

## Geography and ICT - Trouble Shooting Guide

Problem	Suggested Remedies
KS boundaries	<ul style="list-style-type: none"> <li>- Strong links with ICT department to improve departmental awareness of ICT requirements and opportunities across each key stage.</li> <li>- Working in liaison with the ICT department to map progression in ICT opportunities across year groups.</li> <li>- Linked departmental in house CPD to ensure progression in the development, enhancement and application of ICT in Geography.</li> <li>- Working as families of schools, federations or networks.</li> </ul>
Accessibility to network rooms.	<ul style="list-style-type: none"> <li>- Block booking of network room at key periods for example the development of KS 4 coursework. (Perhaps in the future the internal examination of controlled assessment tasks.)</li> <li>- More precise and appropriate forward planning.</li> <li>- Ensuring the SMT / Geography line manager are/is aware of the board requirement (and GCSE criteria) to use ICT within KS4. For example the specific requirement to use Geographical Information Systems (GIS)</li> <li>- Continual inclusion of shortfalls in hardware access and software shortfalls within subject Self Evaluation Forms (SEFs) and subject improvement plans (SIPs)</li> <li>- Highlighting cross curricular opportunities – for example the opportunity for students to develop their geographical studies as part of their KS 4 ICT course.</li> </ul>
Continuity of access to hardware.	<ul style="list-style-type: none"> <li>- Encourage the school via SMT and link Geography governor to provide access to “traveling” laptops.</li> <li>- Provision of technical support for sorting out hardware problems / loading new programmes to the network.</li> <li>- Provision of subject area suite – using specialist school status budgets.</li> </ul>
Inequality of opportunity.	<ul style="list-style-type: none"> <li>- Strategic movement of classes between rooms fitted with laptop, projector and screen / whiteboard.</li> <li>- Opportunities for students without access to ICT at home to use Geography department facilities within school at agreed times.</li> <li>- Team planning of units of work for Key Stage 4 ICT implications sorted out at the planning stage.</li> <li>- Lead lessons to school communities to negate the shortfalls in access to ICT.</li> </ul>

<p><b>Departmental expertise.</b></p>	<ul style="list-style-type: none"> <li>- In house continuous Geography departmental training – as an agenda item at departmental meetings. For example review of Local Live versus Google earth.</li> <li>- Use of expertise within the department / faculty or across the school. Team teaching / unit teaching. Increasingly more strategic use of specific expertise within the Geography department.</li> <li>- Use or guidance materials on teacher websites including BECTA, GA and RGS sites – often with teaching aids.</li> <li>- Use of contemporary references such as E-geography- Using ICT in Quality Geography by Fred Martin, Geographical Association.</li> <li>- Greater use of student expertise – nominated ICT champions.</li> </ul>
<p><b>Student expertise.</b></p>	<ul style="list-style-type: none"> <li>- Liaison by Geography department with ICT team so aware of capabilities of individual year 10-11 students</li> <li>- Provision of support before school, lunch breaks and after school.</li> </ul>
<p><b>Equipment – less than satisfactory maintenance of equipment.</b></p>	<ul style="list-style-type: none"> <li>- Reporting regular breakdowns to technicians / line managers etc.</li> <li>- Systematic upgrading of hardware and software.</li> <li>- On call technician in school– perhaps a shared humanities faculty technician.</li> </ul>
<p><b>Network managers.</b></p>	<ul style="list-style-type: none"> <li>- Ensuring that network managers place software required by the department onto the school server. It is not their role to question the appropriateness of geographical resources.</li> <li>-Spread of broadband – ensuring high speed connections to the Geography department.</li> <li>-Ensuring that staff have appropriate log on codes and user numbers</li> </ul>
<p><b>Software costs.</b></p>	<ul style="list-style-type: none"> <li>- Grants use for example presently E Credits.</li> <li>- For ICT specialist status schools – ensuring that the Geography department receives support / funding.</li> <li>- Inclusion of costed requirements in subject development / improvement plan.</li> <li>- Extensive use of free items of geographical software obtainable online – opportunities for free add ons</li> <li>- Strategic purchasing of resources that can be utilized across key stages.</li> <li>-Sharing of appropriate items of software with other departments / faculties.</li> </ul>

GIS resource issues	<ul style="list-style-type: none"> <li>- Use of readymade on line GIS – these vary greatly in complexity. <a href="http://www.mulitmap.co.uk">www.mulitmap.co.uk</a> <a href="http://www.upmystreet.co.uk">www.upmystreet.co.uk</a> <a href="http://www.streetmap.co.uk">www.streetmap.co.uk</a> <a href="http://www.geograph.co.uk">www.geograph.co.uk</a> etc.</li> <li>- use of <a href="http://www.local.live.co.uk">www.local.live.co.uk</a> and <a href="http://www.googleearth.com">www.googleearth.com</a></li> <li>- Building on GIS used in Key stages 3 and 4</li> <li>- In house training sessions for staff and students.</li> <li>-Remember the 2 strands (1)using and (2)creating GIS.</li> <li>- See Ordnance Survey mapping news for regular up to date articles on the use of appropriate GIS</li> <li>- GIS resources available from your district and county council</li> <li>– data is often held in the Planning Department.</li> </ul>
Over use	<ul style="list-style-type: none"> <li>-Over use of ICT- ensuring that a wide range of learning and teaching styles are used across the department. Using ICT to really enhance learning and teaching.</li> <li>- Team planning of new units of work for GCSE with ICT opportunities carefully noted.</li> </ul>
Data Logging Equipment	<ul style="list-style-type: none"> <li>- Purchase of recommended / good quality and long lasting data logging equipment.</li> <li>- Staff training related to the procedures for collecting data logging equipment.</li> <li>- Ensure progressive use of data logging equipment within KS3 and into KS4.</li> <li>- Use of school grounds to trial techniques to be used on fieldwork – saves time off site.</li> <li>- Production of departmental user guides for students and staff.</li> <li>- Co ownership with other departments helps the financial burden.</li> <li>- Use of local district council data logging equipment if possible.</li> </ul>