

## Whole curriculum

Preparing young people for the future, with all its promise and uncertainties, is perhaps education's most essential purpose. This is particularly important at this moment in history, when uncertainty seems to overshadow promise. Many young people in school today will still be alive in 2100 but their world is likely to be a very different place.

So what is the best preparation we can give our young people through their schooling, to help them shape their future and the future of the communities they live in? What does it mean to be an educated person in the 21<sup>st</sup> century? As educators that is our task in devising the curriculum which will shape our young people's learning.

In the geographical community, we believe that our discipline has a vital contribution in helping all young people to learn about their world, and that a worthwhile experience of geography is an essential part of their education. No-one should be thought to be truly educated without this vital learning.

*A different view* sets out our case. If you're a senior leader, subject leader or classroom teacher, it will help you reflect on learners' whole curriculum experience – in the classroom, outside the school and beyond – and about geography's contribution to it. You can use it to:

- Think about the place of geography – and other disciplines – in helping to realise your school's aims. These very probably include aspirations to help prepare young people to be present and future citizens: geography can help you achieve these goals (page 5).
- Review the balance of learning for skills, understanding and values across the curriculum, and the contribution of specialist teaching to these; skills alone won't prepare young people for their future – they need understanding and a sense of value as well (page 9-11).
- Review the 'what' and the 'when' of learning to enhance complementary work between subjects. Geographers are used to thinking in this way: looking for synergies around key topics and learning experiences which will make the most of teachers' expertise, as well as making more sense to learners (page 13).
- Ask young people themselves about their futures (we have! See the results of the Ipsos Mori ['World Issues Survey'](#)) – amongst those things they believe they should learn about, they are very likely to include a range of geographical issues (page 15).
- Think about the 'where' of learning; geographers believe some learning should take place in the real world – our laboratory. Quality fieldwork is an unbeatable learning experience that few students will forget (page 23).
- Review your CPD strategy: teachers' pedagogic skills – the 'how' of learning – have been a national focus for the last decade. Are colleagues as well prepared with up-to- date subject knowledge as they need to be in order to plan and teach for this future (page 27)?
- Think again about the 'why': can there be many more pressing concerns for educators of these young 21<sup>st</sup> century citizens, than the human and natural sustainability of their communities and planet (page 30)?

*John Hopkin, Chair, GA Education Committee*