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Cover image: Students taking part in fieldwork with the Desert Outdoor Learning Centre, Oman
Photo: Oman Outward Bound

The Geographical Association is the leading subject association for all teachers of geography. Our charitable mission is to further geographical knowledge and understanding through education. Our journals, publications, professional events, website and local and online networks support teachers and share their ideas and practice. The GA represents the views of geography teachers and plays a leading role in public debate relating to geography and education.

To advertise in GA Magazine, please contact Lucy Oxley (loxley@geography.org.uk).

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GA news

125 years of the Geographical Association

Did you know that 2018 marks the GA’s 125th anniversary? Since it was formed by five geographers in 1893 to share ideas and learn from each other, the GA has pursued its mission ‘to further geographical knowledge and understanding through education’ on behalf of all teachers of geography.

Throughout 2018, we hope to celebrate the work of the GA and to showcase the achievements of young people, teachers and GA members. It’s equally important that we look towards the future of the subject in schools and build on a century and a quarter of geography education expertise.

Do you have creative ideas for celebrating this landmark year? Perhaps you’re going to organise something in your local Branch or school? We’d love to find out what you are doing. If you have suggestions for ways the GA should celebrate in 2018, send them to info@geography.org.uk

GA President 2017–18

On 1 September 2017 Nick Lapthorn began his year as GA President. Nick has worked for Field Studies Council (FSC) since 1996, initially as a tutor and then as a Head of Centre. He is now based at FSC Nettlecombe Court in Somerset. During his time with FSC he has been directly involved in enabling fieldwork opportunities for well over 100,000 young people and has seen the benefits that direct experience of geography as a living subject can bring. To reflect this, Nick has chosen ‘Real World Geography’ as the theme for his Presidential year (see page 9).

Nick has been an active member of the GA’s ‘Fieldwork’ group since 2000. During this time he has acted as member, Secretary and Chair from 2010–16. He was also GA’s ‘Fieldwork’ group since 2000. During this time he has acted as member, Secretary and Chair from 2010–16. He was also Vice Chair of Education Group from 2012–14 and Chair from 2016–17. Nick has contributed to a number of GA publications, and is a regular presenter at GA Conference and more widely, promoting fieldwork and the GA. He established the @geogfieldwork Twitter account which now has well over 3,500 followers in the UK and overseas.

Forty years on

In the run up to the GA’s 125th anniversary, Sheila Jones, a former GA President, reflects on how the Association has changed since she made her Presidential Address in 1976.

Within the Association organisational changes have led to a more vibrant and supportive organisation. I was one of the last Presidents to evolve undemocratically although I was the first woman schoolteacher in the role. Today teachers’ representation is the norm.

The Conference is now big business! Until the end of the 20th century it was free and for most attendees, like me, there were no attendance grants. At that time it was held at LSE, normally at New Year but was driven out of London by increased costs and replaced by the Spring Conference which had traditionally been at different locations around the country, such as Bristol, Liverpool and Swansea. It is when I look at the publications, courses and support work that the greatest difference appears. What would I have given to have had so much IT information available! I well remember the battle to get Teaching Geography introduced, plotting in the LSE Refectory and then the revolutionary meeting in the LSE lecture theatre led by John Bale. Rex Beddis, as Publications Officer had to fight hard for every new plan.

It is obvious that change must take place and my only reservation is that some of the camaraderie of the smaller organisation may have been lost. Some of my happiest memories included some great innovators and progressive geographers who became lifelong friends such as Rex Walford and Richard Daugherty. I was also able to enjoy hearing some of the academics of that time who supported school geography like Michael Clark of Southampton, Denys Brunsden and Doreen Massey who is sorely missed.

Get involved

GA Governing Body posts

The GA is a registered charity and a company limited by guarantee run by a Governing Body of fourteen people who are Trustees of the charity and Directors of the limited company.

Is being a member of the Governing Body a way for you to contribute to the GA’s charitable mission of furthering geographical knowledge and understanding through education? Nominations are being invited for three elected Governing Body posts which are available from 1 September 2018. These are:

• Junior Vice President (JVP) 2018–19 (one post), to be Senior Vice President (SVP) 2019–20, President 2020–21, Past President 2021–22. This post holder will be expected to chair the GA’s Education Group meetings in their SVP year and to chair Governing Body meetings in their year as GA President. The President has a number of additional responsibilities including chairing the Conference Planning Board, setting its theme and delivering the Presidential Lecture.
• Elected Member, 2018–21 (one post), for an initial three year term with eligibility to stand for election for a further three years. We would particularly welcome nominations from those with practical experience in school settings.
• Named Trustee, 2018-21 (one post), for an initial six year term with eligibility to stand for election for a further three years.

Nominees for all posts will be required to demonstrate that they have considerable experience of the GA either through previously being a member of the Governing Body or through holding other significant posts within the Association.

The closing date for receipt of nominations, either by post or email, is midday on Thursday 2 November 2017.

For further details, including the nomination form, go to www.geography.org.uk
GA news

Marcia Foley

The Geographical Association was deeply saddened to learn of the passing of Marcia Foley on 17 June 2017. Marcia was a formidable force of nature in the geography world, wise and always enthusiastic about new developments in the subject. Her loss will be keenly felt. Many of us who had the opportunity to work alongside her feel privileged to have done so and have benefitted from her extensive knowledge, common sense and passion for geography and sustainability.

Marcia taught for many years, first in Cornwall and then later in Pembury, Kent where she settled with her husband Mike. After a successful career in teaching she moved into the Kent Advisory teaching service, specialising in advising teachers of geography in primary schools. Marcia drew on her extensive teaching expertise to encourage other teachers in the development of the geography curriculum. It was then a natural step to co-author The Really Practical Guide to Primary School Geography which is still being used throughout Europe today. She joined Ofsted when it was created and her approach to the inspections is shown by this tribute from Mike Dowden, her lead inspector at the time:

‘As Kent’s geography adviser, she was highly respected by teachers in both primary and secondary sectors for her knowledge and expertise in her subject and her ability to convey this in a sensitive and supportive way. Working with Marcia in Ofsted inspections showed me how well teachers, not greatly welcoming the experience, were able to work with Marcia. She was always sensitive and humane.

Marcia’s quiet modesty endeared her to her colleagues … She was very much liked and respected by all who worked with her.’

Marcia was a long standing member of the GA and the final stage of her career was when she helped to develop the Primary Geography Quality Mark. She was a member of the National Moderation team, scrutinising submissions and visiting schools to determine what level should be awarded. She was always someone to rely on with a difficult case to grade or visit!

Marcia has left a legacy of wisdom and common sense to the geography community and we will miss her for her quiet dedication and wonderfully supportive friendship.

Mike Foley, Paula Owens, Steve Rawlinson

Places are amazing – Malham

John Tomlinson, a GA member since 1964, tells us about a project to develop a new visitor centre at Malham.

Places are amazing. They provide us with so many memories. Throughout my career in education I took many groups of all ages to Malham. Everyone was captivated by the landscape of the dale. I am lucky that later in my career I was able to live within a short distance of this exciting area.

The village is a very welcoming place and in spite of what people may think has undergone changes. As you enter the village one of the first buildings you see is the Methodist Chapel. It has served the people of the area for over 100 years. The Skipton and Grassington Methodist Circuit has agreed to help the local community to keep the building open and to enable it to go on serving the area and welcoming the many thousands of visitors that come to Malham every year. The project includes a significant refurbishment of this small rural church to make it into a space that can be accessed by visitors.

The vision for a new type of space within the chapel has resulted from consultation and conversations both within the church and with interested parties in the local community.

- The main feature of the refurbished building will be the floor – a ‘muddy-boot friendly’ visual representation of the Dale.
- By introducing clear glass windows and entrance, the ‘inside’ space and the ‘outside’ natural world are linked, at the same time inviting visitors to ‘come and see’.
- There will be significant opportunities for learning, not least with the school/student and walking groups meeting in or basing themselves for the day in the Chapel for their visit to the Dale.
- The hospitality, particularly in wet weather, will serve our visitors and our partners in the village.

The Yorkshire Dales National Park and the Field Study Centre at Malham are supporting this project and you can find out more about this exciting plan by contacting: friendsofmalhamchapel@aol.co.uk

Revd Peter Bedford, the chair of the Development Group says: ‘Malhamdale featured in the Autumn 2016 edition of [the GA] magazine, which shows how important a place it is for educational as well as recreational visits – for a day or longer. Part of the vision for the chapel is to contribute towards the facilities school and other groups can use to enable and enhance the quality and comfort of their visit... For us it is exciting. For you we hope it will be a useful additional tool in your work.’
Branches

The network of GA Branches continues to provide valuable support for students and teachers. Here is a summary of some of the Branch activities and programmes. Full lists can be found on the Branch pages of the website.

Oxford
Eleven teachers attended a very good day on ‘bushcraft’ geography and outdoor learning day for ks1 and ks2 teachers’ in Islip on 4 May. Gyles Morris of Naturebase Education led the delegates through a wide variety of focused activities to enable them to gain ideas and skills, and practice these for use in their schools. Contact: Paul Baker bakerpabs@gmail.com

Berkhamsted
On 11 October, Alice Griffiths will talk about ‘Changing places: investigating change in the Chilterns and America’s Rust Belt, employing new geography at A Level’. The next lecture in the programme will be on 22 February and will be Dr. David Thornalley talking on ‘The Day After Tomorrow, Yesterday? Climate Change and the Great Ocean Conveyor’. All events are free to attend. Contact: Alison Murray AMurray@berkhamstedschool.org

Hampshire
The 2017-18 programme will include lectures by Professor Iain Stewart on seismic hazards in Istanbul, Professor Richard Philips on changing places, Dr Elizabeth Day on seismic research and Dr Sylvia Day on weather, carbon and climate change. Contact: Paul Douglas P.douglas@cromptonhouse.org

North London
On 4 October, Dr Clare Brooks will be building on her article from Geography (Vol 102, Part 1, Spring 2017) on ‘Pedagogy and identity in initial teacher education: developing a professional compass’. Her talk will investigate professionalism and identity in geography teaching in ‘this day and age’. Contact: Ali Murray info@nlgeography.com

Sheffield
The programme begins on 3 October with a lecture from Kevin Dixon on ‘Going underground – the re-mapping of Gaping Gill’. Join Kevin as he talks of his four-year expedition to re-map the Gaping Gill cave system beneath the Yorkshire Dales detailing the technology, his discoveries and the results. On 28 October Darren Axe will give a talk on ‘Treading lightly: exploring the mountains of Europe by train, boot and snowshoe’. Darren’s talk critically assesses our place in upland landscapes and includes stunning photography throughout. On 7 November Alan Kinder will talk about ‘Global cities in the 21st century’ and will examine contemporary urban themes: the distinctive nature of ‘world’ cities within the global economy and society; the changing distribution of large urban centres; the processes at work in the world’s largest cities and the ways in which these issues relate to A Level studies in geography. The Worldwide Quiz will take place on 16 November at King Edward VII School. Professor Jamie Woodward will give a lecture on 23 November on ‘From Green Sahara to desert river: 6000 years of living with a shrinking Nile’. In the last 6000 years the Nile Valley has undergone profound change. This talk maps to the A level specifications including desert landscapes, climate change, flooding, the water cycle and water security. Contact: Juanita Shepherd juanitashepherd@blueyonder.co.uk

York
The programme for 2017-18 includes a lecture on 4 October 2017 from Dr Kate Pangbourne, University Academic Fellow — Smart Travel Behaviour at the Institute for Transport Studies, University of Leeds on ‘Will we still need traffic lights? Some possible implications of self-driving vehicles’. On 15 November Sue Cunningham, photographer and adventurer, will give a talk on ‘The Heart of Brazil: resilience’. On 18 January 2018 Professor Philip Steinberg, University of Durham will give a lecture on ‘Governing the Global Commons’. Angela Mae Minas, Tyndall Centre for Climate Change Research, University of Manchester will talk about ‘Climate change and development’ in a joint RGS lecture on 8 February. There will be a Sixth Form Conference on Thursday 22 March, which will include an overview of assessment objectives and exam techniques for the AQA exams. Contact: Liz Brown liz.brown@boothamschool.com

Isle of Thanet
The programme begins with Dr Simon Charlesworth talking about ‘The world of lavender’ on 4 October and a visit led by Chris Talbot on 6 October to the Dover Western Docks Revival Project. On 6 November Dr Rebecca Kent will talk about ‘Aliens in the Indian forests’ and there will be a visit to Ramsgate Royal Harbour, on 10 January led by Robert Brown. Contact: Clare Lukehurst clare.lukehurst@green-ways.eclipse.co.uk

Teachers attending a ‘bushcraft’ geography day

Nottingham University who talked about ‘Globalisation and localisation – countertendencies in the food system’. The case study on potatoes and crisp manufacturing by large scale producers such as Walkers and local producers gave a good insight into the role of globalisation and localisation in food supply chains.

