

Writing for Teaching Geography

Teaching Geography is a journal published by the Geographical Association dedicated to geography teaching in the 11–19 age range. The journal provides a forum for sharing:

- practical strategies for teaching geography
- critical reflection on geography teaching and learning
- curriculum innovation and change in geography

The journal is published three times per year and in each edition we aim to:

- a) explore a specific aspect of school geography in some detail via two–three focused 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

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 practicing teachers. If you have an idea but have never submitted an article before and would like some advice, please contact Melanie Norman (M.J.Norman@brighton.ac.uk), the Editor of *Teaching Geography*, who will be happy to discuss it with you.

Articles are published 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. Focus article (1500–2000 words)

These are commissioned. The focus article:

- has a research in education focus
- discusses critical theory/practice relationship
- develops idea
- reflects on practice
- is accompanied by electronic resources to support the article (PowerPoint, PDFs, Word)
- contains photos
- may also be written in such a way to support teachers engaging in geographical education research by exploring approaches to such research.

2. Theory into practice (1500–2000 words)

These are commissioned and linked to the focus article. Theory into practice articles:

- could be a case study or examples of the focus in practice
- develop ideas
- reflect on practice
- are accompanied by electronic resources to support the article (PowerPoint, PDFs, Word)
- contain photos

3. Planning and pedagogy (1500 words)

These articles critically discuss and illustrate approaches to teaching geography. Planning and pedagogy articles could be based on:

- classroom research
- teaching and learning strategies/opportunities
- evaluation/reflection
- planning
- assessment

They can

- be accompanied by electronic resources to support the article (PowerPoint, PDFs, Word)
- be accompanied by student work
- contain photos

4. The G-Factor (1500 words)

These are short articles plus a teaching resource (supported by more resources online), 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 raised in the reflections section
- are supported by a one-side teaching resource plus additional materials on the GA website

5. Change and challenge (1000–1500 words)

These short articles discuss current educational views and how they impact upon geography. For example, articles could discuss the primary review, Ofsted, community cohesion or APP.

6. How to... (750 words)

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

Teaching Geography encourages authors, where possible, to submit examples of students' work and photos of students completing the work – these must have parental permission for use in the journal. All photos should be submitted as high-resolution jpegs (as a guide the minimum useable file size is 1MB). Photos inserted into a Word document cannot be used.

The journal aims to stimulate a conversation between GA members. Articles should be submitted with two or three stimulating questions at the end to encourage debate.

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.

Information for contributors

Typescript

Type your manuscripts in double-spacing with wide margins and email to Ruth Totterdell (rtotterdell@geography.org.uk).

Most manuscripts submitted to *Teaching Geography* will be refereed. Referees may make suggestions for amendments/additions to the text before the manuscript is accepted for publication.

Once the manuscript has been accepted for publication please email the final version or send on disk together with a printed copy.

Title page

The title of the article, the authors' name(s), affiliation, address, telephone and fax numbers, email address and as a word count and three to five key words, should be printed on a separate sheet. To facilitate anonymous refereeing these details should not appear elsewhere on the manuscript.

Abstract

Supply the manuscript with a 50–70 word abstract. This should summarise the content of the article.

Layout

Use a maximum of three levels of heading and follow this convention: A. FIRST LEVEL HEADING, a. second level heading, and i. third level heading.

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.

Notes and References

Notes should be numbered consecutively throughout the text with explanations listed at the end of the manuscript before the '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.

References should be restricted (a maximum of 12) to those which are necessary or particularly helpful and must be accessible.

Illustrative materials

Rough diagrams are accepted and redrawn in full colour. All illustrations should be numbered sequentially and provided with captions. Titles should not be drawn on maps or diagrams. Wherever possible supply good quality colour photographs or original children's work with your article. Please email Ruth Totterdell (rtotterdell@geography.org.uk) for guidance on submitting digital images.

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Proofs

Authors will be required to check proofs of their article.

Address

Manuscripts should be submitted by email to Ruth Totterdell (rtotterdell@geography.org.uk) where possible. If a manuscript needs to be submitted by hard copy please address it to Ruth Totterdell, Publications and Journals Manager, *Teaching Geography*, The Geographical Association, 160 Solly Street, Sheffield S1 4BF. Tel: 0114 296 0088; Fax: 0114 296 7176.

Complimentary copies

On publication, sole and first authors of co-authored articles will receive three copies of the issue of *Teaching Geography* which contains their article and a PDF of their article.