africa (final unit) is a chance to consider the diversity, challenge and potential of this continent. Scale: zooming in/out, personal/global.</p> <p>Emphasis on citizenship, commitment and action. First unit: development issues and global/international initiatives, outside speakers. Second unit: stresses cultural diversity and investigates some UK issues/maps + GIS. Third unit: focuses on personal responsibility and local social, environmental and economic matters. Opportunity for fieldwork/projects/visits.</p>	<p>Geographical enquiry approach and skills throughout</p> <ul style="list-style-type: none"> range of studies of different parts of world and different environments UK geography and current issues location of places/environments personal/local study range of resources fieldwork/out-of-class activity in range of locations <p>studies based on places and regions</p> <ul style="list-style-type: none"> current social/economic and environmental issues in UK and wider world some aspects of physical and human geography relevance to young people use of books, poetry, internet etc. studies of people/environment interactions, impacts and consequences at all scales issues of relevance to UK and globally fieldwork and voluntary work participate in informed, responsible action 	<p>A 'old' industrial town in northern England, now with significant redevelopment activities under way</p> <ul style="list-style-type: none"> The local population has high expectations of education, but it is not a wealthy area. Education is seen as a means of improvement Some mix of different ethnic groups but relatively well integrated and no major problems with language This is an improving school with standards rising and a strong emphasis on personal/social development as well as on academic achievement Recent changes have been made to the curriculum and year 7 now comprises a combined curriculum for the humanities and PSHEE focused on the theme of 'skills for learning about the world around us'. Years 8 and 9 still retain subjects but all have been asked to address relevance, employability and personal/social development (but see Figure 21 for developing year 9 as a topic-based curriculum) <p>Aims and rationale for the course (an adventurous approach):</p> <ul style="list-style-type: none"> Focus on using geography as the medium for the personal and social development of students while also exciting and inspiring them about the range and challenge of modern geography Go for a complete redesign of the KS3 course, using the new flexibility and the combined year 7 course as positive stimuli Students and their needs are the main curriculum focus Give new emphasis to learning about place, since this is seen as an essential ingredient in learning to live with others <p>Planning principles and curricular emphases:</p> <ul style="list-style-type: none"> Personal, social and educational development of the students are the guiding design principles, along with ensuring a secure foundation of geographical knowledge In order to do this, some new areas of geography and education can be drawn on (e.g. personal geographies/students' experiences) Focus in year 7 on skills for learning, to emphasise skills, qualities and attitudes and the excitement of learning with traditional and modern technologies (cross-curricular dimensions – healthy lifestyles, identity and culture, creativity/critical thinking) Content will be selected each term from a mix of student-selected topics, local investigations, UK geography and topical international/global items, but care will be given to ensuring a progression in geographical ideas and vocabulary Year 8 will focus on learning about places emphasising this is key to geography and to world peace. The opportunity will be taken to study some unusual and interesting things (e.g. difficult places, imaginary places) Year 9 will focus on the challenges and responsibilities of citizenship at different scales Cross-curricular dimensions emphasised in years 8 and 9 are identity and culture, community participation, sustainable futures and global dimension 	

Figure 20 How we live now.

Figure 5: An example curriculum plan. Source: Rawling, 2008.

basis of their investment behaviour on a continuum, ranging from secure and cautious to adventurous and risk-taking. This seemed to be a useful way to consider curriculum planning as well so I borrowed the approach! You might like to look at Figure 6, derived from the investment behaviour diagram, and

place yourself or your department on this continuum. This is not meant to be critical in any way. All types of planning exist and provide perfectly good approaches to organising a curriculum. Some people prefer to take a cautious approach either because of their character and background or because the

school situation warrants this. Others thrive on taking risks or feel that the school will benefit from exploring new directions. You might find Figure 6 a thought-provoking way into a departmental planning meeting. Of course, the message is that, whatever kind of curriculum planner

CAUTIOUS	BALANCED	PROGRESSIVE	ADVENTUROUS (Risk-Taker)
<p>Our approach would be to:</p> <ul style="list-style-type: none"> ■ stay with the structure and well-established units that we know work well ■ provide a secure base of knowledge and skills in physical/human geography ■ only make essential changes as required by the new PoS 	<p>Our approach would be to:</p> <ul style="list-style-type: none"> ■ assume that some of our existing course will stay ■ consider the new PoS and new ideas and add them alongside well-established units ■ ensure that the new course is a balance of old and new 	<p>Our approach would be to:</p> <ul style="list-style-type: none"> ■ make a complete review of our course structure and content ■ aim to draw on lots of new ideas and materials ■ keep some existing topics and approaches, though tailoring them to new structure 	<p>Our approach will be to:</p> <ul style="list-style-type: none"> ■ undertake a radical overhaul, starting from a clean slate ■ take inspiration directly from academic geography and/or students' experiences ■ go for new and innovative topics and materials, including some untried

Figure 6: What kind of curriculum planner am I?

you are, the important thing is to base your decisions about what to teach and how to teach it on your best understanding of the subject, geography, and of its potential contribution to the education of your students. No one – not the government, not QCA, not the head teacher – is in a better position to do this than you, the geography teacher. Lambert and Morgan (2005) put this succinctly: ‘the starting point for curriculum design in geography should be a rigorous and defensible version of the subject matter to be taught in the light of teachers’ knowledge and understanding of the students they teach’.

Essentially the new curriculum provides the freedom for you to be a curriculum developer, and to use geog-

raphy to excite and interest your students and to prepare them for their futures. Go for it! ■

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Are year 13s too old to think?

Clare Rose explains how she encouraged students at a selective girls' school in the West Midlands to think through big issues relating to China for themselves.

Introduction

Last summer I had the opportunity to experience the diversity of China while on the GA China: A Yangtze Odyssey study tour. We covered a variety of areas: the Beijing Olympics, the one child policy, a detailed study of the Yangtze River, the Three Gorges Dam, rural resettlement projects and the development of Shanghai. Students throughout the school have enjoyed various assemblies as a result of this visit and my classroom teaching has been greatly enriched. But then came year 13 and China's population policy. Our students face a challenge here as they tend to remember with accuracy

this topic at GCSE. However, I didn't want them to switch off; I wanted them engaged and working through the implications of this issue. And therein lay my answer – thinking through the meaty issue. Rather than 'deliver', I wanted to encourage them to do it themselves. While on school inset, I had been introduced to a new way of using De Bono's six hats theory (Figure 1) and I wanted to trial it.

My aim was to create a problem-solving lesson where the students worked together and, through discussing the issue, worked out what they thought would be the consequences of the one child policy.

Students were given some key facts (Figure 2) to provide the background to China's decision to introduce the one child policy and were asked to produce a multi-flow map to examine the causes and effects of China's explosive population growth (Figure 3). I deliberately didn't give them much information as I wanted them to reach back into the ether of year 10 and focus on the small pieces of information they had been supplied with. I briefly explained that

- 1950s Great Leap Forward – widespread famine
- 1960s food available
- Society dependent upon agriculture
- Parents depend on children for support in old age
- Mao said birth control was 'bloodless genocide'.

Figure 2: Characteristics of China's population (part 1).

the Great Leap Forward and unemployment in cities led to many being sent to the countryside to create agricultural employment and increase yields. My aim was for the students to link the various factors together, see the political (Mao's influence and link to poor healthcare and high infant mortality), social (cultural requirements for children in old age), economic (as the country tried to leap forward) and environmental (society dependent upon agriculture, requirement for food as 1950s in period of famine, majority of population rural) factors together. There should have been some prior knowledge to draw upon (China experienced explosive population growth, lack of contraception, desire for many children, males prized highly). However, I also wanted the students to make some educated guesses (impact of rural population, e.g. difficult access to healthcare, family planning and contraceptives coupled with a great need to produce high crop yields requiring greater labourers).

Some of the students remembered their GCSE lessons and quickly recorded the effect of population control and limiting birth rates. Once they had reached this stage, they mistakenly thought their work was done. It was interesting that, so often, they assume we are looking for one answer and, once that is reached, there can be limited discussion. Each group fed back and we briefly discussed their findings using a population pyramid. I asked the students to annotate various key points onto the image: time of famine (1950s), introduction of the one child policy, evidence of preference for male offspring and relaxation of one child policy (Figure 4).

Now for the revision: remembering China's population policy. Some key points were remembered. However, there was a great imbalance towards the 'grannies' and infanticide. This led to a longer than intended whole-class discussion on the policy. Potentially, a summary handout or a reading homework could solve this issue. At this

Edward De Bono's theory is used as a way of disseminating a problem or issue. It could be used as a discussion tool, as a creative thinking tool or in any number of situations. It helps to train the students to think through an issue fully from a number of different viewpoints.

White hat	Focusing on data: what you have, gaps in your information, accounting for these missing sections.
Blue hat	Focusing on organisation: how is this being run, what's the big picture? This role could be a chairperson – impartial, observant.
Yellow hat	Focusing on the positive: optimistic thinking, what are the benefits and advantages of the issue in question?
Black hat	Focusing on the negative: devil's advocate, what are the problems, drawbacks, flaws of the issue in question?
Red hat	Focusing on the emotions: what will the emotional responses be to the issue in question, how might this change over space?
Green hat	Focusing on creativity: what are the possibilities, are there alternatives, any new ideas?

Figure 1: De Bono's six hats theory.

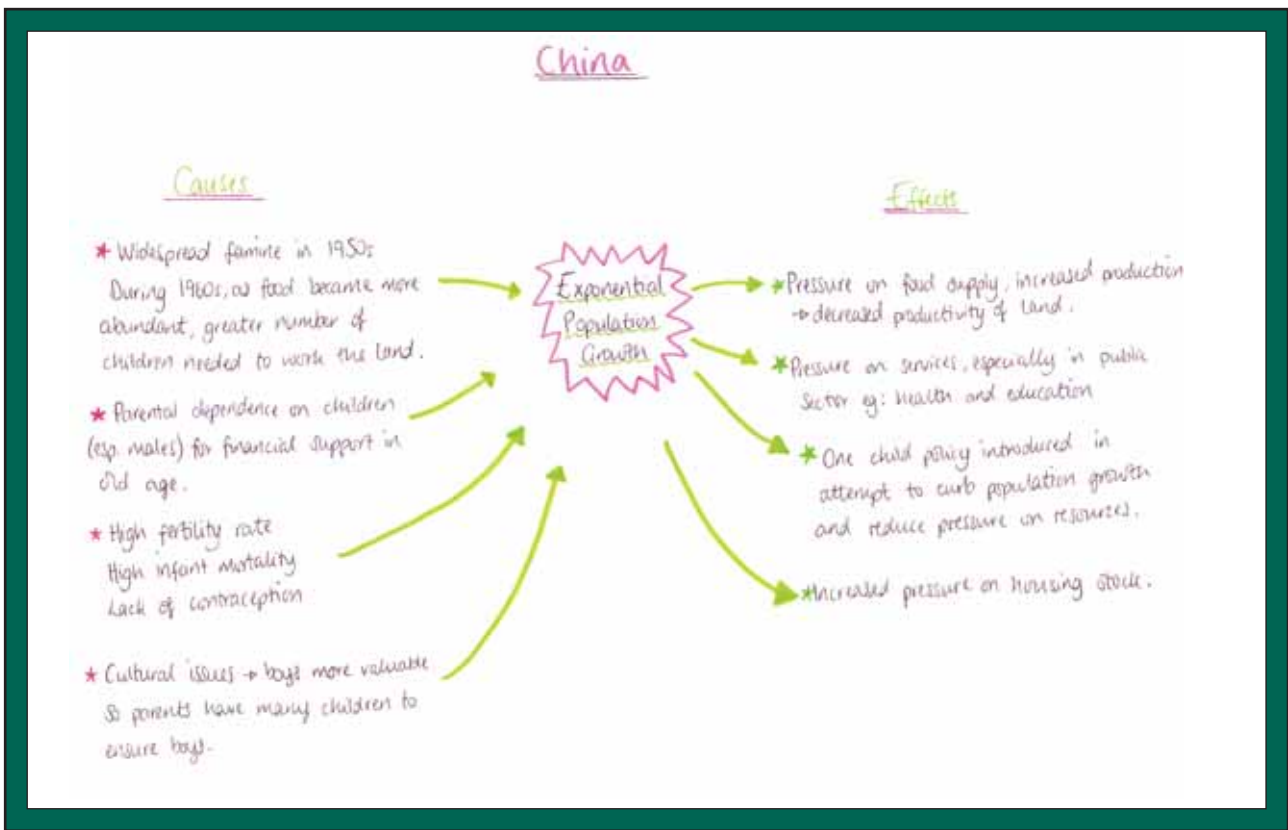


Figure 3: An example of students' work by Abigail Duff-Walker.

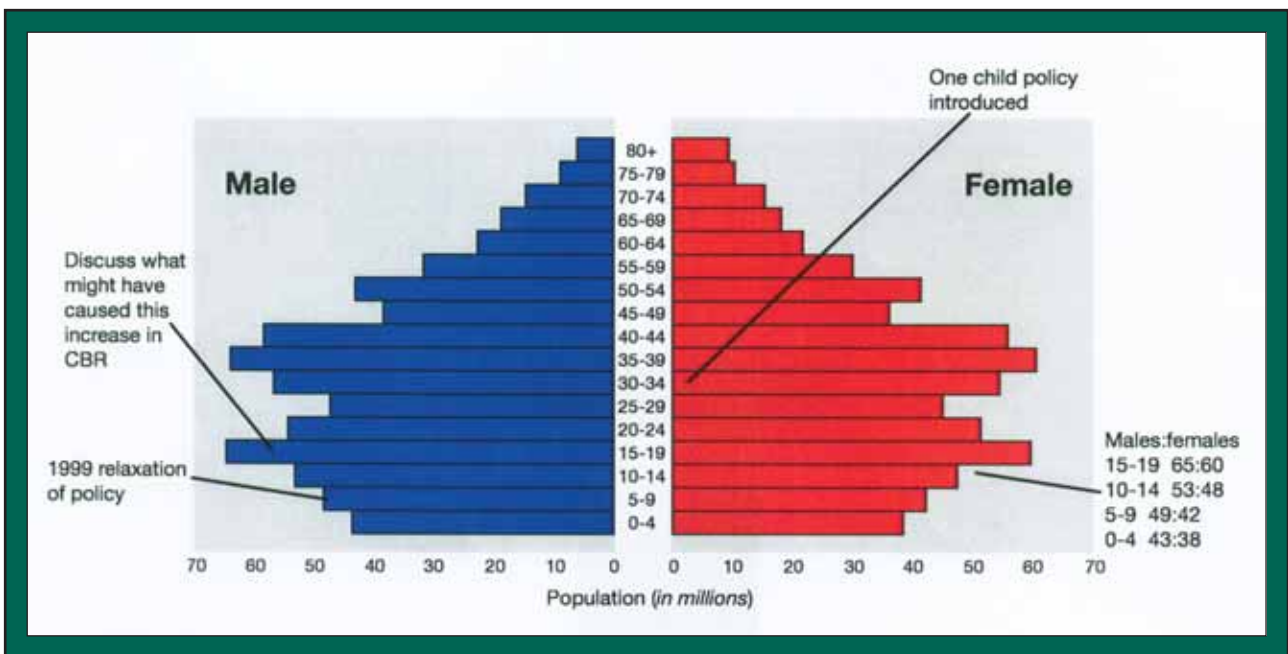


Figure 4: Annotated population pyramid for China, 2006. Source: US Census Bureau.

point, I was ready to introduce the challenge. Some facts were given (Figure 5) and these were fairly implicit – I wanted the students to have to work things through. Having said this, one group found this much more challenging so I joined their table. This group comprised the weaker ones within the class and, once I'd given them some introductory questions to start them thinking, they picked up the thought process very quickly and were excited to run with it.

The students were asked to work in larger groups (5-6) while analysing the

consequences of China's one child policy. They were given coloured guiding questions (Figure 6) to help them think within De Bono's six hats theory and asked to work through each of the boxes (in any order), discuss ideas and note down key points from their deliberations. I did request that they tackle the creative (green) box last and left plenty of time for it. Thus, each group would consider a number of different viewpoints before creatively examining potential consequences for China.

I have used De Bono's six hat theory in a 'jigsaw' activity, which has

- China's constitution states 'Each married couple is obliged to practise family planning'
- Mean annual population growth rates fell from 1.3 in 1980s to 0.9 in 1990s
- Birth rate fell from 37 to 17 per 1000
- 1984 policy relaxation, particularly in rural areas

Figure 5: Characteristics of China's population (part 2).

<p>What do you know based on the information you've been given?</p> <p>What other information do you need?</p>	<p>Who is in charge?</p> <p>Who has promoted the policy?</p> <p>What's the big picture?</p>	<p>What positive things happened as a result of the population policy?</p> <p>Has the role of women changed?</p>
<p>What problems/drawbacks have resulted from the introduction of the population policy?</p>	<p>What are the views of people about the population policy?</p> <p>How might these views change between location (urban rural), gender or demographically?</p>	<p>What are the consequences of the population policy for China?</p> <p>What are the subsequent issues going to be?</p>

Figure 6: Questions to guide thinking.

worked well. Figure 7 provides the general guidelines for jigsaw activities.

