

the matrix

GA resources matched against the Secondary National Strategy

The Secondary National Strategy's Whole School Initiatives' (WSIs) focus on the 'whole school' improvement of teaching and learning via suites of generic professional development materials. To support subject departments and teachers, following 'whole school' training, each WSI (apart from 'Pedagogy and Practice') provides subject specific development materials. The GA, in collaboration with the Secondary National Strategy, has developed this matrix to further support geography teachers in applying the WSIs to a geography context and developing inspirational, creative geography learning.

The matrix links specific elements of WSIs to a range of GA publications, in particular the brand new and awesomely comprehensive *Secondary Geography Handbook*, which should have a prominent place in the 'toolkit' of both teachers and strategy advisers.

Assessment for learning (AfL)

Assessment for learning units 1 – 6.1 DfES: 0043-2004 G, units 6.2 and 7 DfES:1115/2005 G, with supporting DVD DfES: 1098-2005 GDVD and subject development materials DfES: 1101-2005 G). Can be downloaded at http://www.standards.dfes.gov.uk/keystage3/respub/afl_ws

Assessment for learning in every day lessons	<p>Arber, N. 'AfL', <i>Teaching Geography</i>, 28, 1, pp. 42-7.</p> <p>Battersby, J. with Hornby, N. (2006) 'Inspiring disaffected students' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Hopkin, J. 'AfL in geography', <i>Teaching Geography</i>, 25, 1, pp. 42-3.</p> <p>Hopkin, J., Telfer, S. and Butt, G. (2000) <i>Assessment in Practice: Raising standards in secondary geography</i>. Sheffield: Geographical Association.</p> <p>Howes, N. and Hopkin, J. 'Improving formative assessment in geography', <i>Teaching Geography</i>, 25, 3, pp. 147-9.</p>
Formative use of summative assessment	<p>'Assessment Matters' regular feature in <i>Teaching Geography</i>.</p> <p>Battersby, J. with Hornby, N. (2006) 'Inspiring disaffected students' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The relationship between summative and formative assessment of geography.</p> <p>Butt, G. (2001) <i>Theory into Practice: Extending Writing Skills</i>. Sheffield: Geographical Association. Chapter 2: Extended writing and assessment</p> <p>Chapman, R. and Digby, B. (2006) 'Chapter 37: "Gotta get thru this" – GCSE examination' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Revision as an integral part of the learning process</p> <p>Hutchings, P. (2003) 'Formative Assessment Makes a Difference', <i>Teaching Geography</i>, 28, 4, pp. 186-7. Practical application in the classroom and impact on pupils</p> <p>Leat, D. and McGrane, J. (2000) 'Diagnostic and formative assessment of students' thinking', <i>Teaching Geography</i>, 25, 1, pp. 4-7.</p> <p>Martin, F. (2005) 'Photographs don't speak', <i>Primary Geographer</i>, 56, pp. 7-11. Exemplifies the use of talk for summative assessment</p> <p>Martin, S., Reid, A., Bullock, K. and Bishop, K. (2002) <i>Theory into Practice: Voices and Choices in Coursework</i>. Sheffield: Geographical Association. Page 10: the important formative role that coursework plays in the overall assessment of geography</p>