On 9 March Professor David Petley from the University of Sheffield spoke again to the branch, this time on landslides in mountainous areas throughout the world. His talk was illustrated with some brilliant photographs depicting the landscape before and after these catastrophic natural hazards, and he pointed out that some of the processes involved are still not fully understood and would give opportunities for research in the future.

Attendance was good and the average size of the audience was around 60 most of whom were sixth form students and their teachers together with members of Guildford’s Environmental Forum. Contact: Richard Seymour seymour@talk21.com

Manchester
The 2017–18 programme will include lectures by Professor Iain Stewart on seismic hazards in Istanbul, Professor Richard Philips on changing places, Dr Elizabeth Day on seismic research and Dr Sylvia Day on weather, carbon and climate change. Contact: Paul Douglas P.douglas@cromptonhouse.org

Blackpool
Meetings planned for the autumn include a talk on 2 October by Ian Packham, adventurer, lecturer, and writer on ‘Around Africa by public transport – an account of a 13 months, 25,000 miles, 31 nations journey around Africa’. On 6 November Alan Crosby, Editor of ‘The Local and the Great Ocean Conveyor’. All events are free to attend. Contact: Alison Murray AMurray@berkhamstedschool.org

Guildford
Highlights from the year include a lecture at the end of January from Dr Carol Morris, Associate Professor in Geography from Nottingham University who talked about ‘Globalisation and localisation – countertendencies in the food system’. The case study on potatoes and crisp manufacturing by large scale producers such as Walkers and local producers gave a good insight into the role of globalisation and localisation in food supply chains.

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GA membership offers you support, guidance and expert advice for teaching geography. Your membership of the GA helps give geography a voice. Together we have real influence with key partners and government on matters that affect teachers of geography. The GA welcomes support from any individual or organisation sharing our enthusiasm for furthering knowledge and understanding of geography through education.

Offers and discounts
Members can get significant discounts on GA CPD events and GA Annual Conference (see pages 10–13). The 2017-18 resource catalogues are included with this magazine. Alongside GA publications, products for sale at a discount to members include fieldwork equipment, atlases, textbooks and DVDs and more from external publishers and suppliers such as the Ordnance Survey, Field Studies Council, Páramo and many more.

Journals
The journals are packed with practical teaching ideas and professional advice. The autumn issues will be with subscribers by mid October. Details of the contents of the autumn issues are available on page 29. You can also access issues of each journal back to 2004 on the website and Teaching Geography back to 1901 through JSTOR.

Geography Quality Marks
GA membership means you are eligible to apply for the Primary Geography Quality Mark (see pages 19–20) or the Secondary Geography Quality Mark (see page 21). This process helps to raise the standards of geography in school, supporting the teaching of quality geography and promoting departmental leadership and management.

Funding and awards
GA Rex Walford Geography Student Teacher Award
To honour the contribution made by the late Rex Walford to initial teacher education (ITE) in geography, the GA makes an annual award that recognises inspirational and innovative practice in primary or secondary geography ITE. The nominee should have just completed, or be on course to complete, primary or secondary ITE or be in their NQT year.

Nominations, made by the tutor from the accrediting ITE provider or the school geography/ITE mentor, must be submitted by 31 October 2017 evidencing work undertaken in the preceding academic year. More information and nomination forms are available from www.geography.org.uk/getinvolved

Have your say!
Being a GA member means being part of a community of practice. It gives you opportunities to network via GA Branches, GA committees and special interest groups, write for the journals or present your ideas at Annual Conference and by electing members of the Governing Body. Go to www.geography.org.uk/get-involved for more details.

Online resources
Many of the online teaching resources, plus research papers and online CPD are only available to members. Log in to the website to access these.

Competitions
GA membership gives your school access to UK competitions such as the Physical Geography Photo Competition, WorldWise and international competitions such as iGeo (see page 17).

Funding for geography field trips
Expand your fieldwork provision by applying for the annual Frederick Soddy Awards. Every year a total of £2500 is made available to primary and secondary schools for field trips, split into individual awards of between £250 and £850 each. The closing date for submissions is 18 January 2018.
Find out more at www.geography.org.uk/resources/fieldwork/fieldworkfunding.
Development work on the new website is nearing completion and the GA is close to launching it. We have tried to keep things simple and streamlined, to make it easy for you to access favourite sections and items and to find your way to new and updated content.

The new content includes:

- brand new sections on primary and secondary subject leadership including establishing a vision, self-evaluation, action planning and more.
- a fully reworked and updated ITE area with extensively cross-referenced support for teacher trainers and mentors, and for trainees.
- revised and updated online CPD courses.
- new GIS content, including planning for and with GIS, its place in GCSE and A level courses, using GIS in fieldwork and more.

This page shows a selection of screens from the new GA website. We look forward to hearing your reactions to the new look and structure of the site.
Ofsted’s new view of the curriculum

In the summer issue, we noted how the new Chief Inspector for schools Amanda Spielman had begun setting a new tone for Ofsted inspection in England. In her speech to the 2017 Festival of Education held at Wellington College in June, Ms. Spielman made a number of statements we suspect many GA members will support wholeheartedly. She:

- asked ‘what is the body of knowledge that we want to give to young people?’ and described the curriculum as the ‘real meat of what is taught in our schools and colleges’
- condemned reductions to key stage 3 as prematurely cutting off the opportunity to study subjects (such as geography)
- acknowledged that the objectives of education are broad and deep and criticised the view that schooling is no more than preparation for employment as ‘rather wretched’.

All of which chimes rather nicely with things the GA has been arguing for quite some time! For example, in our recent response to a call for evidence from the Commons Education Committee on The purpose and quality of education in England, the GA argued against the misconception that school subjects like geography are accidental, anachronistic or inert bodies of knowledge with limited ‘relevance’ in the 21st century. We suggested instead that subjects are the most reliable means we have for enabling young people to build their understanding of, and relationship with, the subjects are the most reliable means we have for enabling young people to build their understanding of, and relationship with, the world. They are essential for taking young people beyond what they already know and this is a fundamental part of what it means to become an educated citizen in society.

For organisations such as the GA, the school curriculum is therefore of utmost importance. Its structure and content must do far more than facilitate success in tests and examinations, important though this is for life chances, further study and employment. Instead, the curriculum must enable children and young people to think independently and systematically, to discern the reliability of knowledge and argument and to learn how to make their own choices about how to live.

The Quality Mark framework recognises good pupil attainment, progress and achievement over time in areas such as geographical knowledge, understanding, values, skills and concepts, and sets expectations about the quality of teaching in geography. The PGQM is available at bronze, silver and gold levels. The SGQM Centre of Excellence award recognises departments that provide significant geography outreach support for teachers and departments in other schools.

See pages 19-20 for school experiences on achieving the Quality Marks.

Geography’s contribution

Geography has a valuable and distinctive contribution to make to these broad purposes. As the GA’s Manifesto for geography (GA 2009) makes clear, part of the power of geography is to satisfy and nourish the connection with and curiosity about the world experienced by every human being. In a recent Teaching Geography article, Alan Kinder used this ambition to propose a number of underpinning themes for a powerful geography curriculum. These included: the physical variety of the surface of the Earth; the range and variety of human societies across the world; human welfare, development and globalisation; students’ identities; and human-environmental interaction (through profound new realities such as the emergence of the Anthropocene).

He also challenged readers of that article to reflect on the power of the subject and the contents of their own curriculum.

Curriculum survey

It seems as though the new Chief Inspector understands the power and significance of subjects within the curriculum and that she wants inspectors to look beyond the data, by gathering evidence of the links between curriculum structures, curriculum content, teaching and student outcomes. During 2017-18, inspectors will be gathering evidence for a major national survey on the curriculum in maintained schools and academies. The core purposes of the survey are to:

- influence wider thinking on the role and importance of the curriculum in education
- inform inspection policy and future framework development
- inform policy making in the Department for Education.

Through meetings and communications over the summer, the GA has already input a good deal of evidence to this research exercise. We have shared many of our curriculum materials and frameworks, such as those contained within the Manifesto for geography; the GA’s Assessment and progression framework for geography and our Primary and Secondary Geography Quality Mark frameworks. This evidence has helped the Ofsted research team understand the purpose and scope of geography as a school subject, as well as what we mean by high quality in terms of curriculum, teaching, subject leadership and student outcomes in geography. This may therefore be the ideal time to draw the attention of your head teacher to some of the GA’s materials on curriculum (see Further reading). We also look forward to receiving some of the survey evidence from Ofsted’s head of research, who will be speaking at the GA’s annual conference next April.

The Geographical Association
Real world geography

The Presidential theme 2017-18 is ‘Real world geography’ Nick Lapthorn describes what real world geography means to him.

Geography is a subject that has given me enormous pleasure over the years and even from an age when I was unlikely to have appreciated it as a ‘subject’. The Oxford English Dictionary defines geography as follows;

*Noun: The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.*

From the definition above it is very difficult – perhaps impossible – to spend a single minute in which we are not touched by ‘geography’ in some way. As I write this page on my laptop I am connected to a global network linking the physical, human and virtual worlds; a keyboard from China; coffee from south America but roasted and packaged just a few miles down the road in the UK; electricity from a mixture of geologies, dynamic physical process and complex nuclear process; an internet connection to the Oxford English Dictionary almost certainly not hosted anywhere near the Cotswolds. During a refurbishment project at work, we installed shower units manufactured in Harrogate and integrated into a late medieval building in Somerset by an expert lime plasterer from eastern Europe. A delivery has just arrived – we were number 12 of 27 stops in a carefully planned logistical route. Geographers’ skills are put to good use in many fields of employment from transport planners to surveyors, flood management to international aid to name but a few. Knowingly or not, geography is intrinsically woven into all of it. There is no doubt that this is a complicated task to communicate; the true nature of geography often remains hidden away from the general public, presented more frequently to the masses via the trivia board as capital cities, longest rivers and highest mountains. So how do we make young people and the wider public more conscious of the important role that geographical knowledge and skills play in the real world? How do we share with a wider audience the real world geography that surrounds our everyday lives? This need not just be through the careers that geographers go on to take up, but also the geography that is intrinsic to our day to day lives. Whether people realise it or not, we are all geographers!

**Further reading**


Update your teaching skills and subject knowledge with one of our expert-led courses. We have an extensive CPD programme covering a wide range of topics, all based on the latest thinking. Each course is a fantastic networking opportunity and you’ll go away with ideas, resources and practical examples to use in the classroom.

For Primary

Leading primary geography
Join us to develop your understanding of geography’s core skills and knowledge. This course will help you to lead primary geography successfully and raise the standard of teaching and learning in the subject in your school. You will explore how to stimulate geographical learning that is relevant, progressive and engaging. The course will also examine the geographical connections to other subject areas and whole-school dimensions such as global learning, sustainability, values and learning outside the classroom.

Global geography at key stage 2
This interactive course supports ways of developing pupils’ global awareness and understanding within the primary geography curriculum. It examines the challenges posed by global learning, and looks in-depth at some practical thematic and place-based examples linked to the 2014 National Curriculum which will lead to outstanding geography teaching.

Pay using your Global Learning e-credits

Leading fieldwork in the primary geography curriculum
Urban environments, including our local areas, offer diverse, dynamic settings packed full of ‘living geography’ and stimulating contexts for purposeful geographical enquiry, no matter what the weather or season. This practical course will explore the use of urban areas for primary geography fieldwork, update your geography know-how and demonstrate how to meet the fieldwork requirements of the geography National Curriculum.

Outstanding teaching and learning in primary geography
This course will help you develop stimulating geography teaching and learning that will inspire and enthuse both pupils and members of staff. We will consider what constitutes high-quality geographical knowledge and skills, and how to plan for and evidence it. Taking a wider view, we will investigate how aspects of SMSC and British values can be taught in the context of geography.

Literacy through geography
In order to be judged as ‘outstanding’, Ofsted requires schools to demonstrate high levels of literacy. This course will show how geography can encourage pupils to engage with literacy, providing you with ideas to develop a rich and relevant curriculum that will give pupils excellent educational experiences. It will explore geography through stories, consider the use of images to develop speaking and listening, and think about sharing and justifying opinions in geography. Opportunities for outdoor work will also be examined, promoting relevant, real-world learning. We will trial the various activities and discuss how they might be adapted for use with your own pupils and school setting.

Going outside: ideas for primary geography fieldwork
This hands-on course uses the outdoor environment as the inspiration to develop your geography curriculum. The National Curriculum states that geography should inspire in pupils a curiosity and fascination about the world that remains with them for the rest of their lives; what better way to achieve this than by immersing pupils in real-world geography outside the classroom? The course will provide numerous ideas for engaging fieldwork and will increase your confidence in getting out of the classroom.