This method of 'becoming experts' has worked very well in the past. In spite of this, I wanted each student in my year 13 class to examine the consequences of China's population policy in the six different ways given by De Bono.

In general, this activity led to more discussion than writing. It took the students time to get used to using the different hats, although the guiding questions were useful here. Lower achieving groups found it easier to access the lesson at this point and were capable of making progressive logical steps to build a picture of what might be happening.

The quality of the discussion was very good and the students were captivated by the problems China would be facing. It was easy for them to create a list of negative aspects, yet the positives were more of a challenge. Some students transformed into energetic, animated advocates on behalf of the Chinese government, whereas others spoke for rural women. These roles were unplanned and fluid at times, bringing clarity to the debate.

While on the GA study tour of China, we met with a member of the National Population and Family Planning Commission of China to discuss their family planning policy. There was much I learnt here and while the students were in their groups I asked

1. As a whole class the general issue or question would be introduced and briefly discussed. This could be using an image, poster or media file etc. I would then introduce the activity and take the register, giving each student a colour (black, white, green, blue, red or yellow) and number (1-5 in a class of 30).
2. The class would split into their coloured groups; these groups relate directly to De Bono's thinking hats. Each group would be given some stimulus material for their discussion and a card introducing their thinking hat, often giving them a role to play: e.g. if a town council meeting were being created the black hat would be the budget holder aka devil's advocate. This card would give them an idea of their character who in this instance thinks negatively, always sees the glass as half empty, is always looking to save money, and can be relied upon to find the problems, drawbacks and issues with any good idea. In lower school, I would usually provide a pro-forma for them to record their thinking and discussion. The students would become 'experts' in their field and would formulate some points for discussion for the next group.
3. The final stage is when the students move into their numbered groups. Each group should have one representative from the earlier activity. Thus, within each group there would be a white (data), blue (organisational and acting as chairperson for this next section), yellow (positive), black (negative), red (emotional) and green (creative) representative. The group would then work to debate an issue or often hold a council meeting where their role would be exemplified through their preparation. This would usually require some form of joint decision, with a brief justification that the students record on the back of their worksheets.

Figure 7: General guidelines for a jigsaw activity.

probing questions and stirred discussion by divulging parts of my meeting in China. While discussing the uneven implementation of the policy, I mentioned that the impression from the Chinese government was that this was planned. The coastal areas from Beijing to Shanghai, where the economy was relatively advanced, followed a strict one child policy. Areas in central and western China followed a more relaxed two child policy (exemplified by a Chinese saying: the mountains are high and the emperor is far, far away), whereas in Tibet there was no limit on the numbers of children per family. We discussed contraceptive use in China and the role of family planning education (Figure 8) and how it has changed over time.

	1992 (%)	2005 (%)
Female sterilisation	41.66	33.84
Male sterilisation	11.81	6.98
Intra-uterine device	40.12	50.57
Implant	-	0.35
Oral pill and injection	3.75	1.54
Condoms	1.80	6.31
Others	0.86	0.41

Figure 8: Contraceptive use in China.

The Chinese government stresses the importance of 'informed choice' throughout their education programme. The most interesting statistic was the (more than threefold) increase in condom use from 1992-2005. The government blames this primarily on the fear and misunderstanding of condoms prior to their national campaign, which was focused on encouraging people to use condoms to avoid contracting HIV. It began with condom vending machines at university, which were untraceable and therefore seen as 'safe' due to the anonymity. These machines offered 24 varieties of condoms and were empty within 1-2 days. Interestingly, there was a public outcry as it was felt this was encouraging students to have sex before marriage (highlighting the traditional culture to which China was clinging). This is further understood given that teenage abortions are increasing in China despite the overall number of abortions decreasing. This general decline in abortions is linked to the government banning selective abortions and introducing sanctions for this. Only a limited number of authorised hospitals are allowed to practice abortions and there

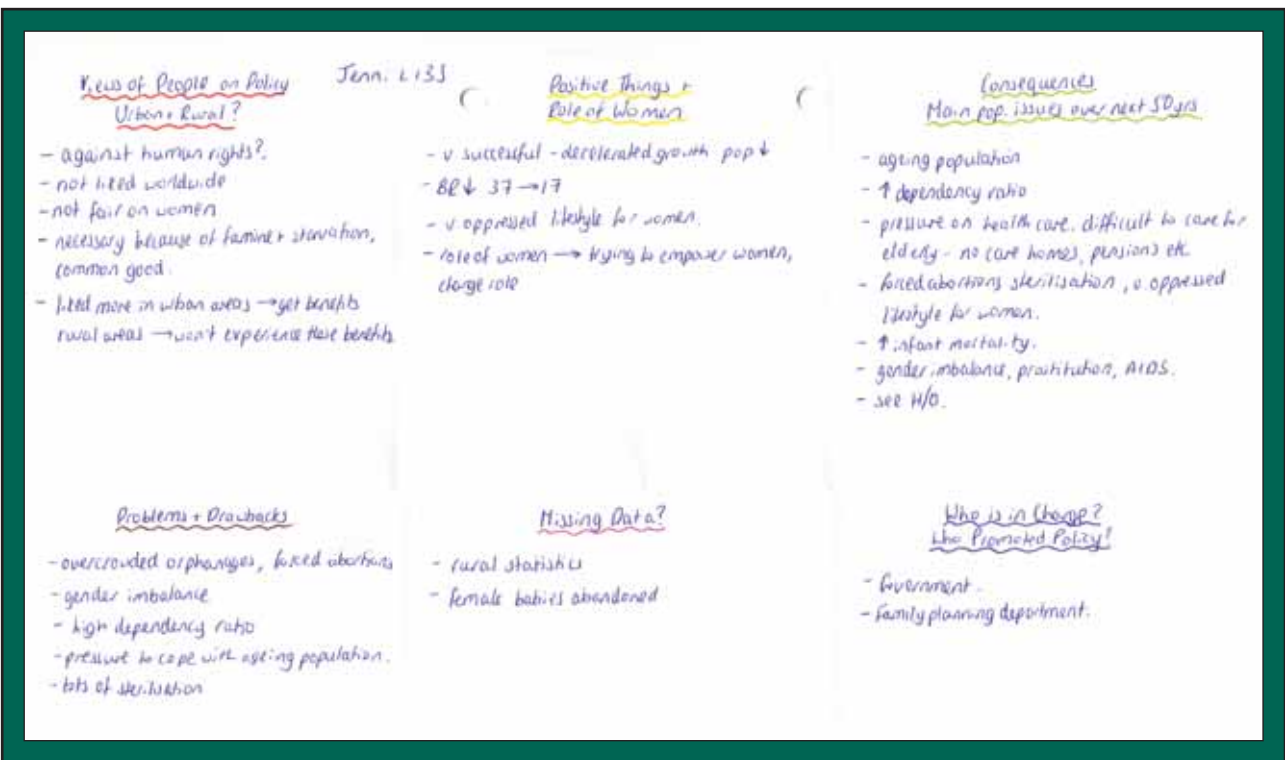


Figure 9: Example of students' work by Jennifer Lawton.

is strict control of the ultrasound machines used to assist this. There is still a strong negative social stigma connected with younger girls desiring abortions, which can lead to social discrimination. Many teenagers and younger women travel to international women's clinics in the cities for abortions as there are limited government officials there. We briefly discussed the wider implications of these changes and the threat to traditional Chinese culture, in addition to the dramatic economic change that China is currently experiencing.

Generally, the students struggled with the white box most, trying to establish what data was missing and what information was required before studying the subsequent bias of their opinions. Allowing for their bias was the greatest challenge and no group really succeeded here (see Figure 9: only missing data has been accounted for in this section). I think with more time for discussion and repetition of this lesson structure they would begin to find the process of self-analysis much easier and would find their conversations more detailed and appropriate. Most groups had a tendency to focus on one particular idea and work from there and sometimes then struggled to find a new idea. However, having time for discussion helped this.

Afterwards, the students were given a handout with a copy of possible effects (Figure 10). We discussed these ideas and they were pointed to some further reading. Their homework was to use the information to produce an essay plan for the question: 'Examine the national challenges posed by

- Uneven success – urban compared with rural (Tibet no limit)
- Negative growth – Shanghai – has the policy been too effective? Effect on city life?
- Shift in dependency exacerbated by ageing population (LE 65–72 years 2005)
- 4–2–1 problem – single child caring for 2 parents and 4 grandparents – needing state care for elderly, also impact of changing culture – more 'westernised'?
- Absence of adequate pensions – 2005 government provide financial support to couples over 60 yrs – only enough to cover food
- Labour shortages – unemployment in cities, exacerbated by R–U migration, encouraged women to work (to improve social status of women). However, implications for elderly care-giving
- Sex-selective abortion (97% female) – cultural need for a son, sex ratio 119:100 (m:f) international average = 107:100
- Female infanticide (17 million thought to be missing)
- 2004 government plan – Girl Care project – incentives to reduce abortion of female foetuses
- Increased divorce rate – increased by 20% 2007, since 2003 can gain a divorce in 1 working day
- 'Little emperor' syndrome – parents spoil one child especially seen in boys
- Gender imbalance
- Bride bartering
- Kidnapping
- Immigration of women
- Social instability (especially crimes against women) & rising crime rate from 'little emperors'
- Rise of prostitution in cities – increased HIV/AIDS population (rising by 30% annually 2005) – Nationwide HIV campaign encouraging condom use & sexual health education
- Government-led example to improve the status of women in society (of the 30 ministries, there are 5 where women hold high positions of authority 2007).

Figure 10: Consequences of China's family planning.

declining fertility in China! The following lesson was a timed exam question using this essay plan.

Debrief

I felt the lesson went well: the students were engaged, they thought hard and worked through the issues presented to them. I was very pleased with the way the lower-achieving students within the group were more confident with their ideas and bounded ahead. We spent time at the end of the lesson discussing how they found this format, what they struggled with and what they enjoyed.

What wasn't enjoyed? Some students really didn't like this method as they liked being spoon-fed, happy and secure in the knowledge that whatever the teacher was delivering to them was preparing them for their exam success. In this selective grammar school there seems to be greater competition between students to succeed and for students to better their academic performance. This is often seen with the higher achieving students and, interestingly, these were the ones who were feeling 'unsafe' and insecure about what they were doing as the lesson, from their point of view, was based on their knowledge and creativity rather than subject content 'delivered' by me, the teacher. They did concede that six months previously they might have enjoyed it more but, with exams looming and reports being written, they were feeling pressurised. Some commented that, although the lesson was good and enjoyable, they would struggle to revise from the notes they had made. However, the handouts were useful in this respect. I think the timed exam question and extra reading further

reassured them.

What was enjoyed? The majority enjoyed doing something very different and were hooked to some extent from the beginning. They found they were being forced to concentrate and examine the deeper issues. Many found using blank paper and coloured diagrams helpful. They also appreciated the challenge of not stopping after the first response but trying different options. Many loved the interactions throughout the lesson and felt it was, for them, a more imaginative way of going through a topic already studied. A number also enjoyed not knowing the answer and having to discuss the issue in a very different but structured way.

Conclusion

This lesson was motivated by a struggle to keep year 13 enthused on

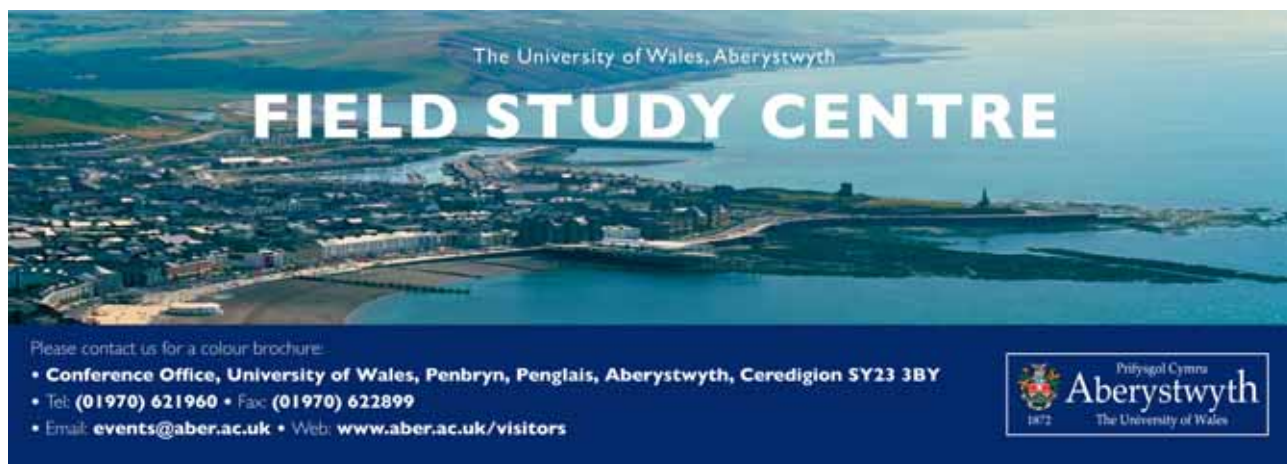
Wednesday afternoons about a subject they had already studied and remembered well. Equipping them to think holistically about an issue and training them to automatically cover a number of different viewpoints within their analysis of a problem or case study is vital, not only to their examination success, but to life in general. This problem-solving structure has also met with great success with younger students. The students thrive on variety and giving this a chance kept them engaged and interested while ensuring they used their intelligence creatively to analyse the management of China's population over the next 50 years.

The PowerPoint presentation used in this lesson is available to download free at www.geography.org.uk/journals. ■

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<http://news.bbc.co.uk/1/hi/world/asia-pacific/7208385.stm>
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Should I stay or should I go?

An enquiry investigating Polish migration to the UK

drama. She introduced us to some drama teaching techniques such as 'private property', 'teacher in role', 'freeze framing', 'thought tracking' and 'conscience corridor'. The head of history began to use some of these with his students, and the result was a dramatic improvement in their learning. Mary then threw down the gauntlet: could I find a geography department in the city that would be willing to experiment with drama? As a geography teacher myself I had found that students enjoyed and benefited from role play and was aware that Biddulph and Bright (2003) discuss the value of

Why was the sound of the 1980s hit single (or was it the 1990s re-issue?) *Should I Stay or Should I Go?* by The Clash coming from one of the geography rooms? Why had all the desks been cleared to the sides of the room and why were some students walking around while others shouted at them? **Paul Bolton**, the Teaching and Learning Consultant from the Local Authority was teaching them again. That explains it all!

Introduction

The challenge was set in October, when I attended a geography and citizenship workshop, led by Diane Swift, at the Action Plan for Geography Curriculum Building Course in Manchester:

'Plan a 4-6 lesson curriculum unit that links geography and citizenship. It should be about a topical and relevant issue, it should be taught in an engaging way and it should involve the students developing the skills of argumentation.'

The catalyst for action appeared about the same time. The head of history at the Alsop School in Liverpool regularly gets his key stage 3 students to perform plays during lessons. The degree of historical knowledge and understanding that a student could display depended on the role they take, but the HoD wanted support in using drama to deepen the understanding of all the students in the class. A consultant's most important skill is to know when he or she is out of his or her depth, so I quickly called for reinforcements in the shape of Mary Hind-Portley, a colleague whose specialism is English and

A case study of Polish migrant workers in the UK in which active learning strategies including drama techniques are used, and in which students develop their ability to formulate a logical argument.

LEARNING OBJECTIVES

Subject-specific, including links to key geographical concepts in the key stage 3 Programme of Study.

In completing this unit students should develop their:

Knowledge

- of the relative locations of Poland and the UK and the geographical characteristics of the two countries which have led to recent migration from Poland to the UK (Place)
- of the nature, scale, cause and consequences of recent migration of Poles to the UK (Space)

Understanding

- of the push and pull factors that influence Polish migrants to the UK (Interdependence)
- of the impact of migration on the individual migrants, their home areas and the destinations that they go to (Scale, Interdependence, Human Processes)
- that the impact that migration has on the home area and the destination is seen differently by different people, whose views are influenced by their experiences, values and attitudes (Cultural Understanding and Diversity)

Cross-curricular or transferable skills

In completing this unit students should develop their ability to:

- select, sift, sort, evaluate and refine information presented in a variety of ways
- construct a logical argument using claim, counter-claim and rebuttal – all supported by evidence
- hypothesise on the basis of information provided
- co-operate in group activities by sharing information and ideas, influence and be influenced by others through the use of logical argument
- communicate their ideas – in particular their opinions and supported claims – orally and in writing.

LEARNING OUTCOMES

Ephemeral

Students' oral and physical contributions to active learning and drama activities

Concrete

Posters showing push and pull factors

Cost/Benefit analysis

Framework for an argument

Individual students' 'Final Decision', 'Advice to Karolina' etc.**

Poland: A Geographical Factfile**

** If necessary, either or both could be formally assessed pieces of work.

Figure 1: Objectives and outcomes for the Should I Stay Or Should I Go? unit of work?

