Never hiding behind academic jargon, she expressed complex ideas with clarity and wit, combining critical insight with enormous warmth and personal generosity. During her long career at the Open University, Doreen made the case that ‘Geography matters’, providing new ways of thinking about economic development through her analysis of spatial divisions of labour, contributing to debates about space, place and gender, and advancing a searching critique of neoliberal cities. She was a close ally of Ken Livingstone at the GLC and her work on power geometries influenced governments across the globe. Besides her research and public profile, she contributed energetically to the life of the GA, serving as an Honorary Vice President, contributing to the GA Manifesto and writing for Geography, most recently in Spring 2014. She was a captivating speaker, seizing the political moment and keeping audiences transfixed by the force of her argument. Her book For Space (2005) argued that space should be treated on a par with time rather than seeing time as active and space as passive. Her ideas about the geographies of responsibility and the mutual constitution of the local and the global were equally compelling and her paper on ‘A global sense of place’, originally published in Marxism Today (1991), is a vital demonstration of the power of thinking geographically. Doreen Massey urged us to be less timid in taking on the world, providing a model of committed scholarship and a beacon of hope for the future.

Peter Jackson, University of Sheffield

New Junior Vice President

Stephen Scoffham has been elected as the Junior Vice President for 2016−17. He has been a member of the GA for over 25 years. After training as a generalist primary teacher, he became increasingly involved with urban studies and outdoor learning before moving into teacher education at Canterbury Christ Church University, where he is now a Visiting Reader. Stephen has been awarded the 2016 Outstanding All Rounder for outstanding service to the GA (see page 6).

Paula Owens

After 10 years’ service with the GA, Paula Owens has moved on from her role as our Primary Quality Mark and Curriculum Development Manager to seek new challenges. Paula is well known and highly respected within the geography education community and will be greatly missed by her colleagues here at HQ. Over the past decade, Paula has made an enormous contribution to the work of the GA, especially to our primary geography CPD programmes, Primary Geography Quality Mark and professional networks such as those run by the Primary Geography Champions. We are, however, delighted that Paula will continue with her GA voluntary commitments, through membership of the Early Years and Primary Phase Committee and Primary Geography Editorial Board. She will therefore continue to play a prominent role in the primary geography education community nationally.

Geography editorial collective

We are delighted that Professor Katie Willis of Royal Holloway University of London has joined the Geography Editorial Collective. She replaces Peter Jackson, the longest-serving member of the Collective. We wish to thank him for his untiring efforts and many great insights during his time with Geography.

Let us know what you think!

Fieldwork survey

We are conducting a survey about the state of geography fieldwork in schools. The results will help us to identify trends in fieldwork provision across the country ahead of changes to GCSEs and A levels this September. It will also help us to assess obstacles to fieldwork, identify popular approaches to fieldwork and judge the support needs for schools.

Geography in primary schools

We are conducting a primary geography survey to provide detail of geography teaching in primary schools and to also help inform our provision for teachers and schools. The survey has 20 questions, most of which are multiple choice, so it should only take no more than five minutes to complete.

Visit www.geography.org.uk/haveyoursay to take part and give us your views.
The ‘Prevent’ agenda and geography

Talking with colleagues in schools recently, it seems clear that the Government’s ‘Prevent’ strategy and the duties this places on schools is an important aspect of the policy environment in which teachers and senior school leaders now operate. ‘Prevent’ forms a part of the UK Counter-Terrorism Strategy, first developed by the Home Office in 2003. The four strands of the strategy are ‘Pursue’ (stopping attacks), ‘Prevent’ (preventing radicalisation towards terrorism), ‘Protect’ (against terrorist attacks) and ‘Prepare’ (damage control and recovery). But it was only in 2011 that the Government defined what it termed the ‘fundamental British values’ of democracy, the rule of law, individual liberty and mutual respect and tolerance (of those with different faiths and beliefs and for those without faith), as part of the political discourse around radicalisation and extremism.

The requirements on schools have changed rapidly since then. In November 2014, new guidance was published by the Department for Education (DfE) on promoting ‘fundamental British values’ as part of schools’ obligations to develop the spiritual, moral, social and cultural (SMSC) aspects of learning. Since 2015 Ofsted has required inspectors to assess the social development of children through their acceptance of and engagement with ‘fundamental British values’; and in June 2015 the DfE issued further advice to schools, making clear that under section 26 of the Counter-Terrorism and Security Act (2015), they must have ‘due regard to the need to prevent people from being drawn into terrorism’ (DfE, 2015). The same advice set out schools’ educational duty to ‘build pupils’ resilience to radicalisation by ... enabling them to challenge extremist views and provide a ‘safe space’ to debate controversial issues’ (ibid).

Counter-terrorism, radicalisation, national security: no wonder some teachers and schools are worried and feel all of this lies outside their areas of expertise. However, we would like to suggest that geography education can contribute in some important and distinctive ways here, and can help both teachers and pupils better understand this aspect of modern British public life.

The GA’s Manifesto for geography (www.geography.org.uk/resources/adifferentview) explains how geography can engage the fundamental curiosity and questions that all children and young people share. It helps young people investigate their own identity (and often multiple identities) by posing questions such as:

- Who am I and what is my place in the world?
- Where do I live and how am I connected to other people and places?
- Where and how do other people live?
- What are other places and people like?

As Arthur Kelly points out (Kelly, 2016), personal attributes such as age and gender can be powerful influences on the identities of young people – we should explore these in our teaching before making the assumption that pupils are ready to tackle abstract notions connected to nationhood, such as ‘Britishness’. That said, geography’s focus on a pupil’s sense of their own place and locality can provide a very powerful tool for revealing how young people see themselves in their community. This allows them to explore some difficult ideas relating to identity and diversity in practical and non-threatening ways. In the hands of a skilled geography teacher, the study of local and distant places, of our own and other countries and cultures and (with older pupils) complex ideas such as the way in which places are formed and reformed through social, cultural and political processes, all help to build understanding of diversity, difference, connection and similarity nationally and internationally. By avoiding the ‘single story’ about places, geography therefore tends to deconstruct stereotypes and prejudices rather than reinforce them. In her recent overview of curriculum requirements from 5–19, Eleanor Rawling showed how geography can take pupils from naming and locating countries, through to understanding how places can help shape our culture, identity and sense of self (Rawling, 2016). Some new qualification requirements from this September, such as a UK overview at GCSE and the ‘Changing Places’ theme at A level, present geography teachers with new and potentially exciting opportunities to exploit this potential.

Geography can also help by providing a global perspective on some of the political concerns underpinning ‘Prevent’. For example, geographers study globalisation – the deepening and accelerating economic, cultural and political connections and interactions between people across the world that help to foster both co-operation and conflict between cultures. Notions such as sovereignty, nationhood, national boundaries and territorial integrity can only be properly understood through geography, and by examining how these ideas play out in different parts of the world. In the secondary phase in particular, geography teachers are also well versed in studying controversial issues, such as international conflicts, superpower geographies, international migration and uneven development, with pupils (Roberts, 2013): studies that help to provide a knowledge context to the political debate about radicalisation and extremism. As teachers, we should therefore be seeking to develop geographical knowledge and understanding of the issues in parallel with our exploration of pupils’ existing ideas and opinions.

Finally, geography can bring a critical perspective to the very notion that ‘Britishness’ and ‘fundamental British values’ are unique, fixed or easily defined; helping pupils to construct their own understanding of these ideas rather than requiring them simply to memorise a litany of values as defined by the Home Office. The British values and geography section on the GA website provides a range of teaching resources for this purpose, such as a fully-resourced lesson on ‘Who are the British?’ John White, a Professor of Philosophy at the UCL Institute of Education, captures this line of critical geographical thinking by saying, ‘If
Written by the CE and President, with occasional invited guest contributions, Policy matters provides updates on GA policy/direction as well as current projects and wider curriculum matters.