Leading fieldwork in the primary geography curriculum
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Outstanding teaching and learning in primary geography
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Literacy through geography
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Going outside: ideas for primary fieldwork
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Book online at www.geography.org.uk/gacpdcourses
For Secondary and Post-16

Managing and assessing the new A level independent investigation (NEA)
This one-day event will enable teachers to plan for the new independent investigation (or non-examined assessment – NEA), which is a requirement common to all four geography A level specifications. The course will enable teachers to:

• understand the principles underpinning the NEA
• plan fieldwork to encompass the requirements of the NEA
• understand the role of the teacher in the NEA process
• review and evaluate what makes a good student proposal, using the experience from summer 2017
• consider good primary and secondary sources of data collection
• evaluate samples of work, in order to assess standards and get to know the mark scheme well
• analyse the implications of the mark scheme for getting the best from students

Preparing students for GCSE fieldwork exams
This course focuses on preparing students for the fieldwork component of the new GCSE specifications. Relevant to all specifications, it will suggest practical strategies for writing-up, revising and assessing fieldwork.

Secondary geography: from good to outstanding
This course will consider the Ofsted criteria for outstanding geography and provide support to meet the requirements of the National Curriculum and 2016 GCSEs. You will reflect upon what you are currently trying to achieve for your students and critically assess the methods you employ. The course will review approaches to student progress, assessment without levels and enquiry learning at key stages 3 and 4. You will consider how to structure, plan and teach outstanding sequences of lessons, benchmark your current provision and decide what you need to do to move forward.

Managing and assessing the new A level independent investigation

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Preparing students for GCSE fieldwork exams

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Secondary geography: from good to outstanding

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A level revision conference (for A level students)

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Getting ready for your independent investigation in geography (the NEA) (for A level students)

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Book online at www.geography.org.uk/tgacpdcourses

‘Very good at clarifying ideas we are currently discussing about NEA ...’.
‘The conference has been invaluable – can’t wait to get back to school’

‘Lots of great ideas, effective resources and approaches to make teaching geography accessible to all and fun!’

‘This was exactly what I needed. Resources and ideas that will really impact on developing geography in our school.’

‘Really great to have practical guidance and feedback. Feel more confident now that I’m doing it right!’

A level revision conference
This one-day event will enable A level students to kick-start their revision, offering sessions for all four core subject areas of the new A levels. The themes are common to all four English geography A level specifications, as well as WJEC (Wales). It will enable students to learn:
- key knowledge and understanding in coastal landscapes, water and carbon cycles, changing places, and global governance
- ‘tricky concepts’ that students sometimes struggle with in examination answers
- key strategies for revision
- skills in developing extended writing using guidance from experienced examiners
- how to tackle questions and meet the requirements of the new mark schemes.

Because the core subject areas are a common requirement for all the A levels, this conference will suit students who are studying any of the 2016 specifications.

Getting ready for your independent investigation in geography (the NEA)
This one-day event will enable geography A level students to launch their independent investigation (also known as the NEA). Experienced examiners will offer sessions to help students think through how to select, approach, and complete their own independent study. The combination of lecture and workshop activities will enable students to:
- consider a wide range of topics for investigation
- develop a title
- think about a wide range of data collection strategies
- consider strategies for analysing geographical data
- learn how to put together a good proposal form, through reviewing practical examples.

Because the NEA is a common requirement for all A level geography courses, this conference will suit any student who is studying any of the 2016 specifications.

Let us come to you
Are you struggling to get out of school for training? Why not organise an in-house CPD day through the GA?

Our tailor-made CPD days are ideal for training a group of teachers in your own school and, better still, we’ll arrange a session at a time and date that suits you.

You can arrange for a GA consultant to visit your school if you need help with a particular problem or if you’re after some general geographical advice.

For further details visit www.geography.org.uk/consultancy
Teaching the core skills

Free CPD in critical thinking for primary and secondary teachers of geography and history

The Geographical Association (GA), the Schools, Students and Teachers network (SSAT) and the Historical Association (HA) have teamed up with the British Council Connecting Classrooms programme to offer free professional development in critical thinking, together with the opportunity to develop international school partnerships at your school, supported by a £3000 British Council grant.

Why take part?

Receive free CPD in critical thinking for teachers in your school, network or through a programme of centre-based courses. The final round of courses starts November 2017 and will complete by February 2018.

Join 17,000 teachers worldwide on the core skills programme, with the opportunity to share practice with others through a funded overseas school visit.

Critical thinking and problem solving are key skills which support pupils’ learning, raise attainment and strengthen their development as informed and engaged future citizens. Our programme is focused on developing understanding and practical strategies for critical thinking: it will build on your experience to develop independent learning, curiosity, critical enquiry and analysis, and questioning skills. It is highly rated by teachers from Foundation Stage to A level.

Develop your ideas with like-minded teachers internationally. To facilitate collaboration face-to-face, schools in the UK can apply for a £3000 grant to take part in a project with an overseas school. This includes a teacher and a school leader travelling to visit the partner school to compare practice and take part in a high profile event with other UK and overseas schools.

Training package

This training is based on what research evidence tells us makes effective CPD, and leads to proven impacts on pupils. Teachers develop practical strategies for critical thinking, apply them in their classroom and share practice with others on the course.

It is free for teachers working in UK maintained schools, academies and free schools only. Independent schools are not eligible.

School-based courses

These courses are for those wishing to develop critical thinking through CPD in their school or school network. They are flexible and designed with you to meet the needs of your teachers, supported by specialist trainers, with additional funding for the host school.

School-based courses include:
• Initial training in critical thinking focused on different perspectives, considering evidence, working with non-routine problems and deep structures
• Application in participants’ classrooms
• Follow-up focused on sharing participants’ practice
• Further collaboration and the opportunity to work with colleagues abroad through a school link.

Online course

This course contains a variety of activities designed to inform and engage all types of learners, including short essay questions, video reflections, quizzes, and group discussions where participants can interact with peers from across the globe. It has been adapted from the face-to-face courses to offer the same learning outcomes.

Dates and locations

Centre-based courses

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Residential weekend course

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Online course

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Book online at www.geography.org.uk/Free-training-package-in-critical-thinking

Centre-based courses

These courses follow a similar programme to the school-based courses and are available at a range of regional venues, consisting of two-day workshops, with a gap of ten weeks in between for classroom application.

Residential course

This residential course will be held at the Field Studies Council’s Juniper Hall Centre in the Surrey Hills Area of Outstanding Natural Beauty. It will be presented in partnership with the FSC.
With more than 780 delegates from 27 countries attending the 2017 Guildford Conference, this is the largest CPD event of its kind in the UK. For our 2018 Annual Conference we will celebrate our 125th anniversary and will be holding Conference in our home town at Sheffield Hallam University. The Conference will open with a field visit and celebratory reception on Thursday 5 April, and the main Conference programme will be held on Friday 6 and Saturday 7 April.

**Real world geography**

The Conference theme of ‘Real world geography’ will encourage us to reflect on geography in the real world, and how its application affects our daily lives. While we may recognise geography’s ubiquity, we need to make young people and the wider public more aware of the role that geographical knowledge and skills play in the real world. The theme will explore ways in which we can share real world geography in everyday life and realise that we are all geographers in one way or another.

**Excellent CPD**

Our Annual Conference provides an opportunity to meet in a friendly, relaxed atmosphere for professional and social development through a range of events including:

- lectures from subject specialists
- hands-on workshops for all phases
- Teacher-to-Teacher sessions
- the UK’s largest exhibition of geographical resources
- daytime receptions and evening events.

The Conference is for delegates from all phases of geographical education, from PGCE and undergraduate students to classroom and FE teachers and lecturers, heads of department and coordinators to teacher educators and overseas visitors. The 2018 programme will offer contemporary teaching ideas from subject experts in more than 100 lectures, workshops, Teacher-to-Teacher sessions and field visits.

**How to register**

Attendance at Conference is by preregistration only. Your registration fee includes refreshments, buffet lunch and full access to lectures, workshops, forums, the exhibition and day-time receptions.

‘Early bird’ booking is available now and will save you £10 per day on registrations. To take advantage of these special rates book online at www.geography.org.uk/conference by 8 January 2018.

If you’re a full-time student or training to teach, you can gain free entry to the Conference and join the Conference pathway for those in training or recently qualified as teachers.

**Conference TeachMeet**

A TeachMeet is an informal gathering of likeminded teachers coming together to present to, and learn from one another’s classroom practice including practical innovations and personal insights in teaching. The 2018 TeachMeet will take place on Friday 6 April before the #beermeet. Proudly sponsored by FREE\_TEACHING\_EDUCATION

**Teacher-to-Teacher**

In these innovative 20-minute sessions we encourage less formal exchange of teaching ideas and experiences and want to ensure that students and NQTs have a chance to share and celebrate their often innovative and stimulating materials with other teachers. If you are a student or NQT interested in getting involved contact Lucy Oxley (loxley@geography.org.uk) before the end of September.

**Reporting research**

These short sessions will be taking place on Friday and Saturday and will report on recent research into geographical education. Contact Lucy Oxley (loxley@geography.org.uk) by the end of September to submit your abstract.

**Networking events**

A number of daytime and evening events take place over the two days from the Public Lecture, wine reception and buffet on the Thursday, to TeachMeet and buffet on the Friday. Visit www.geography.org.uk/conference to find out more.

A full programme with all lecture and workshop details will be available on the website (www.geography.org.uk/conference) from January. #gaconf18

Official Conference sponsors:
Morocco inspection tour

Secondary teacher Charlotte Titterton shares her experiences from a Discover Ltd. inspection tour to Morocco and highlights the links it provided to teaching and fieldwork.

I was fortunate enough to visit Morocco in May/June 2017 with a group of fantastic teachers and wonderful leaders. I say fortunate because my place was funded by a grant from the GA’s International Initiatives Fund, which is administered by the International Special Interest Group. This enabled me to meet a group of wonderful teachers, and learn about the potential teaching opportunities a country of contrasts such as Morocco can offer. As a second year teacher this was a highly valuable and invigorating trip, not only because of my personal passion for travel (which I am sure we all share as geography enthusiasts) but also because of the opportunity it gave me to explore areas covered in the exam specifications, without even realising it!

The five day inspection trip consisted of a variety of sights and experiences, starting out in bustling Marrakech, absorbing the atmosphere of the old city medina, then travelling by camel to the Agafay Desert and camping for a night under the stars. From here we trekked around the mountain village of Imlil and appreciated the fresh High Atlas Mountains and the Jbel Toubkal (4167m); we finished our journey back in Marrakech, but not before a stop at Dar Asni to see the work of teachers and wonderful leaders. I say May/June 2017 with a group of fantastic

Curriculum links

There were many opportunities to link this trip to both GCSE and A level specification requirements. Firstly, fieldwork opportunities: Morocco is a relatively inexpensive overseas field trip which accommodates both physical and human geography; this can be used as part of the GCSE fieldwork expectations (covering the requirements of contrasting environments and physical/human geography), or even at KS3 to encourage option uptake and overall interest and appreciation. Secondly, Morocco covers a variety of themes from the specifications. For example, Marrakech can be studied as a city in an emerging economy incorporating transport issues and management alongside urban issues and regeneration. Deserts can also be a theme of study focusing on many aspects such as weathering, mass movement, landforms, ecosystems, water management and desertification. Furthermore, the geology of the mountains can also be an area of exploration, and finally, the Essaouira coast (which we did not visit) can be discussed looking at a variety coastal processes and management strategies.

SMSC

The final aspect I considered when visiting Morocco are the countless SMSC links; after visiting the boarding house for the Education for All (EFA) programme I was reminded that young girls from rural villages don’t have the same educational opportunities as girls in developed countries. Working in a somewhat deprived area of Stoke-on-Trent I felt, that despite their own challenges it would be an insight for the children to be exposed to the lack of educational opportunities elsewhere. Within the department I have created a ‘Time to think’ plenary which showcases the work of the EFA, including a video on the website www.efamorocco.org, and images and information about the struggle for education. This gave my class an appreciation of cultural diversity and different ways of living. As they leave the classroom they receive an ‘exit’ ticket with a key question relating to development, which they complete. I used this trip to encompass SMSC in a geographical setting for my students:

- spiritual – sense of enjoyment and fascination in learning about the world around them
- moral – appreciating ethical issues and viewpoints of others
- social – use of a range of social skills
- cultural – interest in exploring and showing respect for different faiths and cultural diversity.

It is a great way to help develop well-rounded citizens of the world.

Final thoughts

Overall, this was a fantastic trip and I would urge teachers at any stage in their career to take part in overseas inspection trips offered through the Geographical Association. Not only will you network with like-minded passionate teachers, and see a part of the world you can discuss with your classes but you will also come away with a greater motivation and a reminder of why you are a geography teacher. Your inner explorer will be well and truly revitalised and your pupils will benefit and be encouraged from your experiences. I would like to especially thank Mike McHugo, Kate Crofts and Trevor Rowell.

