

- News and networks
- Advancing geography
- Geography teaching and learning

The magazine of the Geographical Association Issue no. 58 autumn 2024
Connecting teachers, inspiring quality geography

GA MAGAZINE



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We value your
feedback



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what you think about
the *GA Magazine* –
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info@geography.org.uk.

The GA promotes high-quality geography education in schools and colleges through training courses and professional events, networks, curriculum projects and accreditation schemes, and much more.

We are committed to providing equal opportunities for everyone and we want to work with great people from a wide variety of backgrounds, not just because it's the right thing to do but because we believe it makes our Association stronger.

If you are looking to work with an organisation with high ethical standards, focused on making a genuine impact in our specialist area, we would be excited to hear from you.

For more information and to apply please email us at info@geography.org.uk.

Becky Kitchen

Head of Professional Development

Get involved

To keep up to date with news from the GA sign up to our email newsletter at <https://www.geography.org.uk>



The Geographical Association
160 Solly Street
Sheffield S1 4BF
0114 296 0088
info@geography.org.uk
www.geography.org.uk

Company no. 07139068
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GA strategic partners



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Write for *GA magazine*!

We'd love to hear more about the great work that's going on in GA member schools and beyond, so please do send us your articles, write-ups and photos. The deadline for the spring issue (published in January) is **1 November 2024**. Please send your contributions to Kathryn Newbold at knewbold@geography.org.uk.

Cover image: National 5 geographers from Denny High School looking at land use and conflict at Loch Lomond. Photo: Catherine Ditchfield.

The Geographical Association is the leading subject association for all teachers of geography. Our charitable mission is to further geographical knowledge and understanding through education. Our journals, publications, professional events, web-site and local and online networks support teachers and share their ideas and practice. The GA represents the views of geography teachers and plays a leading role in public debate relating to geography and education.

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To advertise in *GA Magazine* please contact Esther Adebayo (eadebayo@geography.org.uk).

Disclaimer: While the GA makes every effort to provide useful and relevant information to members, it does not endorse the events, activities or products reported in these pages.

Nominations invited for GA President 2026–27

The GA is both a registered charity and a company limited by guarantee. Its Board of Trustees of fourteen people are Trustees of the charity and Directors of the limited company.

The GA is actively committed to providing equal opportunities for everyone and we are working to create a more diverse and inclusive team where difference is celebrated and all are welcome. Our equal opportunities policy is at: <https://geography.org.uk/ga-policies>.

The GA invites nominations for the role of **GA President 2026–27** (three-year term). We would like to encourage members of the GA to contribute to the GA's charitable mission of furthering geographical knowledge and understanding through education by standing for election.

The GA President holds a number of key responsibilities, including setting the theme of the GA Annual Conference, chairing the Conference Planning Board and delivering the Presidential Lecture at Conference. The President serves as

Vice President (2025–26) in their first year and as an ex-officio member of Education Group. In the second year, as **President (2026–27)**, they will also serve as the Chair of Education Group. Following their presidency, they serve for one further year as **Immediate Past President (2027–28)** and remain as a member of the Board of Trustees. Throughout the period of office, they work with the Chair of Trustees and Chief Executive to help steer the work of the Board of Trustees and the GA.

Nominees are asked to show that they actively uphold and support the GA's aims, values and mission and that they have held other significant posts within the Association.

The closing date for receipt of nominations for President, either by post or email, is midday on **Friday 1 November 2024**.

Details about how to submit a nomination will be available on the GA website from the end of September.

People

Hina Robinson, GA President 2024–5

As a secondary geography teacher with 23 years of experience in the classroom, I understand the importance of the subject of geography for the young people we teach in a changing world. Geography as a subject is key to developing all round global citizens, something I hope all my students become.

Throughout my career, the Geographical Association (GA) has nurtured our community and has provided me with much needed support through its networks, resources and the annual conference. In the last few years, I have become increasingly active in the work

of the association. I have sat on the governing body as an elected trustee to support the strategic direction of the GA, and in my role as Chair of the Diversity and Inclusion working group, my passion for the association to become fully inclusive in its membership as well as the resources and training that it offers is being realised.

It is an honour and a privilege to be the next President to lead, innovate and drive change, especially in terms of developing diversity and inclusivity within the organisation.



Journals

The *Teaching Geography* Editorial Board is delighted to welcome new members **Daryl Sinclair**, Head of Secondary and Geography, History and Economics Teacher at the International School Campus Pinneberg and **Katie Richardson**, Head of Geography at Weald of Kent Grammar School.

The Editorial Board would like to thank **Justin Woolliscroft** for his insightful and thoughtful comments on articles over many years.



Daryl Sinclair



Katie Richardson

GA networks

Branch news and upcoming networking events

Rob Morris,
Networking Officer, is keen to hear from colleagues looking to re-establish or start new branches. He can be contacted at:
robmorris8@gmail.com



Rob Morris

There are 40 GA Branches that run local events for students and teachers.

Check out the Branches web page at

<https://geography.org.uk/ga-branches>

which also contains the Networking Calendar and details of forthcoming events.

GA event

2 October 'High-challenge ideas at key stage 3', free online Teachmeet event with Hina Robinson

Belfast

8 October 'The processes that shape our weather and climate', hybrid in-person/online lecture with Dr Donal Mullan

15 October 'Reducing the development gap through innovation', hybrid in-person/online lecture with Paula Woodman

21 October 'Challenges and management of mass tourism (Mallorca)', hybrid in-person/online lecture with Dr Niall Majury

19 November 'The development of a national park for Northern Ireland?', hybrid in-person/online lecture with Dr Jonathan Bell

Contact: Margaret McMullan

GlosGeog

8 October 'The colours of Antarctica', an online session for KS3 students and teachers with Hanna Yevchun

Contact: Emma Espley

North Staffordshire

2 October 'The *barridas* (squatter settlements) of Lima, Peru sixty years on', lecture with Professor Bill Chambers

6 November 'Dealing with disease: whose responsibility is it?', lecture with Gill Miller

20 November GA *Worldwise Quiz*, hosted by Staffordshire University – teams of three to four students between Y8 and Y10 can enter (up to two teams per school)

Contact: Bob Jones

York

2 October 'Ice - why its many changing forms will change our geography and our future', joint RGS lecture with Alex Hibbert

7 November 'Human dimensions of climate change in the Arctic', joint RGS lecture with Ishfaq Hussain Malik

16 January 'The biggest bangs since the big one' - Talk with Professor Bill McGuire

Contact: Liz Brown

Worcester

16 October 'The science and politics of the climate crisis', talk with Dr Sian Evans and Dr Matt Smith

13 November 'Climate change and glaciers in the European Alps', lecture with Dr Des McDougall

26 November GA *Worldwise Quiz*, hosted by Malvern College – teams of three to four students between Y8 and Y10 can enter (up to two teams per school)

4 December 'World on fire: wildfires', lecture with Dr Cheryl Jones



2024 Geography Quality Marks

The GA is delighted to announce the 2024 Secondary and Primary Geography Quality Mark awardees.

The Geography Quality Mark has been driving school improvement in geography since 2006. In 2024 103 schools have achieved the Geography Quality Mark. These include 1 new Primary Gold Hub centre and 21 Primary Geography Quality Mark Gold schools. Eleven schools achieved the Secondary Geography Quality Mark Centre of Excellence award.

The full list of Geography Quality Mark schools is now available to view on the GA website at: <https://geography.org.uk/quality-marks>

Primary geography resources for Oak National Academy

In spring 2023 the GA was announced as one of Oak National Academy's curriculum partners, developing lessons for release in September 2024.

