

Research library

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Research methodologies

- How to conduct research in geography education

Note: website links within documents may be out-of-date

Purposes of geography education

Secondary

Cross phase

Secondary

Hill, J. and Jones, M. (2010) ‘‘Joined-up geography’’: connecting school-level and university-level geographies’, *Geography*, 95 (1), 22-32.

This article examines the nature of the 'divide' between university and school geography, as perceived by six university lecturers and six secondary school teachers, with the use of written questionnaires and a structured focus group. The lecturers and teachers all perceived a divide between school and academic geography and the paper outlines a number of ways links can be forged between schools and universities.

[Download report](#) (PDF)

Marriott, A. (2007) The transition from A-level to degree geography. *Teaching Geography* 32(1), 49–50.

Open-ended interviews with four academics and 12 students were used to explore the gap between school and university geography.

[Download report](#) (PDF)

Pring, R. (2008) *Issues Paper 8, 14-19 Curriculum: the Humanities*, London: The Nuffield Foundation.

This paper, which was published as part of the Nuffield 14-19 review, focuses upon the place of the Humanities within the 14-19 phase, especially their contribution to answering the central question of the Review: what counts as an educated 19 year old in this day and age?

[Download report](#) (PDF)

Tate, S and Sword, J. (2012) ‘Please mind the gap: students’ perspectives of the transition in academic skills between A-level to degree level geography’, *Journal of Geography in Higher Education*, 37 (2) 230-240.

This paper explores first-year undergraduates’ perceptions of the transition from studying geography at pre-university level to studying for a degree. The project ran over two years and drew upon the views of 91 students from two cohorts of BA (Hons) and BSc (Hons) Geography undergraduates at Newcastle University.

<http://www.tandfonline.com/doi/full/10.1080/03098265.2012.763114>

Cross phase

2016 International Charter on Geographical Education

International Geographical Union (IGU)

The final draft of the New Charter presented at the 2016 IGU conference in Beijing and endorsed August 24, 2016 by the General Assembly of the International Geographical Union.

<http://www.igu-cge.org/charters.htm>

DEA (2008) Questioning Education: a discussion paper

The DEA published a 40 page discussion paper, 'Our Global Future: How can education meet the challenge of change' as part of its programme of discussion and debate about what kind of education is required 'to enable young people to be successful in the global future that they face'.

[Download report](#) (PDF)

Geography and development education

The role of school geography in teaching development issues. It raises questions about how understanding of global development questions is taught within schools and suggests there is a need for a more critically reflective approach towards the teaching of geography within schools.

[Download report](#) (PDF)

Geography classroom resources and practice

Primary

Secondary

Cross phase

Primary

Aerial photographs and understanding places

Chris Spencer (2004)

The use of aerial photographs with children of all ages.

[Download PDF](#)

Analogical reasoning and map skills

Jennifer Nock (2002)

Evidence to support the way young children relate reality to symbolism and analogy.

[Download PDF](#)

Building the image: using Lynch's concepts of imageability to teach about the features of localities

Philip Maudesley (2004)

A study of Y3/4 maps drawn of the locality using three categories - paths, nodes and landmarks.

[Download PDF](#)

Children's use of CD-Roms and the WWW as sources of information to support learning at KS1 and KS2

Ruth Kershner (2000)

A consideration of the difficulties and processes of classroom research in ICT.

[Download PDF](#)

Computer supported collaborative mapmaking and children's talk: developing a research focus

David Owen (2004)

How children represent their local geography using ICT.

[Download PDF](#)

Developing a locality resource using ICT to support staff development and primary children's geographical thinking

John Moore (2004)

The progress, issues and outcomes of the development of a locality resource with a local school.

[Download PDF](#)

Developing geographical skills of field sketching with Y3/4 pupils: reflection and starting points for classroom research

Fran Martin (2000)

Field sketching with Year 3/4 pupils - reflection and starting points for action research.

[Download PDF](#)

Developing thinking skills in the primary classroom

Steve Higgins (2002)

The principles and practical strategies of teaching thinking to raise achievement.

[Download PDF](#)

Frameworks for thinking specific to geography

Fran Martin (2002)

Used as a basis for discussion on the development of thinking skills by primary children.

[Download PDF](#)

Geography, questions and thinking skills

Richard West (2000)

A curriculum example of developing enquiry questions with ideas for development and consideration.

[Download PDF](#)

'Living today with tomorrow in mind': a local and global approach to sustainability

Maxine Howell (2000)

Exemplification of a successful ESD process in an inner city school as part of a literacy through geography campaign.

[Download PDF](#)

Maps from memory

Caroline Mathews (2002)

Exploring the 'maps from memory' thinking skills strategy.