Weblinks and further reading


GA Annual Awards

Rex Walford Geography Student Teacher Award
This new award, to honour the contribution made to initial teacher education (ITE) in geography by the late Rex Walford, recognises inspirational and innovative practice in primary or secondary geography ITE. Rex was a man of unquenchable enthusiasm and optimism and a highly gifted teacher. It is hoped that this award will encourage, inspire and remind us all of what can be achieved through innovative and imaginative geography teaching. The 2016 award was made to Jason Cannons. Now an NQT, he completed his training at the University of Winchester. His submission exemplified his belief that ‘embracing a playful approach to geography curriculum making is at the heart of my practice’.

GA Annual Award for Excellence
This award is given to a person who has made a nationally or regionally significant contribution to the work of the GA in relation to policy or to the teaching and learning of geography in 2015. This was given to Susan Pike, an outstanding practitioner of geography within the country of Ireland and beyond. She teaches geography education at St Patrick’s College in Dublin. She shares her research interest in children’s and teachers’ experiences of school regularly at GA events. Susan also co-ordinates the GA Geography Champions network in Ireland, facilitating groups of teachers to work together to share practice. Susan has recently completed a book for teachers entitled Learning Primary Geography: Ideas and Inspirations from the Classroom, featuring innovative practices in primary schools in Ireland and England.

GA Outstanding Service Diploma
This award is given for outstanding service to the GA through membership of and contribution to the work of its committees or special interest groups. Four Diplomas were awarded this year.

Simon Renshaw has been a member of the Secondary Phase Committee for nearly a decade, holding the positions of secretary and co-chair during that time. He has regularly contributed to the outputs of SPC and has contributed to and led a number of workshops at Conference. Simon regularly writes articles for Teaching Geography.

Iain Palôt has been Chair the Post-16/HE Phase Committee since 2009. He provides effective and strong leadership of the group and drives its wide range of activities. Iain has represented the GA on several groups, including a consultation on numeracy in geography, and on ALCAB. Iain has been active for many years in the Hampshire branch of the GA and its local Sixth Form College.

Paul Baker has been a member of the Independent Schools Special Interest Group since 1991, when he moved to the Dragon School in Oxford. He took on his current role as Chair/Admin Officer around 15 years ago. In that time, he has taken geography to a position of strength in the Independent Sector. He has tirelessly organised INSET days for both Prep and Senior School geography teachers and

Outstanding All Rounder
This award for outstanding service to the GA, was given to Dr Stephen Scoffham.

Stephen has been the GA Honorary Publications Officer for 12 years, retiring in 2015. He provided a major contribution to the work of the Board and instigated several publishing partnerships for the GA. Stephen was the editor for the Primary Geography Handbook (2004 and 2010), which has greatly influenced teachers and students in learning about good geography teaching. He has served on the Early Years and Primary Phase Committee, contributes regularly to GA journals and more recently became a valued member of the GA’s Governing Body.

Margaret Mackintosh with GA President Steve Rawlinson
conferences in various schools around the country. He steps down from his role after the 2016 Conference. Paul’s first GA Conference and introduction to the GA was in 1972: in the following 44 years he has only missed one Conference when it clashed with a fieldtrip in 1982!

Margaret Mackintosh is a member of both the Early Years and Primary Phase Committee and Primary Geography Editorial Board. She was Honorary Editor of Primary Geographer 1995-2005. Margaret has written and contributed to numerous publications many journal articles for Primary Geography, and makes regular contributions to the GA Annual Conference.

Information about GA awards and nomination forms can be found at www.geography.org.uk/get involved/committees sigs/gaawards Nominations should be submitted to Ricky Buck (rbuck@geography.org.uk) by 31 December 2016.

Nominations for the Rex Walford Geography Student Teacher Award should be made by either the tutor from the accrediting ITE provider (university-school-based, or other) or the school geography/ITE mentor. Nominations must be submitted by 31 October 2016 evidencing work undertaken in the preceding academic year.

Get involved
Teaching Geography
Winner: Planning your key stage 3 by David Rogers (Summer 2015)
In this article David shows how his school has embraced the 2014 National Curriculum, which has provided an opportunity to develop a dynamic and relevant key stage 3 curriculum. The article offers some practical examples of how the new curriculum has been implemented.

Runners-up:
- A more 'authentic' geographical education by Gemma Pollard and Aidan Hesslewood (Spring 2015)
- Soil sense by Janet Hutson (Autumn 2015)

Primary Geography
Winner: Making waves by Jason Cannons (Summer 2015)
In this article Jason reports on how he used a creative approach to help pupils explore tsunamis and their impacts on Chile. The most successful part of the topic was the building of a working diorama to show how tsunamis are formed and their potential impacts.

Runners-up:
- Camilla’s journey to school by Tony Dodsworth (Spring 2015)
- Growing smiles by Nick Lee (Autumn 2015)

Geography
Winner: The geographies of thanatourism by Tony Johnston (Spring 2015)
This article explores the geographies of a form of travel where tourists encounter places associated with death, disaster and the macabre. It explores the commodification of death; the spatial tensions at thanatourism sites; and the emotional and affective geographies of gazing on commodified death.

Runners-up:
- New insights on the roles of ice, water and climate change in recent landscape development on Mars by Colman Gallagher and Matthew R. Balme (Summer 2015)
- Experiential learning and the visceral practice of ‘healthy eating’ by Rebecca Sandover (Autumn 2015)
Each year the GA Publishers’ Awards recognise resources that make a significant contribution to geography in primary schools, secondary schools or colleges, and encourage the creative development of new materials. Judges consider impact, quality, usability and originality.

**Silver**

**Digital Explorer**

www.digitalexplorer.com
Digital Explorer Team, 2015

Digital Explorer is a free website that provides teachers with a range of videos, photos and curriculum resources. The flagship ‘Live Expedition’ series allows students to connect live to research teams so that they can learn directly from experts in the field. The judges felt that this is a high-quality and contemporary resource that is suitable for both primary and secondary teachers. The lesson plans in particular are detailed, well-differentiated and fully resourced and can be adopted as they are or easily adapted to engage a range of students. While this resource could be used as part of a geography unit on extreme environments – expeditions are to places such as the Arctic, Antarctica and Great Barrier Reef – the resource booklets also have the potential to be used as part of a cross-curricular project. Overall, an engaging and well-presented resource that treats geography as a science and tackles some truly challenging and global issues.

**ArcGIS Online**

www.arcgis.com/features
Esri UK, Esri Inc., 2015

ArcGIS Online is a GIS platform that enables students to use maps, imagery, storymaps and data to investigate and analyse the world around them. Students can use data from organisations, such as the Environment Agency and Office for National Statistics, or create and share their own field data. The judges felt that the platform is very easy to use and engaging. The information is up to date and of high quality and the ability to share completed storymaps is a useful feature. There are samples available covering topics such as the Ebola outbreaks, the 2011 UK census and Hurricane Katrina ten years on, which could easily be embedded into existing schemes of work. While the ideas presented in ArcGIS Online are not wholly new, the online approach was felt to be a significant development. GIS has traditionally struggled to make an impact in school geography, but this free, accessible and straightforward-to-navigate application has the potential to help every school make the most of cutting-edge technology.

**Ashcloud Apocalypse – know your risks**

http://gisevent.wix.com/gisday2015
Raphael Heath, Royal High School Bath, and Esri UK, 2015

Ashcloud Apocalypse is a GIS resource that involves students examining a series of maps in order to collect data about their home area. This enables them to calculate the level of risk that they would face should a global apocalyptic event, in this case a mega volcanic eruption, occur. The judges felt this was a contemporary and highly original resource. The idea of preparing for such an event is new and exciting and enables students to think about global consequences and our interdependence. While the resource was felt to be most appropriate for GCSE students, its versatility means that it would also be suitable both for key stage 3 and Post-16 students. Teachers are able to limit or increase data ranges, so it has the scope for stretching even the most able geographers to a very high level of geographical thinking, particularly when analysing the map of results. The author’s objectives were to create a freely available and interactive resource that gives teachers and students the confidence to use GIS in the classroom. The judges believe that this resource fully meets that objective.
Highly commended

A level content overviews
www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+5+resources/Key+Stage+5+resources
Professor Martin Evans, Professor Klaus Dodds, Professor Peter Jackson, Dr Peter Knight, Professor Richard Phillips and Dr Richard Waller

In response to the new A level courses the RGS-IBG have published overviews for six new areas of core content for teachers. They are written by Higher Education colleagues who were involved in the A level Content Advisory Board (ALCAB). The judges felt that this free online resource will provide teachers with a valuable grounding in six of the content areas of the new A level, and inform and enhance their knowledge in these areas.