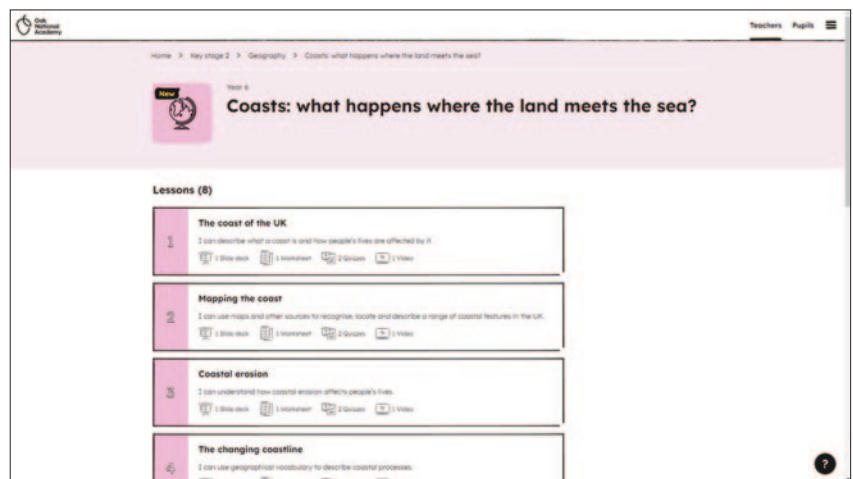
The project started in earnest in March 2023 with the development of a primary geography curriculum by Julia Tanner and Paula Owens. As Oak reports, our curriculum 'nurtures pupils' personal and everyday geographies, sparking their curiosity about the world, and guiding them to explore places and processes beyond their existing knowledge. It is structured around carefully planned pupil progression, encompassing the knowledge and skills required by the National Curriculum in a range of regional and thematic units'.

The team of authors and reviewers then worked closely with Graeme Schofield, Geography Subject Lead at Oak and their design, delivery and production teams to produce 235 high-quality lessons across 38 units of between 4 and 8 lessons. Each lesson comprises:

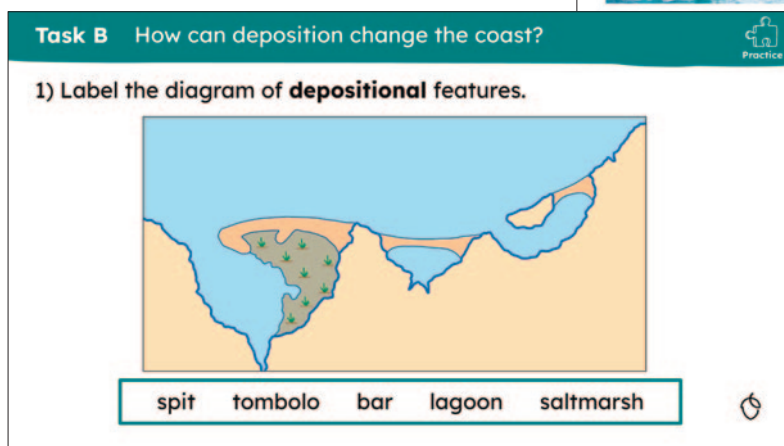
- curriculum information showing how the lesson covers National Curriculum requirements. There are key learning points and a learning outcome to outline the content that will be covered along with key words and definitions.
- a slide deck containing the content and resources for the lesson
- worksheets and answer sheets for each lesson
- starter and exit quizzes for each lesson
- a video for each lesson.

We are delighted to announce that Oak have released the primary geography lessons which are completely optional and are available for anyone to use.

With the GA's strong reputation for quality geography, and a team of fabulous teacher authors and curriculum makers, you are guaranteed to find lessons and ideas to use in your own school curriculum. View the complete Oak National Academy geography curriculum at:
<https://www.thenational.academy/teachers/curriculum/geography-primary/units>



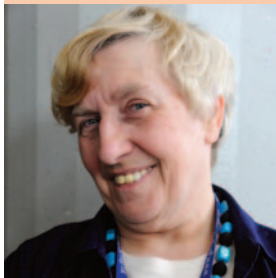
Components for a year 6 unit on coasts.



Selection of slides from the 'The changing coastline' lesson

The creators and reviewers for the GA's primary geography resources for Oak are:
 Leanne Chorekdjian, Liz Newbon, Kirstie Willis, Jen Lomas, Jenny Peek, Anna Gilyeat, Jack Lawledge, Becky Gulliver, Talitha Harrison, Gaby Shaw, Alan Parkinson, Ben Ballin and Jon Cannell.

The National Festival of Fieldwork ran throughout June, with the theme of 'Fieldwork for Everyone'. **Paula Richardson** and **Chloë Searl** from the GA's Fieldwork and Outdoor Learning Special Interest Group have gathered a selection of mini case studies to show the range of fieldwork activities undertaken by schools across the country.



Paula Richardson



Chloë Searl

National Festival of Fieldwork

Many of you took the opportunity to participate and enjoyed taking your classes out to do fieldwork, making it a very successful festival. The dedicated NFF website had many visitors; in June alone there were nearly 3000 viewings, with many downloads of the resources to share with staff. Topics such as 'looking at habitats in the school grounds' and 'wind speed and direction' were popular in both the primary and secondary sections, but it was interesting to see that creative topics such as '12 wonders of my area', 'colour in the environment' and 'how green is my area?' were also taken up enthusiastically in many schools.

The Primary PowerPoint presentation was downloaded over 1400 times, so we hope it was valuable in helping to provide staff with ideas and resources to support fieldwork planning. Many of you sent in very appreciative and supportive comments about the festival, and we know that the

experience was shared by everyone from EYFS to University students. Social media was awash with all your comments, photos and obvious enjoyment. The importance of fieldwork is perhaps summed up well in a comment from Stephen Carver at the University of Leeds:

'I always impress on our students the value of doing and seeing geographical processes at work in the field as being so much more valuable...they immediately develop a deeper understanding and appreciation about how the world works. A day in the field is easily worth a hundred lectures. And it's always great fun... no matter the weather!'

So, the plan is to do it all again next year: watch this space for further details!

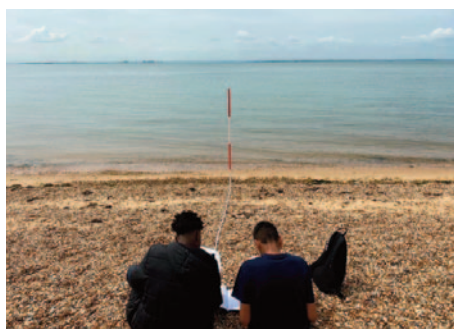
For NFF activities go to: <https://geography.org.uk/geography-fieldwork>



Barnaby Bear helped Liam from **GA headquarters** do some urban fieldwork on a staff outing. (Photo: The GA)



It was a windy day at Talacre beach for sixth form geographers from **Crompton House School**. (Photo: Crompton House School)



Year 10 geographers from **Westfield Academy** collected a variety of coastal data at Southend. (Photo: Westfield Academy)



Year 12 students from **Oaks Park High School** supported Year 5 pupils from **Downshall Primary School** as they collected weather data in their school grounds. (Photo: Oaks Park High School)



Year 10 geographers from **Westfield Academy** collected a variety of coastal data at Southend. (Photo: Westfield Academy)



National 5 geographers from **Denny High School** looking at land use and conflict and taking in the stunning scenery at Loch Lomond. (Photo: Catherine Ditchfield)



Fido was trying to measure the width of the River Gryfe but Higher Geography students from **Clydebank High School** kept getting in the way. (Photo: Clydebank High School)