[Download PDF](#)

Philosophical enquiry as an approach to environmental education

Chris Rowley (2004)

Exemplification of philosophical thinking in geographical terms. Includes an extensive bibliography.

[Download PDF](#)

Researching the development of a primary geography resource: Why, how, issues and implications

Jane Graham and Greg Walker (2004)

Exemplification of the theoretical and practical issues involved in making a resource which exemplifies an enquiry approach. Stresses the importance of children raising their own questions and uses evidence to seek to answer them.

[Download PDF](#)

Small People Thinking about Big Spaces: young children's navigational use of aerial photographs

Beverly Plester (2004)

A developmental cognitive psychology view of infants' ability to use aerial photographs in real situations. Continues work begun in 2000 - see above.

[Download PDF](#)

Some informal observations on the use of ICT to help accurate weather data collection for supporting locality studies

Alan Rodgers and Angella Streluk (2004)

Using ICT to collect, analyse and disseminate local weather information.

[Download PDF](#)

Teaching methods and mapping skills

Dawn Jones

Dawn Jones investigated the differences in Key Stage 2 pupils' mapping abilities and if these could be improved through direct teaching over a short period of time. An article on her research will be published in Occasional Paper No.5 - Classroom Research (in preparation).

[Download PDF](#)

Teaching Place: developing early understanding of 'nested hierarchies'

Colin Storey (2004)

An exploration of the teaching of place through two theoretical approaches - the methodology connected with the idea of nested hierarchies and the use of symbolic representations of language and learning. The practical study is clearly described followed by a discussion of the implications for the two theoretical approaches. The focus of the study is 'what can young primary age children understand?'

[Download PDF](#)

The nursery child and environmental education

Jill Gaunt (2004)

Reflections upon the place of environmental and ESD education for the infant child.

[Download PDF](#)

**The skills children use when encoding and decoding spatial information about the environment:
a case study**

Di Wilmot (2004)

An investigation of graphicacy as a form of communication in a South African primary school.

[Download PDF](#)

Thinking skills and developing understanding about place

Fran Martin (2002)

How thinking skills can help pupils make sense of their place in the world.

[Download PDF](#)

Using ICT to support the teaching of 'place' in geography

Colin Storey (2002)

The progress of eleven Year 1 children was followed throughout one academic year for learning the concept of 'place' in geography. Fieldwork, use of digital photography, email and literacy tasks were all employed to achieve the full range of curriculum expectations. This amplifies the exemplifications given in [this document](#).

[Download PDF](#)

Using ICT to raise achievement in global thinking and understanding

John Halocha (2002)

Looks at the process through which schools develop the application of ICT and the extent to which the use of ICT can develop pupils' and teachers' understanding of the wider world.

[Download PDF](#)

What does this picture show?

Tony Pickford (2004)

Description of a small research project which endeavoured to determine what children see in an image with the aid of photographs and QuickTime VR.

[Download PDF](#)

What might it feel like to wash an elephant?

Wendy North (2004)

A report on the development of active teaching and learning strategies aimed at supporting the development of literacy through geography.

[Download PDF](#)

Young children using aerial photographs as maps

Beverly Plester (2002)

Further research by a psychologist on infants' understanding of aerial photographs, maps and real space.

[Download PDF](#)

Young children using aerial photographs in a treasure hunt

Beverly Plester (2000)

Analysing young children's mapping ability and spatial awareness, contesting Piagetian beliefs.

[Download PDF](#)

Secondary

Advances in E-learning: The case of blogging in school geography

Phil Wood

This discussion paper sets out preliminary results from an ongoing investigation into the use of educational weblogs (edublogs) in geography education. Using a framework introduced by Rey (2006), it demonstrates that there is a developing and progressive blogging community of teachers across the UK who are using the opportunities the medium offers in a number of innovative and dynamic ways. These not only include a focus for professional discussion and development, but also for work with students within and beyond school communities. There is also limited evidence for a 'communal constructivism' emerging through the sharing of ideas and knowledge.

[Download PDF](#)

ICT in School Geography - more than motivation

David Mitchell

This discussion paper presents preliminary findings and ideas from ongoing research into curriculum development in ICT to support geographical learning. It draws on the findings of the GA curriculum development projects: A Geography Department Website; Spatially Speaking; and Webcams. It also draws on the link between the Spatially Speaking project to develop GIS in school geography and an initial teacher education course.

[Download PDF](#)

Linking lessons learnt from the Spatially Speaking project with research findings on pedagogies with GIS

Mary Fargher (2006)

An opportunity to engage further in a debate about the 'hows and whys' of developing our pedagogy with GIS and to consider evidence already available to us in other educational research literature.