Written by specialists, the overviews are concise and up to date, and incorporate complex key terms and helpful diagrams and figures. Each overview gives case study ideas and suggests further reading. They offer useful support and professional development on the new A level specification topics that teachers might struggle with through the provision of up-to-date subject knowledge.

Skills on a Page:
A level AQA Geography
Alistair Logie
Bristol, ZigZag Education, 2015

Skills on a Page is a resource for applying and revising geographical skills. The hand-illustrated worked examples guide students through a wide range of investigative, graphical and statistical and cartographic skills to then apply in a geographical context via the worksheets.

Frederick Soddy Awards

The Frederick Soddy Trust was pleased to announce the following schools have been granted awards to fund various fieldwork activities:

- Carrington Primary School, Nottingham
- Falinge Park High School, Rochdale
- Heron Primary School, Gloucester
- Hinde House, Sheffield
- Grange Primary School, Gloucester
- Pear Tree School, Preston
- St Wilfred’s Catholic High School, Featherstone.

For information about the Frederick Soddy Awards go to www.geography.org.uk/resources/fieldwork/fieldworkfunding

Applications for next year’s funding must be received by 31 January 2017.
New Branches
We are pleased to have two new GA Branches. The Harris Academy London GA Branch has already held a TeachMeet. On 22 June 2016 Subject leads from OCR will be coming to Harris City Academy Crystal Palace to lead a FREE training event at 4.30pm for teachers who will be delivering the OCR B specification from September 2016. The contact is Richard Maurice (Richard.Maurice@harrisd Federation.org.uk).

What started as a sharing of ideas between Chris Jesson from Gravesend Grammar School and Garry Simmons from Wilmington Grammar School for Girls in Dartford has now grown into the North West Kent GA Branch, a network of around ten schools with the key aims of sharing good practice and discussing new ideas and resources. They meet three to four times a year. Garry said, ‘It’s always great to meet up with everyone. We have lively discussions and all colleagues come away with fresh ideas to try out in the classroom’. To find out more about, contact Garry Simmons (gsp Simmons@wgsg.co.uk) and Chris Jesson (jessonc@gravesendgrammar.eu).

Manchester
The Manchester Branch already have their 2016–17 programme planned. It starts on 11 October with Professor Andrew Goudie talking on ‘Hazard in hot environments’. On 22 November Dr Martin Degg speaks on ‘Tectonic hazards in the land of the Inca’. More details from Paul Douglas (P.Douglas@cromptonhouse.org).

South Devon
South Devon GA Worldwise quiz took place in March, eight teams took part and the winners were from Torquay Boys’ Grammar School (pictured).

Dr Helen Fyfe (hvשםfesbtbg.sch.uk), Head of Geography at Torquay Boys’ Grammar School has taken over from Teresa Davidson as Branch contact. Thank you to Teresa for all her hard work.

Shropshire
The Shropshire Branch organises four lectures a year, mainly on topics relevant to A level students, and a local Worldwise quiz. This year included talks from Dr Martin Degg on Tectonic Hazards, Dr Mark Rutter on Biodiversity in the Galapagos and Alan Kinder on World Cities. We were also fortunate to have heard David Fettes, an award winning wildlife photographer, speaking about his career and insights on human impact on the planet. Our Worldwise winners were Adam’s Grammar School (pictured). Dr Tim Foulger (trf@shrewsbury.org.uk) is the new contact for the Branch.

Welshwise Quiz
A bilingual quiz about Wales for year 9 pupils is taking place on 21 June in Prestatyn High School and 4 July at the University of Cardiff. There is a cost of £10 per team and a maximum of two teams per school. Contact Gill Miller for details (g.miller@chester.ac.uk).

York
Ian Packham (pictured) gave a lecture to the York and District Branch about his 25,000 mile circumnavigation of Africa by public transport. His story was both enlightening and touching in the way he tackled many myths about the continent and revealed how the journey through 31 countries engendered his personal development. More details about the York Branch from Liz Brown (Liz.Brown@boothamschool.com).

Geolincs
Professor David Lambert (IoE) led the sixth event for the GA branch for South Lincolnshire, (Geolincs). Our best-attended session so far, the workshop focused on two notions: curriculum leadership and curriculum making, and GeoCapabilities. David posed several questions about the purpose of education and how we help students ‘face the future as confident and capable human beings’. The answers, he suggested, are not competitiveness, building learning power, transferrable skills or creativity; we should focus on the ‘powerful disciplinary knowledge’ that students construct from their subjects. David talked about how geographical thinking contributes to a student’s capabilities.

For more information about GeoCapabilities see www.geocapabilities.org. For details about the South Lincolnshire Branch go to www.geolincs.wordpress.com or contact Aidan Hesslewood (aidan.hesslewood@bourne-grammar.lincs.sch.uk).
The focus for the 2016 competition was the Azores, the Portuguese archipelago in the mid-Atlantic comprising nine islands. The Azores is one of the latest destinations for school parties travelling with Discover the World.

Students had to choose from one of two decision-making exercises:
- The Azores Tourist Board wants to promote adventure tourism as it believes this sector has the most potential. The task was to identify a suitable location for an Adventure Tourism Centre in the Azores, which would have facilities and equipment for activities together with basic hostel accommodation.
- Energy security is a major issue in the Azores given its remote location. In the past, the islands have tended to rely upon imported oil and diesel. For the future, the Azores Regional Government wants to increase its renewable sources so that its dependence on oil is reduced. The task was to devise a plan to move towards a sustainable energy future for one of the islands in the Azores archipelago.

Katherine chose the adventure tourism task and selected a site on the west coast of the Island of Flores, near to Fajazhina, for a small centre accommodating different groups of people. The reasons she chose this location were:
- It is the Azores second-least populated island (less than 4000 people) and feels natural and unspoilt.
- Its uneven terrain and stunning landscapes make it ideal for hiking and other outdoor activities.
- It has an unemployment rate of 16% (in 2014) of which 41.5% (in 2014) were in the 15–24 age bracket. Locating the centre here would give local employment opportunities especially for younger generations who would otherwise leave to seek employment elsewhere (e.g. construction, activities, running of centre). An increase in tourism would have a wider positive impact on the island’s socio-economic development.
- UNESCO designated Flores a ‘Biosphere Reserve’ in 2009, a protected area designed to ‘demonstrate an equilibrium between man and nature’. Therefore an eco-friendly centre is ideal to blend in with the unique landscape, which should be protected.
- It has an unusual landscape: abundance of lagoons, waterfalls (pictured) and crater lakes.
- The temperature is ideal and although rainfall is high this does not affect the majority of the proposed activities.

Katherine suggested activities that could take place at the centre and also how the centre will adhere to sustainable principles. The judges were impressed by Katherine’s research and the annotated maps and diagrams that were part of her entry (pictured).

GCSE student Katherine found that entering the competition gave her the opportunity to apply some of her knowledge of sustainable development from geography lessons. She has become interested in the Azores during working on her task and is very excited to be able to go there herself. She loves discovering new places and is looking forward to seeing the unique landscape and volcanic activity of the Azores as well as the only tea plantations in Europe!

The Outstanding Geography Student Award is a national competition run by the travel company Discover the World in partnership with the GA. The 2016 winner is Katherine Allen from Fettes College, Edinburgh. She has won five free places on an incredible trip to the Azores for her school.

Two Merit Awards were also awarded for entries that showed real commitment and enthusiasm for geography. Amy Sloman from The Castle School, Taunton, and Kian Clayton from Fort Hill Community School, Basingstoke, both received £100.