Threatening skies followed Year 10 geographers from **Thomas Alleyne Academy** on their trip to Walton on the Naze. (Photo: Daisy Levett)



A stunning location for coastal fieldwork in landlocked Kazakhstan for students from **Haileybury Almaty School**. (Photo: Josh Liversidge)



Year 7 students from **The Market Weighton School** had a great time looking at coastal erosion along a windy Holderness coast. (Photo: The Market Weighton School)



Year 10 students from **Waldegrave School** used a range of urban data collection techniques in Teddington. (Photo: Ruth Flanigan)



IB students from **Scarborough College** collected data independently at the River Dove. (Photo: Helen Emmett)



University of Reading PGCE students practiced their field sketching in Portsmouth. (Photo: Martin Sutton)



A variety of coastal processes were studied in creative ways on Lowestoft beach by Year 7 geographers from **Benjamin Britten Academy**. (Photo: Floss Kitching)



Year 7 students from **Buxton Community School** visited Bakewell and Chatsworth to investigate tourism in the Peak District National Park. (Photo: Buxton Community School)



Year 7 geographers from **Crompton House School** looked at microclimate data in their school grounds. (Photo: Crompton House School)



Year 1 pupils from **Alston Primary** made rain gauges and then used them to measure rain in areas around their school grounds. (Photo: Alston Primary)



A visit to Dunham Massey allowed Year 4 pupils from **Bowden Church School** to practice their field sketching. (Photo: Bowden Church School)



Year 4 from **Oatlands Junior School** visited the Crimple Beck where they studied a range of features and characteristics. (Photo: Oatlands Junior School)



Students from the **University of Worcester** examined controls on channel morphology in the Arolla Valley in the Swiss Alps. (Photo: Ian Maddock)

Advancing Geography

As the 2024 General Election enters the rearview mirror, GA Chief Executive **Steve Brace** considers what a change in government means for both the Association and the subject of geography as a whole.



Steve Brace

With the election of the Labour government in July, we have entered a new policy framework for education. This will naturally have bearing on our subject. The General Election also saw the election of several MPs who studied geography; we have profiled these colleagues, as well as geographer Peers who became government ministers, in our graphic 'What can you do with geography in politics?'.

Geographer MPs and Peers

Bridget Phillipson, the new Secretary of State for Education, has highlighted the importance of teachers and education in improving the life chances of every child. Geography has a significant contribution to make in this endeavour, as geographers experience above average rates of graduate employment and earn 'top 10 salaries'.

But our subject does not currently provide these benefits to all. While there has been a growing diversity of GCSE geography candidates, this positive change has not been carried through into A level or undergraduate study. As such, there is much more work to do in ensuring that the benefits of our subject are better aligned to all young peoples' aspirations.

Curriculum change and support

In terms of immediate policy change, the incoming government will require academies to teach the National Curriculum; it has already cancelled the proposed Advanced British Standard, initiated an independent review of curriculum and assessment and made commitments to recruit 6500 new teachers. The latter move is particularly welcome as recruitment to ITT geography courses had only reached 89% of target by June. We have also seen vacancies for geography teachers double.

Turning to the review of the curriculum and assessment, this aims to build on the work of teachers who have brought their subjects alive with knowledge-rich teaching; its goal is to deliver a new national curriculum that is rich and broad, inclusive and innovative. Further details on the review of the curriculum can be found on the government's website. To gather the views of teachers we launched an online curriculum consultation and thank you to the many geography colleagues who shared their views with us which will inform our response to the review.

The GA will be working with colleagues across the subject community, including with the Royal Geographical Society (with IBG), to advocate for the importance of geography. We will also encourage primary and secondary geography teachers, ITT and Higher Education geographers to make their own individual submissions that highlight their individual support for geography.

In terms of more immediate support for the curriculum, we have worked with the Oak National Academy to create 235 geography lessons for key stages 1 and 2 and our new key stage 3 partnership with Oak will be completed by mid 2025. We have also collaborated with six other subject associations (representing citizenship, English, history, RE, PE and science) to publish a joint statement advocating for the need to value the expertise of subject teachers. Our collective concerns about the endemic use of non-specialist teachers was reported by the *Tes* and *Financial Times*.

Geographical skills in action

The government's wider policies have very strong relevance to our subject. For example, Labour has plans to: achieve clean power; build 1.5 million new homes; protect our lives and livelihoods from coastal erosion and flooding; protect our landscapes and promote biodiversity; and make London the world's Green Finance capital. All of these connect with the knowledge and skills developed through geography. The UK's move to net zero in particular will require every sector of the economy to be informed by an understanding of sustainability, as well as draw on the application of green skills.

WHAT CAN YOU DO WITH GEOGRAPHY IN POLITICS?



Members of Parliament and Ministers



ALL OF THESE POLITICIANS STUDIED GEOGRAPHY!

Geography has a vital role in all of this, and our subject receives strong public support. A YouGov poll commissioned by the GA in June found that '70% of all UK adults agree that young people need to study geography to prepare them with the skills & knowledge needed to work in "green jobs"'. The importance of green skills and geography was further outlined in our Schools Week piece, 'Labour must put climate at the core of its education mission'. The article noted that the UK's green economy is worth £200 billion, employs 1.2 million people and is one of the fastest growing economic sectors, yet currently in our curriculum and classrooms more is needed to develop the green skills crucial for young peoples' futures.

Colleagues may be pleased to hear that the importance of geospatial technology was specifically referenced in the King's Speech through the Geospatial Commission's digital map of the nation's underground cables and pipes. We have also sought to highlight geospatial importance through our response to the GCSE Computer Science consultation, which stressed the value of 'real world' data and referenced how GIS is an existing requirement in the geography curriculum.

Exam results

August saw the publication of exam results for geography, and we are delighted to see GCSE entries continue to grow to just short of 300,000 entries, almost 120,000 more than the subject achieved 15 years ago. However, A level geography

saw a fall of 4%, and we will be looking to provide additional support to help teachers better promote the value of studying A level geography.

The GA's strategy

Regardless of governmental change, we have continued to highlight the value and relevance of our subject, be it through a piece on the importance of fieldwork in the Guardian, the geography of Eurovision and local fieldwork in the Tes or geographical perspective and the Paris Olympics in Teach Secondary. Our two forthcoming National Research Reports, on Fieldwork and Equality and Diversity and Inclusion, will respectively give the GA and the subject community as a whole greater insight into these two important areas of geography. Over the coming year, we will be working to complete our 2020–2025 strategy while also developing a new strategic plan leading us toward 2030. There will be a central place in the new plan for continued advocacy for and promotion of geography's value.

We will also be involving GA members and the wider geographical community in our discussions over the next two terms as we forge this new strategy. I do hope you will share your views and feedback about the GA with me, and please feel free to email me on chiefexec@geography.org.uk

I look forward to working with you over the coming months.

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Getting even more out of your GA membership

Becky Kitchen, the GA's Head of Professional Development, unveils new features on the GA website for members to tailor their experience according to their needs.



Let us know your context and interests

The GA's National Research Report 'The professional needs and views of teachers of geography' (2022) presented the findings of a two-stage listening exercise, involving over 400 geography educators. The research found that the support provided by the GA is extensive, but sometimes overwhelming, and that there was a need to find more effective ways to signpost GA support so that individuals are aware of what best applies to their needs and interests.

We've been working hard over the last year to try and improve this aspect of our website: and so we're really pleased to launch the 'My Preferences' tab on the portal, which will allow you to signal the things that you are interested in hearing more about. This represents a major step forward in the GA being able to provide you with the most appropriate information according to your personal criteria. For example, even

selecting a few options will mean we won't send you information about the wrong education phase or career stage; you'll only receive the most relevant information from us, enabling you to get the very best from your GA membership.

