

# Writing for the Geographical Association

## Information on writing for *Teaching Geography*

*Teaching Geography* is a journal published three times a year by the Geographical Association and is dedicated to geography teaching in the 11–19 age range. In each issue we aim to:

- a) explore a specific aspect of school geography in some detail via 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 Dr Richard Bustin ([rbustin@gmail.com](mailto:rbustin@gmail.com)), the Editor of *Teaching Geography*, who will be happy to discuss it with you.

We receive articles that are sent speculatively and we also commission articles. Published articles appear 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. Geographical concepts (max 2500 words)

Critically discuss and illustrate approaches to teaching geography or current educational views and how they impact on geography. They can be accompanied by electronic resources to support the article (PowerPoint, PDFs, Word), student work and photographs. The articles could be based on:

- classroom research
- teaching and learning strategies/opportunities
- evaluation/reflection
- planning
- assessment
- current educational views and how they impact upon geography.

### 2. The G-Factor (max 2000 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 in the reflections section
- are supported by a teaching resource, plus additional materials on the GA website.

### 3. How to... (750 words)

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

### 4. Spotlight (max 2000 words)

Provide specialist subject information and propose approaches for teaching these topics.

### 5. Raising issues (max 1200 words)

Short and aim to be thought-provoking and spark debate about controversial or contentious topics.

*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

### Submission deadlines

Articles can be submitted throughout the year and if accepted by the *Teaching Geography* Editorial Board, we will aim to include them in the next issue to publish but we cannot guarantee this. For reference *Teaching Geography* is published:

- in the third week of January for the Spring issue
- in the third week of May for the Summer issue
- in the third week of September for the Autumn issue.

If your article is time-sensitive and should be published in a particular issue, please send your draft for consideration at least 3 months before the month of publication.

### Content and tone

While authors' views and approaches may differ from those of the GA and the members of the TG Editorial Board, and we welcome that, we ask that you respect the fact that the readership comprises fellow professionals and that your article is not telling them what they should or shouldn't do as practitioners, but it is sharing experience and setting out information for consideration.

The GA does not promote paid-for resources from external sources. If the Editorial Board feels that an article strongly advertises a product or service, or promotes something that GA members can't access free of charge, we will ask you to amend your article so that it becomes less of an advertorial.

### Review and editorial process

Articles should be emailed to Dr Richard Bustin ([rbustin@gmail.com](mailto:rbustin@gmail.com)). They will then be reviewed by members of the Editorial Board<sup>1</sup>. 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. Getting to this point in the process may take several weeks. We don't expect you to agree with every comment or to make every change that has been asked for, but please bear in mind that the comments are trying to help you make your article clearer and more accessible for a wide audience.

There are comments on most articles and we really encourage you to look through these, revise your article and send the revised version to the Editor. We want to publish as many as possible of the articles we receive! If you have any queries about the comments, please do send these to the Editor.

The Editor will then send your finalised manuscript to Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)) at the GA. From here the article is copy edited, designed and there may be a few more queries. You will receive a proof for checking and the next stage is publication online as a pdf and then in print in the journal issue.

### The manuscript

Please include the title of the article, the authors' name(s), affiliation, address, email and a word count. Provide the manuscript as a Word document and also include a brief abstract (50 words max).

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<sup>1</sup> There are 10 members of the Editorial Board – all are practising teachers, former teachers or teacher trainer/educators with experience in writing and reviewing.

Please do **not** include footnotes (we will ask you to remove them) 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.

## **AI**

Authors are accountable for the originality, validity and integrity of work they create for the GA. If choosing to use AI tools (including but not limited to large language models (LLMs), generative AI and chatbots) to assist with any aspect of the work, authors are expected to do so responsibly and acknowledge and document all such sources and contributions.

## **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.](#)

The journal or book title should be in italics. Articles or chapters are within single inverted commas.

Electronic references should include the URL and the 'last accessed' date in brackets, for example (last accessed 15/10/18).

References should be restricted to those which are necessary or particularly helpful and must be accessible. Try to keep it to a maximum of 15 references. A list of titles for further reading which may be helpful to readers could be included as a download. It isn't always easy to access articles or journals for research purposes if you are not linked to a university but you could try these sources:

- The Geography Education Research page on the GA website - <https://www.geography.org.uk/Sources-of-Geography-Education-Research>
- A subscription to the GA's *Geography* journal also gives you access to 8 Taylor & Francis journals – <https://www.geography.org.uk/Journals/Geography>
- ResearchGate - <https://www.researchgate.net/>
- Journals which are either fully open access or have articles that are open access.

## **Illustrative materials**

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

TG articles are a maximum of 4 pages long and as a rough average we can usually fit 2 to 5 figures into an article of that length, depending on how much text there is.

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.

## Copyright

For all material (e.g. text, adverts, figures, etc) you use from other sources, please provide details of the source (i.e. title, author, date of publication, edition number, etc or url if it is sourced from the web). Please note that resources that are available on the internet are not copyright free or free for re-use unless they specifically say so in the website's terms and conditions.

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.

## Complimentary copies

On publication, sole authors of articles will receive three copies of the issue of *Teaching Geography* which contains their article and a pdf of their article. Where two or more authors have contributed to an article, the author copies of the issue will usually be sent to the lead author for distribution.

If you have any queries about the editorial process, photos or what happens next when your article has been accepted, please email Elaine Anderson ([eanderson@geography.org.uk](mailto:eanderson@geography.org.uk)).

## The route to publication in *Teaching Geography*