Lesson	Objectives	Suggested teaching and learning activities, including resources	Outcomes
1	<p>Students should know:</p> <ul style="list-style-type: none"> Relative location of Poland and UK Appropriate characteristics of Poland and UK which have resulted in migration between them (<i>ongoing throughout unit</i>) The difference between push and pull factors <p>Students should understand:</p> <ul style="list-style-type: none"> Some of the reasons why Polish workers move to UK (push and pull factors) (<i>to be introduced later in lesson</i>) <p>Students should be able to:</p> <ol style="list-style-type: none"> Make use of clues or evidence to build up knowledge of a 'mystery person' Extract and classify relevant information from a text source (and other sources for homework) 	<p><i>Starter</i> Who's in the Bag/Mystery Guest/Private Property (see Figure 3)</p> <p><i>Main Activity</i> Resources: 'Jerzy's Story', 'Polish Migrant Workers Background Information', Atlases or handout maps Krakow to Liverpool, Outlines for push/pull posters</p> <ol style="list-style-type: none"> Locate UK and Poland, Krakow and Liverpool on maps Use two coloured pencils and text-mark the worksheets 'reasons for coming to UK' and 'reasons for leaving Poland' Produce push/pull posters <p><i>Plenary</i> To starter: Introduce your mystery guest To main activity: show and tell posters</p> <p>Initial answer to the Big Question 'Should Jerzy have come to Britain or not?' (e.g. Thumbometer)</p> <p><i>Homework</i> (If relevant) Individual research activity. Poland: geographical fact file, in particular focusing on Krakow and/or socio-economic differences between Poland and UK</p>	<p>Produce a description of their mystery guest based on the evidence they are given (oral or written)</p> <p>Produce posters identifying push and pull factors for Polish migrant workers coming to UK</p> <p>Individual report (e.g. PowerPoint presentation, Word document) to be completed and presented at a later date</p>
2	<p>Students should understand:</p> <ul style="list-style-type: none"> That migration has positive and negative impacts on the migrants themselves, the areas they go to and the areas they leave That migration is a controversial issue. People hold, and can justify, different opinions about it That in a logical argument claims need to be backed up with evidence <p>Students should be able to:</p> <ul style="list-style-type: none"> Back up a claim with evidence Make a counter-claim with evidence Rebut a counter-claim with evidence 	<p><i>Starter</i> Who said that? card sort, matching characters and quotations and classifying as to whether they were said in Poland or the UK and whether they describe advantages or disadvantages (could be kinaesthetic, moving round room to find partner, then moving to sides and corners to stick characters and quotes on the wall or a card game like 'happy families')</p> <p><i>Main Activity</i></p> <ol style="list-style-type: none"> Cost/Benefit Analysis could be a large slide on whiteboard to which students attach their quotes from the starter Show Monty Python argument room video clip or get students to read two versions of a 'good argument'. Framework for argument to be completed, probably use part-completed one to model. <p>(Students should have a copy of Jerzy's claims and permission to move around room to collect evidence for these two sheets)</p> <p><i>Plenary</i> Hot-seating activity modelled on a TV show, using characters and quotes. Debate the costs/benefits of Polish migrant workers in the UK</p> <p>Revised answer to the Big Question, 'Should Polish migrant workers be allowed to come in to Britain?' (e.g. Thumbometer), justifying changes of opinion</p> <p><i>Homework</i> As for Lesson 1</p>	<p>Match characters and quotes correctly.</p> <p>Identify at least one cost and one benefit for migrant and family, source area, and destination area</p> <p>Identify difference between contradiction and argument</p> <p>Complete at least one line of the framework for argument</p>

Figure 2: Lesson-by-lesson plan for the Should I Stay or Should I Go? unit of work.

Lesson	Objectives	Suggested teaching and learning activities, including resources	Outcomes
3	<p>Students should understand:</p> <ul style="list-style-type: none"> ■ The varying factors that influence a migrant's decision to move ■ That the decision will involve consideration of pros and cons ■ That the decision is an individual one, that different people make different decisions ■ That the decision of an individual migrant can affect other people at a local, national or international scale <p>Students should be able to:</p> <ul style="list-style-type: none"> ■ Use information to try and influence someone to make a decision ■ Make and explain a decision having weighed up pros and cons 	<p><i>Starter</i></p> <ol style="list-style-type: none"> 1. Karolina's Story (to be read) 2. Taking Sides: students are given a character card and decide whether this character believes that Karolina should stay or go <p><i>Main Activity</i> Conscience Corridor or Push me/Pull you activity</p> <p><i>Plenary (long)</i> (could be done using hot-seating)</p> <ol style="list-style-type: none"> 1. Migrants explain their decision 2. Characters categorise their reasons (could be done by putting their card into a box or hoop on the ground) 3. Migrants can change their decision when they have heard all the reasons (especially if push me/pull you was used) <p><i>Homework</i> As above</p>	<p>Students take a particular point of view and justify it by moving to one side of room or another</p> <p>Potential migrants say whether they would stay or go, and give a reason based on the influences they have heard</p> <p>Reasons are categorised into economic and personal/emotional. If hoops used could be like a Venn diagram with an overlap area</p>
4	<p>Students should understand:</p> <ul style="list-style-type: none"> ■ That new information can make someone change their minds ■ That in a logical argument claims need to be backed up with evidence <p>Students should be able to:</p> <ul style="list-style-type: none"> ■ Summarise the main points in a piece of text ■ Use these points to reach a conclusion ■ Explain their conclusion to other people ■ Make and justify a conclusion or decision, taking various pieces of information into account 	<p><i>Starter</i> Finding Friends (a way of grouping students and recapping prior knowledge and understanding)</p> <p><i>Main Activity</i></p> <ol style="list-style-type: none"> 1. In groups, students summarise a piece of new information. How does it affect Karolina's decision? 2. Jigsaw to make new groups which consider all new pieces of information as summarised by representatives of original groups 3. Re-form original groups and share findings? 4. As individuals, come up with their own advice to Karolina (not in character). (Writing or speaking frame to be available – example included is in the form of a reply from an agony aunt in a magazine) <p><i>Plenary</i> To starter: Each group describes where they fit into the story so far</p> <p>To main activity: Each group suggests how the situation might have changed</p> <p><i>Homework (if relevant)</i> Students complete written draft of their advice to Karolina</p>	<p>Students get into 'logical' groups, then explain what they have in common and how they contribute to the story so far</p> <p>Members of group agree a brief summary of main points.</p> <p>Each student can summarise their group's points to other students and listen to what they have to say</p> <p>Each student can make a decision, give at least one evidence-based reason why they have reached this decision and show that they have considered at least one counter argument. (Could be presented in a variety of forms, e.g. a letter from an agony aunt)</p>
5	<p>Possible continuation activities could include:</p> <ul style="list-style-type: none"> ■ Individual or group presentations about the causes and effects of Polish immigration to the UK, e.g. using PowerPoint or wall posters etc. ■ Group drama presentations in the form of a short play featuring some of the characters in the conscience corridor, e.g. conversations around the family dining table in Krakow when Jerzy returns home for Christmas for Easter. 		

creative talk and suggest a range of strategies for using drama in the classroom, including hot-seating, which were in common use in many geography rooms across the city. I shouldn't have too long a wait for a volunteer.

The opportunity presented itself at Gateacre Comprehensive School, a Specialist Arts and Humanities College, with Paul Elms the head of geography and Jenny Owen an NQT. One of Paul's innovative ideas has been that in the spring term the four top-band classes in year 9, who are all taught by specialist geographers, at the same time, follow a mini-carousel for eight weeks. Each teacher plans a four-lesson (two-week) mini module on a topical, possibly 'unusual', subject and uses it, firstly with their own class and then with the other year 9 classes in turn. I was welcome to pair up with Jenny and give my ideas a go. I noticed that the walls of the geography corridor at Gateacre were currently covered in a display about asylum seekers coming to Britain, in an attempt to de-bunk some of the students' myths and prejudices about immigration. An idea started to form in my mind.

The spark that ignited my imagination was a recently-opened shop selling traditional Polish food which I passed regularly. I would base the unit around recent Polish migration to the United Kingdom:

- What brought Poles to Britain?
- What impact was Polish migration to Britain having, both here and in Poland?
- What factors did Poles (and other migrants) consider before deciding to move to another country?

It was certainly a relevant topic in both geography and citizenship and had featured in *Teaching Geography* (Scott, 2007). It touched at least two of the key concepts of the new programme of study: interdependence and cultural understanding and diversity. The fact that people hold strong pro- and anti-immigration views suggested that it was ripe for building up students' ability to formulate and substantiate a reasoned argument. I also felt that the issue could be investigated using some of the drama-teaching techniques with which I was becoming familiar.

From these ideas I developed a short unit of work of four lessons. Figure 1 shows the overall objectives for the unit of work and the hoped-for learning outcomes. Figure 2 shows the objectives, activities, resources and outcomes for each of the four lessons. Details of each lesson are set out below.

Lesson 1

The objectives were for students:

- To be able to use evidence or clues to build up answers to questions that they had posed themselves
- To understand how someone's personal property or belongings might give clues as to what is important in their culture
- To understand the push and pull factors that caused the migration of Poles to the UK.

A drama technique known as 'Private Property' or 'Who's in the Bag?' (re-named 'Mystery Guest' for the purposes of this unit) was used to introduce students to the central character in the story. This challenges students to build up a profile of a real or imaginary character using some of their property as clues.

Using the 5Ws (who, what, where, why, when) as a stimulus, students were asked to come up with questions that they would like to ask if they were going to meet a mystery guest for the first time. A bag containing various pieces of property (or in this case pictures of the property) (Figure 3) was passed around the room. Each pair of students pulled out an item and:

- Described what it was
- Stated whether it answered any of the questions that had been asked about the mystery guest (i.e. what they knew about him or her)
- Explained whether it suggested anything else to them about the mystery guest (i.e. what could they infer from it)
- Discussed any further questions about the mystery guest that it might raise.

Together, these items helped to paint a portrait of Jerzy Bronowski, a fictional 32-year-old dentist from Krakow, avid football fan and devout Catholic, who had come to England in 2006 to fill a vacancy in an NHS dental practice, leaving his wife Karolina and 4-year-old twins, Franciszka and Stefan, in Krakow.

Once the class had been introduced to Jerzy and his personal reasons for coming to the UK, a map of Europe was used to introduce a spatial dimension, locating Liverpool and Krakow. Finally, an information sheet giving some background information about Polish migration to the UK was distributed. This sheet discussed the enlargement of the EU and the impact that this has had on migration from Eastern Europe and

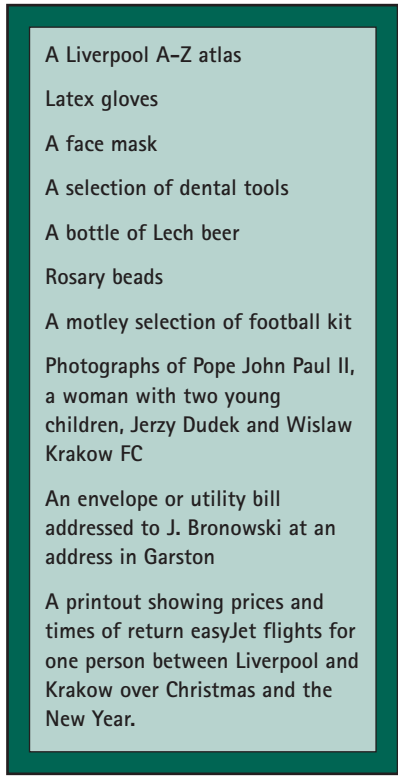


Figure 3: 'Private Property' in the bag.

contained some comparative economic statistics for Poland and UK. The students used this information to complete a poster showing the push and pull factors that influenced Poles moving from their home country to the UK.

The following resources for Lesson 1 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 1.1 Mystery Guest/Private Property
- 1.2 Jerzy's story
- 1.3 Krakow to Liverpool
- 1.4 Polish migrant workers in UK.

Lesson 2

The objectives were for students to:

- Understand that migration was a controversial issue: people held different opinions about it
- Understand that migration brought both benefits and costs to the home country, the host country and the migrants and their families (although we did not use the words 'interdependence' or 'cultural understanding and diversity' explicitly, the information that the students used illustrated these two concepts clearly, examining the economic impact of migration in both Poland and UK and exploring how the immigrants kept their culture alive and enriched that of the host country)

- Be able to take part in a logical argument, backing up their claims and counter claims with evidence.

An activity called 'Who Said That?' or 'Quote Matching' was used. As they entered the room, each student was given a card with either a photograph and some information about the various people or just a quotation from these people. The task was to find their partner, matching the quote to the character.

We anticipated that this activity, involving moving round the room and sharing information with classmates, would prove popular, as indeed it did. When the first set of cards had been paired up we distributed a second set. This time students who initially had had a picture were given a quote and vice versa.

Characters involved in the activity included:

- Someone who lamented the conversion of his local mini-market into a Polish deli
- The owner of a contract cleaning company who was unable to recruit workers other than East European immigrants
- Jerzy's parents who missed him but appreciated the money he was sending home
- The director of a Polish hospital, complaining that the loss of skilled medical personnel was making it impossible to run the hospital effectively
- A young Pole, living in Britain but planning to return home soon because he missed the cold winters and his beloved ice hockey.

Once all the characters and quotes had been paired up they were stuck to the wall in four corners of the room, according to whether they were said in Poland or in the UK and whether they represented an advantage or a problem caused by migration from Poland to the UK (Figure 4).

Once the 30 pairs of cards were correctly positioned on the classroom walls the students used them to complete a 'cost benefit analysis chart' (Resource 2.5 on the website).

The final episode of this lesson introduced the idea of 'argumentation'. In soccer-mad Liverpool it was not hard to find two Liverpool fans and two Everton fans willing to argue the merits of their teams in public. With the help of scripts, one pair argued irrationally, on the basis of blind prejudice and without a shred of supporting evi-

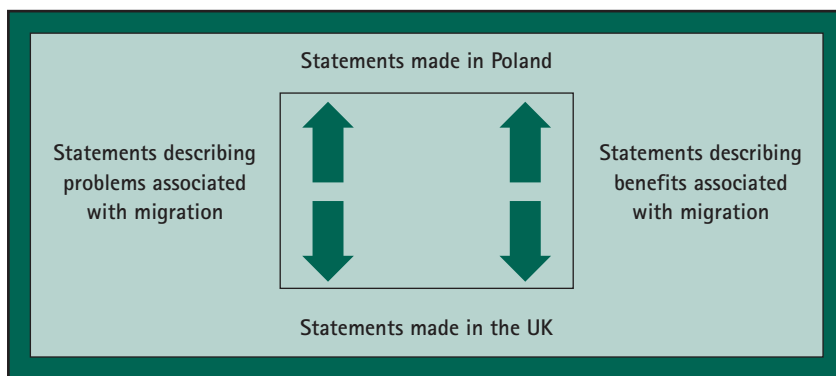


Figure 4: Siing the statments for quote matching.

dence, whilst the other pair quoted evidence from league tables and referred to trophies won to support their arguments. The other students quickly recognised the need to support a claim with evidence. Using a simplified version of a framework for an argument that Diane Swift had introduced at the curriculum-building course, the students examined at least one of Jerzy's 'claims' as to why his coming to Liverpool had been a good thing. They used the evidence on the wall to support his claim and then thought up a counter-claim, which could also be substantiated with evidence from the cards on the wall.

The following resources for Lesson 2 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 2.1 Who said that?
- 2.2 Who said that quotes
- 2.3 Who said that characters
- 2.4 Wall markers
- 2.5 Cost benefit analysis
- 2.6 Model argument
- 2.7 Jerzy's story
- 2.8 Simple framework for an argument.

Lesson 3

The objectives were for students to:

- Understand the factors that might influence an individual's decision whether or not to move to another country, with particular reference to a young Polish woman moving to the UK. Again, although the words were not used explicitly the information that the students used covered the concepts of cultural understanding and diversity and interdependence
- Understand how a potential migrant might be influenced by other people

- Be able to either make and justify a decision having weighed up the pros and cons, or use information to try and influence someone to make a particular decision.

The focus shifted from Jerzy to his wife Karolina, a 30-year-old teacher of English at a high school in Krakow, who, we discovered in Lesson 2, very much appreciated the £300 that Jerzy sent home each month (approximately the monthly salary of a Polish teacher) but was concerned that her husband might meet an attractive woman over here, 'because English woman have so much more money to spend on clothes and make-up'. Jerzy was hoping that Karolina and the children would move to England in time for the twins to start school here in September. It was make-your-mind-up time for Karolina: Should she stay (in Krakow) or should she go (to Liverpool)? To simulate this decision-making process we used a drama technique called Conscience Corridor. Approximately a quarter of the class were asked to assume the role of Karolina. Their first task was to discuss the sort of questions that a 30 year old, well-qualified, professional, working mother of two young children might ask before deciding whether or not to move to another country. They were also asked to consider who they might ask for advice.