Details about the 2017 competition will be in the Autumn GA Magazine and also at www.outstanding-geography-student.com.
Future geographers

Future geographers is a free programme run as part of the GA’s Annual Conference. It is hosted by The University of Manchester’s Geography Department. Over 30 students from five schools had a full day, they toured the University campus, looking at its design and sustainable development, engaged in a laboratory exercise on the movement of glaciers, and heard about the geography degree programme. Two lectures, outlined here, were given in the Humanities Bridge Street Building.

Living within our means

Patrick Kaberia Muthaura is one of three million Kenyan tea farmers. Most days he spends eight hours picking tea on the slopes of Mount Kenya. He works for the Michimikur Tea Company owned by its ten thousand farmers. Patrick explained the process of tea growing and processing. He also explained that tea is a very fussy crop and requires specific conditions in order to produce a high density of healthy shoots for picking. Tea grows best at altitudes between 1500m and 2100m. It needs well-distributed rainfall and stable temperatures. Tea is heavily reliant on established rainfall patterns, and is sensitive to evapotranspiration and frost. However, he is experiencing the impact of climate change. The pattern of rainfall is changing and it is becoming unpredictable. Rather than constant rain that is absorbed into the soil there is often very intense rain that lands on parched soil and so runs off, causing soil erosion and floods. Having grown up without having to use mosquito nets, the changing climate means malaria is now a risk where he lives. A reduction in income from tea harvest leads farmers to operate bad farming practices such as planting eucalyptus trees. Fairtrade Premium funds are spent on education and training. There are nurseries of indigenous trees that are planted along rivers and help to slow down the water getting into the soil.


Educating young people to be environmentalists and conservationists

Mya-Rose Craig is a young birder as well as an environmentalist, conservationist, activist, and writer. Her love of birds started early: she showed a photo of her first bird watching trip at 9 days old! The 13-year-old student at Chew Valley School, near Bristol, is an ambassador supporting Bristol’s year as European Green Capital 2015. She is passionate about saving the planet and everything on it. She has been writing a blog, Birdgirl, about her bird watching and other environmental issues that she feels are important, such as GMOs. She realises that most teenagers don’t care of know about these issues and that being interested in nature is not ‘cool’. In her talk Mya-Rose spoke about why she thinks it is important for students to learn in geography lessons about nature and habitats in the UK. She recalled a geography lesson when she was given a feather covered in oil. This was a very visual way of demonstrating how oil spills impact on birds. She thinks that everyone can find an animal that is interesting to them. Her favourite is the mountain gorilla. She illustrated her talk with pictures from her travels; Mya-Rose has visited 38 countries! She writes about the wildlife she encounters and the environments she sees. You can read about Mya-Rose on her blog http://birdgirluk.blogspot.co.uk

Mya-Rose Craig speaks to future geographers at the GA’s Annual Conference.
A Kampala connection

The purposes of Benedict’s visit were to enhance the geography education of students at The King Alfred School and to support his work as Head teacher of St Charles Lwanga School. Benedict spoke to year 8 geography classes about development issues in Uganda and to sixth form sociology classes about norms and values in a contrasting culture. He also had meetings with teachers in different roles at The King Alfred School, including intervention, use of data to inform progress, appraisal and coaching. Benedict visited primary schools in Highbridge and Bristol.

On his return to Uganda, Benedict formed the Kasubi Schools Organisation (KSO), linking 20 schools in his local area with the goal of sharing good practice. The first stage of this project has involved primary and secondary schools working together to support transition. Benedict is trialling the introduction of an appraisal process at his school, with the aim of rolling this out across the schools in the district. This project has evolved from the work Benedict did with the Somerset Association of Secondary Headteachers (SASH). The link with The King Alfred School has been maintained by skype meetings with teachers from KSO.

Benedict’s visit has inspired us to produce schemes of learning for GCSE students on Kampala as a city in a lower income country and on Uganda itself. We are sharing these schemes of learning with other schools via the GA website and Sebastian presented a workshop on this connected case study at the GA Annual Conference. As part of the Year of Fieldwork, our year 8 students are participating in a joint fieldwork project, sharing data on land use in our local area with geography students from the St Charles Lwanga School.

We are hoping to develop this link further by visiting Benedict in Kampala in July 2016 and plan to take a group of sixth formers to visit Uganda in July 2017.

The scheme of work ‘Kampala; A Case Study of a City in LIC’ is available at www.geography.org.uk/resources/kampala-scheme-of-work

If you would like to know more about GAIIF awards please visit www.geography.org.uk/getinvolved/committeesigs/internationalsig/gainternationalinitiativesfund

For more information about Benedict’s visit and the resulting projects please contact Catherine Owen (cowen@kingalfred.somerset.sch.uk) or Sebastian Witts (switts@kingalfred.somerset.sch.uk) from The King Alfred School, Highbridge.

Photos: Sebastian Witts

The scheme of work ‘Kampala; A Case Study of a City in LIC’ is available at www.geography.org.uk/resources/kampala-scheme-of-work

If you would like to know more about GAIIF awards please visit www.geography.org.uk/getinvolved/committeesigs/internationalsig/gainternationalinitiativesfund

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Thursday 7 April

While the exhibitors were busy setting up their stands, representatives from the GA's Governing Body, Phase Committees, Special Interest Groups and headquarters staff attended the Association at Work afternoon session. They discussed presentations from teachers in the three phases, Trish Kavanagh, Catherine Owen and Laura Jayne Ward; developments of the GA website; the value of networks and the Year of Fieldwork. Meanwhile some delegates attended a fieldtrip to the nearby Peak District, visiting Edale, Castleton and Stanage Edge.

In the evening, after the public lecture, GA Awards ceremony and wine reception, there was a Conference dinner in the fossils gallery of Manchester Museum, home to Stan, a full fossil skeleton of a Tyrannosaurus Rex.

Ocr Geography Ocr_Geography

We are on our way to #gaconf16! Woohoo! Can’t wait for fun in Manchester! @The_GA #geographyteacher

James Boxall @JamesGIS @The_GA Best wishes for your #GA2016 Conference! Simply put – keep doing what you are doing; great example of geography teachers excelling.

LJ Geography @LJGeography @gaconf16 at University of Manchester to collect our SGQM Award from @The_GA on behalf of @LJ_School today #proud

vickimconaghie @Vicki11753290 So looking forward to #gaconf16 @The_GA! Deciding on what workshops to attend looking forward to being inspired!

Ben King @benking01 Looking forward to reading #gaconf16 tweets as I finish packing-up my house for tomorrow's move. Wish I could be there too

Catherine Owen @GeogMum What a fascinating public lecture by John Raine about managing the Ebola crisis in Sierra Leone.

Becky Kitchen @beckykitchen Lovely surprise to see an ex-student pick up a Centre of Excellence certificate at the GA Awards last night. Well done Emma!

Miss Fryer @MissLFryer Awesome #gaconf16 dinner...amongst fossils including 'Stan' (trex). Lovely people too. Great start!! Thanks @The_GA

Public Lecture

John Raine OBE, Head of Ebola Command Centre in Sierra Leone, gave a fascinating lecture on ‘Tackling the Ebola Crisis’. The first case of Ebola Virus Disease (EVD) in this outbreak was identified in December 2013. Unrecognised at first, (the symptoms can be easily confused with general illness and specifically malaria), the disease secured a foothold in Sierra Leone, Guinea and Liberia. There was exponential growth in the number of Ebola cases from July 2014. John started his work at the response centre in October 2014. They operated by receiving live and death alerts and burying the dead in less than 24hrs. Any live people were transferred to an isolation facility where they were tested. If the person was positive then they were taken to a treatment facility. This resulted in a rapid decline in the number of cases, but reducing the number of cases to zero proved more difficult than most imagined. John was proud to be part of such an immense team effort that saw the region declared free of Ebola on 7 November 2015. We were privileged to hear John’s lecture and get a glimpse into how such a complex and large-scale challenge was tackled.
The first full day of the conference was packed with lectures, workshops, field visits, debates and Teacher-to-teacher sessions. With a constant supply of coffee and tea, delegates could browse the exhibition and the GA committee stands. Meanwhile The University of Manchester hosted the Future geographers day for school students (see page 12) and the day ended with a TeachMeet (see page 29). Former geography teacher turned stand-up comedian Mark Cooper-Jones entertained us at a buffet in the evening.