[Download Document](#)

Supporting learning and teaching in geography using mobile phones and flipcams

Mel Norman

Mobile telephones are equipped with GPS facilities and numerous programs that support those features. This research project engaged PGCE geography students using the iPhones to devise fieldwork activities suitable for secondary age pupils. Having devised activities, the plan was to work with some A-level geography students from a local school to trial some of the activities. The

activity was experimental but the use of mobile phones in school work, particularly fieldwork, is something which is developing at a pace and student teachers need the opportunity to experiment in their PGCE year.

[Download PDF](#)

Teaching the Holocaust in Geography

Debbie Moss

In this essay I hope to convince the reader of the potential for geography to enhance pupils' knowledge and understanding of contemporary Holocaust education. Geography is a subject which has until relatively recently been underrepresented in the area of Holocaust education. I hope to contribute to the discourse from academic geographers, who would advocate placing Citizenship, an important dimension in geographical education, at the centre of their work. I will make clear to the reader how developments in the pedagogical framework of geographical education should be used to ensure that Holocaust education relates to pupils experiencing education in the 21st century and which relates to the future needs of these pupils and society. I will be using evidence from my own practice in teaching in schools, teacher education and work produced as part of my project for the Fellowship in Holocaust Education from the Imperial War Museum and Institute of Education.

[Download PDF](#)

Cross phase

Identity, Diversity and Citizenship: A Critical Review of Educational Resources, London: Association for Citizenship Teaching

Huddleston, T. (2007)

A report by the Citizenship Foundation for the Association for Citizenship Teaching (ACT). This report evaluates critically the kinds of resources available for schools on identity, diversity and citizenship. It examines aims, objectives, pedagogical methods used, what they cover and do not cover. This report enables teachers of geography and citizenship to think more critically about how they approach the teaching of identity and diversity and how they choose resources.

[Download PDF](#)

The contribution of school linking projects to global education: Some geographical perspectives

Anna Disney

This paper draws on the author's research into the contribution of school linking projects to the development of global education in the primary school curriculum. It draws on data from a variety of research contexts to reflect on and consider the role of geography in the development and effectiveness of school linking experiences. It argues that geography as a subject can bridge the gap between 'cultural exchange' and 'global citizenship' approaches and argues that geography can be usefully developed as the key organising principle underpinning school linking projects.

[Download PDF](#)

Ofsted report: Geography in schools - changing practice (2008)

[Download PDF](#)

Ofsted report: Geography -learning to make a world of difference (2011)

[Download PDF](#)

Progress and assessment

Primary

Cross phase

Primary

Children's understanding of rivers: Is there need for more constructivist research in primary geography?

Margaret Mackintosh (2004)

Research into children's understanding of every day terms used to describe the world around them.

[Download PDF](#)

Environmental values in the early years

Paula Owens (2004)

An investigation into how children's environmental values developed during the early school years within school contexts.

[Download PDF](#)

Foundation to key stage 1: Using ICT with reception children

Colin Storey

This paper reports on Colin Storey's research work tracking the learning of geographical concepts by four year olds through an academic year. He gathered children's assessments of place information from postcards and email communication. This is part of a longer article in Occasional Paper No.2 - Best Practice in Raising Achievement, *Register of Research in Primary Geography*, 2002, pp.85-94 which can also be read online via the [British Education Index](#).

[Download PDF](#)

Key stage 1: A study of the development and progression of children's environmental attitudes and values

Paula Owens

This paper summarises research undertaken by Paula Owens in which children were asked to draw anything in the school grounds that they themselves considered special and important. A longer article entitled 'Where has all the wonder gone?' was published in Occasional Paper No.1 - Raising Achievement in Geography, *Register of Research in Primary Geography*, 2000, pp.79-86 and can be read online via the [British Education Index](#) (Word). Another article, 'Researching the development of children's environmental values in the early school years' was published in Special Publication No.1 - Researching Primary Geography, *Register of Research in Primary Geography*, 2004, pp.64-76 and can also be read online via the [British Education Index](#) (Word).

[Download PDF](#)

Where has all the wonder gone?

Paula Owens (2000)

Part of an examination of the development and progression of children's environmental attitudes.

[Download PDF](#)

Cross phase

Continuity, progression and cross-phase liaison between key stages 2-3

Simon Chapman (2002)

This article considers the difficulties and needs for liaison between primary and secondary schools.

[Download PDF](#)

Learning for sustainability: from the pupils' perspective

Dr Chris Gayford/WWF

A report of a three-year longitudinal study of 15 schools from June 2005 to June 2008

[Download report \(PDF\)](#)

Fieldwork and outdoor learning

Primary

Secondary

Cross phase

Primary

Agenda 21, education for sustainability and school partnerships: Gardening, a case study

Peter Bloomfield (2004)

The chronology and benefits, both geographical and for the whole school, of developing a school allotment garden.

[Download PDF](#)

Children's geographies in botanic gardens Or... putting botanic gardens in their place

Glenys Owen-Jones (2004)

Research into the suitability of botanic gardens as a site for geographical learning.

