

## Teaching Geography 11-18: a conceptual approach

*Teaching Geography 11-18*, published by Open University Press in 2010, is an attempt to say why geography should be a formative subject and contribute to the education of all teenagers. For years, books on 11-18 geography education in the UK have focused on classroom techniques, new pedagogic technologies and alternative modes of student assessment. Not this one. *Teaching Geography 11-18* digs deep. It asks not only what geography is for, but bases its answer on a set of key concepts able to sustain an exciting and relevant curriculum. It also grounds its many arguments in the latest geographical research, thus re-establishing the broken connection between geography teaching in schools and that in higher education.

The book is ambitious, therefore, and arguably timely in the context of *Geography for Life* in the USA, curriculum reforms in the UK, proposals for a national geography curriculum in Australia and so on.

In this session the authors of this book, David Lambert and John Morgan, will be present to respond to four critical readings of the book, two from the USA and two from the British Isles. Two of the transatlantic discussants are, primarily, academic geographers whilst the other two work in broader contexts of education and education policy making. The session should expose several substantial issues and concerns including the nature of education in this day and age, the nature of geography and how it can contribute to the education of all young people. Discussants have been asked to address these questions (though their comments will not be limited to these)

- How does the way we position 'geography' resonate with your understanding?
- Do the concepts we identify and address travel across the Atlantic?
- What is the relationship between geography in school and academic geography?
- How does this book make a contribution to wider debates?
- Does the book contribute to discussions in 'public geographies' for example, or elsewhere?

### Contributors

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