	<p>Reid, A. and Jones, M. (2002) 'Learning from GCSE coursework', <i>Teaching Geography</i>, 27, 3, pp. 120-5.</p> <p>Thompson, L. (2006) 'Chapter 33: Target setting and target getting in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. How to go about converting numerical targets to curricular targets which can have a positive impact on teaching and learning</p> <p>Warn, S. (2006) 'Chapter 36: Preparing for public examinations' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. How preparation for public examinations can be incorporated imaginatively into students' learning, particularly using an enquiry-based approach.</p>
<p>Objective-led lessons</p>	<p>Leat, D. and Nichols, A. (1999) <i>Theory into Practice: Mysteries Make You Think</i>. Sheffield: Geographical Association. Pages 27-40: diagnostic and formative assessment, supporting teachers in planning questions for metacognitive questioning in objective-led lessons and for peer and self assessment</p> <p>Martin, F. (2004) 'It's a crime', <i>Teaching Geography</i>, 29, 1, pp. 44-8. Links the geography programme of study to a unit on crime with opportunities for developing learning outcomes</p> <p>Rawding, C., Johnson, S. and Price, F. (2004) 'Achieving effective differentiation in geography', <i>Teaching Geography</i>, 29, 1, pp. 19-22. Differentiation; supports teachers planning for differentiation by learning outcomes</p>
<p>Written feedback</p>	<p>Martin, S., Reid, A., Bullock, K. and Bishop, K. (2002) <i>Theory into Practice: Voices and Choices in Coursework</i>. Sheffield: Geographical Association. Page 35: support and feedback, guidance on written feedback in particular</p> <p>Thompson, L. (2006) 'Chapter 33: Target setting and target getting in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of strategies for helping pupils progress towards their curricular targets, including the use of written feedback</p> <p>Weeden, P. (2005) 'Feedback in the geography classroom: developing the use of AfL', <i>Teaching Geography</i>, 30, 3, pp. 161-3.</p> <p>Weeden, P. and Hopkin, J. (2006) 'Chapter 32: Assessment for learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The nature of formative feedback and how it can be used to enable pupils to close their learning gaps</p>
<p>Peer and self assessment</p>	<p>Leat, D. and Nichols, A. (1999) <i>Theory into Practice: Mysteries Make you Think</i>. Sheffield: Geographical Association. Pages 27-40: diagnostic and formative assessment, supporting teachers in planning questions for metacognitive questioning in objective-led lessons and for peer and self assessment.</p> <p>Martin, S., Reid, A., Bullock, K. and Bishop, K. (2002) <i>Theory into Practice: Voices and Choices in Coursework</i>. 'Chapter 3: Getting high marks': Strategies to engage pupils in peer and self assessment in geography coursework</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Page 45: Reflecting on learning to inform future planning 'Chapter 10: Explaining': strategies for explaining geographical understanding that can be linked to objectives and outcomes</p> <p>Weeden, P. and Hopkin, J. (2006) 'Chapter 32: Assessment for learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Explores the use of geography-specific success criteria in peer and self-assessment activities</p>

<p>Curricular target setting</p>	<p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Pages 334-335: Inclusion and identifying individual pupils needs</p> <p>Hamson, R. and Sutton, A. (2000) 'Target setting at key stage 3', <i>Teaching Geography</i>, 25, 1, pp. 8-11.</p> <p>Howes, N. (2003) 'Setting targets for students', <i>Teaching Geography</i>, 28, 2, pp. 90-2.</p> <p>Leat, D. and McGrane, J. (2000) 'Diagnostic and formative assessment of students' thinking', <i>Teaching Geography</i>, 25, 1, pp. 4-7.</p> <p>Thompson, L. (2006) 'Chapter 33: Target setting and target getting in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. How to go about converting numerical targets to curricular targets which can have a positive impact on teaching and learning</p> <p>Thompson, L. (2000) 'Target setting – not rocket science!', <i>Teaching Geography</i>, 25, 4, pp. 165-9.</p>
<p>Securing progression</p>	<p>Holmes, D. and Walker, M. (2006) 'Chapter 18: Planning geographical fieldwork' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Developing a 'progressive' approach to out-of-classroom learning</p> <p>Inman, T. (2006) 'Chapter 22: Let's get physical' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Success criteria in relation to learning about physical patterns and processes</p> <p>Morgan, A. (2006) 'Chapter 23: Teaching geography for a sustainable future' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Clarifying progression in learning about 'sustainability'</p> <p>Rawling, E. (2006) 'Chapter 8: Changing the subject – what's it got to do with me?' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Guidance on identifying 'big ideas' and concepts in geography</p> <p>Weeden, P. and Hopkin, J. (2006) 'Assessment for learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of strategies for helping pupils progress towards their curricular targets, including the use of success criteria to support peer and self assessment</p>
<p>Questioning and dialogue</p>	<p>Battersby, J. with Hornby, N. (2006) 'Chapter 31: Inspiring disaffected students' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The use of questioning as a means of supporting and promoting pupil learning</p> <p>Biddulph, M. and Bright, G. (2003) <i>Theory into Practice: Dramatically Good Geography</i>. Sheffield: Geographical Association. 'Chapter 1: Creative talk in geography' and its application to creative dialogue</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Pages 82-92: Characteristics of talk, speaking and listening in small groups and links to enquiry work where speaking and listening is dominant</p>

ICT across the curriculum (ICTAC)