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Developing geography through eco school activities

Sue Bown (2004)

The process and progress of creating an eco school, including curriculum plans.

[Download PDF](#)

Early Years Geography: outdoor play areas in nurseries

Jane Graham (2000)

Initial thoughts and actions on research into outdoor play areas in nurseries

[Download PDF](#)

Education for sustainable development and citizenship through outdoor education: Gardening as a focus

Peter Bloomfield (2004)

The process of integrating sustainability and citizenship into three schools and the community. The research methods and findings of an ongoing project.

[Download PDF](#)

Methods used in researching children's perceptions of farmers and farming

Anne Wilson (2000)

An action research project to investigate children's perceptions of farmers and whether these change after visiting a working farm.

[Download PDF](#)

Multiple perspectives on perception and use of outdoor areas

Paula Owens (2002)

Urban nursery children's perspectives on outdoor areas - adds to previous research by Owen and Graham.

[Download PDF](#)

Secondary

Fieldwork in the Far, Far Away: Exotic Experiences and Geographical Understanding

Rob Rosenthal and Louise Lee

With DCSF encouragement for fieldwork, geographers should maximise the use of their locality for practical reasons. However, trips beyond the students' familiar world offer an unparalleled opportunity for the development of geographical understanding, and the further away the better. Moving away from positivist approaches to fieldwork, it is argued that an open-ended experiential approach can have a powerful effect on the development of geographical understanding. An A2 fieldtrip to Morocco is followed. Students' geographical understanding is analysed through their journals, essays and statistical exam data.

[Download PDF](#)

Cross phase

Theory into practice: New approaches to fieldwork

David Caton

David Caton appraises mainstream approaches to fieldwork in secondary schools and introduces an alternative approach – experiential fieldwork. This aims to engage students with the place they are visiting so they can develop a more rounded, holistic appreciation of it. The rationale for experiential fieldwork, and its main characteristics, are examined in detail, and examples from a range of sources offer ways to enhance the quality and variety of your fieldwork provision.

[Download PDF](#)

Natural Connections Demonstration Project, 2012-2016: Final Report

Natural England July 2016

Natural Connections was intended to:

- Stimulate the demand from schools and teachers for learning outside the classroom in the local natural environment.
- Support schools and teachers to build learning outside the classroom in the local natural environment into their planning and practices.
- Stimulate the supply of high quality learning outside the classroom in the natural environment services for schools and teachers.

This report presents the key findings from the project.

www.gov.uk/government/organisations/natural-england

Young peoples' geographies

Primary

Secondary

Cross phase

Primary

Children's developing images and representations of the school link environment

Anna Disney (2004)

Evidence of the relationship between particular geographical activities such as mapping and representing places, and the process of developing and changing attitudes through geography and global citizenship.

[Download PDF](#)

Children's geographical understanding: the perception of landscape and sites of representation

Ana Francisca de Azevedo (2004)

A geographical investigation into the different meanings primary children attribute to geographical sites.

[Download PDF](#)

Children's perception of a place

Paula Richardson (2000)

The main aim of this small scale project is to find out what Year 2 pupils know about, and their perceptions of, firstly the notion of a city and secondly London in particular.

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Children's perceptions of Europe

Stephen Scoffham (2000)

Brief research findings in unpublished and published writings.

[Download PDF](#)

Children's understanding of locality

Rachel Bowles (2004)

A longitudinal study of children's geographies.

[Download PDF](#)

Comparing children's and adults' understanding of locality

Rachel Bowles (2004)

The evidence for the discrepancy between children's and adults' understanding of the geography of localities.

[Download PDF](#)

Dolan, A.M. (2016) 'Place-based curriculum making: devising a synthesis between primary geography and outdoor learning', *Journal of Adventure Education and Outdoor Learning*, 16(1), 49-62.

This article argues that both primary geography and outdoor learning have much to gain through mutual cooperation and collaboration.

<http://www.tandfonline.com/doi/full/10.1080/14729679.2015.1051563>

Exploring children's geographies at KS2

Arthur Kelly (2004)

Original evidence of two aspects of children's emerging geographic learning, namely spatial hierarchy and knowledge of other countries.

[Download PDF](#)

Geography, learning and the brain: an example of literature based research

Stephen Scoffham (2004)

How the brain works and its implications for learning primary geography.

[Download PDF](#)

Indian children's images of England

Stephen Scoffham (2004)

Explores what school pupils in southern India know about England. The study is based on interviews with pupils aged between twelve and seventeen years old with whom it was possible to communicate in English.

[Download PDF](#)

Pike, S. (2011) "'If you went out it would stick": Irish children's learning in their local environments', *International Research in Geographical and Environmental Education*, 20 (2) 139-159.