Log in to your portal on the GA website and click on the 'My Preferences' tab. You'll then find a list of context statements and interests. Check any that apply, or that interest you, and click 'update' (see image left). We'll then be able to send you the information that you're likely to be interested in. Don't worry if things change. You can log in and update your portal at any time.

Focus your subject-specific professional development with the GA CPD toolkit

We are also really pleased that the GA CPD Toolkit is now available to all *Teaching Geography* subscribers and to anyone who signs up for the GA Professional Award. The kit will help you identify aspects of your practice that you might want to develop, signpost free and low-cost subject-specific professional development, and provide a place where you can reflect on the CPD you engage in. Find out more at <https://geography.org.uk/cpd-toolkit>.

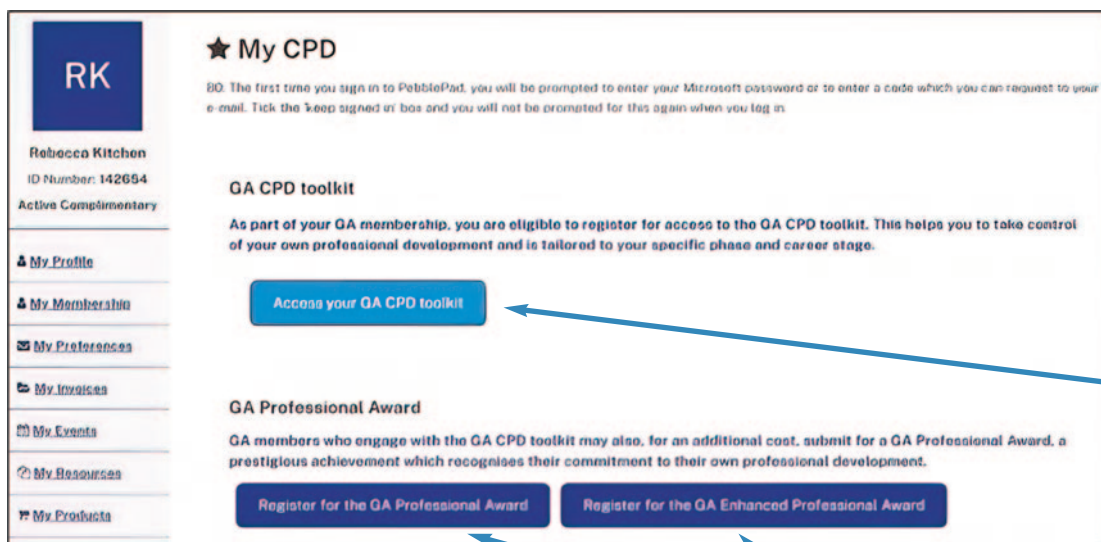
To access the CPD Toolkit, log in to your portal on the GA website and click on the 'My CPD' tab. You'll be given the option to preview the toolkit first before you sign up. If you decide that you'd like to use the toolkit, click on 'Register for the GA CPD toolkit' (see image below). You will then need to indicate which pathway best describes your phase and career stage so that the content is tailored to your needs. We'll then sort out your access and you should be able to get going.

Make sure you click 'update' to make the changes to your portal.

Click on your career phase or role, and any geographical or professional interests that you have.

Log in to your portal and click on the 'My CPD' tab. Your screen will look like this.

If you'd like to have a look at the GA CPD Toolkit, you can access a preview. Once you've decided you'd like access, click on the 'Register for the GA CPD toolkit' button.



When you are given access, the button on your My CPD tab of the portal will look like this. Click to access your GA CPD toolkit at any time.

You can access your toolkit at any time through the portal; this is also the place to register for the GA Professional Award (see image above).

You can also register for the GA Professional Award or the GA Enhanced Professional Award through the My CPD tab of your portal. Find out more about these awards on the GA website.

The GA Subject Knowledge Scholar programme

Geography continues to face significant shortfalls in ITT recruitment and one notable trend is the increase in those without a geography degree training to teach geography. In addition, there is no longer funding available for Subject Knowledge Enhancement courses in geography, meaning that we find ourselves in a perfect storm of non-specialists training to teach geography without crucial subject knowledge support.

We felt that, as the subject association for geography teachers, we were well-placed to both offer this support and induct new teachers into our vibrant subject community. We are therefore excited to offer our new Subject Knowledge Scholar Programme for aspiring secondary geography teachers who will start their Initial Teacher Training in 2025. Worth over £1,500, but available to those who sign up to the programme for only £700, the package includes:

- three years of GA membership
- an eight-week online subject knowledge course, supported by a tutor (see outline programme below)
- free places on our KS3, KS4 and KS5 subject knowledge and fieldwork courses, and a free place at the GA's 2025 three-day annual Conference
- over £250 worth of our best-selling resources, including the Handbook of Secondary Geography, Geography through Enquiry and the Top Spec geography series
- a written report and a certificate on completion of the course.

The Subject Knowledge Scholar Programme outline

8-week online subject knowledge course

(Starts week commencing 2 June and completes week beginning 1 August)

Each week will have a different theme, include reflective independent work and involve an online discussion with your tutor:

Week 1	Becoming a geographer and developing your subject knowledge
Week 2	Weather and climate
Week 3	Landscapes: rivers, coasts and glaciers
Week 4	Hazards
Week 5	Urban environments
Week 6	Development
Week 7	Option: Resources; The climate crisis; Ecosystems; Globalisation; Migration and global governance; Map skills
Week 8	Embedding fieldwork

Find out more at

<https://geography.org.uk/events-cpd/ga-subject-knowledge-scholar-programme>, or get in touch at info@geography.org.uk if you have any questions.

CPD Impact interview



Nicola Millbank has been a Primary teacher for 12 years, and has been the geography lead in a London two-form entry

school for the past four years. Geography is not her subject specialism, but in this interview she explains how she has engaged in subject-specific CPD to develop the her school's geography curriculum. Nicola was awarded the GA Professional Award in July 2024.

What did you do and why did you do it?

I wanted to get an idea of what pupils thought about geography, and so when I took over as subject lead in 2021 I did a pupil voice survey to find out. From year 1 through to year 6, the answers to the question 'Are you good at geography?' were very similar:

'No, I'm unsure. I don't feel very confident in it.' (Year 5)

'Don't really know what it means – is it maps and countries? We looked at maps in Elmer Class and Wilbur Class. I was good at that.' (Year 1)

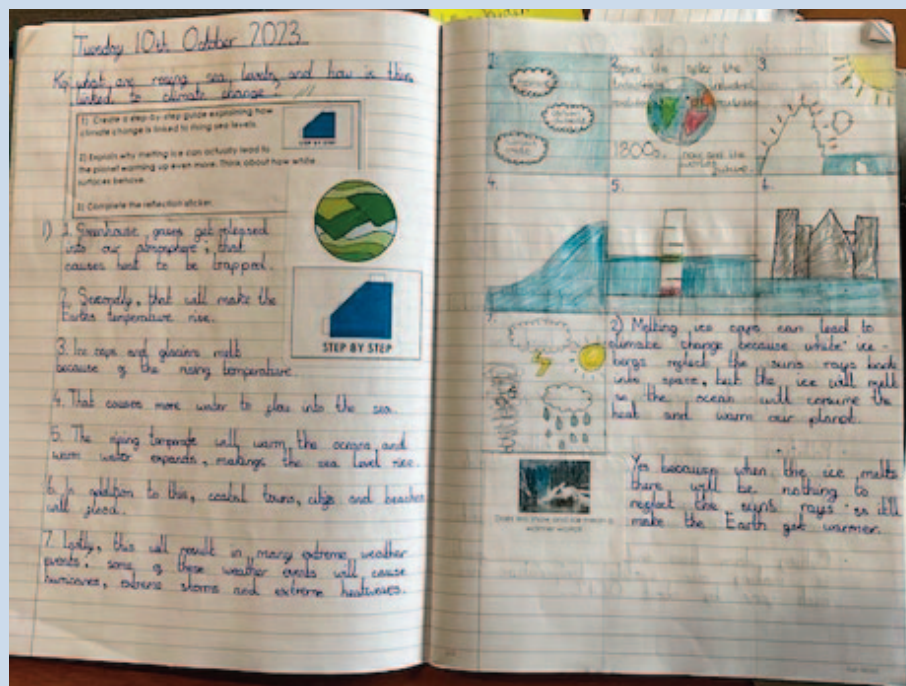
Geography was not clearly a subject in its own right; lines were blurred with the global citizenship curriculum and geography skills and knowledge were limited. Along with book looks (see image below), it was clear children just coloured maps. One child reflected that the memorable learning was out of the classroom, doing fieldwork. I knew this comment, and the pupil voice experience overall, had to be a big driver of change.

