

# Writing for the Geographical Association

## Information on writing for *Teaching Geography*

*Teaching Geography* is a journal published by the Geographical Association, dedicated to geography teaching in the 11–19 age range. The journal provides a forum for sharing:

- practical strategies for teaching challenging and exciting geography
- critical reflection on geography teaching and learning
- curriculum innovation and change in geography.

The journal is published three times per year and in each edition we aim to:

- a) explore a specific aspect of school geography in some detail via two or three focused articles that link the theory and practice of teaching geography
- b) consider issues and developments that influence and effect developments in secondary school geography at a curriculum level
- c) provide practical ideas and resources for teaching secondary school geography
- d) embark on debates and discussions regarding the changing nature of school geography
- e) update readers on resource opportunities to support teaching.

## Planning your article

If you have a teaching strategy, practical idea, resource to share or particular view on educational practice, we would like to hear from you. *Teaching Geography* welcomes articles from PGCE students, NQTs and practising teachers. If you have an idea but have never submitted an article before and would like some advice, please contact Melanie Norman ([M.J.Norman@brighton.ac.uk](mailto:M.J.Norman@brighton.ac.uk)), the Editor of *Teaching Geography*, who will be happy to discuss it with you.

Articles are published in the journal and on the GA website. Any additional resources associated with specific articles, such as teaching resources, schemes of work, images and web links, will be made available to download from the GA website. The journal consists of the following types of articles:

### 1. Focus article (2000–2500 words)

These are commissioned. The focus article:

- has a research in education focus
- discusses critical theory/practice relationship
- develops ideas
- reflects on practice
- is accompanied by electronic resources to support the article (PowerPoint, PDFs, Word)
- contains photos
- may also be written in such a way to support teachers engaging in geographical education research by exploring approaches to such research.

### 2. Theory into practice (1500–2200 words)

These are commissioned and linked to the focus article. Theory into practice articles:

- could be a case study or examples of the focus in practice
- develop ideas
- reflect on practice
- are accompanied by electronic resources to support the article (PowerPoint, PDFs, Word)
- contain photos.

### 3. Planning and pedagogy (1500 words)

These articles critically discuss and illustrate approaches to teaching geography. They can be accompanied by electronic resources to support the article (PowerPoint, PDFs, Word), student work and photographs.

Planning and pedagogy articles could be based on:

- classroom research
- teaching and learning strategies/opportunities
- evaluation/reflection
- planning
- assessment.

#### **4. The G-Factor (1500 words)**

These articles plus a teaching resource (supported by more resources online) are based around a practical idea for teaching a lesson or sequence of lessons. G-Factor articles:

- set the scene and the context (Who? Where? When?)
- cover the geographical learning (What is it? Why teach it?)
- discuss the teaching and learning process (could be a bulleted list)
- reflect on the quality of learning (What was effective? What could be developed or changed?)
- contain photos, including samples of students' work, to illustrate points raised in the reflections section
- are supported by a one-side teaching resource plus additional materials on the GA website.

#### **5. Change and challenge (1000–1500 words)**

These articles discuss current educational views and how they impact upon geography. For example, articles could discuss, Ofsted, the curriculum review, the knowledge debate.

#### **6. How to... (750 words)**

How to... articles provide practical advice and strategies for geography departments.

*Teaching Geography* encourages authors, where possible, to submit examples of students' work and photos of students completing the work (see notes below on submitting photos).

*Please note that authors assign copyright of their articles to the Geographical Association. Articles can only be reproduced with the permission of the Geographical Association. Publication elsewhere will not be permitted during the first 12-month period.*

The Route to Publication diagram (page 4) sets out what you can expect at each stage.

## **Submitting your manuscript**

Articles should be emailed to Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)) at the GA office. They will then be sent to the *Teaching Geography* editor, Dr Mel Norman and will then be refereed by a member of the Editorial Board. A Board member or the GA's editorial team may make suggestions for amendments/additions to the text before the manuscript is accepted for publication.

The finalised manuscripts will be sent to Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)) at the GA.

### **The manuscript**

The title of the article, the authors' name(s), affiliation, address, email address and a word count should be included. Supply the manuscript as a Word document and provide a 50–70 word abstract. This should summarise the content of the article.

Please do not include footnotes or use any formatting other than bold, italic, underlining and bulleted/numbered lists in your article.

If your article is too long, you will either be asked to cut it to the required length or these changes will be made during the editorial process.

### **Units and measurements**

For all measurement please use the SI metric system (imperial equivalents may be given in brackets). Use numerals in the text, except for full numbers between one and ten.

## **Tables**

Type tables in double-spacing and number each one consecutively.

## **References**

The Harvard system is used for references. In the main body text references should give the author's name and date of publication, e.g. (Morrish, 1994).

References should be listed in alphabetical order at the end of the article, for example: Morrish, M. (1994) 'Checking up on China', *Teaching Geography*, 19, 2, pp. 51–7.

References should be restricted (a maximum of 10) to those which are necessary or particularly helpful and must be accessible. Further reading which may be helpful to readers could be included as a download.

## **Illustrative materials**

Rough diagrams are accepted and will be redrawn in full colour. All illustrations should be numbered sequentially (i.e. Figure 1, Figure 2, etc) and provided with captions.

Wherever possible, please provide good quality photographs and students' work to accompany your article. Please note that it is essential that any images of students have parental permission for use before we can include them in the journal. All photos should be submitted as high-resolution jpegs or tiff files (as a guide the minimum useable file size is 1MB). Photos inserted into a Word document cannot be used; photos must be submitted separately.

Please email Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)) if you would like further guidance on submitting digital images.

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The editorial team at the GA will clear permission to use copyrighted material. An exception would be if you, as the author, have a working relationship with an organisation and can supply written permission that we can use their material in our publication. If you have any queries, email Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)).

## **Proofs**

Authors will be required to check proofs of their article.

## **Complimentary copies**

On publication, sole and first authors of co-authored articles will receive three copies of the issue of *Teaching Geography* which contains their article and a pdf of their article.

## The route to publication in *Teaching Geography*