President’s lecture
Steve Rawlinson, GA President 2015–16, spoke to a packed lecture theatre on his conference theme of ‘Making Geographical Connections’. He talked about personal connections, curriculum connections and future connections. His passion for the outdoors and using his senses has always helped him to understand and see places. He gave the audience three challenges:
• Increase your connection with the GA
• Connect across all the phases of education
• Re-image geography, use the G-word more often.

Photos: Bryan Ledgard

Richard Waller @wallersaur
@KeleeGeogs Off to the @The_GA conference and looking forward to spending time and learning in the company of enthusiastic geographers.
A Monteith @al_monteith In interpreting landscapes: past ideas and present views. Interesting history of geological theories
Ellie Mitchison @Ele_Mitch Plates do not move over a ‘semi-molten’ mantle- just one of the facts we’ve had to relearn...but what do we tell the kids??
Dr Paula Owens @Primageographer Phew just finished after engaging with a wonderful 40+ participants at our workshop (thank you) in time for @The_GA Presidential lecture
Alan Marvell @AlanMarvell Great turnout for the @The_GA #gacnf16 presidential lecture making geographical connections
Emma Rawlings Smith @Geography_Emma Steve Rawlinson suggests in the Presidential lecture that we should ‘put the meandering back into geography’
BlencathraFSC @BlencathraFSC At @The_GA conference in @yearoffieldwork GA President delivering ‘emotional connections’ in Presidential speech
Richard Maurice @HFGeography “Don’t turn geography into a cheap children’s novel” Deal in real life, however complex @bobdigby
Chris Childs @geochris Superb session with @bobdigby on non examination assessment at A Level #gacnf16
TTS Group Ltd @TTS_Group Excellent practical ideas for exploring local connections through fieldwork from @The_GA Early Years and Primary Phase Committee
Mr Hazeldine @Mr_Hazeldine Here at the Geographical Association Conference. Great sessions today to further enhance my knowledge and teaching strategies
GABranchCornwall @gacornwall The Cornwall GA Branch are very much enjoying a fantastic conference here in Manchester. Lots of brilliant lectures & workshops.
FEHS Geography Dpt @fehs_geog Wow! Really inspiring talk by 13-yr old Mya @BirdgirlUK about conservation! Fram students- take note!
Mr Simmonds @MrSimmoGeog Excellent tour of the UK coast by @nicholascrane. Inspiring images
Miss Wilkinson @missawilkinson Great day at the #GAconf16 ! Found the ‘Success for low literacy’ workshop particularly useful. Thanks to @lauramwn and @wilkes_devon
Richard Allaway @richardallaway @GeoBlogs talking about the language of logistics and “authentic learning”
FEHS Geography Dpt @fehs_geog Another interesting and extremely useful talk given by Alan Parkinson (@GeoBlogs)!
Beth @BethDea Wow! Great response to our NQT session #GACnf16 expected a small group-ended up with a full room! Hope we helped geographers
David Rogers @davidErogers Really like the idea of assessments as celebrations of learning
Richard Maurice @HFGeography Scree cuddling, gryke snorkelling, everyone must try these sports!
Amy Searle @MissASearle Loving the limestone song sung by @unicorn4275! Wild Friday night at #gacnf16 tonight!
Saturday 9 April
Saturday’s programme offered lectures, workshops, field visits, research papers and Teacher-to-teacher sessions. The Student and NQT event held the Rex Walford Memorial lecture from Dr Liz Taylor on ‘Constructing the world: past, present and future geographies’. The conference and exhibition closed at 4pm but the tweets kept on coming as people returned home and to school the following week.

Keynote Address
John Carpenter, Head of Corporate Strategy at Thames Water and a former geography teacher, gave a personal perspective on geography and employment. His lecture ‘But I don’t want to be a geography teacher!’ was alternatively titled, ‘Why geography is brilliant and everyone should want to do it’. He talked about his own passion for geography, developed from a love of being in the mountains, and how geography is such an important part of his current job at Thames Water. He explored the unique contribution that geographers can make in the world of work.

You can share in the CPD from the Annual Conference over the next few weeks as the presentations from the workshops and lectures will be uploaded to the GA website. Visit www.geography.org.uk/conference
Delegates engaged in the conference theme by locating their hometown on a wall map and adding a postcard of their place. Delegates came from 23 countries and all over the UK. The receptions offered opportunities for people to network and find out more about the GA and how to get involved.

The theme for the 2017 Annual Conference is Inclusive Geographies? The posing of a question is deliberate here, because I hope that the conference will be an opportunity to engage, at all levels and in all guises, in some careful examination and consideration of the extent to which and in what ways school geography is, can be and should be for all. For me there are three key questions to consider:

- Is school geography inclusive, for teachers and students, and how can it be made more so?
- How can we extend the reach of the subject and support the development of the interface between school and academic geography?
- How can school geography support young people's engagement with and participation in matters of local-global significance?

In pursuing these questions I hope the conference will consider how we engage a range of education professionals in the geography education process and how the subject itself is inclusive of a range of different aspects of the discipline.

Mary Biddulph, GA Senior Vice President 2015–16
This year’s programme of courses and conferences has something for everyone. Whether you’re primary, secondary, post-16, an NQT looking for support or an experienced teacher after some new ideas, there’s a course for you. As always, GA members receive huge discounts!

For primary

### Global geography at key stage 2

**London** **Tuesday 17 May 2016**

This interactive course explores and exemplifies opportunities within the primary geography curriculum for promoting pupils’ global awareness and understanding. It examines the challenges posed by global learning, then looks in-depth at some practical thematic and place-based examples, linked to the National Curriculum, which will lead to outstanding geography teaching.

[www.geography.org.uk/globalks2](http://www.geography.org.uk/globalks2)

### Going outside: ideas for primary geography fieldwork

**Cambridge** **Thursday 19 May 2016**

This hands-on course uses the outdoor environment as the inspiration to develop your geography curriculum. The National Curriculum states that geography should inspire in pupils a curiosity and fascination about the world that remains with them for the rest of their lives; what better way to achieve this than by immersing pupils in real-world geography outside of the classroom? The course will provide numerous ideas for engaging fieldwork and will increase teachers’ confidence in getting out of the classroom.

[www.geography.org.uk/outside](http://www.geography.org.uk/outside)

### Leading primary geography

**York** **Tuesday 7 June 2016**  
**London** **Tuesday 5 July 2016**

This course will help you successfully lead primary geography and raise the standard of geography teaching and learning in your school. Join us to develop your understanding of geography’s core knowledge and skills and consider the successful application of the subject in relevant and exciting contexts. You will also find out about geography’s contribution to other subject areas and whole-school dimensions, such as global learning, sustainability, values and Learning Outside the Classroom.

[www.geography.org.uk/leadingprimary](http://www.geography.org.uk/leadingprimary)

### Primary geography for the non-specialist

**Leeds** **Friday 10 June 2016**  
**Birmingham** **Friday 17 June 2016**

This course will support non-specialist teachers in developing geography in relation to the National Curriculum. It will support their subject understanding and the development of outstanding practice within the subject. Considering the question ‘What is geography?’, the day will also look at geographical skills, place and locational knowledge, progression and the subject’s contribution to the wider curriculum. The day will include presentations, group discussion and practical activities, including planning for a geographical enquiry into distant places.

[www.geography.org.uk/nonspec](http://www.geography.org.uk/nonspec)

### Investigating Ancient and Modern Egypt and the River Nile at KS2

**Manchester** **Tuesday 14 June 2016**  
**London** **Tuesday 21 June 2016**

This course supports effective geography and history learning. Using the example of Egypt and the River Nile, this one-day course will explore how careful choice of content in one subject can extend what your pupils will achieve in another.