This paper reports on a research project investigating children's experiences of their local environments, with children selected from two rural primary (4-13) schools. It uses mixed research methods, informed by phenomenological and participatory methodologies and a range of techniques to explore children's use of local spaces and places and their learning in their local environments.

<http://www.tandfonline.com/doi/full/10.1080/10382046.2011.564787>

Pike, S., & Clough, P. (2005) 'Children's voices on learning about countries in geography', *International Research in Geographical and Environmental Education*, 14, 356-363.

This research explores pupils' ideas about distant countries in order to reflect on their experiences and ideas on learning about distant places.

<http://www.tandfonline.com/doi/abs/10.1080/10382040508668371>

Pupils' perceptions of geography: KS2/3 transfer issues

Lorraine Harrison and Melanie Norman (2004)

This paper explores pupils' perceptions of geography and is intended to provide an insight into their views about the subject from Key Stage 2 to Key Stage 3. It contributes to the debate about the development of geography and emphasises the need for good geographical provision within and across key stages.

[Download PDF](#)

Researching children's geographies using a multi-method approach

Nichola Ross (2004)

A multi-method approach showing the relationship of children to their locality.

[Download PDF](#)

Researching children's geographies using a multi-method approach

Nicola Ross

Nicola Ross conducted research on children's geographies in a range of rural and urban settings in Fife, Scotland during 1996 and 1997. This paper discusses the main findings and the research methods used. Altogether 84 children aged between ten and twelve from seven primary schools in Fife took part in activity-based research. This was followed by interviews with selected children and parents. The activity sessions consisted of mapwork exercises, children's self-directed photography, writings, drawings and commentary. The original article was published in Occasional Paper No.4 - Place and Space, *Register of Research in Primary Geography*, 2004, pp.30-34.

[Download PDF](#)

Student teachers' understanding of locality

John Halocha (2004)

The development of student teachers' understanding of locality in order to complete curriculum requirements.

[Download PDF](#)

Urban children's perceptions of rural villages in England (1)

Greg Walker (2000)

Greg worked with two groups of lower junior pupils from an inner London school to explore their understanding of a rural village. This was investigated using photograph sorting, concept mapping, drawings, word associations and interviews using a questionnaire. Only one of the groups visited the village they were studying.

[Download PDF](#)

Urban children's perceptions of rural villages England (2)

Greg Walker (2004)

Evidence about how children come to know and understand distant places.

[Download PDF](#)

Voices from an inner city school

Paula Owens (2004)

The main aim of this research was to examine how children related to and valued aspects of their environment within the early school years. The purpose of this study was to compare data from an inner city school with data from rural schools because of two identified key differences in the contextual learning environment: location and English as an additional language. This is the full study tabulated in the 2002 article.

[Download PDF](#)

Young children's perceptions of their immediate environment

Laraine Poulter (2000)

A pilot investigation of reception children's ideas of their immediate environment including teacher annotated children's maps.

[Download PDF](#)

Young children's perceptions of distant places

Faith Jenner

The main aim of this project was to explore the statement made by Catling that the: *“children's growing knowledge and understanding of one place feeds and informs their awareness knowledge, understanding and appreciation of others”*

The following extracts are taken from Faith Jenner's student dissertation considering the knowledge young children (Year 1) had before and after teaching about a place in Kenya. The pre-test information directed the use of a BBC Zig Zag programme and Geographical Association and Action Aid photopacks which between them covered both rural and urban Kenya. The post-test information highlighted certain fundamental conclusions. This paper focuses on methodology, in particular how to code interviews. Her conclusions make interesting reading. An article on Faith Jenner's research will be published in Occasional Paper No.5 - Classroom Research (in preparation).

[Download PDF](#)

Young people and the circulation of environmental knowledges: a summary document

Dr Verity Jones (2004)

This research looked at the different types of environmental knowledge obtained by different classes visiting the Birmingham Botanic Garden and compared it to theoretical models of communication.

[Download PDF](#)

Secondary

Creating Geographical Worlds: An Investigation into the Construction of School Geography

Denise Freeman

Our knowledge and understanding of the world around us can be seen as situated, rooted in personal experience. The way in which we represent the world to young people through school geography is inevitably influenced and shaped by these personal interpretations. Therefore, it can

be argued that a particular version of the world, the 'Geographical World', is socially constructed and presented to students in the classroom. This paper discusses the findings of a research project aimed at investigating the construction of the 'Geographical World'. The research explored the processes and people involved in the construction of school geography and the connections it makes with the worlds of young people.

[Download PDF](#)

Hopwood, N. (2009) 'UK high school pupils' conception of geography: research findings and methodological implications', *International Research in Geographical and Environmental Education*. 18(3), pp. 185-197.

