

# Editorial: New horizons

Melanie  
Norman,  
Editor

'New horizons' is the focus of this the third issue of *Teaching Geography* during our 40th year of publication. We explore the topic's many dimensions and interpretations. The wonderful cover image of sunset on the horizon in Antarctica conjures images from one of my holiday reads, *Endurance* by Alfred Lansing. This book follows Shackleton's incredible expedition to the Antarctic from the diaries of the men in his team. 2015 marks the centenary of the loss of their ship *Endurance*.

The fragility of both the Antarctic and Arctic environments is well documented. Both are under threat from exploitation of resources as well as the impact of human activity, which has been responsible for increasing emissions of CO<sub>2</sub> over the last 100 years. David Hicks' article suggests that as geography teachers we can encourage learners to 'see' factors that influence climate change at all levels and inspire thought and action to create a cleaner, healthier and safer low carbon future or 'new futures horizon'.

Sylvia Knight and Neil Adger analyse the IPCC report which comments that it is extremely likely that human activities caused more than half of the observed increase in global mean surface temperature from 1951–2010. Sylvia and Neil report that there are a number of ways of addressing the problem but no single option is sufficient in itself. Getting students to 'see' climate change as suggested by David, is a good starting point.

The outcome of the May 2015 UK General Election is analysed by Danny Dorling and Ben Henning who offer fascinating insights and perspectives on voting patterns that are hidden from view in our 'first past the post' electoral system. Their analysis encapsulates 'new horizons' for many people living in the UK and they state that geography matters more than ever when it comes to politics in the UK.

Another 'new horizon' for teachers and students is the GCSE exam and teachers will find Bob Digby's summary extremely helpful when deciding which GCSE specification to choose.

Janet Hutson's article on 'Soil sense' is another aspect of 'new horizons'. Those of you searching for ideas for teaching soils at key stage 3 will find Janet's article very helpful. Yet another 'new horizon' for some of you is GIS. Raphael Heath's

article encourages readers to embrace the opportunities GIS offers as he assures us it's not as difficult as it might seem.

Simon Renshaw, Simon Wall and Rob Manger discuss examples drawn from their respective departments with regard to the 'new horizon' of assessment without levels and give readers some suggestions that have proved successful in their schools.

I am pleased that the final edition of our celebratory 40th year of publication includes Indra Persaud's contribution based on her article first published in *Geography* in 2011 tracing the editorial content of *Teaching Geography* over the last 35 years. Indra identifies how this journal has always striven to maintain the integrity of school geography. Geography teachers are the 'expert professionals', not 'technicians delivering content'.

Other articles in this edition herald the 'Year of Fieldwork', which *Teaching Geography* is proud to support. John Snelling reminds readers to include fieldwork experience on their CV and Victoria Cook looks back at old issues of *Teaching Geography* with a fieldwork theme; subsequent issues this academic year will include articles about fieldwork.

Finally, in the last issue we printed a map to accompany Emma Rawlings Smith's (2015) article which upset some of our readers as the term Arabian Gulf was used on the map rather than their preference for Persian Gulf. There is no intention to offend readers but with our subject we are aware that place names and names of geographical features do vary significantly across cultures.



Mel Norman at Holywell, Eastbourne. Photo: Tony Norman.

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*The Editor introduces the focus of this issue of Teaching Geography, 'New horizons'.*

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## References

- Lansing, A. (2000) *Endurance*. London: Orion Books Ltd.  
Persaud, I. (2011) 'The daring discourses of Teaching Geography?' *Geography*, 96, 3, pp. 137–142.  
Rawlings Smith, E. (2015) 'How can we better represent the Middle East?' 40, 2, pp. 72–75.