[www.geography.org.uk/egypt](http://www.geography.org.uk/egypt)

### Geography through talk

**London** **Friday 20 May 2016**  
**Manchester** **Thursday 23 June 2016**

This course will provide primary teachers with strategies to develop talk within geography. It will focus on the use of speculative and exploratory talk, and make connections with geography and discursive writing, to support outstanding practice in geography in line with the National Curriculum. It will also develop place, locational knowledge and approaches to fieldwork supported by an enquiry framework.

[www.geography.org.uk/talk](http://www.geography.org.uk/talk)
For secondary and beyond

Progression in fieldwork: building independence and opportunities

Birmingham Wednesday 22 June 2016
London Thursday 30 June 2016

With the changes to the GCSE and A level specifications, teachers are needing to reassess their fieldwork provision to ensure progression. This course will provide strategies for out-of-classroom work as well as ideas for local fieldwork opportunities, an exploration of progression in fieldwork from Y7 through to the A level Independent Investigation and opportunities to discuss the assessment of fieldwork by exam at GCSE and AS level.

Leading the outstanding geography department: Improving standards and leadership

London Monday 4 July 2016

Outstanding geography leaders systematically review the quality of their teaching and the relevance of their curriculum, and make accurate self-assessment of their strengths and weaknesses. The very best geography departments unlock in students a life-long fascination with the world, and share their innovative practice between themselves and with others.

This course will bring together outstanding practitioners and subject leaders to develop the skills needed to drive forward professional development and achievement to create outstanding geography departments. Delegates will be able to access an ongoing programme of support, leading to GA Centre of Excellence and/or SSAT Lead Practitioner status.

A level Geography: Preparing for change

London Friday 1 July 2016
Manchester Wednesday 6 July 2016

With the changes to A level geography specifications, teachers need to prepare themselves and plan new resources for first teaching in 2016. This course will provide subject knowledge updates on Changing Places and Water and Carbon Cycles from leading academics. Advice and guidance on planning, resourcing, effective teaching and learning approaches, and the challenges and opportunities of the new specifications will be provided. Delegates will have the opportunity to plan a series of lessons using a variety of innovative and engaging strategies, network with other teachers and decide what they need to do next to move forward.

Let us come to you

Are you struggling to get out of school for training? Why not organise an in-house CPD day through the GA?

Our tailor-made CPD days are ideal for training a group of teachers in your own school and, better still, we’ll arrange a session at a time and date that suits you.

You can arrange for a GA consultant to visit your school if you need help with a particular problem or if you’re after some general geographical advice.

Visit the GA’s website (www.geography.org.uk/consultancy) for further details.
Free training package in critical thinking for primary and secondary teachers

We are offering professional development in critical thinking and problem solving, through the new British Council Connecting Classrooms programme. This ‘Teaching the core skills’ training package gives teachers of geography or history the knowledge and approaches they need to effectively integrate the teaching of core skills in their classrooms.

Why take part?
Critical thinking and problem solving have been identified as key skills that support pupils’ learning, raise attainment and strengthen their development as informed and thoughtful future citizens. They add value to GCSE and A level courses by developing critical enquiry and analysis skills, and understanding of contemporary issues.

This training is part of the British Council’s new worldwide Connecting Classrooms programme. It will be led by experts from the GA and SSAT and will enable you to:
- develop strategies for critical thinking and problem solving
- develop and apply practice with a network of like-minded teachers
- enhance your curriculum to help prepare your pupils for 21st Century learning, citizenship and employment
- use your learning to strengthen international links at your school.

Training package
The training will consist of two face-to-face day workshops, focused on developing new teaching and learning approaches to critical thinking, applying this in participants’ classrooms primarily through geography or history, and then sharing practice within the group and the wider subject community. The training will include:
- supported pre-course reflection
- day one face-to-face training focused on developing critical thinking, considering evidence and non-routine problems
- application in participants’ classrooms
- day two training focused on sharing participants’ practice and working with deep structures
- further online support/collaboration and opportunities to share practice with colleagues internationally.

The training is FREE and available to teachers in maintained schools, Free schools and academies across England.

Register online at www.geography.org.uk/free-training

Dates and locations 2016-17

London
Tuesday 11 October 2016
Tuesday 17 January 2017

Leicester
Thursday 10 November 2016
Thursday 26 January 2017

Plymouth
Tuesday 15 November 2016
Tuesday 31 January 2017

Leeds
Thursday 17 November 2016
Thursday 2 February 2017

Birmingham
Tuesday 7 March 2017
Tuesday 20 June 2017

Southampton
Thursday 9 March 2017
Thursday 22 June 2017

Bristol
Tuesday 14 March 2017
Tuesday 27 June 2017

York
Thursday 16 March 2017
Thursday 29 June 2017
Helpful Connection: BBC presenter Nick Crane, when asked the question: What would he tell his seven-year-old self to get him interested in geography? ‘Here’s a map... now get on your bike and go and discover for yourself and explore’. What better message to send to the next generation!

Unusual Connection: Who knew that pigeons had ‘local wisdom’? Thanks to Helen Clarke and Sharon Witt we now do! Did you know that pigeons often follow linear landscape features, such as roads, communication wires or field margins, just like we would? Also that they would be the ones to go to if you wanted to find where to settle, hide or find the ultimate free meal? This engaging and creative session had us thinking about the possibilities of place through the eyes of a creature who might know best. See follow-up images and ideas at @Attention2place.

Connection I will try: The ‘Transport challenge’ is a great idea support transition from year 6 to secondary school, suggested by EYPPC co-chair Gemma Kent. Pupils earn points by planning a route from school round London and back home by 3.30pm! Armed with a £10 budget they have to use as many types of London transport as possible and buy lunch!

Unplanned connection: An unplanned discussion in a session chaired by Anthony Barlow meant a chance to discover delegates’ favourite geographical resources. A favourite was the Jeff Brown story, Flat Stanley (Egmont, 2003). Stanley is flattened and gets into all sorts of geographically imaginative escapades including being sent by post cross-country, flying as a kite (map work) and solving an art heist (examining the flattening of landscapes in paintings and photos). Best of all are the possibilities of using Stanley as a Barnaby Bear style key stage 2 ‘place-pal’ for journalling and joining an international community of pen friends through projects such as www.flatstanleyproject.com.

Story connections: So many stories to use! The Naughty Bus (Jan Oke, 2004) provides many ways into transport, place and mapping. Try out the less easy or comfortable to make connections: The Journey (Francesca Sanna, Flying Eye Books, 2016) explores migration issues, places and journeys through picture story telling.

Divergent Connection: Read some EM Forster! The short story The Machine Stops (1909) was suggested by Steve Rawlinson in his Presidential Lecture. It describes a world in which humans have lost the ability to live on the surface of Earth and live in isolation below ground, having all their needs met by an omnipotent, global machine. Travel is permitted but unpopular and rarely necessary! You can find the story online.

Resource connections: Liz Taylor’s lecture on secondary textbooks, past and recent, raised many questions relevant to considering the uses of primary geography resources: Who produces them? Why are the places and topics in them chosen? What does the vocabulary used tell pupils and teachers? What do the images used represent? How does page layout influence ‘reading’ the page? How is complexity handled – does it appear multifaceted and challenging or simple and benign? How are pupils present and presented? Much to think about: what really is learnt in classrooms from the range of resources primary teachers use?
Qualification change

Preparation for GCSE (9−1)

First steps
If there are topic options available in your chosen specification, decide which of these will be studied. Involve students in the decision-making process by canvassing your current GCSE students or putting together a student focus group.

Decide where each unit is going to fit into your two-year plan. Examples of course planning guides have been produced by exam boards to provide suggestions and to support you with this. The GA has also produced a course planner sheet (see below).

Decide how you are going to integrate geographical skills and fieldwork into your GCSE course. The specifications stipulate that students have to undertake fieldwork outside of the school grounds and in two contrasting environments. However, there is also scope to build regular learning outside the classroom opportunities into your plan in addition to this minimum requirement. See the article on local fieldwork on page 26 to help you plan this.