The remaining members of the class were each given a card with a picture, brief description and some prompts (on the reverse), representing someone who might have a vested interest in influencing Karolina's decision. These people included family, friends, Karolina's employer in Poland, potential employers in the UK, members of the Polish community in the UK and members of the British public, including a police officer, a GP and a primary school head teacher.

Whilst 'the Karolinas' were discussing the information that potential migrants needed, the other students decided whether their character thought Karolina should stay in Poland

or go to the UK, and considered what their character might say to persuade Karolina of their point of view. This phase of the lesson ended with the students taking the part of Karolina sharing their questions, and any students who thought they might be able to answer a particular question identifying themselves, but not providing an answer to it.

The students whose job it was to influence Karolina's decision then formed two parallel lines, one containing those who wanted her to stay in Krakow, the other containing those who thought that she should come to Liverpool. 'The Karolinas' walked slowly between the lines as each student told them either to 'stay' or to 'go' and gave as persuasive a reason as possible for doing so. After three trips up and down the 'corridor' the 'Karolina's sat to one side of the room or the other, depending on whether they had decided to stay in Krakow or come to Liverpool. In all classes it was a split decision. Those who opted to go to the UK cited economic and material reasons as well as the desire to be reunited with their husbands, while those who opted to stay in Poland cited their children's education and the problems they might face in school in England, the need to remain close to elderly parents and their own careers as reasons.

Once their decision was made, 'the Karolina's' were put in the hot-seat by their classmates and the teacher. In one class the hot-seating became very animated. First the characters playing the twin children fell out, Stefan wanting to come to England to play with his dad, Franciszka preferring to stay in Poland to start school with her friends from nursery. The 'head teacher of an English primary school' was joined by 'a Polish junior school teacher' in pointing out that the children would be doubly disadvantaged going to an English school, their limited command of English would hold them back socially and academically and they would miss out on learning about their Polish heritage. To this, one of the 'Karolina's retorted that as an English teacher herself she could start teaching the twins English before they came, she and her husband would continue to speak Polish to them in the home, and anyway, at the age of five, they would probably pick up a foreign language very quickly. Next, Jerzy's next-door neighbour pointed out that the house he shared with other young Poles was already crowded and not suitable for bringing up young children. This argument was countered by one 'Karolina' who pointed out that once she was working over here, she and Jerzy would be able to afford their own house. When quizzed as to who she was going to

work for, she identified at least two characters who had said they could find her well-paid work because she was proficient in English, one as an office administrator and the other as a bi-lingual classroom assistant. A 'Karolina' who had opted to stay in Poland pointed out the high cost of housing in England compared to Poland and questioned whether recent immigrants could afford to buy a house. A council house was suggested as an alternative by yet another 'Karolina'. This raised the hackles of the 'teacher in role' playing the part of a member of the UK Independence Party, who raised the point that council houses were funded by British taxpayers for British taxpayers. One 'Karolina' retorted that if she and Jerzy were working here they too would be paying British taxes!

The quality of the debate suggested that the two learning objectives – understanding the issues that made immigration such a controversial issue and being able to cite evidence to support and substantiate or rebut an argument – had undoubtedly been met.

The following resources for Lesson 3 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 3.1 Taking sides
- 3.2 Karolina's story
- 3.3 Role cards
- 3.4 Reverse of role cards
- 3.5 Drama activities

Lesson 4

The objectives were for students to:

- Understand that changing circumstances might make migrants or potential migrants change their course of action, including possibly returning to their home country
- Be able to summarise a piece of information, extracting the most relevant points from it
- Be able to use the information they had gathered in this lesson and the previous lessons to make, and justify, their own decision as to whether Karolina Bronowski and her twins should move from Krakow to Liverpool.

Home and expert groups and jigsawing were used to introduce some new information which might complicate Karolina's decision or open other scenarios for her and Jerzy to consider.

As the students entered the room they were each given a card numbered 1-6 and asked to sit down in groups, all of whom had the same number on their card. These were their home groups. On the reverse of their cards the students had some words or short sentences. They were instructed to form five new groups consisting of students who had information on their cards that matched, and to tell the rest of the class what they had in common.

This proved a useful way of recapping the ideas covered in the three previous lessons.

Each of these five groups was given a single piece of information that could potentially affect the Bronowskis. They were expected to become experts on their piece of information, identifying the main points (maximum of four bullet points) and considering how it might affect Jerzy and Karolina.

Each student had a well-defined role in the expert group, determined by the number on their card. These included chair, scribe, timekeeper, initiator (first to speak) and quality controller. After a stipulated time all members of the group had to have an agreed set of notes which they could use to report back to their home groups so that all students could consider all the new information that had been introduced and its likely impact on the family.

Finally, a written outcome was expected – a letter to Karolina from a magazine 'agony aunt' in answer to the dilemma she faced: should she stay (in Krakow) or should she go (to Liverpool)?

The following resources for Lesson 4 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 4.1 Finding friends
- 4.2 Group titles if needed
- 4.3 Grouping cards for five groups
- 4.4 New information
- 4.5 Using the new information
- 4.6 Your advice for Karolina

What did the students think?

After each cycle of four lessons we asked the students to complete a questionnaire (Figure 5). Questions 1-9 had four alternative objective answers and we also invited written comments for clarification. For questions 10-12 written comments were needed, since we wanted to know:

- Which lesson or activity the students enjoyed most, with reasons

For questions 1–8 please put a circle around the most appropriate answer and add a short written comment if you want to. For questions 9, 10 and 11 please make a written comment.

1. The topic was relevant and 'in the news'.

I strongly agree I agree I disagree I strongly disagree
because _____

2. The topic was interesting.

I strongly agree I agree I disagree I strongly disagree
because _____

3. I understand why it was important to learn about this topic.

I strongly agree I agree I disagree I strongly disagree
because _____

4. I know more about this topic than I did before the lessons.

I strongly agree I agree I disagree I strongly disagree
because _____

5. I would like to find out more about this topic.

I strongly agree I agree I disagree I strongly disagree
because _____

6. The activities that we did during this unit were enjoyable.

I strongly agree I agree I disagree I strongly disagree
because _____

7. The activities that we did during this unit helped me to learn and think about the topic.

I strongly agree I agree I disagree I strongly disagree
because _____

8. The skills that I have developed in this unit may help me in other lessons in geography or in other subjects.

I strongly agree I agree I disagree I strongly disagree
because _____

We will be doing this work with other year 9 classes, so this bit of feedback is very valuable to us.

9a Which lessons or activities in the unit did you enjoy most?

9b Why?

10a Which lessons or activities in the unit did you learn the most from?

10b Why?

11a Which, if any, of the lessons or activities in the unit do you think we should change?

11b Why do you think we should change this lesson or these activities?

11c How do you think we could improve this lesson or these activities?

■ Which lesson or activity the students thought had helped them to learn most about the topic, with reasons

■ Which if any activities the students thought needed changing, with reasons, and suggestions of any changes that we could make for the better.

The responses were very gratifying (Figure 6), as were many of the written comments.

Students enjoyed the fact that they were involved and active during the lessons. The words 'learning' and 'fun' were linked in several comments and the only major changes requested were appeals for more of this sort of lesson. All the lessons were mentioned as their most enjoyable, or the one from which they learned most. Many students' responses indicated that they had experienced some deep learning, for example realising that there were different attitudes to immigration other than their own and that hearing someone else's side of the story could make you change your opinion. For example, in response to question 8, at least one student claimed that having previously been biased against immigrants they no longer were. Students also seemed to have gained a great deal from the decision-making exercise in Lesson 3, many expressing surprise at the deep personal dilemmas that many migrants may face. Students also recognised that they had gained valuable cross-curricular or personal learning skills, such as the use of evidence to support an argument and expressing their opinions orally to other students.

Further plans or extension work

Two alternatives have been considered. We considered adding two extra lessons, during which the students, working in groups of six or seven, would write, rehearse and perform a short drama set around Karolina's dinner table, during one of Jerzy's visits home, when the extended family (husband, wife, children and surviving grandparents) would discuss the proposed move in light of what they had learned in the four previous lessons.

For those who wish to consider a different, contemporary, and potentially controversial migration stream, we are developing a parallel set of resources, where the same activities can be used to consider whether Phil and Sandra, a soon-to-retire, middle-class, English couple, should retire to Spain's 'Costa Geriatrica'. ■

Figure 5: Student feedback questionnaire.

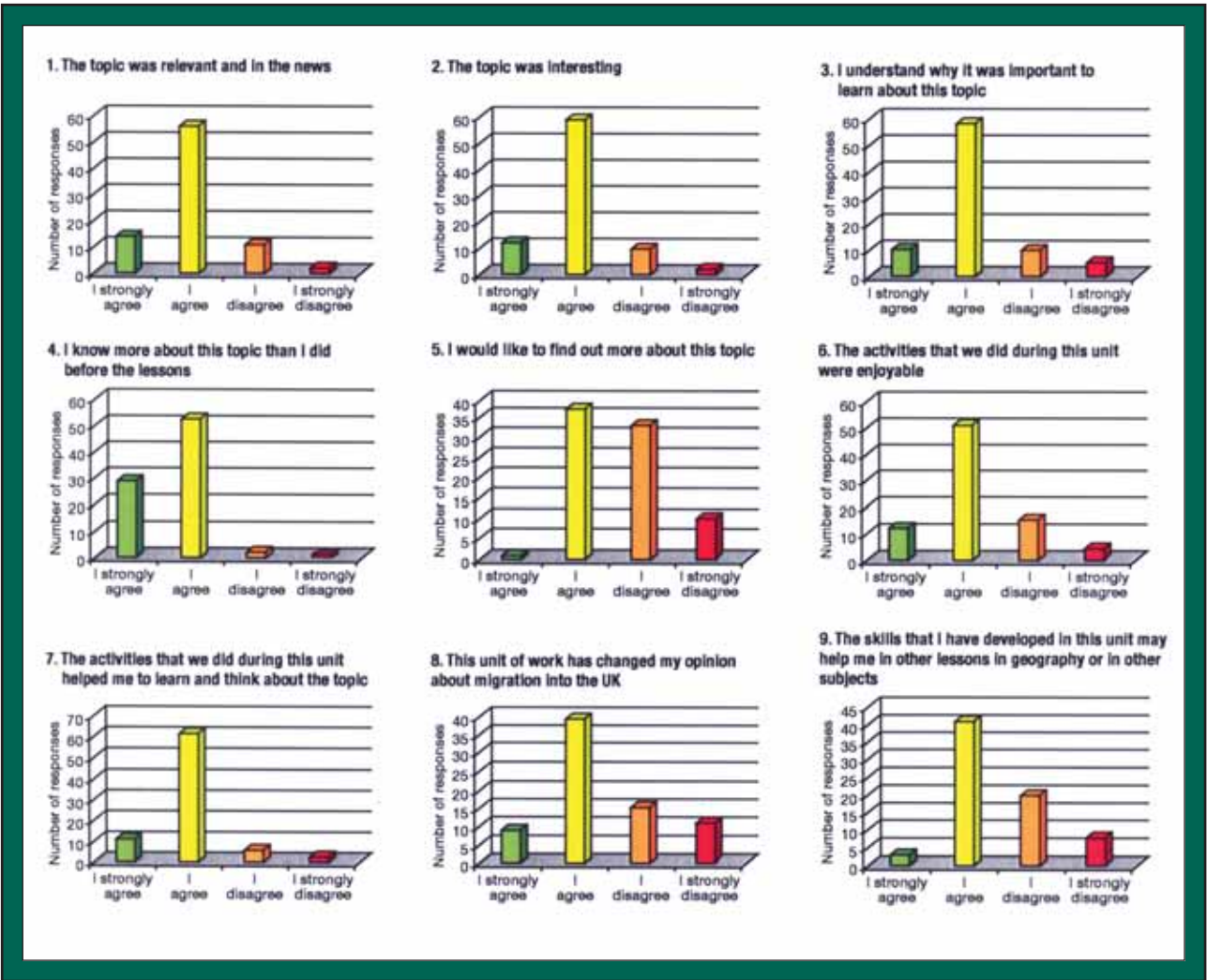


Figure 6: Responses to the student questionnaire.

Acknowledgements

In preparing this unit of work I have received valuable support from: Mary Hind-Portley, Teaching and Learning Consultant with Liverpool City Council Children’s Services, who introduced me to suitable drama-teaching techniques, contributed to the development of the resources and gave both advice and constructive criticism on the delivery of the lessons; Esme McCarthy, Head of Geography at Bellerive FCJ School, Liverpool, who pre-tested some of the ideas and resources and suggested how they could be improved or simplified; Paul Elms, Head of Geography at Gateacre Comprehensive School, Liverpool, who allowed the unit of work to be used with four of his year 9 classes; and Jenny Owen, geography teacher at Gateacre Comprehensive School, Liverpool, who shared the teaching of the unit with me during the spring term of 2008.

For further information, a detailed scheme of work or examples of the resources used please contact the author.

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London's 2012 Olympics and Paralympics

Bob Digby explores the geography of the London Olympics and Paralympics and presents ideas for teaching about big sporting events, about regeneration and urban change, and about sustainability. It is the third of three *Teaching Geography* articles focused on the Olympics; the other two were focused on Sydney (Digby, 2007) and on Beijing (Digby, 2008).

By the time readers are browsing this copy of *Teaching Geography*, they will – if they teach in any of the UK's secondary schools or in Departments of Education in its universities – have received a free DVD from the Geographical Association about London's Olympics and Paralympics in 2012. They can also browse a new website established by the Geographical Association – Planet Sport (www.geography.org.uk/projects/planetsport) – which is designed to become a one-stop shop for all teaching and research materials for geographers interested in the Olympics/Paralympics and sports geography. Teaching materials to accompany this article, together with other Olympic and Paralympic themes, can be found on the Planet Sport website.

The Geographical Association, together with its Australian counterpart, AGTA, has for some time now supported teachers who wish to use examples of large sporting events in their teaching through the provision of teaching materials. These include:

- Statistical analysis around themes of development – e.g. how far do the Olympics and Paralympics medal tables reflect levels of economic and human development?

- Environmental issues – how sustainable are the Olympics and Paralympics?
- Social issues – how far do human rights issues impinge upon Olympics and Paralympics values (for further discussion on this, see Digby, 2008).

How can London's Olympics and Paralympics further such opportunities for teaching and learning? Andrew Church (2006) refers to one perception of the Olympics and Paralympics as 'the view from the royal box' – that is, the Olympics and Paralympics form a spectacular event or a great party that enthuses and provides enjoyment. He postulates, however, that geographers bring more than this: that, thinking geographically, the Olympics and Paralympics can be seen in terms of:

- their potential for bringing about change at different scales – local, regional, national and international
- their economic, social and environmental impacts
- the processes by which these impacts are realised.

Background to London's Olympics and Paralympics

London's bid to host the 2012 Olympics and Paralympics was based upon two fundamental geographical concepts – those of location and urban change.

Location

In selecting Stratford, in the east London Borough of Newham, as the location of the Olympic Park, the bid committee selected the city's most accessible location outside central London. As well as its most densely-trafficked surface rail commuter route (Liverpool Street into Essex), four underground tube lines, the Overground, and the Docklands Light Railway (DLR), from 2009, the new

Stratford International station on the CTRL, will give Stratford international links. The network has to be able to handle the 250,000 people who will converge upon Stratford for afternoon events, a further 250,000 for evening events – and of course double that number as one cohort leaves and the other arrives.

Urban change

In selecting east London, the bid committee chose the borough of Newham, amongst the UK's most deprived boroughs, as their location. The five host boroughs – Newham, Tower Hamlets, Greenwich, Hackney and Waltham Forest (Figure 1) – would attract new investment for regeneration. Already altered since the Docklands economic, market-led regeneration that began in the 1980s, regeneration now is also about environmental and social change. The new Olympic Park will mark the first major addition to London's public open space since the late nineteenth century. Whereas the free market – of property developers and finance companies – was at liberty to develop Docklands, the vision for east London now is to provide affordable housing and quality of living space that meets the needs of Newham's population.

East London remains sharply divided in terms of socio-economic well being. The emergence and growth of the 'new economy' in Docklands (particularly banking, insurance and financial services) has yet to trickle down into some parts of east London. Although there has been a huge shift of the middle classes into east London, there remain stubborn pockets of high levels of deprivation in Newham and Tower Hamlets, in spite of their location adjacent to the City and Canary Wharf. If the Olympics and Paralympics are to bring benefits, then their success will depend on whether they impact upon areas such as Canning Town, where Canary Wharf and similar regeneration projects have yet to have any real effect.

The projected impacts of the 2012 Olympics and Paralympics

As with all recent Olympics and Paralympics, there are significant economic, social and environmental impacts.

Economic impacts

It is hard to estimate the range of economic impacts; a full evaluation is unlikely to be carried out much before 2013–14. However, there are winners, losers and questions.