Book Looks

2020-21



Before Nicola's work, geography in the school was focused on colouring maps.



An example of work based on Nicola's new primary geography curriculum.

How has CPD developed your teaching in geography?

I attended two CPD courses: one by the National College, but delivered by the GA, on curriculum intent in primary geography; and the other from the GA on embedding fieldwork in primary geography. As a result of this CPD I was able to develop my thinking and plan our new curriculum. I was able to articulate our intent, our vision of what geography would look like in our school, and led a staff meeting to share this and outline initial curriculum plans. One of the things that I learned from the fieldwork course is that little and often is best to ensure that fieldwork knowledge and skills are embedded in the curriculum and practiced often. Therefore, I have tried to build this thinking into our new geography curriculum.

What impact has this had on the quality of teaching, curriculum or outcomes for students?

I shared our progress with staff in February 2022, and in February 2023 carried out some more pupil voice to see what the children thought about our new geography curriculum. The comments were much more confident and positive, and I was happy that the children took more ownership of their learning, researching and enquiring:

'Italy is fun to learn about, I want to visit there. We got to choose and do our own research and it was good, I also learned a lot more about the UK.' (Year 4)

'I know so much about how to draw a map with key and eastings and northings. I am confident to draw a good map and talk about how land is used in our area.' (Year 6)

The work that the children are now producing is much more exciting, meaningful and ambitious (see image above). While tweaks still need to be made, geography in our school is in a much better place than it was a few years ago and I have really benefitted as a leader from reflecting on this process.

If you'd like to achieve the GA Professional Award visit the GA website at <https://geography.org.uk/events-cpd/cpd-toolkit/ga-professional-award>

Subject updates

New resources to support primary teacher educators

Schools have been involved in mentoring new teachers for years, and many teachers have significant experience of mentoring. However, the expectations of mentors have been raised with the introduction of the *Initial teacher training (ITT): criteria and supporting advice for the academic year 2024/25* from September 2024.

The 2024 criteria specify that trainees must have access to mentors who have expertise in subject-specific approaches, so that ‘trainees are able to learn the best-evidenced ways of teaching their subject’. This is true for both primary and secondary trainees.

For generalist primary teachers who teach the full primary curriculum, having an in-depth knowledge of all subjects can be a challenge. To help meet this challenge, the GA’s Teacher Education Phase Committee (TEPC) have created a range of resources designed to provide specialist support for all who work with beginning teachers in the primary phase during their initial training and early career induction; this includes mentors, school-based trainers and university tutors.

Support for primary geography teacher educators

The resources available on the GA website (<https://geography.org.uk/ite/initial-teacher-education/support-for-geography-teacher-educators/support-for-primary-geography-teacher-educators>) include guidance on what makes a good primary mentor, advice on co-planning geography lessons and subject-specific feedback, and prompt sheets to support subject-specific feedback for planning and lesson observations.

What makes a good primary mentor?

In the webinar ‘What makes a good primary mentor?’, Anthony Barlow (University of Roehampton) discusses the attributes of a good mentor with Julia Mackintosh (University of Hertfordshire) and trainee teacher Ella. They discuss trainee teacher expectations, ideas about mentoring and the importance of adapting mentoring approaches over time as trainees develop confidence and expertise.

Co-planning lessons

In an ‘Introduction to co-planning’, Julia Mackintosh considers the collaborative development of lessons by mentors and beginning teachers. She outlines the benefits of mentors ‘thinking aloud’ as they explore lesson content with their mentee, exposing the tacit and often ‘hidden’ knowledge that influences their lesson design. By making their decisions explicit as they plan a geography lesson with a beginning teacher, mentors can help to develop beginning teachers’ understanding of *how*, rather than just *what*, to plan. Examples of co-planning conversations with trainee teachers Maisy and Scarlett are also provided in two short videos. These demonstrate how mentors can help trainees to focus on key learning, lesson design and sequencing, and how all pupils might be supported to access geographical learning. Both are focused on key stage two geography topics – one on the distribution of volcanoes and the other on river processes.

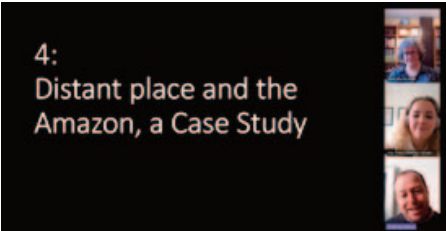
Subject specific prompts to support lesson planning and observation feedback

To further support mentors, school-based trainers and university tutors during geography lesson planning conversations, Vicki Pountney (Sheffield Hallam University) has created a set of key questions and prompts focusing on key geographical learning. These provide mentors with questions designed to encourage the development of lessons that support pupils to think and work like a geographer and to

make use of geographical knowledge. Prompts are also provided to support mentors when they observe lessons to ensure that feedback has a geographical focus. As shown in the extract below, the prompts encourage mentors to consider ideas such as whether the lesson observed is rooted in enquiry, addresses key geographical concepts and provides opportunities for pupils to make connections to their everyday lives as well as within and between geography topics.

Giving subject-specific feedback

In this webinar, Anthony Barlow is joined again by Julia Mackintosh and Ella as they consider a key stage one lesson taught by Ella focusing on a distant locality – the Amazon Rainforest. They discuss: how subject-specific guidance can support effective post-lesson feedback; the benefits of focusing on a specific aspect of geographical learning; the importance of helping trainee teachers to make geographical connections; and using pupils’ work to ensure that lesson feedback is focused on pupil learning. In the light of her recent experiences as a trainee teacher Ella highlights the value of mentors sharing pupils’ prior geographical knowledge and experiences.



Giving subject specific feedback.

All of the resources to support primary teacher educators are free to download and available from 1 September 2024.

Key question for mentors	Possible prompts for mentors
Does the lesson have a clear geographical focus?	■ Is the lesson framed as a geographical question that children can explore and respond to? ■ Is the learning context clearly linked to a ‘big idea’ or disciplinary concept (e.g. place, scale, environment)? ■ Does the lesson provide opportunities for children to build on their personal knowledge and experience?
Does the lesson enable children to develop geographical knowledge	Are children provided with opportunities to: ■ Develop their knowledge and understanding about a range of diverse people and places at different scales where appropriate (local, national and global)? ■ Learn about how the world is changing in a way that offers them hope for the future? ■ Know more about the ways in which the physical and human world is interconnected?

Extract from lesson observation prompts.