Useful links

Education for All – www.efamorocco.org
Kasbah Du Toubkal – www.kasbahroutoubkal.com
Discover Ltd. – www.discover.ltd.uk/home

Photos: Charlotte Titterton

Spices, scents and colourings in the Medina in Marrakech.

Riding through the Agafay Desert to our overnight camping experience.
Get involved!

International Special Interest Group

Catherine Owen talks about becoming more involved with the GA and recommends joining a special interest group.

Ten years ago at a GA Conference I was keen to become more active in the Association. I am so glad that I was pointed in the direction of Kevin Cook and the International Special Interest Group (ISIG)! This group aims to support the international dimension of the GA’s work and further the teaching and study of geography.

My first ISIG meetings were a whirlwind — the group was involved with study tours, welcoming international visitors to the country, running sessions at the GA Conference and more. After a couple of meetings I began to play a more active role in discussions and decision making and eventually became the Vice-Chair of the group, seconding for Kevin. I now Chair the group.

Membership of our group varies from year to year; I have had the opportunity to work with some fantastic geographers over the years on a wide range of projects. I have learnt so much. One memory that sticks in my mind is a wonderful GA Conference with Tsering, a Tibetan living in exile, who radiated peace and wisdom. Another special moment was welcoming Benedict Ssaazi, a Ugandan Headteacher and geographer, to my school — his visit was funded by GAIIF (the GA International Initiatives Fund) and has led to an ongoing project linking schools in Uganda and the UK.

Although I haven’t been on any of the wonderful study tours organised by the group, I am always fascinated to see these tours taking shape and am keen to hear the stories of their successes; I hope to be able to take part in a tour once my children are older. The plans for the Uganda 2018 tour are in place and this promises to be another fantastic experience.

A key aim of our group is to make connections. We have involved international teachers who have visited GA conferences in our study tours and have developed materials from these links to support learning and teaching about areas such as Ethiopia, Uganda and Malaysia. These materials are available at www.geography.org.uk.

When I joined ISIG I was asked where my own interests lie and have been encouraged to develop these by more experienced members of the group who have acted as mentors. My love of writing has developed and I have been pleased to introduce an annual e-newsletter for the group. Getting more involved in the GA has also led to writing Going global: A study of our interconnected world for the GCSE Teacher Toolkit series and running CPD sessions.

Post 16/HE independent investigation competition

This year’s Post 16/HE A level competition is designed to help students develop an effective plan for their independent investigation. Students are invited to submit an investigation proposal which encourages the good practice of setting objectives and planning data collection and analysing findings.

The prize for the most effectively planned independent investigation is £100 for the winner, with two runners–up prizes of £50 each. These will be awarded at the GA’s Annual Conference in Sheffield in April 2018.

Students are invited to complete the outline form taking particular note of the word limits in each section. This can be downloaded from the Post 16/HE phase committee page of the GA website. The winners will be expected to provide a 200 - 250 word summary of their research findings to be included in Geography Matters, the annual Post 16/HE phase committee publication.

WelshWise Quiz 2017

Gill Miller, Chair of the Wales Special Interest Group shares the results of WelshWise.

The Wales Special Interest Group held their annual bilingual quiz in June and July in which all the questions are about Wales. This aims to encourage year 9 geographers to find out more about all aspects of the geography of Wales. The South Wales quiz was hosted by the School of Geography and Planning at Cardiff University and won by Stanwell School. The North Wales quiz was hosted by the School of Environment, Natural Resources and Geography at Bangor University and won by Ysgol Dyffryn Conway. Congratulations to both teams who each hold a WelshWise trophy for one year, and well done to all who took part.

The quizzes are available on the Wales SIG page of the GA website. Why not test your knowledge of Wales and discover its hidden treasures?
iGEO and WorldWise

Mark Higginbottom reports back on the UK’s performance at iGEO in August.

After months of preparation and planning, four of the UK’s best young geographers attended the fourteenth prestigious International Geographical Olympiad (iGEO) in Belgrade, Serbia, approaching everything with real intellect and enthusiasm. Forty-two countries each sent a team of four young geographers to a week of geography tests, fieldwork, excursions and the opportunity to share their perceptions of the world through poster presentations and a cultural evening.

Three tests selected the best of the best for gold, silver and bronze medals. The written response test challenged students across a range of geographical topics. The fieldwork test allowed students to work collaboratively to consider how a local issue should be tackled into the future. The multi-media test provided a creative and innovative approach to modern geography in our everyday lives through the use of video, audio and images.

‘The tests were demanding, but that’s the point. iGEO strengthens our understanding of different cultures while making international friendships. I’ve never had so many contacts in my phone from such a diverse number of places!’ Mary Rice

George Reid, George Breckenridge, Mary Rice, Oliver Osei-Asibey – team UK

Poster presentation and cultural evening
The competition is also an opportunity for young students from across the globe to meet and make friendships, many of which continue long after the event. It is about helping to bring the next generations from across so many nations together to work, relax and communicate in a harmonious way. Every competition has engendered these principles.

‘I came into the Olympiad with the expectation of a series of tests and stiff competition between the top geographers from all over the world. I never expected to leave with such a good network of friends, from the Netherlands to New Zealand.’ Oliver Osei-Asibey

‘People will always win medals in competitions at international level, but the friendships made transcend any awards won by a country mile. The iGEO allows everyone to appreciate, experience and respect many different cultures.’ George Reid

I encourage all with the desire to compete to enter the national competition for iGEO 2018 in Quebec City. It’s a unique experience and I’m very lucky to have been a part of it.” George Breckenridge

We are all thrilled that George Breckenridge won a silver medal in iGEO 2017 to add to the one he won in 2016.

The quotes from Oliver, George, Mary and George in this article help to capture what it means to be a member of Team UK and represent geography on the international stage.

iGEO 2018 will be held in Quebec City, Canada. See the GA and WorldWise websites for more information.

Previous iGEOS and associated tests can be found at http://geoolympiad.org

John Lyon summarises activity at an inspiring WorldWise Challenge Weekend in May.

The WorldWise Challenge Weekend is always an inspiring event for teachers and students.

What the teachers said:
‘Please pass on my huge appreciation to the GA for such a wonderful weekend.’

What the students said:
‘I really enjoyed the weekend. I’ve been to the Lake District before but hadn’t considered the geography of the area. I’ve learnt lots. It’s much more interesting exploring a place with a geographer’.

How can your school get involved?
GA member schools who win the regional WorldWise quiz round http://worldwise.geography.org.uk/localquiz are invited, to bring a team, free of charge, to one of the Field Studies Council (FSC) Centres. This event is the culmination of the WorldWise year with nine teams competing over an intense but very enjoyable weekend of geographical thinking. Although only one team can become the overall winner of WorldWise, all experience a thoroughly inspiring weekend. All your school pays for are travel expenses!

The weekend was led by a team of GA volunteers and FSC staff at Blencathra Field Studies Centre. The students undertook experiential fieldwork as they investigated the area. To help them interpret the landscape, Explorer maps were provided by the Ordnance Survey, which students took away on Sunday. Over the weekend the students were introduced to the Lake District and carried out activities which focused on the challenges of conserving the area for future generations.

The winners
In the end there has to be a winner. The judges awarded prizes in three categories:

• Best Team in the Field; Ibstock Community College
• Best Presentation; Moreton Hall School
• Overall WorldWise Challenge Champions; Thomas Adams School (Megan Bailey, Thomas Watts and Eve Coburn)

The nine winning students were given an atlas each and the school which won the overall prize also received £250 to spend at an FSC field study centre in the future.

Previous iGEOS and associated tests can be found at http://geoolympiad.org

The Geographical Association magazine autumn 2017 no. 37

page 17
Investigating the weather

Changes in weather patterns in Buckinghamshire

‘Man made climate change is one of the most prevalent issues of today.’ Not only has this statement been made by scientists and meteorologists, but by Barack Obama, David Cameron, Pope Francis, and others. The list is endless. Climate change in my view poses a real threat to humanity both in the near future and in the long term. Devastating social, economic and environmental costs will result. It should therefore be acknowledged as a crucial issue and its impacts predicted and prevented.

With this in mind I wanted to plan a weather investigation so I could start to see if there had been any changes in weather patterns in Buckinghamshire in recent years.

A high altitude weather balloon carries instruments aloft and sends back information on atmospheric pressure, temperature, humidity, wind speed and dew point using an expendable device called a radiosonde. The radiosonde collects data which is received by an antenna and then transmitted to a computer at ground level. Furthermore the radiosonde has a GPS inserted in case of emergency and a drag and drop parachute attached to it.

The reason why the data needs to be collected using a weather balloon is to prevent it from being influenced by uncontrolled factors which make the measurements unreliable as well as inaccurate.

My balloon was launched at 4.33am on 20.6.17 from a field in rural Buckinghamshire. An antenna was used to make retrieval of the balloon more efficient. In order to minimise the impact on the environment during the investigation recycled materials were used as much as possible, and a magnesium battery was inserted into the radiosonde. I constructed the circuit containing the digital probes myself and the data gathered was encrypted on my computer and then decoded by me at home.

Although the results were inconclusive I have found that temperature was higher and humidity lower than in previous years. It is hoped that with further launches more comparative data can be gathered, and that these results can be used to examine how temperature and humidity in particular, have altered within Buckinghamshire. My aim long term is to see whether changes in weather data such as temperature and humidity have any long term impact on agriculture within Buckinghamshire.

Sasha Korovkina

An early morning adventure – the launch of a high altitude weather balloon

On Tuesday 20 June Sasha Korovkina, Alison Pana (Head of Science) and I, drove along dark country lanes, with a boot full of equipment and an air of anticipation and excitement in ourselves. This was a chance for Sasha to gather detailed weather data for her geography project and an opportunity to find out more about climate change.

Using her geographical, scientific and mathematical knowledge Sasha constructed her own electrical circuit with digital probes to retrieve weather data. These instruments were then attached to a helium balloon and the plan was to launch it into the atmosphere from where data on temperature, humidity, wind speed, pressure and dew point could be collected and sent back to her computer at ground level. Sasha had already approached the Civil Aviation Authority for permission to launch and had been given a slot of between 4 and 6.30 a.m.

We carried our equipment by torchlight along the side of a field and found a spot to assemble everything. With military precision Sasha instructed the staff – knots were tied, duct tape was wrapped, the helium canister was unscrewed. A moment of panic ensued when we struggled to get the balloon to fill with gas but eventually patient persistence won out.

We worked for an hour and a half until finally the iphone was attached to a radiosonde circuit containing the digital probes, the magnesium battery was inserted into the radiosonde, the giant helium balloon was filled with gas and the drag and drop parachute was attached to the helium balloon. All was set…

As the sun rose, the balloon was launched into the atmosphere at 4.33am. Immediately data started to feed back to the computer at ground level and for three delighted people it was ‘mission accomplished’!

Of course the hard work then began for Sasha as she analysed the retrieved data, made further investigations and launches, and considered the implications this data may have regarding climate change in Buckinghamshire.

Naomi Cansdale

Naomi and Sasha checking progress
Quality Marks

PGQM – Prepare for impact

Jon Cannell, the GA’s Primary Curriculum Leader describes the impact of the Primary Geography Quality Mark and provides some feedback from PGQM holders about their experiences.

‘Impact’, ‘inspire’, ‘engage’ are words that are used frequently in conversation about ‘high quality learning’. However it is important to state that, whatever the buzz word, it can only be achieved consistently if school communities ‘prepare’ rigorously and plan for high quality learning to take place.

The GA rewards and promotes high quality geography through the prestigious Primary Geography Quality Mark (PGQM) (Figure 1). This award is highly valued by school leaders nationally as it recognises quality and progress in geography leadership; curriculum development and the learning and teaching taking place in schools.

The process has been carefully refined over many years to not only recognise and celebrate high quality geography, but importantly to stimulate it. The PGQM works as a collaborative professional review process where a rigorous self-assessment framework (Figure 2) enables schools to gather together evidence of their successes and submit a portfolio of evidence. This provides an analytical and reflective focus on four different elements that underpin sound self-assessment framework (Figure 2) enables schools to gather together evidence of their successes and submit a portfolio of evidence. This provides an analytical and reflective focus on four different elements that underpin sound learning to take place.

In 2016-17 over 90 schools registered for the award and below are the reflections on the process from some of the subject leaders:

Lauren Heald, Higher Openshaw Community School, Manchester an RQT who took up the role towards the end of her NQT year. Silver Award 2016–17.

The PGQM process has been a starting foundation for us as a school, highlighting many areas of strength in addition to areas needing to be improved in order to progress further.