ICT across the curriculum (ICTAC), ICT in geography DfES ref 0171/2004

<http://www.standards.dfes.gov.uk/keystage3/respub/ictac>

Key concept:

Using data and information sources

- Balderstone, D. (2006) 'Chapter 1: What's the point of learning geography?' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
Explores the need to use Information Technology in purposeful ways to enhance enquiry
- Balderstone, D. (ed) (2006) *Secondary Geography Handbook*. Sheffield: Geographical Association.
Excellent support and ideas covering all aspects of using ICT in geography lessons
Case studies and practical suggestions
- Broad, J. (2000) 'Getting started with GIS', *Teaching Geography*, 25, 3, pp. 137-9.
- Brooks, C. and Donert, K. (2004) 'e-News for geography', *Teaching Geography*, 29, 1, pp. 33-4.
Making the most of the e-News website
- Cartmel, C. (2000) 'GEO – geographical enquiry online', *Teaching Geography*, 25, 3, pp. 130-33.
- Davies, R. and Harris, M. (2000) 'An earthquake enquiry using the world wide web', *Teaching Geography*, 25, 3, p. 134.
- Dixson, I. (2004) 'Beyond technolust: interactive web-based technology and learning', *Teaching Geography*, 29, 2, pp. 90-7.
Using websites to research weather
- Durbin, C. (2006) 'Chapter 19: Media literacy and geographical imaginations' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
Understanding bias in electronic publications
- Fisher, T. (2004) 'ICT in geography in secondary schools: a survey', *Teaching Geography*, 29, 1, pp. 39-43.
- Fisher, T. (2002) *Theory into Practice: Webquests in Geography*. Sheffield: Geographical Association.
Theory and practical strategies to help create effective web enquiries in geography
- Freeman, D. (2003) 'GIS in secondary schools', *Teaching Geography*, 28, 1, pp. 38-41.
- Freeman, D. and Miller, S. (2006) 'Chapter 21: Homework and independent study' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
- Gobourn, E. (2006) 'Chapter 35: Developing key skills through geography' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
Practical advice on the incorporation of Key Skill ICT into schemes of work and assessment
- Hassell, D. (2000) 'Developing your own web pages', *Teaching Geography*, 25, 4, pp. 200-1.
- Holmes, D. and Walker, M. (2006) 'Chapter 18: Planning geographical fieldwork' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
The potential of ICT to enhance fieldwork experiences
- Home, P. (2000) 'Geography and the Internet: adding a Key Skills dimension', *Teaching Geography*, 25, 4, pp. 187-90.
- Humphries, P. and Burn, R. (2000) 'Geographical Gateways into cyberspace', *Teaching Geography*, 25, 3, pp. 150-2.
- Jeans, R. (2006) 'Chapter 7: Mapping for the future' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
GIS and the power of modern geography; technological mapping
- King, S. (2000) *High-tech Geography. ICT in Secondary Schools*. Sheffield: Geographical Association.

King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
A range of ideas to incorporate ICT into geography lessons

Martin, F. (2006) *e-geography: Using ICT in quality geography*. Sheffield: Geographical Association.
A fantastic resource, with many practical examples of how to use ICT to enhance learning in geography. Lots of useful technical tips about creating resources using ICT.
Chapter 4: The spatial dimension
Using ICT to improve teaching and learning about maps, GIS and landscapes
Chapter 5: Working with data
Handling, recording, presenting and processing and analysing data using ICT

Martin, F. (2006) 'Chapter 10: Using ICT to create better maps' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
Improving the production of maps by pupils, and teaching using GIS

Martin, F. (2001) 'Using ICT to raise achievement', *Teaching Geography*, 26, 3, pp. 117-21.

Rawding, C. and Halliwell, D. (2004) 'Accessing land use through digital images', *Teaching Geography*, 29, 3, pp. 150-1.

Roberts, M. (2003) *Learning through Enquiry: Making sense of geography in the key stage 3 classroom*. Sheffield: Geographical Association.
Chapter 7: Focus on speaking and listening, p. 85: Where in the world? Introducing a new place, using images to speculate

Simm, D. (2001) 'Introducing RiversWEB', *Teaching Geography*, 26, 3, pp. 142-4.

Taylor, R. (2005) 'It's virtually fieldwork!', *Teaching Geography*, 30, 3, pp. 157-60.