This paper presents research findings and methodological issues in relation to pupils' conceptions of geography. It draws on an in-depth student interviews with 13–14-year-olds from three secondary schools.

<http://www.tandfonline.com/doi/full/10.1080/10382040903054016>

Hopwood, N. (2012) *Geography in Secondary Schools: Researching Pupils' Classroom Experiences*. London: Bloomsbury.

Based on in-depth research with just six geography students, this book provides a fine-grained description of pupils' conceptions of the nature and content of school geography.

<http://www.bloomsbury.com/uk/geography-in-secondary-schools-9781441199089/>

Picton, O. (2008) 'Teaching and learning about distant places: Conceptualising diversity', *International Research in Geographical and Environmental Education*, 17, 227-249.

This paper reports on a small-scale pilot study exploring how children learn about and construct distant places. It uses a range of methods including drawings, concept mapping and interviews undertaken with a class of secondary school students.

<http://www.tandfonline.com/doi/full/10.1080/10382040802168321>

Taylor, L. (2009) 'Children constructing Japan: material practices and relational learning', *Children's Geographies*, 7(2), 173-89.

This paper outlines the findings from empirical research using a range of interpretive methods including in-depth interviews with six children within a class of 14-year-olds studying Japan. 'It generated data about both the nature of the students' initial representations of Japan and the social contexts of the formation of those representations', p.186.

<http://www.tandfonline.com/doi/full/10.1080/14733280902798886>

Young people and territoriality in British cities

Keith Kintrea, Jon Bannister, Jon Pickering, Maggie Reid and Naofumi Suzuki

October 2008

An exploratory study that examines the manifestations and impacts of territorial behaviour among young people in disadvantaged areas of British cities. Joseph Rowntree Foundation.

[Read here](#)

Children's Perceptions of Nature: Are They Represented in The Agenda of Education for Sustainable Development?

Celia Tidmarsh

In this paper the author revisits the aims of her Masters dissertation in which she examined the ways children interpret and engage with nature and considered how closely the adult and the child constructions fit with each other, particularly in relation to programmes of environmental education. Here she returns to her findings to consider whether or not the heightened sense of environmental awareness in the public domain of today connects with children's perceptions of nature that emerged from her research.

[Download PDF](#)

What do children really learn? A discussion to investigate the effect that school partnerships have on children's understanding, sense of values and perceptions of a distant place

Stephen Pickering

This paper investigates the effects that school partnerships have on children's understanding, sense of values and perceptions of a distant place based on a three-year research project involving nine schools in Worcestershire, England and five schools in the Central River Division of The Gambia. The paper argues that school partnerships must be a voluntary part of any school curriculum and that they must be part of the whole school curriculum, plans and ethos if they are to provide an opportunity for schoolchildren to develop an open and enquiring mind. It also demonstrates how partnerships that are not fully embedded into the school curriculum may support stereotypical views and thus restrict the ability of children to learn about the diverse and complex nature of other places and cultures.

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Young People's Geographies Evaluator's Report Year 1

Nick Hopwood (2007)

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Young People's Geographies Evaluator's Report Year 2

Nick Hopwood (2008)

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Teacher education and professional development

Primary

Secondary

Cross phase

Primary

Future developments and directions for primary geography research

Fran Martin and Simon Catling (2004)

Following on from an earlier paper, this article sets out to establish what might be appropriate future developments and directions for geography, as this will, in part, determine possible developments and directions for research within it.

[Download PDF](#)

Good practice, research and professional development

Jeremy Krause (2002)

Ideas, information and exemplification resulting from a collaboration and active classroom research amongst Cheshire teachers, HEI and LA staff in 2001. Essentially a guide in active research to developing thinking skills in order to create links between different learning styles. A useful model for current school networks.

[Download PDF](#)

Knowledge bases for effective teaching: A case study of one beginning teacher's development as a teacher of primary geography

Fran Martin (2004)

This paper identifies student teachers' conceptions and values about geography, explores the impact of student teachers' conceptions and values on their development as teachers of primary geography and considers the impact of the findings for ITE course design and implementation.

[Download PDF](#)

Primary student teachers' world map knowledge

Simon Catling (2004)

There has been limited research in the England and elsewhere into primary student teachers' world map locational knowledge, though several studies have examined college students' and adults' knowledge. The purpose of this study was to consider whether primary student teachers were any less or better informed than previous research indicated.

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Student teachers' attitudes towards education for sustainable development

Alison Ryan (2004)

The methods and results of a qualitative investigation into trainee teachers' views on education for sustainable development.

[Download PDF](#)

Student teachers' perceptions of geographical enquiry

John Halocha (2004)

An investigation into student teachers' level of understanding of geographical enquiry in order to make some assessment of the effectiveness of the geography modules taught in the 3-year programme. It was considered important to investigate how the students understood, defined and explained the nature of geographical enquiry.