Initiative fund – making a difference

The GA's Initiatives Fund provides grants of between £250 and £1500 to provide new opportunities for geography teachers. Two recent recipients are Villa Real School and to support a one day seminar for geography teachers in Blantyre, Malawi. For more information please go to <https://geography.org.uk/funding-opportunities-for-geography-teachers>.

Villa Real: Green careers

Introduction

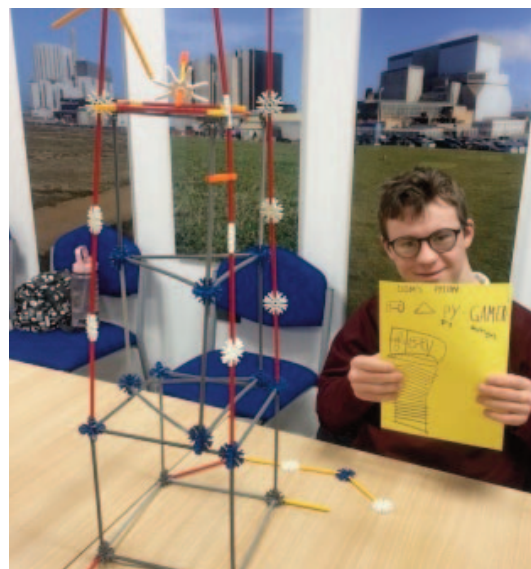
Villa Real is a school for pupils aged 2–19 who have severe, profound, medical and complex learning difficulties. We were awarded the Silver Primary Geography Quality Mark in 2023; while completing the award, we became aware that there was a need for quality geography resources suitable for pupils with severe learning difficulties (SLD). We decided to explore how the GA's resources could be adapted to meet the needs of our pupils by developing a programme of green careers.

A focus on green careers

We are committed to ensuring that our young people are prepared for a sustainable world and understand the global dimension. Green skills and jobs are topics of particular interest to our pupils, and our careers curriculum works toward the Gatsby Benchmarks. We decided to create resource packs for six green careers sectors: farming; energy; transport; engineering; construction; and life science.

Creating the resources

For the resources to be engaging and accessible for our SLD pupils, we created learning packs by using a specialist Widgit software called InPrint 3 to introduce each green careers sector. Each learning pack is approximately 12 pages long and organised in sections, so that they can be adapted and personalised to meet individual pupils' learning programmes. Many of our SLD pupils are visual learners, and each page of the learning pack has a corresponding PowerPoint slide with photographs to support individual and small group teaching.



A Villa Real student at the EDF power station in Middlesbrough

Impact of the green careers packs

The green careers packs have been very beneficial in supporting whole school events. For example, during Green Careers Week 2023 many of our teachers, including those specialising in autism provision, utilised the symbols-based packs to support their pupils who are either non-speaking or pre-writing. The packs have also been used by KS4 and KS5 pupils to support their work-based learning curriculum. These pupils used the energy resource pack to consolidate their learning after visiting the EDF power station in Middlesbrough (see above).

Classes have likewise used the packs to support pupils' learning during their farming sessions at Bowlees Education Farm (see below).



Learning by doing at Bowlees farm

Blantyre, Malawi: Geography seminar

In November, letters of invitation were sent to twelve secondary school geography teachers in Blantyre district: Miss Siti, Mr William and Mrs Chirwa (Njamba Secondary School); Mrs Kapelemela (Zingwangwa Secondary School); Mrs Gondwe (St. Pius Community Day Secondary School); Mr Paul (Soche Hill Secondary School); Mrs Naomi Phiri (Chirimba Community Day Secondary School); Mr Julius (Ngongomwa Community Day Secondary School); Mrs Bitoni (Thuchila Community Day Secondary School); Mrs Chitakamile and Mr Munthali (Chichiri Secondary School); and Miss Mukiwa Matapwata (Community Day Secondary School).

The seminar was planned on 25 November 2023 during a meeting held at Njamba Secondary School. The teachers agreed that the seminar was to be held for one day. Official permission was obtained from the South West Education Division (SWED) manager, Mr Kandio.

The seminar took place on 4 January 2024 at the Wildlife Environmental Society Offices in Blantyre, facilitated by Mrs Jere and Mrs Rudi. Mrs Jere facilitated on how to deal with challenges in a geography classroom and how to handle challenging topics in geography. Mrs Rudi facilitated on assessment in geography.



Mr Khumbo Kamanga, the GAIF applicant (centre), opening the seminar



Participants getting ready for the first presentation



From left to right: Mrs Kapelemela; Mr William; Mr Munthali; Mr Paul; Mrs Chitsakamile; Mrs Naomi Phiri; and Miss Mukiwa



Mr Chidaya, the IT technician (left), setting the projector



Above: Mrs Jere giving a presentation
Right (from left to right): Mrs Naomi Phiri, Miss Mukiwa and Miss Siti listening to a presentation



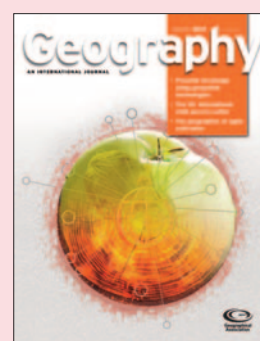
Geography – getting more from your subscription

Did you know that GA members who subscribe to *Geography* also receive free access to the eight journals listed below via Taylor & Francis Online?

- IRGEE (International Research in Geography and Environmental Education)
- Journal of Geography in Higher Education
- Children's Geographies

- Environmental Education Research
- Social and Cultural Geography
- The Geography Teacher
- Journal of Geography
- Geographical Review

Log in to the GA website and go to:
<https://www.geography.org.uk/Journals/Geography>
where you will find the links to these journals.



Amy Case, Head of Geography at Latymer Upper School and Vice Chair of the GA's International Special Interest Group (ISIG), shares her highlights from this year's study tour to the Azores.



Study Tour 2024 – Azores



São Miguel, the largest of the nine islands in the Azores archipelago, is an adventurer's paradise. With its breathtaking volcanic landscapes, dramatic coastlines and geothermal wonders, it offers the perfect backdrop for geography teachers. This year we embarked on an unforgettable study tour to São Miguel, organised by ISIG in collaboration with sustainable tour operator Flooglebinder. The tour aimed to immerse us in the island's geography while also inspiring innovative classroom resources. The journey kicked off with a hike through Feteiras in Nordeste. Guided by a local expert, we marvelled at the sweeping views of São Miguel's northern coast. Standing atop the island's lush green hills, it was hard to believe that the narrow landmass stretches only nine miles across and forty miles in length. The volcanic terrain, with its stark contrast to the vibrant greenery, created a surreal landscape that sparked lively discussions about how the unique geography of the Azores could be shared and brought to life in our classrooms.



A geyser erupting in Furnas.

Costa Rica 2025

Although we're still reflecting on this amazing trip, some of us are already getting excited for the next adventure: Costa Rica 2025. Come and join us! Places are still available and you can find out more by emailing info@flooglebinder.co.uk, calling +44 (0)203 633 0163 or by taking a look at their bespoke microsite <https://flooglebinder.co.uk/costa-rica-ga-tour>

A leisurely picnic followed, featuring locally sourced produce, before we ascended to the Sete Cidades viewpoint. Here, the stunning twin lakes mirrored the colours of the surrounding landscape, offering a natural case study that exceeded our expectations. The afternoon took on a more relaxed pace; after all, it was our summer holidays too! We enjoyed kayaking, paddleboarding and cycling around a tranquil lake – a setting that encouraged spontaneous conversations about the group's diverse teaching contexts, how children connect to their geography and how fieldwork connects us to reality. A final highlight of the day was tasting the sweet and spicy nectar of the ginger lily plant that lines the country roads. This added an authentic touch to our experience.