Teaching Geography.
Excellent termly journal whose regular ICT section features articles and ideas on using ICT to enhance geographical understanding and to secure effective leadership and management of the department

Todd, S. and Jackson, D. (2003) 'Using interactive whiteboards in geography', *Teaching Geography*, 28, 4, pp. 183-5.

Walton, M. and Roberts, R. (2004) 'Creating 3D virtual landscapes from OS maps', *Teaching Geography*, 29, 3, pp. 120-3.

Watts, S. (2006) 'Talk the talk: Mapping mobile phone masts with GIS', *Teaching Geography*, 31, 1, pp. 30-2.

Williams, A. (2000) 'Teaching and learning with GIS', *Teaching Geography*, 25, 1, pp. 45-7.

Key concept: Searching and selecting

Durbin, C. (2006) 'Chapter 19: Media literacy and geographical imaginations' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.

Freeman, D. and Miller, S. (2006) 'Chapter 21: Homework and independent study' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.

King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) *Secondary Geography Handbook*. Sheffield: Geographical Association.
A range of ideas to incorporate ICT into geography lessons

Martin, F. (2006) *e-geography: Using ICT in quality geography*. Sheffield: Geographical Association.
Chapter 3: Research and resources
Skills and knowledge for effective research in geography using ICT
Chapter 4: The spatial dimension
Using ICT to improve teaching and learning about maps, GIS and landscapes
Chapter 6: The ICT in pictures

	<p>Effective use of images – presentation and interpretation Chapter 8: Fieldwork with ICT How ICT can support the delivery of high quality fieldwork</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 5: Focus on reading pp. 61-63: Internet project on oil; link to reading skills</p>
<p>Key concept: Organising and investigating</p>	<p>Martin, F. (2006) <i>e-geography: Using ICT in quality geography</i>. Sheffield: Geographical Association. Chapter 5: Working with data Handling, recording, presenting and processing and analysing data using ICT Chapter 6: The ICT in pictures Effective use of images – presentation and interpretation</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 9: Describing pp. 126-127: Research project on Antarctica</p> <p>Jefferis, T. (2004) 'Programming geography', <i>Teaching Geography</i>, 29, 1, pp. 35-8. Using Macros in departmental administration and learning activities</p> <p>King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of ideas to incorporate ICT into geography lessons</p> <p>Martin, F. (2006) 'Chapter 10: Using ICT to create better maps' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the production of maps by pupils, and teaching using GIS.</p> <p>Martin, F. (2006) <i>e-geography: Using ICT in quality geography</i>. Sheffield: Geographical Association. Chapter 7: Processes in action Using animations, models and simple ICT applications to demonstrate processes and change over time</p>
<p>Key concept: Analysing and automating processes</p>	<p>King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of ideas to incorporate ICT into geography lessons</p>
<p>Key concept: Models and modelling</p>	<p>Martin, F. (2006) <i>e-geography: Using ICT in quality geography</i>. Sheffield: Geographical Association. Chapter 4: The spatial dimension Using ICT to improve teaching and learning about maps, GIS and landscapes Chapter 7: Processes in action Using animations, models and simple ICT applications to demonstrate processes and change over time</p> <p>Martin, F. (2006) 'Chapter 10: Using ICT to create better maps' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the production of maps by pupils, and teaching using GIS</p>
<p>Key concept: Control and monitoring</p>	<p>King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of ideas to incorporate ICT into geography lessons</p>
<p>Key concept: Fitness for purpose</p>	<p>Durbin, C. (2006) 'Chapter 19: Media literacy and geographical imaginations' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Understanding bias in electronic publications</p> <p>King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of ideas to incorporate ICT into geography lessons</p>