After reading through the PGQM requirements my first priority was to raise the profile of geography in my school. As the profile of geography has been raised I have seen an increase in teachers discussing and sharing their ideas and learning strategies in and across school.

Many teachers feel over-worked, undervalued and that their efforts and achievements are not acknowledged. However, the PGQM process has had a significant impact on the learning and teaching of geography whilst being supported and managed should they have any concerns.

Overall, I would say that the Quality Mark process has had a significant impact on the leadership of the subject, which has subsequently impacted upon teaching and learning; engagement in geography; assessment for learning and also, to a certain extent, behaviour. The clear guidance provided has enabled me to structure an action plan that is designed to be practical and effective. It has enabled teachers to see past the forest school status as a sole means to meeting geography provision and to bring it back to life in the classroom and within our teaching again.


The PGQM allowed our staff to review and discuss why we do things the way we do and possible alternatives to achieving our goals. I feel it has given me ‘license’ to take time away from the daily pressures of teaching and really think about my subject; to look at new areas and consider examples of good practice; to question and review processes within the

Figure 1: Primary Geography Quality Mark

<table>
<thead>
<tr>
<th>Section</th>
<th>Evidence</th>
<th>Example of key indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Achievement and outcomes for pupils</td>
<td>How well do learners achieve in and enjoy the subject?</td>
<td>Pupils have good knowledge, appropriate for their age, of where places are and what they look like.</td>
</tr>
<tr>
<td>T - Teaching, learning and assessment</td>
<td>How effective is the teaching of geography in your school?</td>
<td>Teaching is underpinned by good subject knowledge.</td>
</tr>
<tr>
<td>P - Personal development and well-being</td>
<td>How well does geography support behaviour and relationships?</td>
<td>Geographical skills promote a better understanding of difference and diversity.</td>
</tr>
<tr>
<td>L - Leadership and management</td>
<td>How well is the subject led and managed?</td>
<td>There is a ‘vision’ for geography that is helping to shape the way the subject is taught.</td>
</tr>
</tbody>
</table>

Figure 2: Self assessment framework
Chantelle Duberry at Colegrave Primary School, Newham. Silver Award 2016–17.

By completing the PGQM action plan in the early part of the autumn term, I was able to identify that as a school we needed to improve the children’s knowledge of places around the world and current affairs. Each month I created a competition to interest the children and enhance such knowledge. For children in KS1, I focused primarily on capital cities and the names of countries on maps. While children in KS2 were asked to research and understand current world events such as: the impact of Hurricane Matthew on the islands in the Caribbean and countries in South America, the conflict in Syria and the election in the United States. I feel that throughout the year, the competitions created a real buzz about the subject and allowed the children to become more aware of the world they live in.

The PGQM process also had an impact on how we framed our next steps; they are now linked to three of the main aspects of the primary geography curriculum (map skills, locational knowledge and fieldwork) as well as to Bloom’s Taxonomy of questioning so that children are challenged to think critically about their topics.

Go to the www.geography.org.uk for more details on how to apply for a PGQM. The deadline for registration is 31 October each year and the deadline for the final submission of evidence is the end of May each year.
Teaching geography here in an international school in Singapore is a real pleasure. We have considerable freedom to teach what we think is appropriate to our students. But we were in need of ‘critical friends’ – fellow teachers of geography who could advise us on what we were doing well and what we could do even better. That advice for us came in two stages, a Quality Mark application, followed by a GA consultant visit. Here we describe both and share why they have worked well for us.

Stage 1 – Quality Mark
Firstly to give some context, the school was opened in 1971 as Singapore International School by then Prime Minister Lee Kuan Yew. In 1975 it became a full member of the United World Colleges movement. For more than 40 years, it has been offering a mission-driven, values-based international education to students from more than 90 nationalities. It is a K–12 school, and has two campuses and over 5,500 students in Singapore. The curriculum leads to IGCSE in grades 9–10 and the IB Diploma for 16-19 year olds.

As teachers of geography in our school we agreed that we should apply for the GA Secondary Geography Quality Mark (SGQM), both to celebrate what we were doing well, and to get an external perspective on what we could do even better. A team of teachers in the Middle and High School worked together on our application, building the necessary evidence as required. This process in itself was very useful. It made us talk to each other about specific aspects of the geography learning that perhaps we were overlooking. It also gave us a shared project that we were enthusiastic about. We collectively recognised the importance of it.

When we received the feedback from the GA it was very useful, giving a removed perspective on the evidence that we had given and suggesting steps forward. It was helpful to know that this was not just one ‘expert’ opinion, but it had been checked by the SGQM Moderation Team.

As Head of Department, I found the guidance that we received was useful in moving us forward. For example, the GA recommended that we look at the ‘geography’ test that Margaret Roberts applies to see if a good lesson is also good geography. She says that the following are essential and need to be demonstrated in every lesson:

- some geography in the lesson (e.g. maps, data, etc.),
- a connection with the learners’ minds (e.g. topical, relevant),
- an opportunity for learners to make sense of new geographical knowledge for themselves (enquiry, decision making).

As a school we were working through a curriculum articulation project and this advice resonated with what we were planning. The GA also reminded us of the importance of real places and specific geographic vocabulary. While we still have work to do in all of the above, these helpful suggestions were very welcome.

Stage 2 – visit from a GA Consultant
After a time of reflection we started to act on the advice given, but also wanted further, more specific advice. We wanted to increase the number of students choosing to study geography for IGCSE and the IB Diploma. We saw that the GA has consultants who can visit schools anywhere in the world. We wrote to ask for a consultant visit and were fortunate to get some funding from our school to support this.

It was a pleasure to have David Gardner visit our school as the GA consultant. David never sat on the fence – he told us what he thought and this direct but friendly advice has proven very useful as we seek to improve student learning. The data collected for the Quality Mark was useful for David in advance of his visit.

David gave us a lot to think about during his visit, and we are still taking action on his feedback and moving towards applying for Centre of Excellence status in the future. As an international school the Quality Mark and consultant visit were even more useful than if we were in the UK where national curriculum, GCSE and A level requirements and the availability of CPD would perhaps have meant that we were already more in tune with GA thinking. We would highly recommend a Quality Mark application. It gives your geography department useful feedback. If you can find the funding for the GA consultant, this can act as a trigger to accelerate the learning in geography. Here in Singapore we continue to improve learning in Geography, seeking to work closely with the GA and other organisations. Our thanks go to David Gardner for his visit which, in his own words, helped us on a path ‘to galvanise teaching and learning around a clear purpose’.

Go to the www.geography.org.uk for more details on how to apply for a SGQM. The deadline for registration is 31 December each year and the deadline for the final submission of evidence is the end of June each year.

Students from the Middle Schools on a geography field trip in Singapore.
Growing and developing primary teachers’ geographical expertise

These ‘starter’ activities have been devised for use by the geography coordinator in school-based CPD. They are intended to be quite quick activities that can be used to engage colleagues at the beginning of a CPD meeting – especially the ones that take place at the end of a busy school day.

The ‘starters’ are:
- all intended to be easy to set up often requiring few resources (just add teachers and support staff!)
- intended to reveal to all colleagues that they do have the aptitude and ability to engage in the Primary Geography curriculum despite the sometimes expressed fears to the contrary. They are meant to build confidence!
- written as CPD activities, but it is hoped that they will also be seen as possible activities to use with your children
- not the whole solution to CPD. That requires more in depth work by the geography coordinator. They are intended to be a start.

More detailed support for subject coordinators exists on the GA’s website. We would welcome any feedback to eanderson@geography.org.uk

### Subject updates

<table>
<thead>
<tr>
<th>Title</th>
<th>What do you need to prepare? (Resources)</th>
<th>How does it work? (Process)</th>
<th>Why is this geography? (Explanation)</th>
<th>Key points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are your earliest memories of places?</td>
<td>No resources are needed – access to an atlas or map of the world might help colleagues to recall place names.</td>
<td>Staff shut their eyes and visualise their earliest memories of a place, other than home, where they remember being happy and safe as a child. Ask them to share and also try and identify how old they were. (Possibly extend it to places they didn’t like and where they felt unsafe.)</td>
<td>It shows you and your colleagues that your memory of place begins when you are very young. Often it is a place such as their grandparents’ house or a holiday. This response to place is sometimes called ‘a sense of place’. It is not totally unique to geography. Artists, musicians and writers will often show their response to place in their work. Film and TV directors will often create a sense of place – real or imagined.</td>
<td>Your children already have considerable geographical awareness well before they start school.</td>
</tr>
</tbody>
</table>
| 2. How worldly are you and your colleagues? | A world map and small ‘sticky notes’. They place these on the world map on places beyond the UK to mark:
• somewhere they have visited
• somewhere that someone they know has been to
• somewhere they have seen on television/film or read about in a book
• somewhere a friend/relative was born or lived for part of their life. | Each member of staff has four ‘sticky notes’. They place these on the world map on places beyond the UK to mark:
• somewhere they have visited
• somewhere that someone they know has been to
• somewhere they have seen on television/film or read about in a book
• somewhere a friend/relative was born or lived for part of their life. | Places and where they are, are key to geography – ‘location, location, location’. | This is a good starting point to show you and your colleagues’ current knowledge of the world. Although it will be partial and highly fragmented it does reveal that you all have more experience of the world than you might think. How might you use this expertise within the school and in lessons? Highlight ‘the gaps’ – discuss why people have not visited these places. |
<p>| 3. Where is your favourite place and why? | No resources are needed, but you might want to ask your colleagues to bring along a picture or an object related to their favourite place to aid their memory and encourage discussion. | Share your favourite places with your colleagues. Note the types of places chosen and the words used to describe them. Some of these will be geographical such as the view from a hill or of the sea. Some will be influenced by the weather such as a sunny sheltered place in the garden. This can be reversed to discuss least favourite places and why they are so? It can easily be done with children, for example ask them about their favourite places in the school grounds. | We all respond to place; it affects so many life choices on a daily basis as well as longer term. Geography is not just about how places are, it is also about how they change over time. | You are inviting your colleagues to describe places and their characteristics. This will encourage the use of geographical terms such as sunny ‘south’ facing or features of the landscape such as ‘hills and valleys’. It can also be related to map work and plans of the school grounds where your favourite places and those of your children can be located and their features explored further. It encourages us to develop and understand our views and the views of others about places. |</p>
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</thead>
<tbody>
<tr>
<td>4 My geography resource</td>
<td>The resources come from the activity</td>
<td>At the beginning of the CPD session ask your colleagues to go back to their classrooms and return with an item(s) they use that regard as a geography teaching and learning resource. On return, ask your colleagues to write/give a brief account of how they use the resource and why, as well as what they intend the children to learn in terms of the geography.</td>
<td>The task reveals that some geography is very obvious such as an atlas or a storybook with a map. Some is less obvious and might be a storybook, for example which shows how a place changes over a day or longer, or a book which describes a place as part of the story.</td>
<td>Identifying classroom resources that exist in your school. Sharing ideas and giving colleagues increased confidence in the identification and use of resources now and in the future.</td>
</tr>
<tr>
<td>5 Jigsaw photographs</td>
<td>Collect a set of geographically themed photographs from magazines, books and calendars (e.g. places and environments from the local area, UK and beyond.) Each photo needs to be the same size. Then cut each photo up into the same shaped set of jigsaw pieces. Laminate them if you intend to use these with children.</td>
<td>Put all the pieces randomly on the floor or table and with your colleagues begin trying to fit together the pieces to make complete pictures. You will need to discuss and cooperate.</td>
<td>Geography is about the natural and the ‘built’ environment. Although our world is incredibly varied the task helps us to see the similarities between places as well as the differences.</td>
<td>Photographs and images are a vitally important resource to use in teaching and learning geography. Tasks like this cause us to look more carefully at each image, not only to match the pieces. Along the way a wider and more geographical vocabulary is developed.</td>
</tr>
<tr>
<td>6 Up, down and all around</td>
<td>Pens and large sheets of paper</td>
<td>Work in pairs. Each person describes a route either as a diagram or just in words (e.g. the route could be your journey to school from home). Share your routes with the whole group. Watch out for and record geographical language and develop a shared vocabulary which could be used with your children.</td>
<td>Using geographical language and terms is part of developing literacy. Sometimes words that we use everyday are geographical such as ‘run up a hill’. It’s geographical because the world is not flat and there are hills and valleys that make up the whole landscape.</td>
<td>This activity develops the knowledge and use of geographical vocabulary to describe a journey, e.g. up a hill, along a road, over a bridge, down into the station, on the east side of the village, etc. You can develop this to include reference to contours and spot heights that occur on some maps and how these show the height of the ground.</td>
</tr>
<tr>
<td>7 Can you talk like a SatNav?</td>
<td>No resources required, but you may wish to remind yourself of the instructions that SatNavs use. You may also want a plan of the school or map of the local area</td>
<td>Working in pairs, in turn, give your colleague a route to follow, such as from the staffroom to the school gate. You have to use SatNav type instructions to guide them.</td>
<td>Giving and receiving directions is an important part of being geographical. Precise instructions are a vital part of everyday life for us and for those who deliver things to our homes, steer ships, fly planes, etc.</td>
<td>This brings to life an understanding of how maps work in everyday use. You can add other geographical terms such as slope or hill to the usual SatNav speak.</td>
</tr>
<tr>
<td>8 What was your life’s journey?</td>
<td>Paper and pens</td>
<td>Ask your colleagues to draw a map/plan of their life’s journey – where they were born, educated, employed, lived up to the present time, etc. After producing a ‘freehand’ map, track this with colleagues on a UK/World map or globe.</td>
<td>Only people draw maps — they are our way of summarising the world we see and experience. We have to choose words and symbols to explain places just like those used on a paper map or a downloaded one.</td>
<td>The task shows the range of places and environments where we became ‘who we are’. This hopefully helps us to understand more about those with whom we work. This should also give us an insight into the impact that the places where our children live and go to school have on them. This activity also encourages us to use a range of geographical resources and skills while developing our knowledge and vocabulary.</td>
</tr>
<tr>
<td>9 What’s in a place?</td>
<td>A flipchart</td>
<td>Choose a common frame of reference e.g. school grounds, the local area, a village or town known to the group. Ask your colleagues to give one fact (core knowledge) about that place and one personal feeling/response. Collate the responses from your colleagues. Talk about the difference between ‘static’ facts and information and the responses that affect our behaviour. How does this impact on the way we might study other places that are less well known to us?</td>
<td>Studying geography is not value free. We do not all hold the same views about places or environments. Our responses will be influenced by our life experiences, preferences and opinions.</td>
<td>This shows colleagues that our study of places must be more that just ‘core knowledge’. We must find ways of knowing about others and their responses to place which we can then use to begin to answer the question, ‘What is this place like and why?’</td>
</tr>
<tr>
<td>10 Geography through the window</td>
<td>Pencils and large sheets of paper (A2/A3); boards to lean on. You may want to have taken an image through a particular window on a different day or time on your camera or phone. You could show this at the end to indicate how places change over time.</td>
<td>Choose a window that is large enough for all your colleagues to see out of. Each person is asked to draw a quick sketch. Then share them. In what ways are they similar or different? Encourage them to look for patterns, anything unusual or different. Can they see things that will always remain the same or things that will change? Then ask them to label their sketch. This turns their drawing into a ‘field sketch’ one of the key skills of a geographer.</td>
<td>Recording what we see ‘by hand’ makes us pay more attention to detail. While doing so we observe the geographical features of the view both physical (the landscape) and human (the environment created by people). If repeated over time we can see change (i.e. daily, seasonally, annually).</td>
<td>This task will make everyone more aware of the school grounds and the local area by looking carefully in close detail. This will underpin discussions about how the area is progressively used for geography as your children grow older.</td>
</tr>
</tbody>
</table>
All change – secondary subject update