[Download PDF](#)

The state of research in primary geography

Fran Martin and Simon Catling (2004)

An overview of the sources of information for primary geography education, a consideration of the context and reasons for developing research in primary geography and a discussion of the range and quality issues in primary geography research. Finally, a perspective on the current state of research.

[Download PDF](#)

To what extent can shared reflective practice aid geography teaching?

Helen Martin (2004)

This piece of research was completed as part of an MA(Ed) degree at University College Chichester. The researcher is a primary practitioner and Geography co-ordinator. The research was undertaken within East Sussex schools, working with a shared practice group of teachers. This 'Leading Geographers' group met throughout the year of research to discuss lessons, share ideas and reflect on their own practice.

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Dolan, A., Waldron, F. Pike, S. & Greenwood, R. (2014) 'Student teachers' reflections on prior experiences of learning geography', *International Research in Geographical and Environmental Education*, 23 (4) 314-330.

This paper reports on research conducted with undergraduate primary student teachers in Ireland. It explores the prior experiences of student teachers as learners of geography and their perceptions of the subject.

<http://www.tandfonline.com/doi/full/10.1080/10382046.2014.946324>

Lane, R. (2015) 'Experienced geography teachers' PCK of students' ideas and beliefs about learning and teaching', *International Research in Geographical and Environmental Education*, 24(1), 43-57.

This paper reports on a small-scale study of the epistemological beliefs about learning/teaching of 16 experienced geography teachers' and their awareness of students' common alternative conceptions.

<http://www.tandfonline.com/doi/full/10.1080/10382046.2014.967113>

Secondary

A Questionnaire Survey: Teaching about Sustainable Development in School Geography

Maggie Smith

Sustainable development is seen as a fundamental challenge facing all societies in the twenty-first century. Since the Earth Summit at Rio de Janeiro in 1992 there has been a growing international recognition that action must be taken to bring about a more sustainable way of living. Education for sustainable development (ESD) is fundamental to that process of change. In England, ESD was incorporated into the national curriculum in 2000, particularly within the geography subject area, and it is represented within the specifications for geography at GCSE and AS/A2 levels. However it is a relatively new term and its meaning is complex and contested. The way teachers interpret ESD will affect the way that they teach it, but research, for example Cheadle (2003), suggests that teachers, including geography teachers, are not always clear what ESD involves.

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Context and Power: The Subject Conceptions and Practice of Pre-service Geography Teachers in Singapore

Tricia Seow

Teachers' subject conceptions have been the focus of a large body of educational research. Within Geography education, researchers have also studied the subject conceptions of novice Geography teachers and their more experienced counterparts. These subject conceptions have important implications for teachers' practice. For example, Jewitt (1998), Catling (2004), Kwan and Chan (2004) have found strong correlations between teachers' subject conceptions and their practice. However, while subject conceptions are important, research has also demonstrated that the influences on the formation of teachers' subject conceptions are complex and varied...

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In search of place for the trainee teacher: how can geography departments most benefit from welcoming trainee teachers?

Robert Rosenthal

The article explores various interpretations of how to position trainee teachers within their geography departments following the narrative of the authors' own professional career from Head of Geography in a school to doctoral researcher at University. Practitioner-led research is discussed as a strategy for school improvement and trainee teacher research is offered as a catalyst for achieving this culture shift. The author draws from his own ongoing research to inform the argument.

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Personal Digital Assistants (PDAs): the benefits, challenges and creative possibilities encountered by geography trainee teachers

Mark Jones

Mobile devices are now a part of everyday life whether it is mobile phones, media players or hand held computers. This small-scale study examines the extent to which secondary school geography trainee teachers made use of a hand held computer during their PGCE course. Each trainee teacher was allocated a university loaned Personal Digital Assistant (PDA) in order to assess firstly, its usefulness in supporting the trainee's organisation, learning and teaching during the PGCE course and secondly, the pedagogical potential of using PDAs with geography classes... Drawn from the data, a number of factors which influenced the trainees' use of the PDAs are discussed. These include the functionality of the PDA, the preferred familiarity of alternative digital hardware, the intensity of a PGCE course, the school and university environments. This work in progress raises important questions for teachers and teacher educators about how trainee teachers are introduced to and experience mobile digital technologies during a PGCE course.

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Firing on all cylinders: What makes an effective middle leader?

Sam Baars, Meena Parameshwaran, Loic Menzies and Charleen Chiong

www.ambitionschoolleadership.org.uk/documents/607/Firing-on-all-cylinders-What-makes-an-effective-leader_FinFAuz.pdf

Geography initial teacher education and teacher supply in England: a national research report by the Geographical Association (April 2015)

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GA report: Education for Sustainable Development Subject Specialist Teachers - a needs analysis (July 2004)

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Cross phase

Assessing the Impact of Subject-Focused CPD

The GA undertook a telephone survey of members in early 2007 in order to assess the impact of various levels of participation on continuous professional development (CPD). The Report makes interesting reading for providers and consumers of CPD alike.

