

**Comments on 'A sustainable future for geography?' by John Westaway  
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Geography makes a notable contribution to the outcomes in the QCA 'Big Picture' – in particular, Every Child Matters, the whole curriculum dimensions and all aspects of the six areas of learning especially Knowledge and Understanding of the World, Communication, Language and Literacy, Mathematical Development and Personal, Social and Emotional Development. I agree with the need for reasserting geography as ideally suited to taking the new curriculum forward but would argue for a wider approach. This would encompass global learning, learning as sustainability (a slightly different emphasis than Education for Sustainable Development, which implies there is a fixed sustainable future that we can educate *for*) and citizenship learning. These are all essential threads of learning that could indeed be woven into, or 'adopted' by, the subject of geography.

We need to be wary of branding geography as Education for Sustainable Development (I know this is not what John Westaway advocates, but this may well be the outcome in schools) – not least because of the ideological content of Sustainable Development, critiqued in some geography circles and because again, sustainable development, neo-liberal style, does not equate with effective learning as sustainability (as described by Bill Scott, 2006).

I would very much welcome a debate of geography's role in learning as sustainability which sees learning as a tool to empower people to make informed choices between alternative futures (Scott, 2006). Critical thinking is key here, and geography more than most subjects, develops this skill.