The following day brought the thrill of the ocean, where we encountered playful pods of common and Atlantic spotted dolphins. Despite scanning the horizon the famed local sperm whale, known as Mr Liability, remained elusive, though we did hear that those who stayed on a few days saw him on a second trip! As we ventured further into the vast

The diverse geographical features of the Azores.

Atlantic, surrounded by nothing but sky and sea, the sense of remoteness was palpable, and a poignant reminder of the isolation that defines this volcanic archipelago.

Later, a session with marine experts reiterated the importance of sustainable tourism in preserving the Azores' fragile ecosystems. A live cetacean tracking database showcased real-time data on marine life, inciting ideas for how their work could be used for citizen science exploration and to teach students about data collection and its global impact.

The adventure continued with a journey through a lava tube at Gruta do Carvão, followed by an interactive visit to the Centre for Volcanology and Geothermal Energy. The centre's archival material provided invaluable insights into volcanic formation, enriching our understanding of the island's geology. This experience inspired some of us to base our resource contributions on this captivating topic.

Day five brought a visit to Furnas Valley, the heart of São Miguel's geothermal activity, where we explored active volcanic sites while gazing at boiling calderas and listening to what was described by locals as the Devil's Heartbeat! Just outside the village of Furnas we visited some cooking holes, where the traditional



Exploring the lava tube of Gruta do Carvão.

Cozido das Furnas dish was being prepared for us using the Earth's natural heat. Sampling this local delicacy, cooked underground, was a memorable culinary experience that added flavour to our adventure!

The final day took us to see the brilliant work at the Nordeste Bullfinch Conservation Centre, where we learned about efforts to protect the native Priolo bird. Although we didn't spot the incredibly rare species, the visit highlighted the vital role ecotourism plays in funding conservation efforts that left us feeling hopeful for the Priolo's future. That evening, a teach-meet was held where we reflected on our trip and were inspired by one another to think innovatively about sharing our lived experience with our geography community.

Throughout our time in São Miguel, we experienced not only the island's natural beauty but also the deep connection between its people and the land. Ecotourism plays a crucial role in preserving this unique environment, and it was clear that the locals understood its importance and valued us as visitors. This trip to São Miguel was more than just a tour – it



A group photo of the tour on a scenic hike.

was an opportunity to connect with the island's geography, culture and people in a way that we hope will enrich classrooms back home through the resources we have created.

The resource pack, curated by ISIG and contributed to by the tour's participants, will be available to GA members later this term.



São Miguel's local geothermally cooked dish, Cozido das Furnas.

Welshwise 2024 results

The 2024 WelshWise quiz rounds were held in June in three locations around the country. The aim is to encourage young Welsh geographers to learn more about Wales and encourage enthusiasm for geography. The South Wales quiz was held at Cardiff University in the grand Glamorgan Rooms, with kind permission of the Department of Geography and Planning. After a close contest, the winners were Bryngwyn High School. The Mid Wales competition was hosted by Bishop Hedley High School in Merthyr and won by Cyfarthfa High School. The North Wales quiz, at Bryn Elan High School in Colwyn Bay, was another close contest and after a run-off Bryn Elan and Ruthin School shared the trophy. Many thanks to our hosts and the enthusiastic teams.

Well done to the trophy winners, and most of all to the 72 pupils who took part!



The South Wales teams show off their certificates



Welshwise participants from North Wales gather for a group photo



Some of the Mid Wales competitors

Images courtesy of the Welsh Special Interest Group

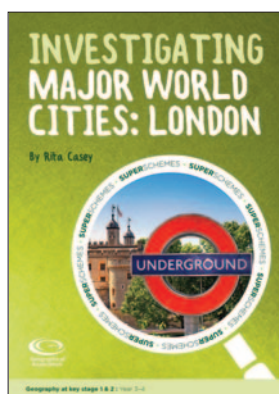
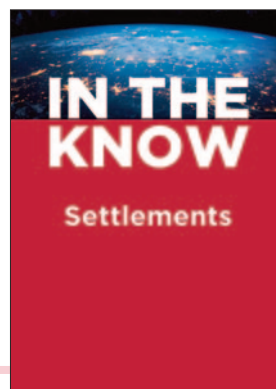
Publications and resources

The GA publishes student resources, geography handbooks, fieldwork resources and resources to support continuous professional development across all phases of geography education. We also sell primary and secondary atlases, fieldwork equipment, posters, badges and Barnaby Bear glove puppets.

GA members receive a discount of up to 20% on all the shop resources.

Shortlisted for the Teach Primary awards 2019. The *In the Know* series is designed to help primary teachers with their background knowledge of geographical themes and topics that they are expected to teach. *Settlements* offers clear and concise background information and facts about the development of settlements in Britain from the early settlers to present day, the different boundaries of the islands we inhabit, and exploration of the settlement hierarchy.

Price: GA members £4.50 (non-members £5.75).

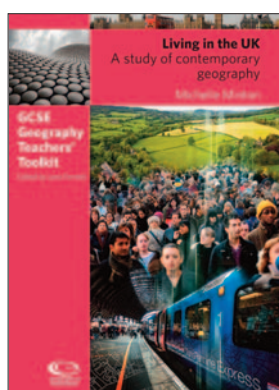
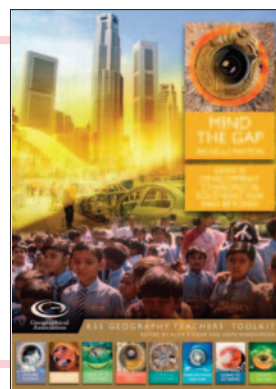


This resource will enable all primary teachers to teach good geography about major world cities. The focus here is London, but the activities and ideas could be easily applied to an investigation of any city. The unit of six lessons aims to help pupils to understand the hierarchy of settlement, the physical features that underpin the development of major cities, and the role and needs of capital cities. Pupils will explore London's population, historic location, weather and climate, and the role that attractions, transport, parks and the River Thames play in its popularity as a world-class tourist destination.

Price: GA members £14.99 (non-members £21.99)

In this unit, students will investigate international development at a variety of scales. They will critically consider what development means for people and places, how development can be defined and measured, where the most and least developed places are in the world, why development is unequal and who is responsible for development. They will apply this knowledge as they take a closer look at present and future development in Southeast Asia.

Price: GA members £19.99 (non-members £24.99).



Throughout this Toolkit students are encouraged to delve into the geography of the UK across a range of scales and through a variety of lenses. They explore a variety of contrasting places across the UK, each with its own unique geographical landscape and history: - urban challenges and opportunities in Birmingham, Leeds and London - rural change in Hawes, North Yorkshire - sustainable living in Bristol. The concept of space, the relative location of places, and the flows and movements of goods, services and people are central as students explore the interdependence of the UK and rest of the world and the relationship between urban and rural landscapes.

Price: GA members £19.99 (non-members £24.99).

In January 2020, scientists in China revealed the existence of a new coronavirus (SARS-CoV-2) and concern that its flu-like symptoms might threaten people in much the same way as the 1918 influenza pandemic had done over a century earlier. Within weeks, the virus had spread to virtually every country in the world, earning its classification as a 'pandemic'. Geographers are interested in health – where diseases originate, how, why, and where they spread, and their impacts on (and the responses by) governments.

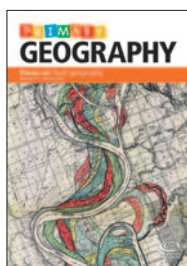
Price GA members £22.99 (non-members £29.99).