Students are likely to raise questions about cost. As with every Olympic Games in recent years, projected costs



Newham	The London Borough in which most Olympic facilities are located, e.g. the Olympic Stadium
Olympic Park	A new park created for the 2012 Olympics and the location of most Olympics venues. The first major park to be established in London for over a century, it extends along the valley of the River Lea towards the Thames
Lea Valley	The area alongside the River Lea, a tributary of the Thames, it extends from north-east London through most of the Olympic sites, and forms the focus for the new Olympic Park
Stratford	The largest community within Newham and the main commercial heart of the borough. London's biggest transport hub outside centre of the city, it is the main reason for the selection of this location as the site for the 2012 Olympics.

Figure 1: The Olympics in east London. Photo: © London Development Agency.

at the time of the bid have proved to be gross underestimates. Equally, the most ambitious projects – an honour which, until London 2012, probably went to Sydney – also made money. The one unknown factor is security, whose true cost could be up to £2 billion. Of course, projected costs are conjecture at this stage, but some points are worth making:

- Plans for the new Olympic Park (Figure 2) have altered considerably in terms of their scope since the original feasibility study. As the plans for regeneration have increased, so too have the projected benefits (e.g. housing)
- New estimates contain significant contingency funds
- Original estimates were that additional tourist spending alone would be in the region of £400–£700 million as a result of the Olympics. This is likely to be much

- greater in view of data from Sydney, whose benefits from tourism ran at over three times the original estimates in the Olympic year, and continued into 2002
- With the exception of Wembley Stadium (whose delay was down to problems with the Australian company which built it) every recent sports construction project in the UK (e.g. Emirates Stadium, Manchester Commonwealth Games) has been completed on time and to budget
- Some unknown factors are worth research. What happened to the 380 companies which were relocated from the Olympic Park? Among the key drivers of the economy, several have stayed locally, but research is needed to assess what has happened to these.

It is fair to ask whether London's costs can balance. The UK Government estimated in mid-2008 that costs would reach £10–£11 billion – over four times the original estimate – but that these would be exceeded by the scale of benefits. These costs will have to be balanced by ticket sales and sponsors – but the payback will occur largely through indirect impacts. Tourist spending and the increase in construction employment each generate ripple effects in east London, but the big payback will come in terms of land values. Accounting procedures post-2012 will have to factor in increased land values as the 'desirability' of the area increases. Even if a prolonged credit crunch ensues, land values around the Olympic Park will have more than doubled since 2005.

In terms of deadlines, London was estimated in May 2008 to be 6-10 weeks ahead of Sydney at a comparable stage of development. Its project management was given '9.75 out of 10' by the IOC in their progress assessment in mid-2008.



Figure 2: The site of the Olympic stadium in June 2008. Images of the stadium design can be downloaded for educational use from the London development Agency (LDA) website at <http://www.london2012.com/news/image-library/venue-images/index.php>. Photo © London 2012.



Figure 3: Clays Lane housing estate, demolished in 2007 to make way for the Olympic Village. Photo: Bob Digby.

Social impacts

Since the change of mayor in May 2008, several questions have arisen about some of the social issues such as housing. Newham's population is younger, and has larger families than anywhere else in the UK. London house prices are well beyond their reach and there is great need for social housing. One community based at Clays Lane near Stratford has already been broken up (Figure 3), a casualty of the Olympic Village for the 17,500 athletes.

Until recently, plans for housing

have been substantial, with estimates of up to 9000 new homes around the Olympic Park after 2012. In Sydney after 2000, cost pressures and a change of political will forced a change of policy from social housing to free market private housing, which promised far higher rewards.

Environmental impacts

The plans for London 2012 have extended Sydney's concept of the 'Green Olympics'. Using some of the same design personnel responsible for

Sydney, London's central hub is Olympic Park, the first major park to be created in London for over a century. As well as providing a traffic-free concourse during the Olympics and Paralympics, the Olympic Park will promote the regeneration of the Lea Valley and create a new Lea Valley Regional Park.

Currently there is considerable contamination within the valley, dating from its industrial past, from wartime munitions dumps, or from bombsite clearance after World War 2. Environmental quality is low. East London is the only area of London where surface pylons transmitted electricity overhead; in all other areas of London, cables took it underground. In 2007 their removal began as a part of the new infrastructure for an energy grid in east London. Industrial decline has led to a proliferation of derelict sites.

Teaching about London's Olympics and Paralympics

The Planet Sport website outlines a teaching unit of 6-7 lessons teaching about London's Olympics and Paralympics, each lesson taking up to one hour. It focuses on how secondary geography teachers might exploit this opportunity to teach about regeneration in east London. The detailed plans, suggested activities and resources for each lesson, which can be downloaded from the Planet Sport website, are designed to help students:

- understand the scope, scale and impact of hosting London's Olympics and Paralympics
- increase their knowledge and understanding of the regeneration process, of how east London is changing, and of the role of the Olympics and Paralympics in bringing this about
- understand different viewpoints about London's Olympics and Paralympics
- realise the opportunities for study both within and outside the classroom.

The lessons, which are listed below, are targeted at the 13-17 age range, but once downloaded can be edited and tailored to suit any secondary age.

Lesson 1: Introducing London's Olympics

Resources needed from Planet Sport website:

- Copies of Enquiry Page 1
- PowerPoint on London's Olympics and Paralympics (slides 1-11).

Lesson 2: Assessing the need for socio-economic regeneration in east London

Resources needed:

- Access to computers (at least one per two students)

Resources needed from Planet Sport website:

- Enquiry page 2: census data from 2001 for Canning Town South, one of the most deprived areas of Newham (Excel)

Lesson 3: Assessing the need for environmental regeneration in east London

Resources needed from Planet Sport website:

- Enquiry Page 3 – up to 6 per student
- PowerPoint on London's Olympics and Paralympics (slides 12-28).

Lesson 4: Assessing the socio-economic impacts of regeneration in east London

Resources needed:

- Access to computers (at least one between two)
- Rough paper

Resources needed from Planet Sport website:

- Enquiry page 2: census data for Millwall, the council ward in Tower Hamlets Borough that contains Canary Wharf; it shows data for a regenerated ward (Excel)
- Enquiry page 4 – one per student
- PowerPoint on London's Olympics and Paralympics (slides 29-36).

Lesson 5: Assessing the potential impacts of environmental regeneration in Newham

Resources needed:

- Access to computers (at least one between two)

Resources needed from Planet Sport website:

- Up to five copies per student of Enquiry Page 5: Assessing environmental impact
- PowerPoint on London's Olympics and Paralympics (slides 37-43).

Lessons 6 and 7: Assessing the sustainability of the 2012 Olympics and Paralympics

Resources needed:

- Access to computers (at least one between 2-3 students)

Resources needed from Planet Sport website:

- Enquiry page 6: Assessing the sustainability of London's Olympics

Summary

The concept of sustainability is potentially difficult for some students. If you show your free DVD programme on London's Olympics and Paralympics, together with some of the resource sheets here, your students should be able to make more concrete sense of what sustainability can mean. Use the Planet Sport website for ideas for resources for other teaching about the Olympics and Paralympics, and keep revisiting this site, as it will be updated to 2012 and beyond! ■

Note

Bob Digby will be giving a lecture about the London 2012 Olympics and Paralympics at the Geographical Annual Conference to be held in Manchester, 16-18 April 2009.

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Watching the weather around the world

These days, automatic weather stations, satellite links and the internet can bring the weather into the classroom, making it even easier to make detailed observations of local weather and relate them to current global weather patterns. **Sylvia Knight** reports on how MetLinkInternational is assisting with this.

MetLinkInternational is the Royal Meteorological Society's flagship weather observation project. Now in its 12th year, it has encouraged hundreds of schools and individuals around the world (Figure 1) – the database of weather reports includes observations submitted from over 50 countries, with a substantial number coming from the UK – to make

weather observations and use data submitted by other schools in lessons and projects. Several MetLink schools have used the project to make links with other schools around the world.

The data-base is available all year for data entry and retrieval. In addition, the project website hosts a wealth of teaching materials for all ages, including exercises in explaining weather conditions, weather systems, climatic zones and more, using the observations in the data-base and other resources. In addition, the project website hosts a wealth of teaching materials for all ages, including exercises in explaining weather conditions, weather systems, climatic zones and more, using the observations database and other resources.

The intention of MetLink-International is that participating students will:

- Use the internet to enhance weather studies

- Observe and record weather data daily over a period of two weeks
- Use the internet to exchange the data with others
- Develop weather projects, plot graphs and compare results with others
- Write articles about weather events and maybe even present weather reports to their classes.

As a result, students' ability to collect and record data should improve, as well as their awareness of meteorology in general, their appreciation of differences in weather from place to place and time to time and the reasons for those differences (Figure 2).

The recommended equipment for participation is basic – a maximum and minimum thermometer, rain gauge (suggestions for making one are provided), a cloud chart showing major cloud types and an internet connection. The project website also contains helpful hints on setting up equipment and getting started.

In past years, the most intensive activity has focused on a two week 'active phase' – in 2008, this was in March. In this period, daily summaries produced by the Royal Meteorological Society team highlight significant weather observations entered in the data base, published weather charts, satellite images and weather web-cams. Over the next 12 months, MetLink will see considerable development, linking it directly in to the UK national curriculum in geography, maths and science. In particular, MetLink will be used to investigate the urban heat islands of towns and cities around the UK. Registration of new participants is always welcomed.



Figure 1: Global participation in the project.



Figure 2: American International School, Johannesburg, South Africa, regular participants since 2004.

Sample comments

The following comments were submitted on one day in January during the MetLinkInternational 2007 active phase:

- Royal Navy ice-breaker and patrol vessel *HMS Endurance* (Figure 3) on the Southern Ocean: 'Sea state 1 with numerous icebergs with fog at times reducing visibility to 1000m with the lowest cloud base at 100ft'
- Radley College, Oxfordshire: 'dull, mild, calm and overcast. Anti-cyclonic gloom!'
- Carl Ben Eielson Middle School, North Dakota: '-24°C. A cold dry Arctic air mass has settled in over our area.'
- Micklefield School, South Africa: 'The maximum temperature has gone up to 33°C. There is a south easterly wind which seems to be picking up. In Cape Town, we call the south easterly wind the 'Cape Doctor' because it blows all the pollution away and keeps our Table Mountain looking clear and beautiful.'

Extremes

During MetLink 1999, Finland experienced its lowest ever recorded temperatures, thanks to cold winds from Siberia. One day, the temperature inside Vörå-Oravais-Maxmo Högstadieskola in northern Finland was 13.5°C (the school was shut!), and the air temperatures submitted by Eno school hovered around -24°C. Television reporters demonstrated how cold it was by throwing cups of warm water into the air, where it became a cloud of ice crystals before reaching the ground. Participants reported that car tyres became harder than usual and, because the tyre pressure fell as well, the part in contact with the ground became flattened. This caused cars to 'kangaroo jump' until the tyres warmed and became circular again.

The Escola Co-operativa El Puig near Barcelona recorded a maximum temperature of 45°C in June 2007. This occurred during the widespread heat wave in Southern Europe, linked to an area of high pressure over Italy, Greece and Turkey. At the same time, the UK was being battered by successive low pressure systems, bringing rain and flooding. A participant in Birmingham recorded 91.5mm of rain on the 14/15 June 2007 – 154% of the expected rainfall for June.

The British International School in Lagos, Nigeria, recorded 223.3mm on 20 April 2005 after a heavy and persistent thunderstorm in the night. This occurred right at the start of the rainy season.

Comments from teachers using MetLinkInternational:

Micklefield School, Cape Town

'The wonderful thing about your weather project is that it:

- is on the internet and interactive
- is global
- offers facts and figures
- saves the teacher time
- gives pictures and updates
- is quick and ready to use
- is child friendly
- is teacher friendly
- shows webcams and photos
- creates graphs
- allows comparison with other schools
- is easy to upload information
- needs only basic equipment.

I don't think we would have been doing your project since 2000 if it weren't made so easy for the teacher to just pick up and join in. We love putting the girls into their groups (3-4 girls in a group) and with very little equipment, we manage to do the project: we only have a min/max thermometer, a battered old rain gauge and a hand-made wind vane (which is held together with blue-tack!) We then use your cloud and wind chart that we have printed off your website to work out the rest! What fun – I think that that is the charm of your project – the school can make it as simple or as complex as its time, knowledge and equipment allows. Although we have very little equipment, we have seen girls become aware and more knowledgeable about the weather for two weeks (and hopefully beyond!).

Radley College, UK

'During the active phase of MetLink our students engage in the project in a variety of ways. The year 10 students study weather and climate as part of the GCSE specification. Students use our own school weather station to record the weather each morning at 8am. Observations are made for temperature (maximum and minimum), rainfall, pressure, wind speed and direction, % relative humidity, cloud type, cloud cover and current weather conditions.



Figure 3: HMS Endurance in the Antarctic.

The observations are then entered into the MetLink weather database and there is much excitement to see whether we feature in the daily top 10 coldest, hottest, wettest or windiest locations.

All of the students get an opportunity to use the MetLink weather database to investigate first-hand the differences in current weather in places around the world and to understand the influence of latitude, altitude, continentality, time of day and season. They can use data to plot their own maps to show such things as the variations in temperature at a variety of scales e.g. in the UK, Europe or worldwide.

MetLink also provides downloadable blank maps with pre-prepared weather symbols so that students can plot their own synoptic charts based on the MetLink data and compare these with professional weather charts in the daily newspapers or from the Met Office. There is a full range of other classroom activities and worksheets.

The daily summaries and 'MetFlash!' weather news items appear as a live RSS feed on the school's geography intranet home page. Students can follow the weather news as it constantly updates throughout the day. It is always interesting to read the personal accounts of blizzards, heat-waves or floods experienced by other MetLink participants and to view their accompanying photos'.

Lakshmi Ashram School, India

'The school weather station has been active for over 20 years now. During the active period of MetLink one or two classes always participate in taking the daily readings (Figure 4) and in sending them over the internet. This allows them direct awareness of the daily variations in temperature and relative humidity – usually not so marked here unless we experience a westerly disturbance – plus having hands-on experience at the computer. Then they present their readings to all the students and teachers at afternoon assembly, and we look at the day's extremes of temperature and rainfall with the help of the world map, and seek to understand the differences – e.g. lowest temperatures in the northern hemisphere in winter, highest in the tropics or southern hemisphere.

Lakshmi Ashram School, Northern India, is situated at a height of about 1800m in the foothills of the Himalaya. It is on the south facing side of a pine-forested ridge, while to the north are the highest peaks of the Indian Himalaya, culminating in Nanda Devi. The school enters weather observations into the MetLink database throughout the year'. ■



Figure 4: Taking daily readings at Lakshmi Ashram School, India.

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Geography and the National Student Survey

Brian Chalkley, Stephen Essex and Sian Evans celebrate the results for geography of the National Student Survey.

Introduction

For many young people, one of the most difficult decisions that they have to make is which subject to study at university and which institution to study it at. Indeed, in recent years, these higher education choices have become both more complex and more important. The added complexity arises from the ever-increasing number of degree-awarding universities and colleges and the ever-widening array of subjects on offer. On its website, the Universities and Colleges Admissions Service (UCAS) lists literally thousands of degree courses.

Alongside this bemusing breadth of menu, prospective students are faced with a growing realisation of the momentous significance of their choice. As a result of student fees, higher education has become an expensive commodity and many young people are now finishing their studies with debts running into thousands of pounds. They therefore know how important it is to choose a programme which proves really good value in terms of the quality of education that it offers and the subsequent career opportunities it opens up.

Given all these circumstances, it is clearly vital that students make their choices based on the best possible information. Traditionally, they have relied heavily on the advice of heads of sixth forms, relevant subject-based school teachers and careers advisors and on the experience and suggestions of friends and family. Prospectuses, online resources and league tables can also play a part, as do open-day visits, but even open days may give only a partial insight into what many prospec-

tive applicants really want to know: namely, are the students on the course really enjoying it and do they rate it highly? In other words, are the current 'customers' satisfied?

The National Student Survey

It was the importance of this 'missing' information that led the government in 2005 to introduce a National Student Survey (NSS). Its aim is to gather feedback on the quality of students' courses and to help inform the choices of future applicants (HEFCE, 2003). The basic idea for the NSS was derived from the Course Experience Questionnaire used in the Australian higher education system. Students respond to each NSS question on a scale of 1 to 5 (with 5 being the best or top score) and there is also an open-ended section at the end for any other specific issues that they may wish to raise. The questions are organised under the following headings:

- teaching
- assessment and feedback
- academic support
- organisation and management
- learning resources
- personal development.

However, public attention focuses principally on the very final 'summary' question when students rate their agreement with the following statement: 'Overall, I am satisfied with the quality of the course'.