Write down a list of ‘ingredients of good geography’ that you would like to appear in each scheme of work. Examples could include fieldwork experiences, opportunities to use GIS, assessment tasks to map progression, opportunities to practice geographical skills etc.

Fleshing out
- Develop schemes of work for each unit Many of the Awarding Organisations (AOs) have produced their own schemes of work, which can be adapted for your specific context. If another local school is doing the same specification then you could meet to share ideas and there are also opportunities to share virtually via the GA Ning. Refer to your list of ‘ingredients’ above regularly and incorporate them into each scheme of work.

- Resource your schemes of work You may already have tried-and-tested resources from previous specifications that can be tweaked to fit the new ones, and each AO has their own links to downloadable resources. It is worth looking at the resources from the AOs as there is overlap between the specifications and you might find something that can easily be adapted. Use the GA website for resource ideas including the GCSE Geography Teachers’ Toolkit series, Fieldwork Through Enquiry and a large selection of DVDs.

Finishing touches
- Create a reading list There may be parts of the new specifications that you haven’t taught before and so it is always a good idea to refresh your own subject knowledge in these areas. You could also create a reading list to extend students’ understanding too!

- Think creatively about homework tasks Homework time could be used for those activities that are not always straightforward to do in school, such as watching documentaries and practising fieldwork techniques.

Qualification change can appear to be a huge challenge but it is important to remember that it is also an opportunity to reflect on what you teach and how. Many of the points above can appear daunting but there is support from Awarding Organisations, other teachers and, of course, the GA at every stage of the process.

Download a copy of these planning sheets from www.geography.org.uk/gcsereform
Getting up to speed with subject knowledge at A level

The new A level specifications contain some challenging new content for both students and teachers to grapple with. Teachers with a more physical background may be rubbing their hands in glee at the inclusion of ‘Carbon and Water Cycles’ but struggling with ‘Global Systems, Global Governance’, while those with a more human bent may be relishing the thought of teaching ‘Changing Place, Changing Places’ but balk at the mention of ‘Landscape Systems’. In some respects, ‘it was ever thus’, but if you are concerned that your subject knowledge may not be up to date or at the right level for A level teaching, where can you go for support? Below are some suggestions.

- ‘Geography Matters’ is the annual newsletter written by the Post-16 and Higher Education Phase Committee of the GA. While there are many articles to commend, ‘Starting to teach the Carbon Cycle’ by Helen Hore (Spring, 2015) is a superb introduction to this feature of the new A level. It covers the distribution and size of major carbon stores, and carbon cycle processes, and uses climate as a context for exploring the links and feedback between carbon and water cycles.

- Top Spec Geography is a series, available from the GA shop, which provides up-to-date information on a range of specialist geography topics. There are currently nine titles in the series, each of which is written jointly by a leading academic and an experienced classroom teacher. While these were written with the legacy AS and A level specifications in mind, many of them, such as ‘tectonic hazards’ and ‘Superpowers’, are relevant now. There are also new titles to watch out for over the coming months that are clearly linked to the new specifications (see page 31).

- Geography, the international journal of the GA, contains many articles on research by leading geographers. Examples which are relevant to the new A level specifications include: ‘Place: encountering geography as Philosophy’ (Cresswell, 2008), ‘Challenging assumptions: zero-carbon futures’ (Bromilow, 2009), ‘Virtual water’ (Lane, 2014) and ‘Putting global citizenship at the heart of global learning: a critical approach’ (Huckle, 2015).

- Geography textbooks are in production for most of the new specifications and can be a useful starting point for getting to grips with the level of understanding required. Interestingly, Eduqas is not going down the textbook route but will instead be providing a teacher handbook and resources on their website. It is worthwhile arming yourself with a few textbooks as different specifications have identified different ‘ways in’ to teaching some of the topics, and developing an appreciation of this allows for a more holistic understanding. For example, in the core topic of the ‘Water and Carbon cycles’, AQA have gone for a straightforward physical geography approach; Edexcel have focused on climate and energy security; Eduqas have contextualised carbon and water cycles within a global systems framework and OCR have approached the topics by focusing on Earth’s life support systems.

- Book a place on the GA’s ‘A level geography: Preparing for change’ event.

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Useful weblinks

www.geography.org.uk/news/gcsereform for all matters relating to the new GCSE specifications, choosing your specification, and resources including a course planner sheet, a table highlighting how GA publications fit with the new specifications and a list of ideas for teaching about landscapes.


http://geographical.ning.com GA Ning

http://sharegeography.co.uk/2016/01/02/introducing-geogshare is an opportunity for geography teachers to share resources.
Yorkshire Dales for over two hundred years responsible for the first appearance of a Yorkshire. Storm Desmond, for example, was flooding and damage, particularly in West Yorkshire. Storm Desmond, for example, was responsible for the first appearance of a waterfall over the top of Malham Cove in the Yorkshire Dales for over two hundred years (www.bbc.co.uk/news/uk-england-york-north-yorkshire-35026529).

A–Z of UK storm names for 2015–16

<table>
<thead>
<tr>
<th>Abigail</th>
<th>Barney</th>
<th>Clodagh</th>
<th>Desmond</th>
<th>Eva</th>
<th>Frank</th>
<th>Gertrude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry</td>
<td>Imogen</td>
<td>Jake</td>
<td>Katie</td>
<td>Lawrence</td>
<td>Mary</td>
<td>Nigel</td>
</tr>
<tr>
<td>Phil</td>
<td>Rhonda</td>
<td>Steve</td>
<td>Tegan</td>
<td>Vernon</td>
<td>Wendy</td>
<td></td>
</tr>
</tbody>
</table>

For the first time, as of the winter of 2015–16 a storm deemed to have the potential to cause substantial impacts in the UK and/or Ireland will now be named. The names were suggested by the public, with the Met Office receiving thousands of responses.

My colleague, who lives in Otley just north of Leeds, has a weather station in his garden that recorded the typical monthly average rainfall on Christmas night alone! Social media was alight with pictures of flood markers on the sides of bridges showing levels close to long-standing historical records. Such were the deluges that the word unprecedented seemed to pop up on most news broadcasts, so much so that there were even discussions as to exactly what unprecedented was! Did the bad weather result in a revisiting of our vocabulary?

It’s not that the Christmas floods were unexpected; we knew they were coming a few days before as a long tongue of warm air streamed all the way up from the mid-Atlantic, bringing with it warm moist air to the UK and plenty of it. Despite what some tabloids might tell you, UK weather forecasting is very good the vast majority of the time and we don’t get caught out very often these days. When we do, it is usually the finer detail, such as timings or which side of the hills the rain falls. On this occasion the weather system shifted a little to the east, just nudging over the Pennines from the forecast prediction, and West Yorkshire bore the brunt of the rainfall.

Simple school physics tells us that warm air can hold more water vapour. Just think about how humid it is in the jungle whereas high altitude mountaineers need to be very aware of the dangers of dehydration from breathing in very cold air. Last year (early November in fact) we passed a very notable event in global temperatures when the Met Office calculated we passed an increase in one degree global surface temperature since pre-industrial times (1850). This equates to a 7% increase in water vapour in the atmosphere, which doesn’t sound like much but it can be the difference between a catastrophic flood occurring or not.

Flooding issues

A number of reports have recently been produced in the aftermath of the Christmas floods, and one calculated that the impact on businesses in Calderdale alone would be £47m, while across West Yorkshire as a whole it was estimated at £170m, which represents just over one per cent of the area’s economy. Nationalally the costs of all three of these major winter storms is said to be in the region of £1.25 billion when taking everything into account.

I feel that many of the issues around flooding are not difficult concepts; many are quite obvious if one were to spend any time thinking. However, when flooding occurs it becomes an incredibly emotive topic and people focus on only a few factors.

