



Geography Editorial Policy

Geography aims to re-energise the subject at all levels of education by stimulating dialogue and debate about the essential character and contribution of the subject. Articles submitted should be relevant to geographers and educationalists in schools, colleges and universities worldwide and to those involved in teaching, curriculum development, advanced study and research.

The Editorial Collective welcome articles which:

- Provide scholarly summaries and interpretations of current research and debates about particular aspects of geography, geography as a whole or geographical education
- Explore the implications and consequences of changes in the subject and in education for the well-being and progress of geography at all levels
- Make meaningful and substantive connections between everyday life, public policy and geographical understanding and so help to widen participation and interest in geography
- Foster a critical and analytical approach to the subject and aim to challenge popular assumptions about place, space and environment
- Explore and develop opportunities to gain geographical insights from and develop synergies with other disciplines and new and unusual resources.

Articles submitted should normally be one of the following types:

- **Main articles** (3000-4000 words): substantive paper with a clear focus, analysis and summary or conclusions. Main articles will be peer-reviewed
- **Challenging Assumptions** (1000-2000 words): short items presenting a well-argued viewpoint which challenges existing ideas or throws new light on a current issue or debate
- **This Changing World** (1500 words): short articles aimed at updating readers about a current topic, place, educational matter or trend
- **Spotlight on...** (2000 words): short items focusing on a book, idea, approach, resource or technique and exploring its relevance and challenges for geography and geography education.

For all articles, high quality **illustrative material** is welcome, including colour photographs, maps, graphs and illustrations. For information about presentation of material see www.geography.org.uk/download/GA_JGeographyPresentation.pdf

Forthcoming in *Geography*

- When flood risk transforms a territory: the Lully effect
- Investigating geography
- Challenging energy assumptions
- Fieldwork
- Joined-up geography
- Whatever happened to understanding in geographical education?

We welcome articles which have linked **electronic resources** (pdf files, photos, video-clips, audio material) and/or further comment and information on the GA's website. The editors would be pleased to consider new formats and approaches which link printed and electronic resources. Contact Dorcas Turner, Assistant Editor (dturner@geography.org.uk) for further information.

Submit your article to:

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Erratum

In the Spring 2009 issue (Vol 94, Part 1), the Editorial mentioned that 'the Sustainable Schools Strategy ... envisages that all UK schools will be sustainable by 2020'. We have since been informed that the strategy does not apply in Wales. Apologies for this error.