Across the country schools are now reaching the midpoint of teaching the new specifications for GCSE and A level. Ryan Bate offers a personal perspective on some of the opportunities and challenges which these new courses have offered. He is Head of Geography at Birchwood Community High School, Warrington and a member of the GA’s Secondary Phase Committee.

Change seems to be an ever-present force in education. However, the latest iteration of GCSE and A level courses, coming at a time when colleagues are still adjusting their Key Stage 3 curriculum, seems to be ‘peak change’.

Of course ‘the journey’ to new specifications started long before last September. Like many teachers and schools, my colleagues and I were chomping at the bit waiting for specifications to be finalised. With specs in place, it was then a question of choosing one. At the time of making specification choices, I had just been appointed Head of Department. Furthermore, we were piloting subject hubs across Warrington and I was able to attend HOD meetings with other colleagues and I were chomping at the bit specification choices, I had just been appointed waiting for specifications to be finalised. With September. Like many teachers and schools, my piloting subject hubs across Warrington and I Head of Department. Furthermore, we were specs in place, it was then a question of adjusting their Key Stage 3 curriculum, seems coming at a time when colleagues are still.

Along with the increased content in the GCSE came a long-term planning issue which saw colleagues and I counting up school weeks to see roughly how much time we’d have per topic. We were ambitious and aimed to complete four topics and a piece of physical fieldwork in year 10, leaving plenty of time for Paper 3 preparation and revision in year 11. Hind sight being a wonderful thing, we realised we had been too ambitious as the weeks flew by. Luckily we had built in flexibility to year 11 and made some adjustments. We have reviewed our long-term plans for the course for 2017–18, highlighting one of our key learning points: be flexible with your plans.

Whilst Controlled Assessment involved one day of compulsory fieldwork, the new requirement for two days is seemingly being approached differently across schools. I am sure I am not alone in using the specification requirement as leverage with the SLT to make sure we can get our learners out of the classroom. We are conducting a river study in year 10, immediately after the Rivers topic, and for our human fieldwork in year 11 we are exploring regeneration which will be a convenient review of the Changing Urban Environments topic which we covered at the beginning of year 10. Building in time for review is essential with the increased amount of content. Now that fieldwork is assessed in Paper 3, we want to balance purposeful time in the field with revision-friendly outputs. We have decided that, from September, our learners will have a Paper 3 book (they currently have Paper 1 and 2 books) to aid with the organisation of revision.

A further GCSE time pressure emerges with the new Issue Evaluation aspect of Unit 3. The pre-release booklet for this was an attraction geography perspective, I am a big fan of Issue Evaluation and in particular of its synoptic nature which promotes geographical thinking. We had planned to do some preparation for the Issue Evaluation in year 11, but AQA training at GA Conference together with a conversation I had with a fellow Warrington HOD has made me rethink and we now plan to do more preparation for the Issue Evaluation and a full mock Paper 3 in December of year 10. This has been a further learning point: be a magpie – be part of conversations and borrow ideas (face-to-face, or online through forums such as Schoology or Facebook), adapting them to suit your school.

Planning individual topics has always been one of the key challenges. Starting with the specifications, teachers, of course, have to use their subject knowledge and professional judgement. That said, and with so much to do, planning and resourcing the new curriculum became conflated into the same challenge. We were fortunate to be able to invest in new textbooks for both GCSE and A level. While warning against relying too much on textbooks is a perennial message in examiners’ reports, it is natural that teachers look to textbooks to see how other professionals have interpreted the spec. Exam board endorsements suggest such a tactic should be less misleading than in the past. As such it was frustrating to see publishers often go in wildly different directions on content, particularly at A level. This included different content, varying levels of detail and a
Ryan Bate is the Head of Geography at Birchwood Community High School in Warrington. He is also a member of the GA’s Secondary Phase Committee.

Teaching the core skills

There have been many challenges surrounding the new specifications and these won’t go away until we’ve had several runs through the new courses. Whilst the added workload is not welcome, the opportunity to go back to the drawing board and come up with new ways of delivering quality geography has been more welcome. Just not so welcome that we want to do it again any time soon!

Key learning points:
• Be flexible with your plans: be ready to make changes during the first few years of new specifications as you work out what works best in your department.
• Build in time for review: there is so much content for learners to know, taking every chance to review is critical.
• Be a magpie: take part in discussions, within departments, with other departments, and online to find out new ideas. Try these ideas for your department, adapt them to your needs.
• Write your own questions and mark schemes: it helps develop your subject knowledge and understanding of the spec.
• Prioritise: you cannot do everything: planning and reviewing the new GCSE and A level courses need to be a priority for your department.

Free CPD in critical thinking for primary and secondary teachers of geography and history

Book online www.geography.org.uk/free-training
Effective planning for A level fieldwork

Twelve months into the new A level specifications, many teachers remain uncertain about how to best plan for fieldwork that satisfies the requirements of the Non-Examined Assessment (NEA). With experience of different A level groups each week, field centres can offer unique perspectives on what has and hasn’t worked so far, and can share good practice with teachers looking to prepare their students for the work to come. Chloë Searl offers advice about how to use field centres more extensively in the planning of fieldwork courses as well as a perspective on where schools and centres now need to focus to make the most of the four-day fieldwork requirement.

Planning for effective fieldwork took on a whole new meaning in 2016. With the launch of the new geography specifications teachers simultaneously rejoiced at the prospect of getting back to real-world geography and lamented the idea of squeezing four awaydays into a timetable that was already fit to burst. Rather than fall back on tried and tested fieldwork areas however, the evidence from the last twelve months is more refreshing. Feedback from teachers suggests that many see the new specification as the break they needed to experiment with new fieldwork sites and research areas that would give A level students the most opportunity to think independently. Such experiments have created a spectrum of different approaches to fieldwork planning, from teacher-led didacticism to more organic and free flowing methods that test students’ independence.

The groundwork model
It is natural for teachers to feel they need to make headway with as much of the NEA as possible before students have visited their data collection site. As a result, it is not uncommon for students to arrive at a field centre with titles, hypotheses, introductions and even methodology sections of their NEA already written. Completing the various sections of the NEA in the traditional order of the scientific method can of course greatly help students who struggle to organise their thoughts effectively. However, few students are likely to have visited the field locations before, something that is especially true at a residential field centre. Therefore there is a danger that a title that sounds perfect in the classroom may not allow the student to access the highest possible marks. Students who find they have to rewrite work they have deemed complete can quickly become disheartened and lose focus early in the NEA process.

The instinctive model
Other students attend field centres having had no lessons covering the NEA at all. Time spent at the field centre therefore becomes wholly directed to completing as much of the investigation as possible and many students react well to this level of focussed work. Many field studies tutors enjoy this approach as it allows them to guide students towards research that they know works practically in their locations. However, such limited preparation for fieldwork might not represent good value for money as students will invariably spend time in a field centre classroom learning about aspects of the NEA that could have been taught elsewhere.

Finding the right balance
In practice, students are best to attend field centres having completed some form of preparation. Knowledge of the specification area that most interests them is a good starting point and students tend to get the most out of their fieldwork when they already have a vague working title and a handful of working research questions in mind. Students who are able to ‘think like a researcher’ and react to location conditions (such as by adapting their research focus when they visit a field site for the first time) tend to feel far more ownership of their study and consequently become less flustered when faced with the more independent aspects of the NEA.
Prior tuition in areas such as sampling strategies and questionnaire design can save field centre staff a lot of ‘teaching time’ and allowing them more opportunities to guide and advise students on a one-to-one basis. Equally, the best prepared students are those who have effectively had a ‘virtual fieldtrip’ before leaving the classroom: examining photographs, watching videos and a knowledge of stories from a local newspaper all allow students to build a picture of the issues they will come across and support the formation of potential fieldwork titles.

**Individuality and independence**

Schools with a large A level cohort and limited transport options might be rightly concerned that the level of independent working in their students will inevitably be compromised. Allowing field centres to deliver a short, set programme of fieldwork skills en masse, followed by further days of grouped, but independent, data collection gives ample scope for students to develop their own route through the enquiry process (see the ‘Case Study’ for an example of this). Giving the whole of the field course over to independent data collection does not always work: students who have been taught fieldwork skills on a separate trip or in the school classroom invariably forget how certain techniques work in the field, leaving field centre tutors to go back over these as part of the field course.

There is certainly no one route through the planning needed for delivering the fieldwork requirements of the new A level NEA. However, if teachers are able to work closely with a field centre and plan the fieldwork provision together with field tutors, students will benefit from a much smoother transition between school and field site; a move that will ultimately serve to produce a more cohesive fieldwork experience for all.


More information about studying the NEA at the Medina Valley Centre can be found at [https://tinyurl.com/ybj9rts4](https://tinyurl.com/ybj9rts4)

Chloé Searl is a Field Studies Tutor at the Medina Valley Centre on the Isle of Wight and is a member of the GA’s Fieldwork and Outdoor Learning Special Interest Group. Contact Chloé at chloe@medinavalleycentre.org.uk
Resources

Classic Landform Guides

Becky Kitchen, the GA’s Secondary Curriculum Leader, suggests how you might use a classic GA publication.

The Classic Landform Guides provide both a means for teachers to develop their subject and locational knowledge, and also to provide materials for stretch and challenge for A level students. The books focus on the physical processes which operate in each area and the landscape which they shape. They could be used effectively to support both the content of the new A level specifications and the Independent Investigation. As an example, the West Dorset coast guide explains the area’s geological structure before discussing examples of mass movement at Charmouth and sediment transport in the context of Chesil Beach. Written in greater detail than most textbooks they use clear maps and diagrams to support a better understanding and appreciation of the landscape. They are perfect for putting on your A level reading list or for providing pre-course material for fieldwork in a particular area. For a full list of areas covered see the table below which identifies the main coverage or visit www.geography.org.uk/shop.

