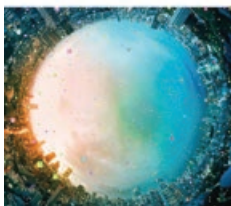


Reviews of new  
geography resources.



# Review

## BOOK

**Hyper-Socialised: How Teachers Enact the Geography Curriculum in Late Capitalism**  
David Mitchell | ISBN: 9781138339101  
Hardback: £84.00 Paperback: £29.99 eBook: £19.49

This book is a welcome addition to the burgeoning literature into the nature of the geography curriculum, following on from a number of texts exploring similar themes over the past decade. The book is a scholarly piece, drawing from David Mitchell's extensive doctoral research and as such contains a multitude of well cited references that will be a welcome source of material for many years to come.

The book is in two main sections. The first is a more theoretical section unpicking some key ideas. The main one of these which underpins the book is that of 'curriculum making', which will be familiar to readers of *Teaching Geography*. Mitchell explores this model over historic timescales, looking at how the relationship between geographical knowledge, students, and teachers has changed over time. This is where he introduces the notion of 'late capitalism', the modern time when accountability, teaching to the test, and a relentless focus on measurable indicators has created a pressure for teachers and schools to 'perform'. This can have profound implications for geography teachers in schools.

Mitchell goes on to explore this in the second section of the book. Here he illustrates four

schools, each with their own individual pressures, and each with their own take on the nature of the geography curriculum. Teachers may well recognise themselves and their departments in these descriptions. From the charismatic head of department who seems to defy whole school policy, to those teachers who feel burdened by powers from above, each school has a unique relationship between geographical knowledge, students and the choices teachers make. The students in these schools experience geography in different ways. The final part of the book relates the vignettes of the departments back to the notion of the pressures of late capitalism on teachers' work.

The publication is clearly very timely, appearing as the perceived 'knowledge turn' in education is being felt more widely in schools and when teachers seem to be under a huge amount of pressure from a variety of sources. This book helps teachers to clarify their role as curriculum makers, balancing the needs of the student experience with geography as a school subject and the choices teachers make. The book shows how significant the role of the geography teacher is in helping students to understand the complex world and will be of interest and use to geography teacher educators, geography teachers, heads of department and school leaders.

*Reviewer: Richard Bustin is Head of Geography at Lancing College and is a member of the Teaching Geography Editorial Board.*