Since its inception in 2005, the NSS survey has grown in stature and significance with almost all institutions now participating and seeking to improve their performances. As one would expect, these early years have also seen some methodological adjustments and refinements. For example, in order to reduce the risk of bias, there have been changes in the required minimum number of students responding before the results of each course are included. This threshold now stands at 50% and at

least 23 students. There have also been changes in the way the data are presented. These adjustments, whatever their other merits, do make for complications in analysing and interpreting patterns and trends in the findings. Nonetheless, for potential applicants, the UCAS website provides a link to NSS data and the opportunity to compare the results of up to three degree programmes from whatever institution. Universities and colleges also now use the NSS survey as an additional source of information on the perceived quality of their courses, helping to identify areas of strength but also to highlight degree programmes and aspects of teaching which may need particular attention.

The good news for higher education as a whole is that generally across the sector the great majority of students are pleased with the quality of their courses. However, there are obviously variations between disciplines and the next part of this paper focuses on the results for geography.

The geography results

The NSS classification system splits our discipline's results into two main groups

- Human and social geography
- Physical geography and environmental science.

However, this potential complication is, in practice, not too problematic because the good news is that in 2005 and 2006 both these areas were amongst those listed in the second-placed group out of the 41 subject areas identified. The presentational changes introduced in 2007 make comparisons difficult but it is clear that in the human geography category, 95% of geography students expressed themselves as 'overall satisfied' with the quality of their course. The corresponding figure for the physical geography category was 91%. The figure for all subjects throughout the HE sector as a whole was 88%.

So, across the three years of the survey, two main messages can be highlighted. The first is that HE students in the UK are generally pleased with the quality of their courses. The second is that geography (both the BA and BSc courses) is performing above average. Moreover, there is a high level of consistency in geography's performance across the various institutions (about 80) where it is offered. In 2005 and 2006, more than 85% of providers were rated 4.0 or above (out of 5) in terms of overall satisfaction. In 2007, the NSS data are presented in a different format, so that the actual percentage of students agreeing with

the statement 'Overall, I am satisfied with the quality of the course' was given for each course. The programmes with the highest satisfaction ratings for 2007 are presented in Figure 1. Interestingly, across the three years of the survey, there is relatively little difference between the scores for different types of institutions. Whether geography is taught, for example, in an ancient, redbrick, plate glass (1960s, 1970s) or modern (post-1992) institution does not seem to have a major impact on the students' perception of the quality of their course. Antiquity or modernity is not necessarily linked to the quality of the student experience.

Percentage satisfaction scores averaging in the 80s and 90s are the norm for almost all the topics covered in the NSS questionnaire (e.g. teaching, academic support, learning resources etc.). The one exception is assessment and feedback. Only about three-quarters of geography students consider the assessment arrangements fair and the criteria clear. Worse still, only about half rated the feedback as prompt and helpful. Interestingly, assessment and feedback is the lowest-graded category across HE as a whole and the problems are by no means confined to geography. Nonetheless, they are certainly ones to which geography departments, and others, are now giving urgent attention.

Implications and conclusions

For sixth formers and others pondering 'what to do where' for their higher education, the National Student Survey provides some potentially useful additional evidence to assist in their decision-making process. For the first time, prospective students can have access to systematic and detailed data on what final year students think about their courses and how highly they rate them. Data in summary form for courses and institutions are available at www.unistats.com/ and raw data in spreadsheet format can be found at www.hefce.ac.uk/learning/nss. The new Unistats (UCAS) site also has additional data on topics such as entry points, degree class achievements and employment outcomes sixth months after graduation. Given the importance of choosing the right course at the right institution, a few minutes spent at these websites could bring significant dividends. If they have not done so already, school teachers, heads of sixth forms and careers advisors need to alert their students to these sources of information.

It would, however, be unwise to place too much emphasis on this kind of data; ideally, it needs to be read critically and with guidance. Certainly, the NSS is not a panacea, its value is con-

Human and social geography	Physical geography and environmental science	Social studies	Physical sciences
100% Glasgow Sheffield Hallam Christchurch Canterbury			
99% Cambridge	99% Glasgow		
	98% East Anglia Sheffield	98% NE Wales Institute of HE	
97% Aberystwyth Royal Holloway	97% Queen Mary	97% Marjon	97% Christchurch Canterbury
	96% Northumbria		96% Chester Dundee Edge Hill
95% Plymouth Birmingham Swansea	95% Reading	95% Aberdeen St Andrews	
94% Manchester Leicester	94% UWE Aberystwyth Kingston		94% Royal Holloway Strathclyde
93% Oxford	93% Oxford Edinburgh Hull		93% Staffordshire
92% UCL Hull			
91% Portsmouth	91% Leicester Plymouth Portsmouth Swansea		
(Note that in addition to the main classifications, human and social geography, and physical geography and environmental sciences, a small number of geography programmes are, for NSS statistical purposes, presented under the general social studies and physical sciences headings.)			

Figure 1: Geography programmes with highest satisfaction ratings from the NSS, 2007. (percentage agreeing with the statement 'Overall, I am satisfied with the quality of the course').

tested (as evidenced in the pages of the *Times Higher Educational Supplement*) and it clearly does have significant limitations. For example, principally for sample size reasons, not all courses are included, and the survey is too new for the emergence of clear long-term patterns or trends. Moreover, student response rates vary and it is possible for quite small shifts in student participation and opinions to propel courses several places up or down the scoring ladder: the results are quite 'bunched' and sceptics would, therefore, chal-

lenge the value of annual league tables based on NSS scores. It can also be argued that student opinion is by itself not necessarily a reliable guide to educational quality and critics point to the danger that departments could be tempted to 'encourage' students to record artificially high levels of satisfaction. So, overall, while the NSS is to be welcomed in that it acknowledges the student (or 'customer') voice, when making individual higher education decisions, it is best used alongside a range of other evidence and, for

example, as a possible source of questions when attending open days.

For geography as a whole, however, the NSS can be given a more definitive welcome. Despite some statistical complications, such as physical geography's inclusion in the same statistical category as environmental science, overall the NSS does enable us to conclude that the discipline is well taught in higher education and that our students really are satisfied with the quality of their courses.

So, why does geography do well? The NSS itself does not shed much light on the reasons for geography's success, except to make clear that (apart from in assessment/feedback) its students rate all aspects of provision highly. The teaching itself, the course management and the learning resources, for example, all receive good scores. Those of us who work in higher education would probably also point to the discipline's breadth and diversity both in curriculum content and in teaching methods as reasons for its success in higher education. Fieldwork in particular is a real asset, not only in promoting deep experiential learning, but also in encouraging good relationships between staff and students and in developing a real sense of identity and community (Fuller *et al.*, 2006). The discipline's focus on major environmental and humanitarian issues is also

helpful in that it underlines the subject's relevance to global and national issues. In higher education, as at school level, geography also develops a wide range of transferable skills, useful in many different settings, not least the workplace (Kneale, 2003). Certainly, the NSS final year students, many of them soon to be moving towards the world of work, seem pleased by their choice of subject. So, the NSS is, for geography, a good news story which deserves to be celebrated so that, both in schools and universities, more students can be encouraged to study our discipline and enjoy it.

Given the adverse publicity which surrounded the recent Ofsted review of

geography in the schools sector (Ofsted, 2008), it is reassuring to be reminded that at HE level geography is well regarded, as is further illustrated by the discipline's success in winning major teaching and learning awards. No less than twelve HE geographers have won National Teaching Fellowships and geographers comprise five of the 20 Senior Fellows of the Higher Education Academy (HE's top teaching award). So, the message to be shared and celebrated is that students progressing into HE geography get a very good deal. And now, thanks to the NSS, you don't have to take the academics' word for it – take the students'! ■

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Feel good, learn well

Simon Houlton and Stephen Ellis report on recent research which suggests that when students use their emotional intelligence in a collaborative teamwork situation and undertake new challenges, they feel positive about themselves and their learning. In other words, when you feel good you learn well.

Introduction

Geographical enquiry as a way of opening and developing learners' thinking has been an approach that geography teachers have realised since the mid 1970s but this has not always a strong feature of practice (Rawling, 2001). It is our belief that the benefits of enquiry are enhanced further by aspects of social and emotional learning, in particular when related to aspects of emotional intelligence. Daniel Goleman describes emotional intelligence as: 'the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well, in ourselves and in our relationships' (Goleman, 1998). His emotional competence framework (Figure 1) comprises personal competences (self-awareness, self regulation and motivation) and social competences (empathy and social skills). These competences are largely learned rather than fixed genetically. Five classes are identified which can be grouped into personal (1-3) and social competence (4 and 5).

Recent research (Riley *et al.*, 2006) suggests that when learners use their emotional intelligence in a collaborative teamwork situation and undertake new challenges, they feel positive about themselves and their learning. In other words, when you feel good you learn well. This case study is based on the

assumption that by combining geographical enquiry with aspects of emotional intelligence it is possible to develop the capacity of the learner (emotionally and geographically) and to promote greater enjoyment of the learning process with strong implications for the quality of future learning and associated motivation. These motivational benefits of enquiry help to increase individual engagement with an activity by promoting the flow of learning.

In addition the enquiry process provides a framework for developing an individual's own thinking and has the capability to transform their learning leading to a deeper, more profound understanding of geography and the learning process.

The enquiry route

A framework for learning through geographical enquiry developed by Roberts (2003) identifies four crucial components:

1. Creating a need to know (ask questions; identify issues; and suggest an appropriate route for investigation)
2. Using data (collect, select, record and present data and select and use appropriate skills and techniques to do this)
3. Making sense of data (describe, explain and analyse evidence; appreciate values and attitudes; and draw and justify conclusions)
4. Reflecting on learning (evaluate critically and suggest improvements and future enquiry).

An important element of this framework is the cyclical enquiry route requiring the learner to reflect on the nature and process of their enquiry. This enables the learner to construct new meaning and to apply their newly developed knowledge to influence future thinking and enquiry.

1. Self-awareness: emotional awareness; accurate self-assessment; self-confidence
2. Motivation: achievement drive; commitment; initiative; optimism
3. Self-regulation: conscientiousness; adaptability; innovation
4. Empathy: understanding others; developing others
5. Adeptness in relationships: influence; communication; leadership; collaboration and co-operation.

Figure 1: The emotional competence framework with examples. After Goleman, 1998.

The role of experiential learning in enquiry fieldwork

The enquiry route discussed above links directly to social constructivist theories of experiential learning. Experiential learning differs from other forms as it involves 'action, with psycho-motor involvement or physical engagement' (Moon, 1999), although others have defined it more widely.

This might be seen superficially as just kinaesthetic learning. However, this does not fully explain experiential learning. Kolb (1984) illustrates experiential learning through the learners' engagement with a concrete experience (e.g. fieldwork). The ability for learners to reflect on this experience and analyse it in a more abstract manner (e.g. apply this to a geographical model) is key to being able to construct new and wider meaning from the experience. The learning process is cyclical when these new ideas are then applied through 'active experimentation' to a new experience (Figure 2).

The importance of emotion in reflection

The role of reflection in the learning process is well documented. Dewey (1933) described it as: 'the kind of thinking that consists in turning a subject over in the mind and giving it serious thought'. This thinking not only enables learners to illustrate previous thinking but actively generates new thoughts.

This process is not always easy. The attention that needs to be given to learners' emotions in order to generate effective reflection and make new meaning from an experience is important (Boud *et al.*, 1993). It is only when learners are enabled to attend to their own feelings (and remove any obstruc-

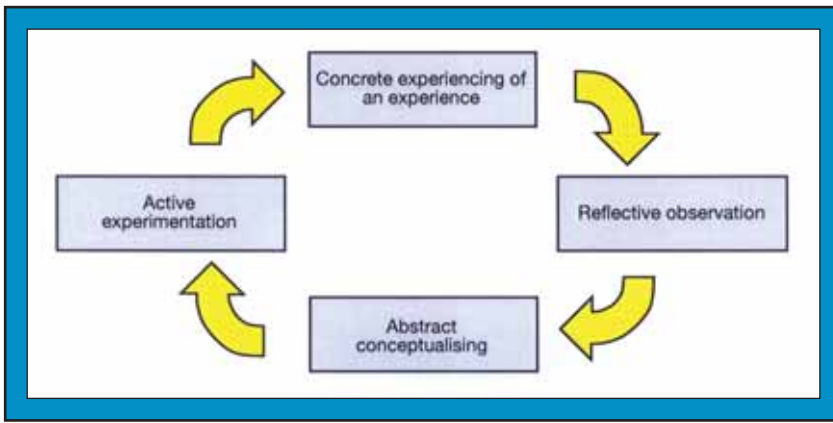


Figure 2: The experiential learning cycle. Simplified from Kolb, 1984.

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tive ones) that the reflective process can develop and generate new perspectives on their experience and a readiness to apply these to a new experience (Figure 3). Emotions can either highjack our ability to think rationally or place us in a state of readiness that increases engagement and flow in learning. Without awareness of the impact of our negative emotions, it is all too easy for the learner to remain in a negative cycle of entrapment, restricting the development of new, positive perspectives on experiences.

The following fieldwork enquiry utilises reflective elements of the emotional competence framework to promote the cyclical experiential approach and builds on the learners' self-awareness and empathy to develop the enquiry process.

The Rocking Floyd Enquiry

This case study was developed with the help of students on the Teach First Summer School at Canterbury Christ Church University and was inspired by

the celebrity TV family the Osbornes. By framing the study in a relevant cultural setting it was hoped that this would have student appeal. The family setting of the study provided a small, personal, yet geographically relevant, scale for the students to connect with the family and their own feelings. The study revolves around the needs and interests of a fictitious rock star known as Red Floyd, who is the lead singer of Death Weapon, his wife Barbarella, a top fashion designer, and their family. The enquiry question set was: 'Do the villages of Trottiscliffe and Wrotham cater for the varying needs and interests of the Floyd family?'

The students were set the following task: You are an Estate Agent. Your task is to help the Floyd family decide if they should move to Trottiscliffe or Wrotham Village, which are situated in Kent. The family has a budget of £5,000,000.

They were then given information about the occupation of the parents, plus the needs and interests of all the

family members. Previously students had discussed the terminology associated with settlement and begun to develop a sense of place about the two villages through a PowerPoint resource using digital imagery and background information.

To help students decide which village location was most appropriate for the Floyds, the following fieldwork activities were devised:

- Take a clipboard, work sheets, data logger and a digital camera to help you collect information about the village.
- Walk around the villages in small groups, photographing aspects of the settlement which cater for the needs and interests of each family member.
- Complete a traffic survey.
- Complete a traffic management survey for each village.
- Find out what the village is like by following the photo trail.
- Complete a survey assessing the environmental quality of the village.
- Assess your own feelings of the village by using the bipolar emotion sheet (Figure 4).

Following the fieldwork the students were asked to complete the following activities:

- In your group complete the chart entitled 'How does the village cater for the needs and interests of the family?' (Figure 5).

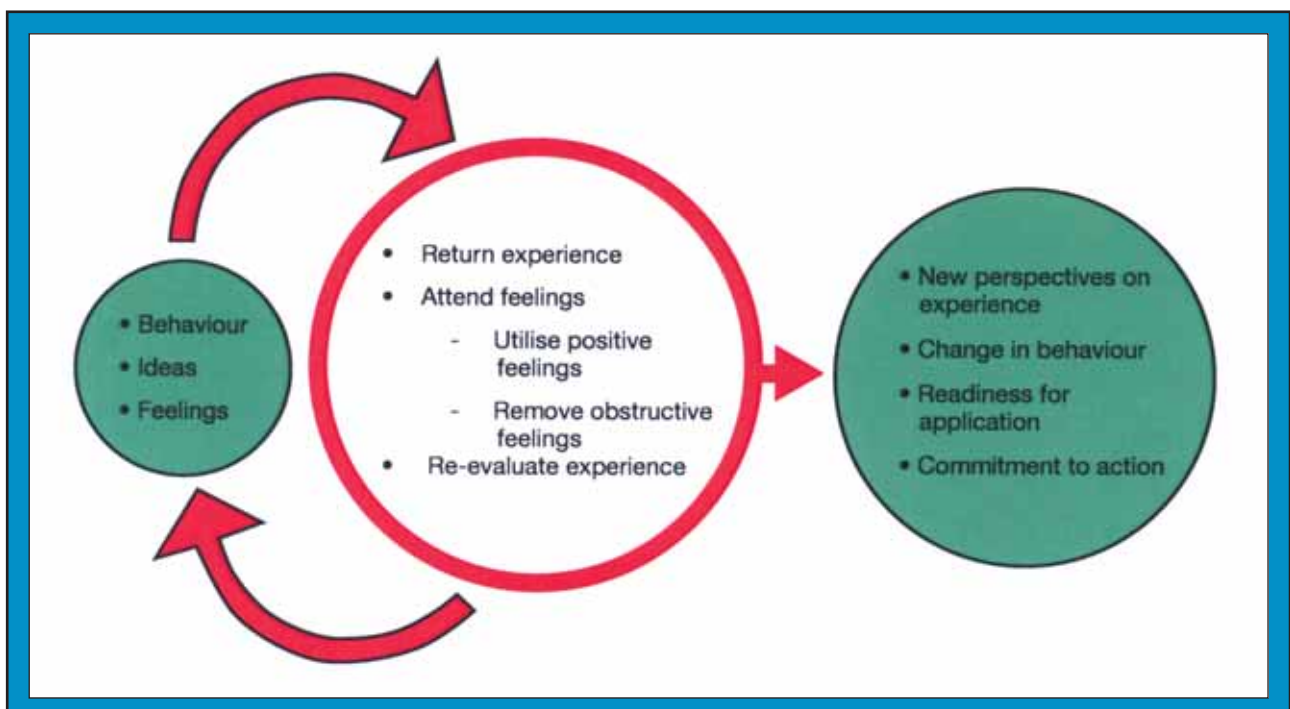


Figure 3: The reflective process in context. Adapted from Boud, Keogh and Walker (1985).