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Lee, J. and Catling, S. (2016) 'Some perceptions of English geography textbook authors on writing textbooks', *International Research in Geographical and Environmental Education*, 25(1), pp. 50-67.

This study investigates the perspectives of seven primary and secondary school geography textbook authors on their experiences, motivations and values of geographical learning.

<http://www.tandfonline.com/doi/full/10.1080/10382046.2015.1106204>

Geography and education policy

Primary

Secondary

Cross phase

Primary

Geography subject leaders' perceptions of the state of primary geography

Simon Catling (2004)

Some findings from interviews with 25 subject leaders from a balanced selection of schools in England.

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Secondary

Changing the subject: How are the EBacc and Attainment 8 reforms changing results?

Dr Rebecca Allen and Dave Thompson

July 2016

<https://educationdatalab.org.uk/2016/07/changing-the-subject-why-pushing-pupils-from-disadvantaged-backgrounds-to-take-more-academic-subjects-may-not-be-such-a-bad-thing/>

Cross Phase

Geography Education 4-18 years: a monitoring report from the GA (2011)

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Research methodologies

Primary

Secondary and cross phase

Primary

Conducting Research: good practice turned into research

Simon Catling (2002)

Examples of good practice and the strategies used to identify the elements needed to underpin further good practice.

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Conducting research: starting classroom based research in geography education

Patrick Wiegand (2000)

What questions to ask, how to collect answers and how to use the outcomes.

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Out of place in school geography

Diane Swift (2004)

An explanation of the thinking behind the Geographical Association's Valuing Places project which explored the possibilities of teaching place as a contested concept. The project was concerned with raising the quality of 'geographical thinking' for 7-14 year old pupils and some of the strategies are outlined in this paper.

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The importance of classroom research in primary geography

Simon Catling (2000)

Clear guidelines, criteria and focii for successful classroom research in relation to the curriculum, teaching and learning. Exemplification is given for children's ideas, teachers' strategies and planning with knowledge of children's understanding.

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Using research to inform the development of a Waste Action Project in a Primary School

Sandra McLeod (2004)

Description of involving an inner city school and multicultural local community in a national ESD project. The gardening element still survives in 2011.

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Secondary and cross phase

Action Research in the Classroom: notes for a seminar

Jean McNiff (2002)

A common sense view of action research.

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Action Research in the Classroom: what is to be done?

Anthea Millett (2000)

Written by the CEO of the Teaching Training Agency at the time, this article puts together a compelling case for observing how children learn. Though delivered in 1999, the extracts highlight the basic principles of classroom research and its relevance to raising professional esteem.

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Do Randomized Controlled Trials Meet the “Gold Standard”?

Ginsburg, A. & Smith, M. (2016)

Randomized Control Trials (RCTs) are the “gold standard” to minimize bias in outcomes from differences in unmeasured characteristics between treatment and comparison populations. Yet when the treatment is a complex intervention, such as the implementation of an education curriculum, there is a high potential for other sources of serious estimation bias.

<https://www.aei.org/publication/do-randomized-controlled-trials-meet-the-gold-standard/>

Getting published

David Lambert

David Lambert (Chief Executive, GA 2002-12) takes you through the process of writing from the very first steps, and offers tips on getting the results published.

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Research - the role of research in ITE courses

Margaret Roberts

Margaret Roberts discusses the role of research in ITE courses and looks at research that is relevant to geographical education. She also provides a model of the different actors and contexts in which research into geographical education can be mapped.

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Teachers engaging with and in research

Leone Burton (2004)

Extracts describing the process of collaboration and the time scale from beginning serious research to producing a useful review.

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Teaching as a research-engaged profession: problems and possibilities

Tony McAleavy

<https://www.educationdevelopmenttrust.com/~media/EDT/Reports/Research/2016/r-teaching-research-2016.pdf>

The International Declaration on Research in Geography Education

International Geographical Union (IGU)

Proclaimed at the IGU Regional Conference in Moscow, Russia August 2015

<http://www.igu-cge.org/charters.htm>

The teacher as researcher

Margaret Mackintosh (2000)

The management, context and exemplification of three forms of action research which improved practice.

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Writing at Masters Level

Clare Brooks

Most geography PGCE courses are in the process of changing from certificate courses to courses which award M Level credits. In this Think Piece Clare Brooks (University of London Institute of Education) examines the implications of changing from a PGCE to an M Level course with a particular focus on how this change has influenced assignments, assignment criteria and preparation for assignments at her own institution.

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