

Top tips - engaging, inspiring and enjoyment

Below are suggestions from the SPC on how to engage, inspire and increase enjoyment in the Geography curriculum:

- Use decision making exercises which are based on real life examples and are relevant. One example might be to use local issues with students.
- Develop story telling in the classroom, this can be for a case study, process or concept.
- Cover Geography in the news in the classroom, for example through a news flash lesson, examples from the past year have included the UK heatwave, wildfires and Hurricane Ian. Make links with the curriculum and everyday lives.
- Hook students on an enquiry question, this can be based around an artefact, headline, experience, news article or photograph.
- Use photographs and artefacts. Bring in everyday objects and look at the Geography behind it, e.g. for mobile phones can look at raw materials, conditions of workers and where it is manufactured.
- Share your own Geography passion and allow students to see this. When looking at soil creep, why not show your own photographs?
- Tutor4U is aimed at A-Level but the Geography in news section is one way of increasing engagement with everyday events.
- Explore speakers and career links, e.g. Encounter Education.
- Join your local GA branch as many offer lectures for A-Level students on a diverse range of topics.
- Create links with your local university and take part in taster days.
- Students love anything connected with a local area, this can be as simple as a local OS map, but this helps to develop a sense of place.
- Compare past and present maps of the local area and encourage a discussion on the changes.
- Get students outside as much as possible, e.g. field sketched. Link to citizenship and promote the idea that a change can be made e.g. microclimate investigation of where to place a new bench or fair trade football and contacting the PE department.
- Get onto the school assembly rota to promote engagement in the subject, e.g. Earth Day and Fair Trade fortnight.
- Be creative and embed creative tasks into the classroom, e.g. Lego modelling, balloon atmospheric circulation model, food wave-cut platform, sand tray contour line maps.
- Be selective over the examples and case studies we are choosing, e.g. recognising the age of students we teach and trying to avoid examples from before they were born.
- Not to be afraid to teach beyond textbook, e.g. change examples to local examples.