

Editorial

Melanie
Norman,
Editor

The Blue Marble photograph, taken in 1972 by the crew of the Apollo 17 spacecraft, is our spectacular cover image for this issue. It has been selected from Stephen Scoffham's article 'Celebrating Geography' which is the theme chosen by Stephen for his year as President of the Geographical Association. Stephen suggests this image, along with Earthrise (p.60), 'capture the extraordinary fragility, isolation and incontestable beauty of the planet we inhabit'.

There is indeed much to celebrate. The GA has recently concluded another very successful Annual Conference in Manchester which once again demonstrates the strength of our professional subject association.

Articles in this issue celebrate aspects of geography and geography teaching. Grace and Nicola celebrate the success of their project with A level students where the role of GIS in everyday life was brought home to them 'making GIS relevant to both students' lives and their geographical studies'.

The article by Lee and Colin outlines an engaging way of using mobile technologies during fieldwork with PGCE students. The article may suggest to readers how this sort of application can be used with school students and I expect those PGCE students involved with the activity will want to engage with mobile technologies when running their own fieldwork activities in the future.

Another cause for celebration is the inclusion of the article by Masters student Alex who describes locational knowledge activities undertaken with students in year 9 and year 10 whilst on school placement. Alex completed his PGCE three years ago. Members of the *Teaching Geography* Editorial Board would like to encourage further articles from readers in their PGCE/NQT and early career years. Please do get in touch!

Kit's article suggests free resources available on the internet that can be used to support teaching about the changing nature of climate and energy. This insight into what Kit calls 'climate services' will help teachers to discover a range of resources which may be new to *Teaching Geography* readers. Sylvia's article also introduces readers to a number of freely available teaching resources to support teaching about climate change at both GCSE and A level. She also asks whether 1610 marks the beginning of the Anthropocene? This question could lead to some good classroom debate.

Sue and Ashleigh describe how they have planned for progression at key stage 3 to ensure that students are prepared for the demands of the A level specifications introduced in 2016. Their scheme of work builds upon the work of their department in preparing students for the non-examined assessment and may help others planning to embed enquiry skills into the geography curriculum from an early stage.

This issue sees the start of a new feature 'Raising Issues'. Rosie Gillman makes the first contribution to this occasional series raising questions about population growth. The series is intended to raise debate and discussion and responses from readers are welcomed (see p.51). If you have an issue that you would like to air, please do send in an article with a view to publication.

Another of our occasional series 'From the archive' is represented in this issue by Lucy who reviews articles taken from as far back as the 1970s, where music has been used to enhance student perceptions about place in particular, but she notes other aspects of geographical thinking that can be encouraged through the use of music.

Although there is much to celebrate, we also need to be aware of the issues surrounding climate change and long-term sustainability 'to treasure and care for the planet on which we live' (Scoffham p.61). Geography teachers have been teaching about sustainability issues for decades but it has only recently become headline news with the actions taken by school children around the globe. Verity Jones' article discusses the possibilities of supporting 'behaviour change at a local level to build global understandings and young people's agency for long-term sustainable stewardship' and wonders if a shift from eating meat to eating insects is really a possibility.

Recent increases in students studying geography to exam level has been seen as a cause for celebration but the downside is that there is a shortage of specialist geography teachers in schools. Christine outlines a DfE initiative to offer PE students a PGCE with an EBacc subject in an attempt to alleviate this problem. She wonders if this scheme 'offers a small, positive step towards managing the looming staffing crisis and loss of specialist classroom teachers'. It would be good to have readers' responses to this concern. In fact I hope this editorial will encourage many readers to become involved with *Teaching Geography* either by writing an article or responding to issues raised.

*The Editor introduces
this issue of Teaching
Geography.*



Editor Dr Mel Norman on the South Downs near Beachy Head. **Photo:** Tony Norman.