<p>Key concept: Refining and presenting information</p>	<p>Martin, F. (2006) <i>e-geography: Using ICT in quality geography</i>. Sheffield: Geographical Association. Chapter 5: Working with data Effective use of images – presentation and interpretation Chapter 6: The ICT in pictures Effective use of images – presentation and interpretation</p> <p>Martin, F. (2006) 'Chapter 10: Using ICT to create better maps' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the production of maps by pupils, and teaching using GIS</p> <p>Durbin, C. (2006) 'Chapter 19: Media literacy and geographical imaginations' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Understanding bias in electronic publications</p> <p>King, S. and Taylor, L. (2006) 'Chapter 17: Using ICT to enhance learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A range of ideas to incorporate ICT into geography lessons</p> <p>Martin, F. (2006) <i>e-geography: Using ICT in quality geography</i>. Sheffield: Geographical Association. Chapter 2: Working with words Raising standards of written work using ICT Chapter 6: The ICT in pictures Effective use of images – presentation and interpretation</p> <p>Martin, F. (2006) 'Chapter 10: Using ICT to create better maps' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the production of maps by pupils, and teaching using GIS</p> <p>Moyle, S. and Todd, S. (2004) "'Magical" cross-phase interaction', <i>Teaching Geography</i>, 29, 3, pp. 152-4. Cross-phase geography project: key stage 3 and nursery traffic surveys</p> <p>Rawding, C. and Halliwell, D. (2004) 'Accessing land use through digital images', <i>Teaching Geography</i>, 29, 3, pp. 150- 1. Using ICT to develop locally based learning resources</p>
<p>Key concept: Communicating</p>	<p>Chapman, R. and Digby, B. (2006) 'Chapter 37: "Gotta get thru this" – GCSE examination' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Exam techniques</p> <p>Frontani, H. (2004) 'Experiential learning: bringing the geography of Africa to life', <i>Teaching Geography</i>, 29, 3, pp. 132-4. Video conferencing – linking with a school in South Africa to develop globalisation in the curriculum</p> <p>Parkinson, A. (2004) 'Have you met Geo Blogs', <i>Teaching Geography</i>, 29, 3, pp. 161-3. Creating weblogs/blogging in geography</p>

Literacy and Learning (LaL)

Literacy and learning (LaL) http://www.standards.dfes.gov.uk/keystage3/respub/ws_lal

<p>General support</p>	<p>Butt, G. (2005) 'Engaging with extended writing', <i>Teaching Geography</i>, 30, 1, pp. 55-7.</p> <p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Hewlett, N. (2006) 'Chapter 11: Using literacy productively' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Owen, C. (2001) 'Developing literacy through key stage 3 geography', <i>Teaching Geography</i>, 26, 4, pp. 160-6.</p> <p>Rawding, C. (2002) 'Literacy across the curriculum: some options for geography', <i>Teaching Geography</i>, 27, 3, pp. 112-14.</p> <p>Rider, R. (2001) 'Using literacy to enhance a scheme of work on rivers', <i>Teaching Geography</i>, 26, 4, pp. 175-8.</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 5: Focus on reading pp. 53-57: Using DARTs to develop language and thinking in geography Chapter 7: Focus on speaking and listening pp. 80-92: speaking and listening to enhance performance</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 6: Focus on writing pp. 73-74: Making effective notes from data</p> <p>Thompson, L. and Krause, J. (2001) 'The key stage 3 National Literacy Strategy', <i>Teaching Geography</i>, 26, 4, pp. 167-8.</p> <p>Thompson, L., Roberts, D., Kinder, A. and Apicella, P. (2001) 'Raising literacy standards in geography lessons', <i>Teaching Geography</i>, 26, 4, pp. 169-74.</p>
<p>Key skill: Using talk to clarify and present ideas</p>	<p>Lofthouse, R. and Leat, D. (2006) 'Chapter 40: Reflecting on teaching and learning – using thinking skills' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Persuasive reasons for using thinking skills strategies for learning geography Focus on speaking and listening to enhance performance</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 9: Describing pp. 114-120: How can talk be used to aid description and memory?</p>
<p>Key skill: Active listening to understand</p>	<p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 7: Focus on speaking and listening pp. 80-92: Speaking and listening to enhance performance</p>
<p>Key skill: Developing research and study skills</p>	<p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 5: Focus on reading pp. 58-63: Developing research skills using libraries and computers as sources of data</p>
<p>Key skill: Reading for meaning</p>	<p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association pp. 125: Reading photographs - using a layers of meaning framework.</p>