Coastal landscapes
- Morecambe Bay
- Antrim coast
- East Riding of Yorkshire
- East Dorset coast
- Gower coast
- North Norfolk coast
- South Devon coast
- West Dorset coast
- Skye
- Assynt and Coigach area

Glaciated landscapes
- Skye
- Assynt and Coigach area
- Brecon Beacons
- Loch Lomond area

Other
- Morecambe Bay (limestone scenery)
- Skye (volcanoes)
- Burren Karst (limestone scenery)
- Dark Peak (moorland)
- White Peak (limestone scenery)

Changing places!

John Hopkin, the GA’s Head of Accreditation, offers some thoughts on the changing history and geography of a small part of Sheffield.

An archaeological dig opposite the GA office building is revealing some of the changing history and geography of this part of Sheffield. Ralph Gosling’s 1736 map of Sheffield shows the site of our office was right on the western edge of the growing city. By the end of the eighteenth century the area contained a mixture of dwellings, small steel works and specialised workshops making cutlery for the UK and for export, especially to America.

The dig, in the car park by St Vincent’s church on Hollis Croft, has exposed the foundations and basements of buildings shown on the 1854 OS map set out around a series of courts. A century later, the 1951 OS map shows that many of these had been demolished and others consolidated into larger factory buildings, including the Footprint Tools works at the East end of Hollis Croft.

Sheffield’s cutlery trade declined after the 1950s as production moved to the Far East, and in 2008 Footprint Tools moved out to a larger factory in an industrial park at Owlerton. In early 2017 the whole site was demolished. Once the dig is complete it will be the site of a new 1000-bed block of student flats – the likelihood is significant numbers of its residents will be the children of China’s burgeoning middle class. It is not difficult in this changing place to find a sense of the global in the local, or to feel a twinge of regret for some of what has gone.

Web links
- http://www.sheffieldcutlerymap.org.uk

The archaeological dig (above) and the progress of building work on the site (left), August 2017.
Fieldwork at A level: Your guide to the independent investigation

Edited by Simon Oakes

Written in partnership with the Field Studies Council, this reference book for A level students will support them through their independent investigation. It is structured around the enquiry cycle and includes a range of the qualitative and quantitative skills that students will need to use in their investigation. It will help students to develop an understanding of fieldwork, IT and GIS skills and how to use them effectively in their investigation. There is further support provided by technique and skills sheets which will be available online.

Contents
1 Establishing a focus and setting up your enquiry
2 Data collection and analysis
3 Using GIS in your investigation
4 Investigating human environments
5 Investigating physical environments
6 Evaluating your findings and presenting your work

Price for GA members £15.99 (non-members £20.99)
Available autumn 2017 – pre-order now

Journals autumn 2017

Selected articles are also available to purchase at a member discount for journal(s) you do not currently subscribe to. See your journal and www.geography.org.uk/shop for details.

Geography

- ‘States, territory and sovereignty’, David Storey
- ‘Upland resource management in the British Isles’, Lois Mansfield
- ‘Measuring trees in three-dimensions: What can lasers reveal about our forests?’, Lucy Schofield
- ‘The cultural geography of Brexit’, John Morgan
- ‘Changing places: the Armed Forces, post-military space and urban change in Plymouth, UK’, Stephen Essex and Richard Yarwood
- ‘Water, water everywhere! Planning for future droughts’, Martin Hurst, TCPA

Teaching Geography

- ‘Developing an A level independent investigation toolkit’, Becky Kitchen
- ‘Sensual soils’, lan Selmes
- ‘Changing places: Elstree and Port Talbot’, Robert Cooper, Ashleigh McGrath and Nerys Fielden
- ‘Creating local opportunities for independent investigations’, Colin Bye, Sally Hirst and Catherine Thorpe
- ‘Geocaching’, Lisa Conlan
- ‘Starting out as a geography leader’, Laura-Jayne Ward
- ‘How to: integrate GIS’, Rachel Trafford
- ‘Virtual field tripping’, Lucy Fryer
- ‘My place: Hull’, Justin Woolliscroft
- ‘From the archive: does anyone study countries?’, Fred Martin
- ‘Curiosity calling us outside’, Humphrey Waddington and Charlotte Foster
- ‘Fieldwork considerations in a sensitive landscape’, Chris Robinson and Rachel Lyon

Primary Geography

- ‘Challenging geography through silent debate’, Stephen Ellis and Michael MacCarthy
- ‘Pack your bag, we’re moving!’, Sarah James
- ‘Intertwined stories: Making sense of Europe’, Chris Cooper and Nicky Easey with Ben Ballin
- ‘Landscapes and bed sheets’, Jon Cannell
- ‘How Do Maps and Globes Represent Our World?’, Katie Channer, Hannah Lynch, Nicola Mayor, Florence Pett, Emily Rotchell
- ‘Trout, silver streams and waterfalls’, Gordon MacLellan
- ‘The challenges of teaching abroad’, Alice Mobley
- ‘What if...?’, Richard Greenwood
- ‘The Primary Geography Interview’, broadcaster and author Tim Marshall
- ‘To challenge or not? Lev Vygotsky and Primary Geography’, Susan Pike
- ‘From floods to deserts via nappies’, Verity Jones
- ‘Developing relatedness and relationships’, Richard Woolley
New for primary

Investigating Climate and Biomes will enable pupils to develop an understanding of how climate influences the development of biomes around the world and how plants and animals are adapted to their different biomes.

Investigating Major World Cities: London will help pupils to explore the capital city’s population, location, weather and climate, and the role attractions, transport, parks and the River Thames play in its popularity as a world-class tourist destination.

Investigating Water will enable pupils to understand the importance of water for life on the planet and learn about varying water supplies in the UK and around the world and the importance of clean drinking water.

Available autumn 2017

Price for GA members £10.99 (non-members £16.99)

Pumpkin DVDs

Don’t forget to check out our full range of Pumpkin DVDs, suitable for GCSE and A level students. Each is about 30 minutes long and comes with a fantastic bank of teacher resources and student activities.

See the GA website for prices.

Postcard packs

The thought-provoking images on these postcards have potential to be used as a resource in your teaching. Each pack contains 96 postcards with eight different eye-catching designs. The reverse is blank for your own message. Teaching ideas and activities using the postcards are available to download from the website.

Price for GA members £9.16 + VAT (non-members £13.33 + VAT)
New for GCSE
These books cover content and skills requirements of the 2016 A levels in England and Wales. Each book in the Top Spec Geography series has a range of supplementary materials and resources available to download.

**Food, water and energy: A study of resource management** by Gemma Pollard
This resource provides lesson ideas to enable teachers to explore food, energy and water as separate issues, or to consider their interdependence. It aims to help young geographers to start to make sense of the challenge of managing resources sustainably.

Ten fully-resourced lessons:
- What causes food insecurity?
- What are the effects of food insecurity?
- How can food supply be made more sustainable?
- What causes water insecurity?
- What are the impacts of water insecurity?
- How can water supply and consumption be made more sustainable?
- What is energy security?
- What is the difference between energy security and insecurity?
- How can the UK become more energy secure?
- What is the food-water-energy nexus?

Price for GA members: £15.99 (non-members £20.99)

**Food, water and energy: A study of resource management** by Gemma Pollard

**Coasts** by Debbie Milton and Gerd Masselink
- Coastal systems
- Coastal processes
- Rocky coasts
- Depositional coasts
- Sea-level change and coastal response
- Coastal management

**Glaciated landscapes** by Richard Waller and Peter Knight
- Geography, glaciation and the global system
- Glaciers
- Glacial landforming processes

**Emerging superpowers, second edition** by Gill Miller
- Superpowers in the making?
- Population powerhouses?
- The drive for economic growth
- Global reach
- Environmental challenges
- Superpower aspirations

Price for GA members £19.99 (non-members £25.99). You can also buy six copies for the price of five.

**Living in the UK:**
A study of contemporary geography by Michelle Minton

Ten fully-resourced lessons:
- How is population in the UK distributed?
- How has the UK’s population changed over time?
- How has the UK’s economy changed over time?
- How global is the UK?
- Why is development in the UK uneven?
- What opportunities and challenges face urban areas of the UK?
- How are urban and rural areas interconnected?
- What opportunities and challenges face rural areas of the UK?
- Urban Regeneration in UK
- How can UK cities be made more sustainable?

Price for GA members: £15.99 (non-members £20.99)

Available autumn 2017
A decade of Webwatch
I’ve realised it’s now over 10 years since I wrote my first Webwatch column, in Issue 3 of GA Magazine in Summer 2006. In my third column I described the benefits of blogging, and have since shared hundreds of websites and app ideas. In Issue 5 I also wrote about the Geography of Happiness: an early collaboration with Daniel Raven Ellison and other Geography colleagues, at a time when SLN Geography was the place to be (in the days before Twitter). You can download all previous issues of GA Magazine from www.geography.org.uk and revisit those past glories.

As usual, this issue of Webwatch will feature a mix of websites, apps and other social media links.

ArcGIS Online
It was announced just before the last issue of GA Magazine was published that ArcGIS Online is going to be made available free of charge to all UK schools. Sign up your school here: https://schools.esriuk.com/ As part of this, there will be resources to get you started: https://schools.esriuk.com/teaching-resources/# and a GeoMentor scheme has been launched to connect teachers with industry professionals: https://schools.esriuk.com/geomentor/

Atlas Obscura
One of the books that I’ve enjoyed reading this year is the print version of a very popular website (www.atlasobscura.com/), which explores unusual locations around the world, and the stories that are attached to them. There are some fascinating stories, which would add some moments of interest to an ‘Amazing Places’ type unit, or similar curriculum focus. Do you have any places close to your school with an obscure or fascinating past? This could make an interesting enquiry for local fieldwork: uncovering the unusual stories of local landmarks, or vernacular names for particular locations. Think of it as ‘peeling back some of the layers of the landscape’.

GeoPlaces
Check out the blog which has been produced by Emma Rawlings Smith, who is currently completing a doctorate on the way that textbook authors and teachers represent place. She is hoping to link academic and school geographies. The blog can be found at: http://geoplaces.weebly.com - it also contains links to Flipboard magazines that Emma has curated, and writings on the concept of place which might be helpful for teachers. Follow Emma on Twitter here: @Geography_Emma – she is also involved in the Data Skills in Geography project featured in this column.

The Lego-ifier
Geographers love LEGO®, and this experiment in coding turns maps into LEGO® versions. There isn’t much of a zoom below the country level, but these would provide a useful option for display materials, or a ‘guess the country’ style quiz activity. My department has also been enjoying the recent Sainsbury’s LEGO® cards and collector booklet, which has a nice global focus.

https://adventuresinmapping.github.io/lego-map

Data Skills in Geography Project
There has been an additional demand placed on A level teachers to become more familiar with data analysis skills, and numeracy. This has included some issues with identifying appropriate skills, and preparing students for their use in the exams.

The Royal Geographical Society has now placed materials from their Data Skills in Geography project on its website. Simon Pinfield has been coordinating the project, which also involves David Holmes. They have shared the presentations used at each of the CPD sessions. View the resources here: www.rgs.org/OurWork/Schools/Data-skills+in+geography

GI Learner – the final stage of the project
My school is a partner in this Erasmus+ (the European Union programme for education, training, youth and sport) funded project, which has connected us with schools in Belgium, Austria and Romania, and universities in Ghent and Madrid. We have been trialing materials written for different key stages, and also recruiting a group of students to go along on the trip. The focus is on geospatial technologies, and how we can develop skills in using these with students, as they move up through school from years 7 to 12. For more details, go to: www.gilearner.ugent.be/

One consequence of Brexit has been some uncertainty surrounding the involvement of schools and universities in the Erasmus+ process after 2020. Have other readers been involved in Erasmus+ schemes? What are your experiences?

Rain Gauge Data
Live rain gauge data is collected across a network which includes around 1000 automatic rain gauges which don’t need to be checked by observers. The tipping bucket and similar designs can measure intensity as well as amounts, and don’t just record a 24 hour total. www.gaugemap.com now features this data. This is an excellent resource for geographers as it features live gauge measurements, which can also be turned into widgets.

At the bottom of the left hand column, there is now the option to add the rainfall layer too.