- Write an estate agent's report about how the village meets the needs and interests of each member of the family. Your letter should include information on the types and costs of houses, facilities in the village, accessible transport links, the environment of the village and its surrounding area.
- Read your letter to your estate agent colleagues who visited the other village.

Extension activity

- After reading both reports, the family are still having difficulty in deciding whether to move to Trottiscliffe or Wrotham. They have asked you to help them decide.
- Prepare a PowerPoint presentation providing reasons why the family should either live in Trottiscliffe or Wrotham.

Reflection on the enquiry

Learning teams follow a photo trail around the village to gain a structured but open experience of the village,

leading to a personal sense of place and community. The data collection for the enquiry uses a range of qualitative and quantitative methods, including taking digital photographs, use of a data-logger and a traffic management survey.

The opportunity to work in learning teams enabled individuals to develop their personal and social competences. Some students were able to develop aspects of self-awareness through adopting a role within the team based on their strengths, while others developed competences of self-management by being conscientious, being adaptable and by showing initiative. Other students were able to develop their social awareness by displaying empathy towards others in the group and by using their skills of organisational awareness. Finally, for some students, learning teams provided opportunities to use their social competences by displaying qualities of leadership, collaboration and teamwork.

The bi-polar emotion sheet (Figure 4) provides a structure for the learners to consider their feelings about the village and then to record them. This tool became invaluable in helping students to distinguish their own feelings about

the villages of Wrotham and Trottiscliffe from those of the four characters of the study. They could demonstrate that they could show empathy with the Floyd family and at the same time recognise their own feelings in the process of decision-making.

Questions for discussion

- How does the village make me feel?
- Compare your score with other members in your group. What differences do you notice?
- How do you think your feelings about the village differ from those of the family?

Once the learners have considered their feelings about the village, they are asked to discuss this with members of their learning team. This enables the learners' intra-personal and inter-personal intelligences to be exercised through the use of their personal and social competences. Discussion of this develops learners' social skills as well as allowing them to reflect on their own feelings in the light of their peers'

How does the village make you feel? My emotional response to the village								
Negative feelings	-3	-2	-1	0	+1	+2	+3	Positive feelings
Sad								Happy
Scared								Not scared
Uptight								Relaxed
Bored								Inspired
Confused								Clear-headed
Unsafe								Safe
Unknowing								Knowing
Unenthusiastic								Enthusiastic
Oppressed								Free
Non-plussed								Exhilarated
My score								

Figure 4: The bi-polar emotion recording sheet.

Member of the Family	What are their needs and interests?	What does the village have to offer them?	What is missing in the village?	Suitable or not?
Red Floyd				
Barbarella Floyd				
Tiger Lilly Floyd				
Lloyd Floyd				

Figure 5: A village survey of the needs and interests of the family.

responses. The self and peer reflection enables new meaning to be constructed via the negotiation in the learning team. This wider and deeper understanding of the village is then applied to the individual needs of the Floyd family and recorded on a table (Figure 5).

The structure of the enquiry framework, enabling students to be in touch with their feelings and harnessing the power of learning teams, improved the students' ability to form new geographical ideas and knowledge and their capacity to understand their learning.

A model to underpin future practice. How do I learn best?

To enhance the students' flow of learning a model to engage meta-learning utilising emotional intelligence was designed (Figure 6). It was constructed to help them focus on the study's enquiry process and to make them aware of how their emotions could maximise their learning potential. After the enquiry was explained, the students were asked to consider what their goal for the day would be. They were asked to consider the organisational skills necessary for collecting data and to share out the data collection tasks as a team.

The students were expected to use their interpersonal skills of negotiation, communication and empathy in identifying the strengths of each group member to collect the data. Before carrying out the tasks they were asked to share with each other what might be difficult and how they might feel in terms of their emotions. In other words, they were expected to be aware of their own potential emotions and those of each member in the group. They were asked to consider the choices that would be open to them if something did not go to plan. What would they do? How would this make them feel? How should they react in this situation? By anticipating how they might feel, we were asking them to become more self and socially aware. We believe this

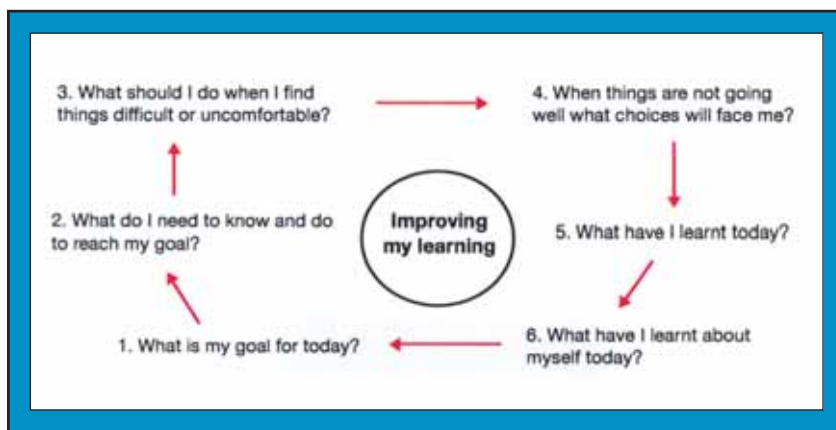


Figure 6: How do I learn best?

process benefited their flow of learning. By engaging the students' emotional intelligence with geographical enquiry the group's collaborative ability and group intelligence were maximised. The reflection on the enquiry and learning process appeared to develop a deeper understanding of

the study's aims and an awareness of how students learn best. The students' confidence level increased through the reflection and recording of what they had learnt about the study and themselves. In short, the model reinforces the initial idea that when you feel good you learn well. ■

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Using Fiction Competition: Winning entries

Two winners from the Berlie Doherty competition launched Autumn 2007 report on their use of fiction in the geography classroom.

Fact, fiction, poetry and pose

Jennie Walker, Holy Family Catholic High School, Goole

I have used a variety of a fiction and non-fiction books as starters and plenaries in geography lessons. I found that extracts from fiction books in lessons can be used effectively in a variety of contexts and for a range of year groups, such as describing the background to a country or area, introducing a different viewpoint for an already accepted stereotype, or creating atmosphere within a lesson when introducing a case study.

Poems are a very easy and accessible way of introducing literature to geography lessons, particularly as starter activities. Copies of poems can be distributed as students enter the classroom. At the beginning of the lesson instruct students to read through the poem and jot down what ideas they can gain about a topic based upon the poem. I have used *Maggie and Milly and Molly and May* by E.E. Cummings in this way to introduce coasts to year 8 students.

Alternatively poems can be used as homework activities. I have used *Jerusalem, from Milton* by William Blake with year 7 students as a homework activity after a lesson on stereotypical views of England. Students are asked a number of questions which are designed to encourage them to reflect upon how views of England have changed since the writing of *Jerusalem, from Milton*.

I have used extracts from fiction books in a similar way. *Captain Corelli's Mandolin* by Louis de

Bernières has an atmospheric description of what it is like to experience from an earthquake. When using this extract I ask students to close their eyes and imagine what it might be like to have been in the village that is completely destroyed by the earthquake. This has been used successfully both with year 9 and year 10 students.

The Good Women of China by Xinran Xue describes many different aspects of life for women in China, the most insightful of which is a description of rural poverty in the chapter entitled 'The Women of Shouting Hill'. I have used this chapter in a variety of ways and it is especially effective with A-level students as a DART activity. I ask students to read through an extract from the book and underline the different sources of evidence they can identify for demonstrating how the region described suffers from poverty. They are then asked to categorise the different pieces of evidence into social, economic and environmental factors. This activity helps them to understand the multi-dimensional nature of poverty.

I have also used extracts from non-fiction books to challenge the beliefs that some students have about an area or geographical concept. Paul Theroux's *Dark Star Safari* is an insightful description of a travel-writer's journey from Cairo to Cape Town. After discussing international aid with year 10 students I project an extract of the book onto a whiteboard so that the whole class is able to read it. An individual student then volunteers to lead the class in a discussion of the extract. Throughout his book Paul Theroux calls into question the effectiveness of donating aid to countries in Africa and presents a persuasive argument that aid is in fact having a detrimental effect on the continent and should be stopped. This provides a thought-provoking plenary session after a lesson on the different types of aid given to developing countries.

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Fiction or fact? Clive Cussler's Dark Watch

Simon Parry, The John Bentley School, Calne

The use of fiction in lessons can provide a different stimulus from the typical movie that we all like to use, such as *Dante's Peak* for Volcanic eruptions and *Twister* for Tornadoes. As well as the obvious cross-curricular links, fiction can inspire students' imagination and encourage them in their writing for project work.

One of the books that I use with my groups is Clive Cussler's *Dark Watch*. I have found that there is a particularly good description of a volcanic eruption which takes place in the volcanic islands off the Kamchatka Peninsula in the far east of Russia. As with all good action books, however, one natural disaster is never enough and there is also a good description of a tropical storm which occurs during the eruption. The action and disasters coincide nicely to get students' imaginations going overtime!

I have used sections from this book in several ways, firstly as a calming activity where the students have to close their eyes and listen to the story to get a feel for what happens in an eruption. We then discuss how the students would feel, what they would see etc.

The other way I have used it is with 'quick draw' where the students hear the story and have to draw little diagrams to help remember it. The students then have to try and recap the whole story from their drawings. There are also a number of other activities which I am considering using it for, such as for a stimulus in a group activity where students are given the text and have to draw out the causes of volcanoes, eruption characteristics and impacts. These could then be further researched and developed into presentations or poster work on volcanoes.

The text could also be used to encourage and develop students' creative writing where they could be tasked to write a story based around a hazard.

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My Places



Satoshi Kitamura looks back at the places that have shaped his life.

house. In the middle of the journey there was a Buddhist temple called Daienji. In 1972 there was a big fire that spread to a large area of Tokyo killing thousands of people. It is said that the fire started from the temple. Later the temple built a memorial of the fire. There were supposedly 500 stone slab carvings about 30 by 40 by 10 cm. Each had a relief image of one of those who died. They were all different, e.g. one was an old man with a bald head, another a young mother and baby. Although nobody knew whether they were accurate portraits of the people who died in the fire, they did look quite convincing. They were erected in rows

along the sloping ground like steps. There were so many of them. One afternoon on our way back from school we stopped there and my mother allowed me to walk among the stone slabs which I enjoyed very much. Then a monk came out of the temple and saw me walking along the stones. He scolded me and my mother because it was a sacred area and I shouldn't have gone in. It was a little careless of my mother to let me walk there; she was usually very respectful towards such things. I wonder if she still remembers the incident. It happened more than 45 years ago.

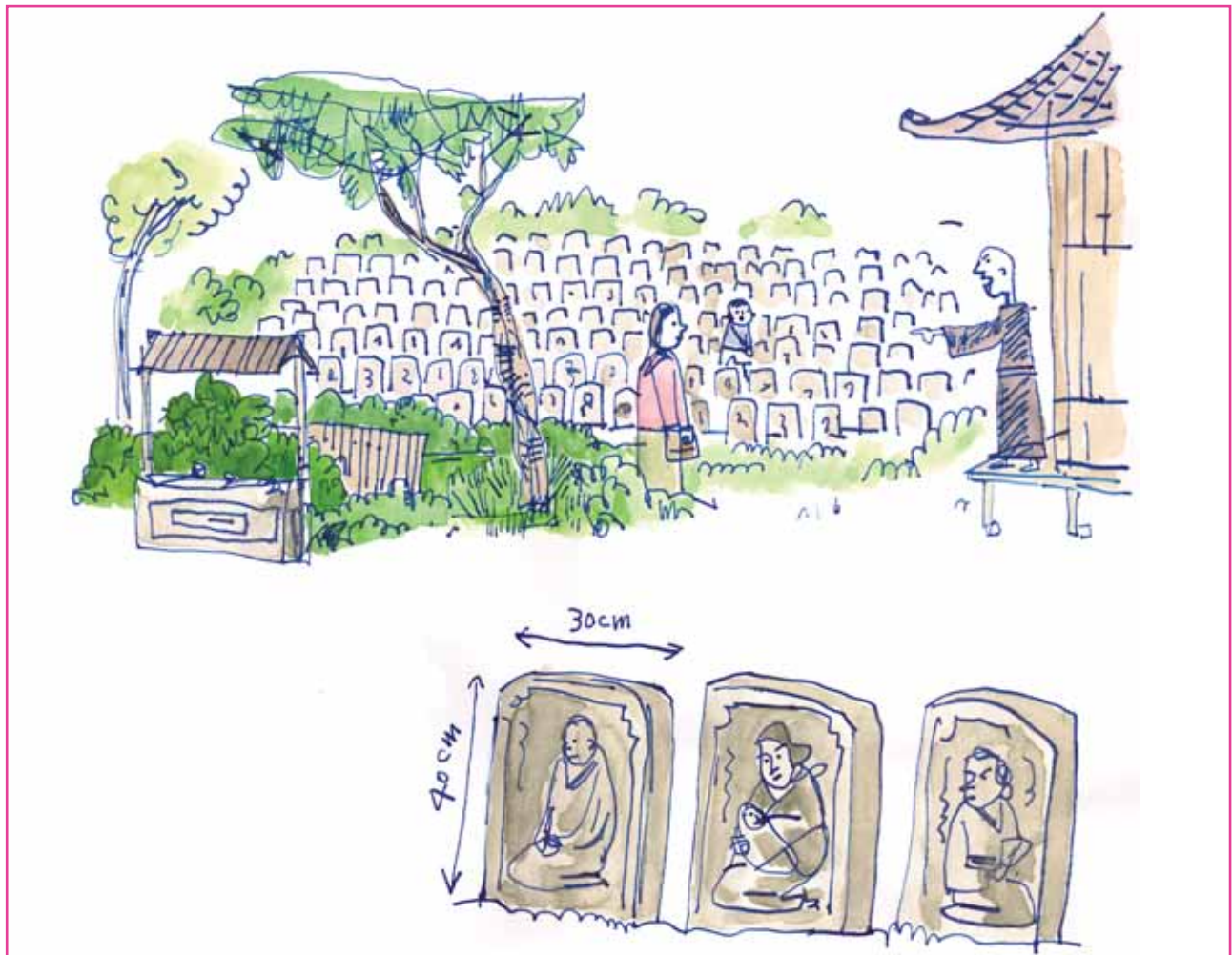
Tokyo has changed a great deal since. It's almost like a completely different city now. Most of the places I was familiar with from my childhood have been replaced by something else. My family don't live there any more and when I revisit the area I feel like a stranger. It's not the same place any more. Yet, the temple remains unchanged.

Which place has special childhood memories for you?

I was born and brought up in the borough of Meguro, which is quite near to the centre of Tokyo. Between the age of 4 and 6 I went to a kindergarten about 15 minutes walk away from our

In which place do you feel most 'at home'?

Strangely I've never felt completely at home anywhere. I have lived most of my life in Tokyo and London. I move between the two cities every three months or so. I feel 'at home' in both



places but at the same time 'in transit' too. It is great to know two completely different cities well. I sometimes I feel I belong to them both but at other times I'm a stranger to them both.

In which place have you felt ill at ease or uncomfortable?

'Ill at ease' may be too strong, but I felt a little uncomfortable in Prague. It was a beautiful city and very interesting but seemed to have become terribly touristy (how could I complain as I was a tourist!) But it had gone too far. Although I had a wonderful time there I was bothered by the noise and too many tourist attractions and cheap fast food shops.

Which place that you have visited has for you a 'tingle factor'?

The west coast of Ireland. Once I had a boat trip to and around Blasket Islands off Dingle Peninsular. I learnt that the islands were inhabited until the 1950s. Although they had a small population, the islanders left some distinguished music and literature. I heard of a story

that a shepherd heard a tune in the wind in one of the smaller islands in the Blaskets late one night and learnt to play it on the fiddle. Seamus Heaney wrote a poem called 'The Given Note' about the incident.

Which place that you have visited has given you most hope about the future?

Colombia in South America. I have visited the country twice. I was invited to attend a library event in Medellin in 2006 and to the Bogota Book Fair this year. I've never met people, both adults and children, who were so enthusiastic about books and libraries. There were so many good libraries in that country. There must be hope for the future in a country where people are so eager to learn.

Which place would you like to revisit?