<p>Key skill: Understanding how texts work</p>	<p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 6: Focus on writing pp. 64-68: Want help on writing for an audience?</p>
<p>Key skill: Using writing as a tool for thought</p>	<p>Hassell, D. and Taylor, L. (2002) 'Linking ICT to thinking and literacy skills', <i>Teaching Geography</i>, 27, 1, pp. 44-5.</p>
<p>Key skill: Structuring and organising writing</p>	<p>Butt, G. (2001) <i>Theory into Practice: Extending Writing Skills</i>. Sheffield: Geographical Association. Butt, G. (2005) 'Engaging with extended writing', <i>Teaching Geography</i>, 30, 1, pp. 55-7. Clarke, J., Dale, J., Marsden, P., Davies, P. and Durbin, C. (2003) 'Tackling lower ability students' writing skills', <i>Teaching Geography</i>, 28, 2, pp. 56-9.</p>
<p>General thinking skills support</p>	<p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Using thinking skills as an inclusion strategy</p> <p>Freeman, D. and Hare, C. (2006) 'Chapter 25: Collaboration, collaboration, collaboration' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Thinking skills strategies and collaborative learning</p> <p>George, J., Clarke, J., Davies, P. and Durbin, C. (2002) 'Helping students to get better at geographical writing', <i>Teaching Geography</i>, 27, 4, pp. 156-60.</p> <p>Leat, D. and Nichols, A. (1999) <i>Theory into Practice: Mysteries Make you Think</i>. Sheffield: Geographical Association. Readable and detailed background to the mystery strategy A research project into the impact of using thinking skills strategies</p> <p>Lofthouse, R. and Leat, D. (2006) 'Chapter 40: Reflecting on teaching and learning – using thinking skills' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Getting the most from thinking skills strategies</p> <p>Nichols, A. (2006) 'Chapter 16: Thinking skills and the role of debriefing' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Rider, R. and Roberts, R. (2001) 'Improving essay writing skills', <i>Teaching Geography</i>, 26, 1, pp. 27-9.</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 11: Values page 140: How literacy can help support pupils' explanation skills General thinking skills support</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 3: Essential aspects of geographical enquiry page 45: Linking the geographical enquiry process to NC thinking skills Chapter 6: Focus on writing page 77: Using learning journals to aid reflection on learning Chapter 7: Focus on speaking and listening pp. 80-92: Developing speaking and listening skills to enhance LiL</p> <p>Roberts, M. (2006) 'Chapter 9: Geographical enquiry' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Ward, R. (2004) 'Mind friendly learning in geography', <i>Teaching Geography</i>, 29, 3, pp. 135-40.</p>

Leading in Learning (LiL) – thinking skills

Leading in learning (LiL) – Thinking Skills

http://www.standards.dfes.gov.uk/keystage3/respub/ws_lal

Information processing	<p>Durbin, C. (2006) 'Chapter 19: Media literacy and geographical imaginations' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. <i>Developing enquiry and creative thinking skills through 'media literacy'</i></p> <p>Inman, T. (2006) 'Chapter 22: Let's get physical' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. <i>Levels of challenge in physical geography sequencing activities</i></p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. <i>Chapter 11: Values</i> <i>pp 130-132: Using DARTs in sequencing</i> <i>pp. 133-134: Categorising using DARTs</i></p>
Reasoning	<p>Wright, E. (2004) 'Why did Mrs Windsor vote yes to the Euro?', <i>Teaching Geography</i>, 29, 3, pp. 146-9. <i>Using a mystery to teach about political and economic issues</i></p>
Enquiry	<p>Cubitt, H. (2001) 'Problem solving ... problem solved!', <i>Teaching Geography</i>, 26, 1, pp. 23-6.</p> <p>Foskett, N. (2000) 'Fieldwork and the development of thinking skills', <i>Teaching Geography</i>, 25, 3, pp. 126-9.</p> <p>Roberts, M. (2006) 'Chapter 9: Geographical enquiry' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. <i>Reflection as part of enquiry</i></p> <p>Reid, A. and Jones, M. (2002) 'Learning from GCSE coursework', <i>Teaching Geography</i>, 27, 3, pp. 120-5. <i>A study of critical thinking and creativity</i></p>
Creative thinking	<p>Biddulph, M. and Clarke, J. (2006) 'Chapter 24: Theatrical geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. <i>Creative thinking through drama</i></p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. <i>Chapter 14: Representation of place</i> <i>pp. 181-184: Ideas for using images</i></p>