Visit the GA shop for more details www.geography.org.uk/shop

Journals autumn 2024

For full details of current issues of the GA journals and access to the journal archives go to <https://www.geography.org.uk/Journals>. Look out for these articles in the autumn issues.



The Lost Rainforests of Britain

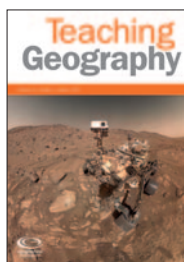
In this edited extract from his book, *Guy Shrubsole* describes the importance of British temperate rainforests and outlines how to include them in units of study.

Fluid identities: what do we mean by 'safe spaces'?

How can we focus on the most fluid identities in a safe and geographical way? *Kit Marie Rackley* and *Alice Hoy* draw on the personal and local scales of a school community to provide examples.

Changing landscapes, changing attitudes

Gordon MacLellan describes how he used maps in the form of talk, poetry and music with KS2 pupils in Buxton's woodlands to explore people's fluid relationships with places.



How can I use Generative AI to support the creation of model answers at A level?

Ruth Harding

This article takes us through the process of helping geography students create model

answers using Generative AI. It focuses on how to use AI to support A level teaching of 'place', using Park Hill in Sheffield as an example.

Encouraging students' questions in the geography classroom

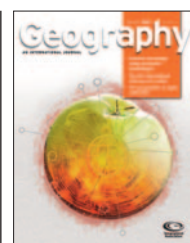
Margaret Roberts

Research has shown that extremely few questions are asked in classrooms by secondary school students. Margaret explains why it is important for students to ask questions in geography, and suggests a range of strategies and activities that can be used to encourage them.

Our 'golden threads' curriculum

Fiona Sheriff

This article describes how Fiona's school developed their 11–18 curriculum around eight 'golden threads' (Gardner, 2021) based on core geographical concepts. It explores how they have built a clear vision and tried to design a coherent, powerful and relevant 11–18 curriculum.



What role for geography in justice-focused climate change education?

Catherine Walker

As the effects of climate change are felt around the world, the stakes for what climate change education

(CCE) is and what it can achieve have never been higher. Young people's climate concerns are widely known and they have expressed wishes for action- and justice-oriented CCE. This article draws from research conducted with migrant-background young people and secondary educators in Manchester, UK, and Melbourne, Australia, which explored inter-generational and cross-cultural responses to climate change.

Mahogany: a historical geography of a lasting commodity of 18th-century enslavement

Gordon Walker and Bronte Crawford

Slave labour was used to cut mahogany trees and prepare the timber for transporting to European and North American markets. When made into fine furniture and fittings this same mahogany has been admired and preserved through to the present day. We explore how mahogany was part of the geography of colonial trade and wealth-making by drawing on research focused on Lancaster in north-west England, the UK's fourth largest slave trading port.

Equality, diversity and inclusion resources

GeogPod – titles and speakers

- Widening participation (Episode #76) – Donald McClean
- Viewing the world through a geographical lens (Episode #74) – Professor James Esson
- Navigating EDI through geography (Episode #71) – Kit Marie Rackley, Akhera Williams, Alice Hoy and Sarah Hayden
- Research for teachers (Episode #65) – Chris Winter and Dan Whittall
- Know where you are, know who you are (Episode #54) – Dawn Gessey-Jones
- Past climates, fieldwork and belonging (Episode #51) – Dr Sarah Greene
- Geographies of race and racialisation and designing an anti-racist curriculum (Episode #40) – Dr Amber Murrey
- "Everybody who is here, belongs here. That is a geographical statement." (Episode #18) – Dr Patricia Noxolo
- Defining and decolonising geography (Episode #13) – Hina Robinson and Tariq Jazeel

GEO – content units and lectures GCSE

- Why go beyond the 'single story'?
 - Can Haiti throw off its historical chains?
 - Everyday Stories of Climate Change
- ### A level
- Chad-Cameroon oil pipeline: A case study of energy resource issues in a

- regional setting
- Investigating the 2011 London riots
- Investigating the Index of Multiple Deprivation

Lectures

- Making LGBTQ communities, changing LGBTQ spaces – Dr Nick McGlynn
- Gentrification: how can we create fairer cities? – Dr Rowland Atkinson
- GA Annual Conference: Africa is Not a Country – Dipo Faloyin
- Does where you live affect your health? Unpicking the geographical determinants of health – Dr Mark Green
- Development solutions: One Size Does Not Fit All – Professor Katie Willis

Online Teaching Resources

- These resources can be found at: <https://www.geography.org.uk/Teaching-Resources>
- Celebrating other cultures through multi-sensory stories
- Compassionate geographies – WorldWide Week 2021
- Everyday geographies around the world
- Sheffield case study 3: Unequal places
- Teaching about refugees and migration

Journal articles

- Castree, N., Oakes, S. and Sinclair, D. (2023) 'Exploring "power" as a

concept in geographical education', *Teaching Geography*, 48, 3, pp. 100–102.

- Corrado, E. (2022) 'Decolonising geography to unshackle the representation of Africa', *Primary Geography*, 108, pp. 8–10.
- Davies, A. (2023) 'A different vision of big ideas', *Primary Geography*, 112, p. 13.
- Freeman, D. and Warner James, H. (2023) 'Lesson learned from adapting teaching for students with visual impairments', *Teaching Geography*, 48, 2, pp. 54–57.
- Grasmeyer, A. (2023) 'Supporting geography teachers with dyslexia', *Teaching Geography*, 48, 1, pp. 11–13.
- Gorell Barnes, L. and Jones, V. (2024) 'If racism vanished for a day: towards a kinder, anti-racist society', *Primary Geography*, 113, pp. 14–15.
- Lambert, D. and Morgan, J. (2023) 'Geography education and racial literacy', *Teaching Geography*, 48, 3, pp. 97–99.
- Lang, B. (2022) 'Supporting autistic students with fieldwork', *Teaching Geography*, 47, 3, pp. 116–118.
- Martin, F. (2022) 'From the archive: Values visions and viewpoints', *Teaching Geography*, 47, 1, pp. 22–25.
- Morgan, J. and Lambert, D. (2024) 'Race, racism and the geography curriculum', *Geography*, 109, 1, pp. 40–43.
- Osborne, C. (2023) 'Inclusive big ideas', *Primary Geography*, 112, p. 14.
- Peake, J. (2024) 'Tectonic divergence: attempts at decolonising the secondary curriculum', *Teaching Geography*, 49, 2, pp. 57–60.
- Reilly, S. (2022) 'Supporting trainee teachers to decolonise the school geography curriculum', *Teaching Geography*, 47, 2, pp. 64–66.
- Sammar, I. (2024) 'Decolonial and anti-racist pedagogy through personal geographies', *Teaching Geography*, 49, 1, pp. 22–25.
- Sinclair, D. (2022) 'Pedagogies for diverse classrooms: why should geography matter to me?', *Teaching Geography*, 47, 3, pp. 102–105.
- Sinclair, D. and de Fonseca, A. (2022) 'Operationalising anti-racist pedagogy in a secondary geography classroom', *Teaching Geography*, 47, 2, pp. 58–60.
- Winter, C., Kasuji, S., Poh, C., Robinson, R. and Whittall, D. (2024) 'Critiquing "powerful knowledge" in school geography through a decolonial lens', *Geography*, 109, 2, pp. 67–78.
- Yarwood, R. (2023) 'Rethinking British National Parks: country, coasts and cities for all?', *Geography*, 108, 1, pp. 6–16.

This is a selection of resources from the GA's website and journals to support you with work towards greater equality, diversity and inclusion in geography.

Geographical Association

Annual Conference and Exhibition

Oxford Brookes University, 15-17 April 2025



<https://geography.org.uk/events-cpd>