Ireland of course, but also Mexico. During my recent visit to the country I made quite a few friends. They are interesting, lovely people and I simply want to see them more.

Which book, poem or song conveys to you a strong sense of place?

I love the music by Irish uilleann pipe player Liam O'Flynn. He has a CD called 'The Given Note' and also produced a CD with Seamus Heaney called 'The Poet and the Piper'. I don't think I have a single droplet of Irish blood in me but I sometimes become even 'nostalgic' listening to Irish music like O'Flynn's.

Which town or city have you most enjoyed being in?

Mexico City for the reason given in question 6 above. ■

Satoshi Kitamura has written and/or illustrated dozens of books for children. He was born and brought up in Tokyo and now lives in London. Recent publications by Satoshi Kitamura include: 'What's wrong with my hair?' and 'Pablo the Artist', both published by Anderson Press and 'The Young Inferno', (text by John Agard), published by Francis Lincoln.

New key stage 3 resources from the GA



Planning your key stage 3 geography curriculum is the first part of the suite of materials supporting you in developing your curriculum. Eleanor Rawling's accessible, practical book demonstrates how the task of reviewing and renewing your curriculum in order to inspire a new generation of young people while ensuring the good health and take up of geography in your school can be satisfying, exciting and at the same time quite easy to undertake. Available from February 2008.

At the heart of this support is the *KS3 Geography Teachers' Toolkit* – a set of themed resources each comprising a book and CD. The first three titles, available Spring/Summer 2008 are:

- *Moving Stories: Why is the population of the UK changing?*
- *Into Africa: How are our lives connected with Africa?*
- *British or European: Who do you think you are?*

Followed later in the year by:

- *A Thorny Issue: Should I buy a Valentine's rose?*
- *Look at it This Way: What are your views on landscapes?*
- *Water Works: Do we have equal rights to resources?*
- *Future Floods: How can geography make a difference?*
- *The Rise and Rise of China: Where does it go from here?*
- *The Day I Changed the World: What difference can we make to climate?*
- *Faster, Higher, Stronger: Is the Olympics the best way to regenerate East London?*



www.geographyshop.org.uk

Bradford Awards 2008

Three teachers describe why they felt they should be nominated for the Bradfords Award 2008.

Bradfords Award First Prize

I consider what we do at Torquay Girls' Grammar School as innovative. Here are some examples of what we have done in the last year.

About four years ago I approached the Eden Project in Cornwall to set up a piece of collaborative work. Paula Bradley-Smith and I then came up with the idea of being shipwrecked in the Mediterranean and washed up onto an island. Year 8 students were encouraged to look for short term survival resources and then in the longer term to find materials for settlement. This has changed slightly over the years to designing and making (a model of) a beach café along with a Mediterranean menu. This year we are combining with the Art department and changing the emphasis to students designing a game based on one of the biomes.

As we are a Humanities College we have a year 8 Humanities Week each May. For our department Nigel Coles devised some fieldwork for students on a fieldtrip to Dartmoor. Students are encouraged to look carefully at the landscape through a series of prompts and the day culminates with a decision-making exercise. This is based on deciding how to use the abandoned granite quarries at Hay Tor.

Another exciting and stimulating day for the students is the visit for year 10 students to a local organic farm. Students have a module on farming at GCSE (Edexcel B) and have to study commercial farming and look at alternatives like GM crops and organic methods. Students have an interactive day where they do soil testing, water testing, wind speed and direction. They also have the opportunity to look at the variety of crops grown, including those

grown in polytunnels, but as the guide is an expert in organic farming they also are able to discuss and debate the merits of this style of production. Nigel Coles devised this fieldwork.

Our school has hosted the South Devon GA branch since it began in September 2004 (the neighbouring Boys School also hosts some lectures). I am secretary of the branch. We have on average four lectures a year. (www.geography.org.uk/aboutus/branches/contactsprogrammes/southdevon).

Topics are geared largely towards the needs of A level students but some are also of interest to the local public, e.g. a recent one was about the designation of Torbay as a Geopark. Our next lecture is on postwar changes to Plymouth, which is very relevant to the school-run accompanying fieldwork held later in March. This fieldwork was devised by Nigel Coles.

In March this year some KS3 students from our school and our partnership secondary school took part in the BBC News School report. Two of the news items were about the new acquisition of crocodiles at Paignton Zoo and the other was about the new mangrove environment at Living Coasts. As this is a new idea for us only 26 students took part, 11 from our school and 15 from our partnership school, Torquay Community College. Students read the news on Radio Devon, and appeared on BBC Spotlight. The 15 minute film can be seen on the school's website www.tggs.torbay.sch.uk

Last October Nigel Coles set up a cultural exchange and fieldtrip to Losinj island in Croatia. While we were there we visited a herb garden, olive press, amphitheatre (in Pula) local mountain (students and staff climbed to the top!) and a dolphin sanctuary. Students also had a coastal walk and a visit to a nearby marina. The main purpose of the visit was to discuss the proposed development of this marina. This was done in the form of an Issues Analysis Exercise (module 6 A2 Edexcel B). Students gathered information each day and also had a workshop at Blue World which was the education centre

associated with the dolphin sanctuary. On the final day IAE style questions were put to the students and they had to present their findings and come up with a decision. The evaluation from students was very positive as they felt the experience had improved their decision-making skills ready for the January module. The A2 results March 2008 showed a dramatic rise in grades. In 2007 57% gained AB grades, with 76% gaining AB grades in 2008! The Croatian students return here in March. Much of their time will be taken up with field visits and they will also be accompanying year 12 on a fieldtrip to Plymouth to study urban geography.

In June 2006 we had a training day here at school for Operation Montserrat. Seven Torbay secondary schools, a partnership primary and a geography lecturer from Plymouth University took part. We then started to run this as an ignition exercise for our year 12s about to start Hazards. In January 2007 all of our year 9s took part in groups of 25 a time. We have continued this year, but our partnership secondary has also brought over years 9 and 11 to take part. It is very cross-curricular as students are divided into small groups and have to act in role. The teams are hurricane trackers (maths and science), volcano watchers, where they monitor rock falls and tremors (science and geography), evacuation team (geography and citizenship) and a media team who film the events and interview members of the teams. The scenario is that Montserrat is about to experience a volcanic eruption and a hurricane! Teams are sent information via a satellite and they have to react to it in a very time pressured way. The National Space Centre has set all of this up and the premise is that they are in the process of repairing a satellite so that it can be fed to the teams. Every five minutes the data is updated and each 5 minutes represents an hour in real time. It is done using video conferencing live to the Space Centre and a commander runs the proceedings.

The 'Mission' lasts about one and a half hours. At the end the commander asks for feedback and tells the students how many they have killed! One group this year killed 30 people when they tried to evacuate them away from the lava but ended up sending them on the coast road in the path of the hurricane. Their coach was then swept away by the stormy waves! The students' evaluation is always very positive, they learn new skills but also understand and have empathy for those experiencing the hazard as they have 'lived through it' too.

We have also put our new KS3 programme of study in place a year early and we have tried to make it reflect the new flexibility and also current affairs, e.g. globalisation where students are

given the choice of presentation, one student opened up a football and used the hexagons to write about labour conditions. We are also going to look at Middle East conflicts with year 9
Teresa Davison, Torquay Girls' Grammar School.

Bradfords Award Second Prize

The main basis for this proposal to be considered for the Bradfords Award is Bishop Justus Church of England School's innovation at the start of key stage 3 with a new transition module based on fieldwork in the school grounds. Up-take at GCSE has suffered we have come to believe through the lack of a real concept of geography on arrival in the school. To overcome this we are starting at the beginning again and establishing a real feel for geography in the hope that they will want to extend their learning beyond key stage 3.

The anticipation and excitement of the arrival of a fresh batch of Year 7 students is eagerly awaited by all... Will they be as good or bad as the last year? How quickly will they get used to school and departmental routines and how much will they enjoy learning geography? Staff passionate about the content and worth of geography await their eager faces. But what happens when a sea of blank faces look at you, uncertain about the learning journey that lies ahead, you can read it written all over their foreheads: 'What's geography?'. And as you delve deeper, comments like 'I didn't really do geography' or 'We only learnt about rivers' are much more common than expected. With two children of my own I am only too aware of the pressures on primary school teachers to deliver the test goods, squeezing out any hope of regular imaginative geographical learning beyond the token modules. Give Geography it's Place Campaign is much needed, if only to enable students of 11 to have a concept of geography prior to arriving at secondary school. Faced with this dilemma, in 2007 our department implemented a new transition unit. Our philosophy is to get the students active in their geographical learning, to employ fieldwork techniques and thinking skills, to build students' learning power through collaboration and team-work.

'So where do you think would be the best place to put a new picnic table and bench in the school grounds? No, no hands up... I don't want answers... at least not yet anyway.'

After the much needed Health and Safety discussion and sharing of a communally-created risk assessment, students leave the classroom in groups of five, at brief intervals, to avoid crushing in the corridor, armed with a digital thermo-anemometer, (try that

for good use of specialist geographical vocabulary!); compass, wind vane, clipboard with compulsory worksheet to log data, sketch on and record site observations in a 'thinking' box. Yes, we have just launched our Year 7s out into what we geographers have called for years 'the field'; more realistically the outside areas around the ellipse of the school (no corners as we are a new circular-shaped school).

Is the playground a good place to put a new bench? What about the grassy banks next to the drainage ditches which face north? What about the concreted area just outside student reception? Brainiac-style sparks start to fly almost as soon as students have left the classroom. You even start to recapture the excitement of learning for yourself. Students' questions flow and their brain cells whirr:

'Miss, look at our anemometer, the wind is much higher here, it's nearly 15km per hour. Why?'

'Why do you think it is? Do any of your team have ideas?'

Acting as facilitator, advisor and consultant is a new more intimate role for staff. At times we cannot help ourselves but drop gems of knowledge into our conversations, bringing out the old didactic role with a purpose, not just to quench a thirst for answers, but with the hope that it will whet the appetite for more investigation:

'Yes 15km per hour is high today in this area, but in a hurricane you could expect winds of up to 168km per hour. What do you think of that?'

'My aunty experienced a hurricane in Jamaica this summer and her neighbour's house blew down.'

And so the conversation develops into personal geographies shared with this student's group, a captive audience. Such moments cannot be written into a lesson plan and no longer need to be brushed aside in pursuit of the completion of a perfectly timed four-part lesson. These are the moments which can be cherished as a teacher interacting with small-groups, and which have been invaluable in enabling a good transition and in engaging our year 7s in geography within the first few weeks of secondary school. I know which human resource I will capitalize on when we learn about 'Wicked Weather'.

Back out of the cold, students reflect on how well they collaborated and what aspects could have been improved, Tales of anemometers needing a change of battery; students having to learn from their peers to be fair with the equipment; students finding that they have to listen as well as talk, all make for an effective learning journey at the start of the year. When the learning outcomes of two lessons, a mere two hours are considered, the

fruits of our innovation are clear. Students have not only learnt to use fieldwork equipment, collect primary data, collate information and come up with the best solution to a problem based on evidence, but the foundations of an enquiry-based problem-solving key stage 3 have been set through the development of collaboration and team-work skills. Knowing that student voice is highly important in evaluating our practice, on this occasion it could not have been louder:

'When can we go out again?'

'I liked using the anemometer, I've never used one before.'

Next time I'll keep a dictaphone handy.

Everyone has school grounds, and with a small investment in fieldwork equipment I think that this kind of project is possible for any department. All our SEN students including those in wheelchairs have participated in the fieldwork, enabling us to send out a strong message from the start, that geography values an inclusive community of students lost in their learning.

And what of the bench? Well, our visionary and generous management have allowed us to buy outside furniture for one of our most sheltered, sun-trapping areas of the school, the art terrace, ready for the new key stage 3 cross-curricular projects we are getting ready to deliver with Art. But that is another story for the future.

Ruth Ware, Bishop Justus Church of England School

Bradfords Award nominee

As shown by the need for an Action Plan for Geography, at Lady Manners School our numbers have also been in decline, particularly at GCSE. To further improve the learning and teaching in our classrooms, as a motivator for students, we have been evaluating other schemes of work in line with the Action Plan. The ESD unit developed from the GA CPD in Manchester was a great success and we hope to enrich all our schemes of work in a similar way following the key stage 3 Review. Captivating them early on should increase retention in later years. We are particularly keen to increase the involvement of outside agencies in our lessons and field trips and are also interested to use the Geography Ambassador scheme prior to GCSE options next year. We are also committed to developing our use of GIS at all key stages but particularly at key stage 5 given its presence in the new A-level specifications. As the use and understanding of GIS is still very much in its infancy it will be one of the main priorities in coming months.

Linda Scott, Lady Manners School



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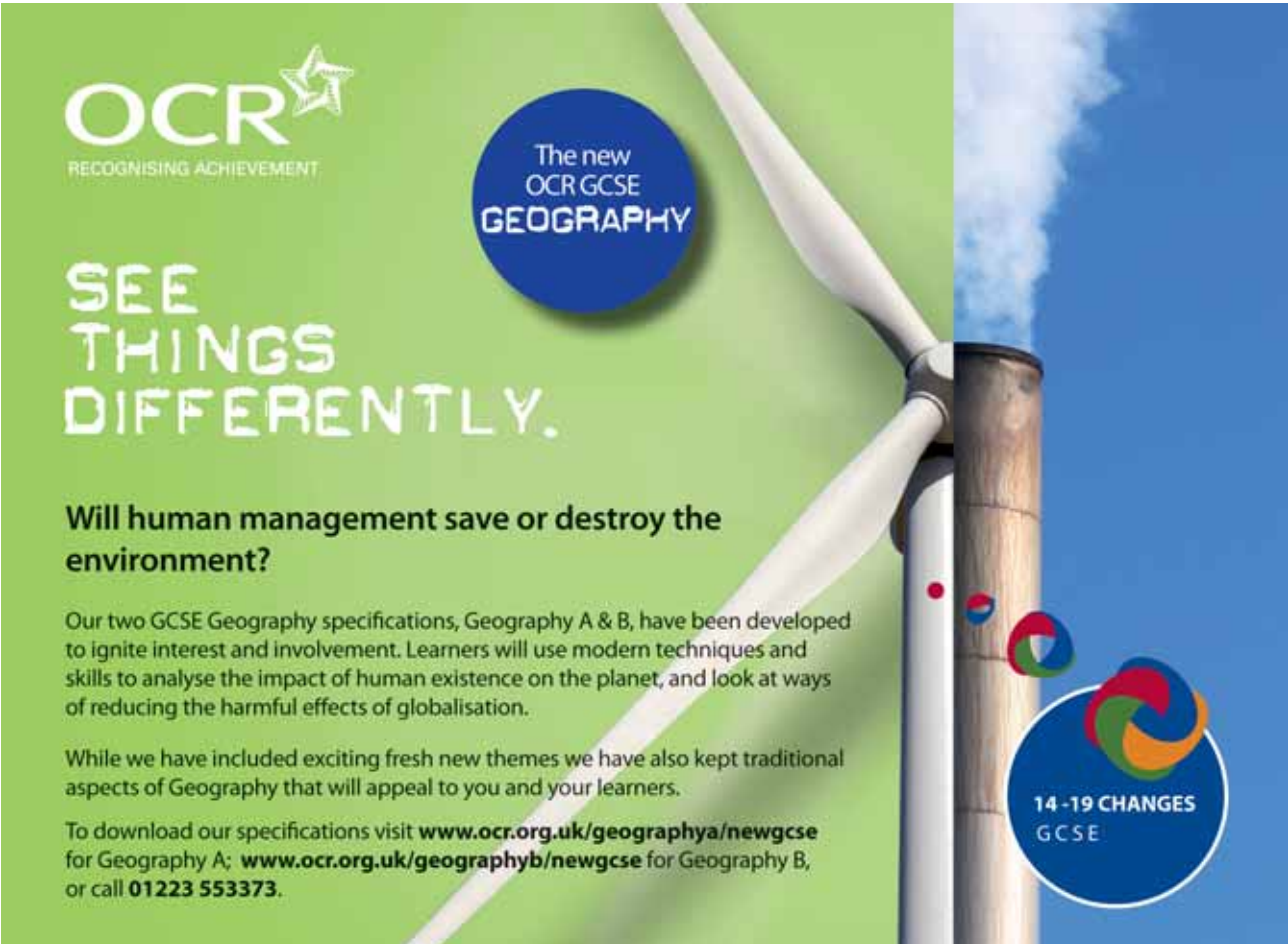
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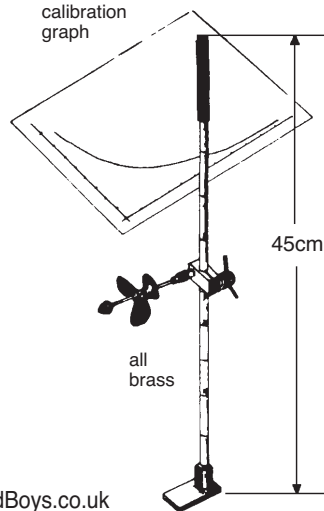
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