Pedagogy and practice (P&P): teaching and learning in secondary schools

All units DfES Ref: 0423-2004

http://www.standards.dfes.gov.uk/keystage3/respub/sec_ppt10

General geography curriculum planning and development	<p>Biddulph, M. and Clarke, J. (2006) 'Chapter 24: Theatrical geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Bloomer, D. and Atherton, R. (2006) 'Chapter 5: Understanding landscape' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Digging deeper into key ideas and ways to investigate landscape</p> <p>Caton, D. (2006) 'Chapter 6: Real world learning through geographical fieldwork' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Real world enquiry</p> <p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Planning for inclusion</p> <p>Hewlett, N. (2006) 'Chapter 11: Using literacy productively' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. More on developing writing</p> <p>Massey, D. (2006) 'Chapter 4: The geographical mind' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Addresses 'What is geography?' and 'Why is it helpful for students to think geographically?'</p> <p>Morgan, A. (2006) 'Chapter 23: Teaching geography for a sustainable future' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Appropriate pedagogies for teaching about sustainable futures and strategies to think about long time scales.</p> <p>Morgan, J. (2006) 'Chapter 3: Geography – a dynamic subject' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. In terms of subject knowledge teachers are lifelong learners; the subject develops and what we teach changes</p> <p>Rawling, E. (2006) 'Chapter 8: Changing the subject – what's it got to do with me?' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Challenging the myth of a static subject</p>
Designing lessons	<p>Barton, R. (2005) 'Inclusion and emotional mapping', <i>Teaching Geography</i>, 30, 1, p. 39. Supports Unit 4 on lesson design for inclusion</p> <p>Bird, J., Fielding, J., Dale, J. and Rowling, B. (2005) 'Thinking about places and SEN', <i>Teaching Geography</i>, 30, 1, pp. 40-1.</p> <p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Supports Unit 6 on design for inclusion</p> <p>Fisher, T. (2002) <i>Theory into Practice: Webquests in Geography</i>. Sheffield: Geographical Association. Practical strategies to help create effective web enquiries in geography</p> <p>Frontani, H. (2004) 'Experiential learning: bringing the geography of Africa to life', <i>Teaching Geography</i>, 29, 3, pp. 132-4. Supports Unit 2 on teaching modules</p> <p>Holmes, D. and Walker, M. (2006) 'Chapter 18: Planning geographical fieldwork' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Designing and supporting enquiry-based learning in the outdoor classroom</p>

	<p>Hunt, M. and Jebb, J. (2001) 'Differentiation by skills', <i>Teaching Geography</i>, 26, 1, pp. 16-22 Links to Unit 1 on structuring learning</p> <p>Inman, T. (2006) 'Chapter 22: Let's get physical' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Physical geography through enquiry</p> <p>Nichols, A. (2006) 'Chapter 16: Thinking skills and the role of debriefing' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the climate for learning with strategies to promote deep thinking especially about values.</p> <p>Rawding, C., Johnson, S. and Price, F. (2004) 'Achieving effective differentiation in geography', <i>Teaching Geography</i>, 29, 1, pp. 19-22. Links to Units 1, 3, and 4</p> <p>Roberts, M. (2006) 'Chapter 9: geographical enquiry' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Developing subject expertise</p> <p>Snowden, S. (2003) 'Teaching geography to students with visual impairment', <i>Teaching Geography</i>, 28, 1, pp. 20-4. Links to Unit 4 on lesson design for inclusion</p> <p>Widdowson, J. and Lambert, D. (2006) 'Chapter 13: Using geography textbooks' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The ways textbooks can be used to support different models of teaching The role of text books in teaching</p>
<p>Teaching repertoire</p>	<p>Biddulph, M. and Clarke, J. (2006) 'Chapter 24: Theatrical geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Active engagement techniques Various uses of group activities in geography classrooms</p> <p>Freeman, D. and Hare, C. (2006) 'Chapter 25: Collaboration, collaboration, collaboration' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association.</p> <p>Roberts, M. (2006) 'Chapter 9: Geographical enquiry' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The use of good questions in teaching geography</p> <p>Wellsted, E. (2006) 'Chapter 14: Understanding "distant places"' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Developing strategies to examine unfamiliar and distant places</p>
<p>Creating effective learners</p>	<p>Freeman, D. and Hare, C. (2006) 'Chapter 25: Collaboration, collaboration, collaboration' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Leading in Learning: the value of learning through collaborative strategies Developing effectiveness; the importance of reflection Group work and strategies to support group work</p> <p>Freeman, D. and Miller, S. (2006) 'Chapter 21: Homework and independent study' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Using creative homework possibilities and the role of homework in encouraging independent learners in geography</p> <p>Nichols, A. (2006) 'Chapter 16: Thinking skills and the role of debriefing' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The importance of debriefing and metacognition in teaching thinking.</p> <p>Roberts, M. (2003) <i>Learning through Enquiry: Making sense of geography in the key stage 3 classroom</i>. Sheffield: Geographical Association. Chapter 9: Describing pp 113-117: Supports Unit 7 on questioning, questions to promote challenge in terms of thinking and Unit 19 on learning styles, ways of aiding pupils' thinking and memory.</p>