My nearest rain gauge appears to be Castle Acre. Which is yours? Why not watch the weather forecast to identify a suitable front or mid-latitude depression crossing the country, and identify a line of rain gauges that the front should pass over during the day, and then watch the rainfall totals changing as the front moves across and the predicted rain falls (or not).
Twitter accounts to follow

<table>
<thead>
<tr>
<th>Account</th>
<th>Who is this?</th>
<th>What do they tweet about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>@flooduk</td>
<td>Know your Flood Risk</td>
<td>Know your Flood Risk provides guidance on the best way to protect properties, and increase resilience.</td>
</tr>
<tr>
<td>@RobGMacfarlane</td>
<td>Robert MacFarlane – author</td>
<td>Influential writer on landscapes. Has attracted thousands of followers very quickly.</td>
</tr>
<tr>
<td>@RowanMoore</td>
<td>Rowan Moore – architecture critic</td>
<td>Writer of ‘Slow Burn City’ – a great book on changes in London through time</td>
</tr>
<tr>
<td>@OlaRosling</td>
<td>Ola Rosling</td>
<td>President and co-founder of Gapminder Foundation</td>
</tr>
<tr>
<td>@Geog_Dan</td>
<td>Daniel Venton</td>
<td>Head of Geography and Chair of Cornwall’s GA Branch, which you can also follow @gacomwall</td>
</tr>
</tbody>
</table>

Some Geography teachers and departments I’ve followed recently include: @NotreDameGEOG, @HARGeography, @sheffieldgeog, @tomrees, @PhilHumphreys46, @geogstbedes, GeodudeAP, @Georgethegeog, @jelicho_kitsune

Supporting colleagues through change

I’ve put together a list of Facebook groups and associated Schoology groups which have been developed by teachers more recently as an equivalent alternative to the Nings (some of which are still very much active). This has been shared in a few places already and people have found it useful. The development of these communities has been an important support for teachers who are feeling their way through new assessments. Thanks to everyone who has shared something of their own, or contributed to a discussion – geography teachers are famously generous and supportive. You can see the list of networks here: http://bit.ly/geognets

Let me know of any that I have missed out that you are aware of.

Shipping containers

It’s now over a year since I finished writing a large resource on transport logistics for the Chartered Institute of Logistics and Transport – you can see it here: www.geography.org.uk/resources/transport-and-logistics-cilt-resources/

One of the sections refers to shipping containers. Check out this BBC podcast on shipping containers: www.bbc.co.uk/programmes/p04g1ddh and their importance.

Many thousands are lost from ships each year, in stormy weather. Shipping containers that are adrift in the oceans are referred to as UFOs (unidentified floating objects) and this Economist article describes the risks they pose to ocean-going sailors: www.economist.com/blogs/graphicdetail/2017/01/daily-chart-17

The Euro-Arabian North Pole Expedition

I’ve previously worked with Felicity Aston, writing resources for her Pole of Cold expedition, which was described in her book ‘Chasing Winter’. The latest expedition will take her to the North Pole with a team of 10 women, skiing over the ice the ‘last degree’ to the Pole from 89 degrees North. The team is recording a series of podcasts, called Polar Exposure, and a website is taking shape here: http://euroarabianexpedition.com. Follow the expedition on Twitter: @NorthPole2018

I shall be working with Susan Gallon, a member of the team, to put together a resource pack for use by schools who want to follow the run up to the expedition, the trip itself, and the science and geography surrounding an expedition of this type.

Everest 3D

Thanks to Ben Mono for sending me a link to a 3D tour of Mount Everest, which provides a useful resource for exploring mountains. It’s a useful addition to the existing VR resources, some of which I’ve featured in previous Webwatch columns: www.explore-everest.com/mt-everest-journey.html

2.5 million steps

Dan Raven Ellison (http://ravenellison.com) was all over the BBC news earlier in the year, having completed his walk for National Geographic/CISCO, wearing a headset which was able to capture his emotions as he walked across all the National Parks and cities in the UK. He was investigating the impact on his emotions of the places he walked through.

The data points that Dan captured were stored on his mobile device, and have been made available as open data for people to explore, and he has also been sharing them at various events recently: www.nationalgeographic.com/cisco

Where does plastic end up?

This interactive map, showing the destination of plastics dropped at particular places, also shows the impact of ocean currents on where they end up.

http://plasticsadrift.org/

Final snippets

Ben Hennig, the cartogram master, now works at the University of Reykjavik, and has shared some thoughts on Icelandic tourism here: www.viewsfromtheworld.net/?p=5347

Soundwatch is a website created by the sound artist called Stanza. It has been around for some years, but has now reached the point where a good number of entries have been made: www.soundcities.com/

Check out the Littoral Art project of Julia Barton – she has created some guides to beach litter which make excellent resources and are visually appealing and informative: https://littoralartproject.com

Get involved

Spring 2018

I’m always open to suggestions for items to feature and the Spring 2018 column will be a crowd-sourced one. Please send ideas for websites, apps and Twitter feeds, along with examples of how you’ve used them in your teaching, and I’ll add as many of them into the next Webwatch column as I can. Anonymised images of student work are also welcome to show your ideas in action.

The first year of teaching the new specifications is over – how has it been for you? As we approach the first exams under the new specifications, I’ll also share some ideas for geography revision.

Get involved

Alan Parkinson is Head of Geography at King’s Ely Junior. He is a Primary Geography Champion for the East of England and is a member of the GA’s Secondary Phase Committee. Follow Alan on Twitter @GeoBlogs and @KingsElyGeog.
David Attenborough’s ‘A wonderful world’
Are you in need of a bit of awe and wonder? (Remember that!) Well you could do worse than go to the web link below. The feel good factor is 100% and your classes might just like it too: https://www.youtube.com/watch?v=auSo1MyWf8g

Recovering from disaster
We constantly hear of disasters around the world recorded by a range of often shocking pictures detailing the damage and destruction brought about by both natural and human hazards. What is often forgotten is the long road to recovery for areas that have suffered significant devastation and loss. The Federal Emergency Management Agency in the US (FEMA) has a well documented website with up-to-date information about disasters and events in the US such as the impact of Hurricane Harvey, tornado damage in Mississippi and floods in Georgia. The website has information showing how support is provided on both a short-term and longer term basis. Find out more at: https://www.fema.gov/media-library/multimedia/collections/557

Who has migrated to the U.S. since 1820?
From 1820 to 2013, 79 million people obtained lawful permanent resident status in the United States. The interactive map on the website below visualizes all of them based on their prior country of residence. It is easy to pick out the story behind each wave from a particular country for example, Jews escaping Russia, the Cuban Revolution, the Irish Potato Famine, the collapse of southern Italy after Italian Unification and of course the consequences of the Second World War. This will interest pupils in a variety of age ranges. Click to view at: http://metrocosm.com/animated-immigration-map

Nature Calendar survey – join in!
The Woodland trust has created a nature calendar on line and once you have seen a sign of autumn please record it! Register on the website below so pupils can make observations in their local area. The walk home or local neighbourhood would be a good place to start. Blackberries might be an ideal plant to record. Did you know that there are around 400 micro-species of wild blackberry growing in the UK and that strong ale brewed from blackberries, malt and hops was popular in the 18th and 19th centuries? It’s also recorded that blackberry pips were found in the stomach contents of a Neolithic man, during an archaeological excavation in Essex in 1911 and thorny brambles were used by the ancient Britons the way modern people use barbed wire. Who knew! Check it out at: http://www.naturescalendar.org.uk

Free resources on flooding for KS3 and GCSE geography teaching
The Natural Environment Research Council, the UK’s largest funder of independent environmental science training and innovation has created a series of informative and beautifully presented posters and post card files on flooding which can be downloaded for classroom use. You can also access the magazine Planet Earth which can provide useful case studies for GSCE and post 16 students. Find these at: http://www.nerc.ac.uk/planetearth/stories/1856/

OS digital mapping in 3D
A new digital tool developed by the Ordnance Survey produces 3D aerial views of countryside walks, cycle routes and mountain climbs. The idea is that you plot a route on a 2D map and can then check it on a 3D aerial view allowing

Weather watching – we all do it!
Fancy having a spot on the weather forecast after the 6 o’clock news? Sign up as a weather watcher and start taking photos of interesting weather in your area to help build a picture of what’s happening around the UK. You have to be over 16 to take part but older students can be encouraged to join in the weather conversation – or you could have a go yourself! Register at: https://www.bbc.co.uk/weatherwatchers
you to discover if there are any hazards in the way which haven’t been spotted. It makes an ideal tool for planning fieldtrips and Duke of Edinburgh expeditions and brings a touch of reality to underpin enthusiasm! Watch how it works at: http://www.bbc.co.uk/news/technology-39484635

Walking festivals in Britain – an OS guide
If you have never planned a walk before, walking festivals are great ways to get started. Many offer walks led by knowledgeable local guides who can teach you much about the history, wildlife and geology of the local area. A good one coming up is the South Lincolnshire walking festival between Saturday 23 September and Sunday 29 October. Whether you want to roam, have an adventure with your family, get snapping on a photography foray, there’s something for everyone. Bookmark the page at: https://www.ordnancesurvey.co.uk/getoutside/guides/british-walking-festivals-2017

Send My Friend to School 2017
It’s time to take part in Oxfam’s Send My Friend to School campaign to help ensure that every child receives a quality education. 263 million children around the world are still missing out on school. World leaders have promised a quality primary and secondary education to every child in the world. But a key piece of the puzzle is not in place – the money to pay for this education. 2017 is the year to change this education funding crisis. The teaching resources on offer help to develop students’ critical thinking skills and a greater understanding about global citizenship in addition to geographical skills and knowledge. Download more information at: www.oxfam.org.uk/education/resources/send-my-friend-to-school-2017

Football in a favela
Football is extremely popular and hugely important in Brazil and there are makeshift pitches everywhere. For most, the match ends when the sun goes down, but in the Morro da Mineira favela, in Rio de Janeiro, play can continue long into the night, thanks to lights that are powered by the players themselves. The six LED floodlights surrounding the field are powered by 200 kinetic tiles buried under the Astroturf. These capture the energy generated by the players’ footsteps. As the players put weight on the tiles beneath the pitch, this causes electric-magnetic induction generators to kick in and generate electricity. Find out more at: www.bbc.co.uk/news/technology-38827901

The emptying of East Germany – a story revisited
Despite an influx of 1.2m refugees over the past two years, Germany’s population faces an irreversible decline. According to predictions from the UN in 2015, two in five Germans will be over 60 by 2050 and one of Europe’s oldest countries will have shrunken to 75m from 82m. Since the 1970s, more Germans have been dying than are being born. Fewer births and longer lives are a problem for most rich countries. But the consequences are more acute for Germany, where birth rates are lower than in Britain and France. In the East part of the country the booming care industry is just one sector where immigrant workers are being sought from Vietnam and China to fill the gaps in the labour force. An interesting article in the Economist outlines some of the issues facing an ‘old’ country giving much food for thought about other countries facing similar issues. Read it at: www.economist.com/news/finance-and-economics/21720578-rest-country-and-large-swathes-europe-will-face-similar-problems

Can you outrun a pyroclastic flow?
A superb short film narrated by Professor Iain Stewart about the power and danger of pyroclastic flows has been produced through the VoFilm partnership and funded through the Challenge Fund. Graphics are interspersed with breathtaking images of the relentless energy and speed which makes these flows so dangerous and often deadly. Amazing footage suitable for a range of year groups can be found at: https://vimeo.com/208040046

What to do with a dead shopping mall?
In this excellent TED talk Ellen Dunham-Jones identifies the factors which impact on our urban landscapes today – demographic shifts, oil prices, air quality, transport and more. She clearly and succinctly describes the twenty first century issues which need attention and provides some classic case studies of how ‘underperforming asphalt’ can be creatively used to provide answers in not only the US but worldwide. Watch it at: www.ted.com/talks/ellen_dunham_jones_retrofitting_suburbia

Plastic waste into clothes
Eight million tonnes of waste plastic end up in the ocean each year but help is at hand. A new process has been developed which involves collecting the plastics, washing, crushing and turning them into thread filaments which can be used to make high street clothes and footwear. This engaging film clip (2.5 minutes) provides a quick and thought-provoking resource for use as a lesson starter or to spark a discussion. Find out more at: www.bbc.co.uk/news/av/magazine-39864106/plastic-waste-turned-into-clothes-to-save-our-oceans

While it’s still there
Ice sheets flow downhill, seemingly in slow motion. Mountains funnel the ice into glaciers. And ice flowing from the land into the sea can form a floating ice shelf. The acceleration is making some scientists fear that Antarctica’s ice sheet may have entered the early stages of an unstoppable disintegration. A team flew across the world’s largest chunk of floating ice and this first set of Antarctic dispatches was the result. View these stunning pictures showing the movement of ice sheets across the landscape at: https://www.nytimes.com/interactive/2017/05/18/climate/antarctica-ice-melt-climate-change.html

The answer to your Christmas present dilemma! An ethical company (https://www.ashortwalk.com) uses recycled materials ranging from redundant plant pots and coffee cups to seemingly useless things like car bumpers, plastic bottles and yoghurt pots all turned into fantastic and durable products for you to use. One which caught my eye is a bird apple feed made from recycled plant pots and is on sale to support the Woodland Trust. Find it at: www.woodlandtrustshop.com/category/186-eco-friendly.aspx