

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. It will publish substantive, relevant and challenging articles on all aspects of geography and geographical education with the intention of fulfilling this aim and consolidating the status of the subject in schools, colleges and universities, as well as in the public domain.

The Editorial Collective welcome articles which:

- Promote conversation, interaction and debate between geographers and educationalists in schools, colleges and universities;
- Provide scholarly summaries and interpretations of current research and debates about particular aspects of geography or about geography as a whole;
- Present learned summaries and interpretations of current research findings, issues and trends in geographical education, and education more widely as relevant to geography;
- Explore the implications and consequences of change 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 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 to *Geography* should be relevant to the following readership:

- Geographers in schools
- Geographers in higher education research and teaching
- Teacher educators and researchers in geography education
- Undergraduates and postgraduates in geography/geography education