	Weeden, P. and Hopkin, J. (2006) 'Chapter 32: Assessment for learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i> . Sheffield: Geographical Association.
Creating conditions for learning	<p>Battersby, J. with Hornby, N. (2006) 'Chapter 31: Inspiring disaffected students' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the climate for learners Using the subject productively to engage reluctant learners</p> <p>Evans, L. and Smith, D. (2006) 'Chapter 26: Inclusive geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Improving the climate for learners Making geography accessible for all students, including strategies for pupils with very specific learning needs</p> <p>Inman, T. (2006) 'Chapter 22: Let's get physical' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Fresh ways to look at physical geography in school</p> <p>Weeden, P. and Hopkin, J. (2006) 'Chapter 32: Assessment for learning in geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Links to Unit 12: Assessment for learning - a subject context</p> <p>Widdowson, J. and Lambert, D. (2006) 'Chapter 13: Using geography textbooks' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Selecting appropriate resources and effective learning materials</p>

Other aspects of whole school development

Self review/evaluation	<p>Balderstone, D. and Lambert, D. (2006) 'Chapter 42: Sustaining school geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The value of working a community of practice</p> <p>Catling, S. (2004) 'On close inspection', <i>Primary Geographer</i>, 55, pp. 34-6. Helps teachers with questions and sources of evidence to support the process of self review</p> <p>Dawson, G., Lodge, R. and Roberts, D. (2004) 'Enhancing students' experience of geography', <i>Teaching Geography</i>, 29, 2, pp. 84-9. Consider student experiences of geography in your department.</p> <p>Fisher, T. (2004) 'ICT in geography in secondary schools: a survey' <i>Teaching Geography</i>, 29, 1, pp. 39-43. ICT across the curriculum (ICTAC).</p> <p>Freeman, D. and Miller, S. (2006) 'Chapter 21: Homework and independent study' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. How effective am I at setting homework to aid learning?</p> <p>Hopkin, J. (2006) 'Writing a geography SEF', <i>Teaching Geography</i>, 31, 1, pp. 33-6.</p> <p>Jones, M., Lewis, J., Swift, D. and Vickers, D. (2006) 'Chapter 39: Supporting non-specialist teachers of geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Departmental leadership</p> <p>Lofthouse, R. and Leat, D. (2006) 'Chapter 40: Reflecting on teaching and learning – using thinking skills' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Learning to teach through classroom based research</p> <p>Lofthouse, R. and Leat, D. (2006) 'Chapter 41: Research in geographical education' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. Using self evaluation to identify priorities for departmentally focused CPD</p>
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	<p>Norman, M. and Harrison, L. (2004) 'Year 9 students' perceptions of school geography', <i>Teaching Geography</i>, 29, 1, pp. 11-15. Pupil perceptions of geography</p> <p>Rawling, E. (2006) 'Chapter 8: Changing the subject – what's it got to do with me?' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. The role of curricular development in school and the place of geography</p> <p>Roberts, M. (2006) 'Chapter 9: Geographical enquiry' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. A tool for reviewing provision for geographical enquiry</p> <p>Roberts, M. (2003) Learning through Enquiry: Making sense of geography in the key stage 3 classroom. Sheffield: Geographical Association. page 50: Reflecting on the literacy environment of the classroom CPD, including coaching</p>
Numeracy	<p>Brooks, C. (2006) 'Chapter 12: Cracking the code – numeracy and geography' in Balderstone, D. (ed) <i>Secondary Geography Handbook</i>. Sheffield: Geographical Association. How numeracy can support geographical learning – and what strategies can be used to develop numeracy</p>