

**Comments on 'A sustainable future for geography?' by John Westaway  
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All geographers have experienced considerable frustration over the last twenty to thirty years as a result of national curriculum changes that have led to the subject becoming marginalised and devalued. In this article the writer provides a chronological overview of the different phases referring to the impact of such initiatives that created an overloaded curriculum that failed to provide opportunities that encouraged pace, challenge and creativity. However in my opinion whilst I agree wholeheartedly with the sentiment expressed by the writer we must remember that as geographers we were consulted and some in a professional capacity were involved in working parties that contributed to these curriculum changes.

Other more recent changes may also impact in a threatening way upon the selection of geography as an option choice at GCSE or A/AS level as we further embrace a wider curriculum base within the humanities agenda. Personalised learning and the introduction of more vocational courses and diplomas as well as a competencies based curriculum at Key stage 3 are all initiatives that could contribute to further erosion of the popularity and selection of geography.

This article does however outline how the subject could have a more optimistic future and compete with core subjects at whole school level through the promotion of sustainability which is a key feature of the geography curriculum. As both a Head of faculty and a member of the SLT this is something that I have attempted to do by making staff aware of how this subject can impact on a whole curricular basis by sharing resources at Inset sessions that could help schools achieve the Governments sustainable schools targets for 2020. This could be the perfect opportunity for geographers to seize this exciting challenge to raise the profile of the subject but in reality I believe that literacy and numeracy will continue to be the key areas to focus upon due sadly to the demands and implications if schools fail to achieve 30% A-C at GCSE including English and mathematics.