There are many schools of thought when it comes to developing strategies surrounding how we can tackle future flood risk. As to which one rises to the top is heavily dependent upon who would be affected by the flood. Is it local authorities who have to balance budgets or local planners who are squeezed to find suitable sites for much needed housing developments? After the Second World War agriculture moved towards higher efficiencies and fields became larger and larger, unhindered by tracks, hedgerows etc., which allowed larger; more modern equipment to be used. The orientation of ploughed furrows can have an incredible effect upon the drainage speed of rainfall down a gradient. Ploughing or dressing the surface perpendicular to the slope will obviously capture rainwater and prevent torrents flowing down. Such practices can also go a long way to retain soil too, so multiple benefits exist. Walter Scott notably likened the ‘moist, spongy, or peaty soils, which once covered the greatest part of the highlands of England’ acted like a thatched roof that held rain water for a long time compared to slate, which dumps rainwater immediately onto the ground below. So the idea of ‘grabbing’ upstream water is far from a new one. Further downstream the next issue often encountered is that of drainage. The continued spread of hard standings outside houses has been highlighted as locking away access to increasing amounts of surface capable of absorbing rainwater, all of which contributes to the sheer quantity of water flowing into watercourses.

Is dredging the answer?

Often the first response after a major flooding event is for the affected public to highlight any deficiencies in the dredging strategy. Government cuts have hit the amount of resources deployed in this area. However, dredging just moves the problem downstream and also speeds up the water, so it arrives in larger quantities, rather than slowing its progress and allowing more time for the effects to percolate downstream away from flood-prone areas. The reduction in dredging of watercourses on the Somerset levels was highlighted during the floods of winter 2013–14, when large areas of farmland were underwater for weeks on end. One might argue that historically this region has flooded and farmers have benefited from the highly fertile alluvial material brought by floods. From a different angle, very low-level maintenance of watercourses can by highly effective at preventing flooding but landfill tax has increased the incidence of fly tipping often into culverts out of sight, but certainly not out of mind when the heavy rains come.

Broken records

Looking back at the rainfall and temperature records from the Met Office reveals just how much water fell out of the warmer air that arrived over the couple of weeks around Christmas 2015. Social media was a bit of a frenzy and in the hunt for the most extreme numbers it was noted that before interest was lost, by 28 December, Capel Curig in North Wales had amassed a rainfall total for December alone of 1012mm (http://blogs.channel4.com/liam-dutton-on-weather/december-2015-uk-storms-month-record/9518), while the previous record stood at 613mm! Not forgetting that this was even before Storm Frank arrived!

As our climate continues to warm – and the vast majority of scientists acknowledge this – the frequency of these extreme events will increase, as will their magnitude. In the insurance world many companies now include people with the rather exotic job title of ‘Catastrophe Risk Analyst’ on the payroll, which could be taken as an indicator to things to come.
There are always vigorous discussions as to whether we should spend our way out of the dangers from this major flooding events, but where to spend the money? The costs of protecting us from the most extreme ravages of the elements are often very high and the probability of these occurring is low, which means that the funding is diverted to more ‘sure’ things. ‘Mopping up’ is very costly but all too often this is just the first of many costs that arise, or are highlighted, when severe flooding occurs.

Searching for solutions
Here in Leeds, there is a major research ‘collective’, snappily titled ‘Water@Leeds’. This has demonstrated to me the breadth of people with a vested interest in flooding research, far from just meteorologists and engineers, but those interested in ecosystem services, upland management and social science who have a lot to offer from analysing how communities deal/cope with the horror of flooding. I am not a flooding expert, I am not even a meteorologist; my work involves measuring air pollution, be it from ground stations or the UK’s research aircraft, but it is relatively easy to take on board the various issues to a sufficient level to appreciate that there are a great number of issues around flooding and they affect a broad section of the population, be they the victims, those who escape the deluge, or people living in the upland catchment areas that might be used to mitigate for what happens downstream.

Further reading and weblinks
www.see.leeds.ac.uk/news/news-inner/counting-the-cost-of-the-floods
http://ucvr.org.uk/ucvr-news
www.examiner.co.uk/news/west-yorkshire-news/flood-costs-soar-47m-calderdale-11150366
www.yorkshirepost.co.uk/news/environment/west-yorkshire-economy-takes-170m-flood-hit-1-7836695
Check out the resources on flooding on the GA website at www.geography.org.uk/resources/flooding
Micro-geography
Shoe selfies Students use cameras or phones to take pictures of a route through their school grounds, focusing on a particular criteria (and shoes have to be included!). For example; safe routes, congested routes or habitual routes. This can also be used to map different types of areas of the school site according to who uses the spaces, or the activities the spaces allow or encourage.

Noises and maps Students listen to the noises from various parts of the school, and estimate how far away they are and in what direction. They take a series of photographs for each noise and record the noise on their phone. They could build up an ESRI StoryMap of the noises in the school grounds.

Treasure hunt using QR codes
QR codes can be generated using a number of websites (e.g. www.the-qrcode-generator.com). When scanned with a device (e.g. an iPad) these codes can display a website, an image or text. When hidden around the school grounds, clues, compass directions or bearings can be used to guide students on a treasure hunt. To differentiate, a number of trails could be set up with students of different abilities starting from different origin locations. All trails should lead to the same destination; the first group to find the treasure will win!

Place-making picture frames
Place-making by improving the quality of different types of place, so that people want to work, learn or play in them, is a process that could be explored by using different views of the school and grounds. Collect a range of picture frames, real or paper-based, and ask students to ‘frame’ a picture of that would look appropriate for that type of frame. Students could explain why they have ‘framed’ that particular view and why the frame they have chosen is appropriate.

Seasons in the school grounds
If you have trees on-site, accessible to students, then this project is a great way to help students understand the changing of the seasons. This is an activity suitable for students aged ten years and older and is fully supported by website resources at www.beagleproject.org. Students use an identification key to identify the tree species on their site, they then look for when new buds burst on the tree, when it first flowers and when the trees have their first leaves. Other things to record are when the berries are ripe and the leaves start to fall. Materials from the website range across science, with links to photosynthesis and respiration, through to deforestation, climate change and the carbon cycle.

Playground postcards
Playgrounds have been described as microcosms of a student’s personal geography. Using playground postcards teachers and students alike can explore the playground space together, gaining insights and perspectives different to their own on places within the school grounds.

From a central location students can be asked to find a space with meaning to them and to write a postcard from that location. This resulting qualitative data provides a rich narrative of the playground as viewed through students’ eyes. Qualitative data can be difficult to analyse, however, so this data could be quantified by asking students to place their postcard on a graphical scale. Creation of axes could be led by the students: what do they wish to plot or find out?

This fieldwork session can be used as a way to engage students with the geographical enquiry process. From a few hours in the playground, deeper geographical questions can be formed, which could be studied further.
Which would be the best site within the school grounds to locate a small wind turbine?

Students can collect a range of data:

- **Landscape and visual assessment** When students have located several potential areas of the site to locate a wind turbine, they could complete a visual assessment of areas on and off the school site whose views might be affected by the building of the turbine.

- **Wind survey** The power of the wind is proportional to the wind speed cubed, so a very small increase in wind speed can be very important in terms of power. The distance from buildings and trees can also affect the wind speed. The height of the land would also be important to include within this survey. Direct measurements of the wind could be done, including speed and direction, which could be combined on a map with building heights, land heights etc.

- **Noise survey** The noise of a turbine can affect the people in the surrounding area. There are several free Decibel meters for smart phones (Decibel 10th (apple) or Sound Meter (android)). It may be possible to set off an air horn blast at the potential sites and measure the noise level within nearby classrooms or playing fields.

- **Questionnaires** to local neighbours to the site could gather concerns and opinions about locating a turbine.

- **Secondary data** can also be used, such as maps to highlight safety and access, bird migration patterns, and meteorological data.

**Citizen science surveys**

These surveys allow students to contribute to larger data sets. The OPAL Air Survey (www.opalexplornature.org/airsurvey) suggests activities for students to discover the impacts of local air quality on their natural environment. Lichens on trees and tar spot fungus on sycamore leaves are used to determine how affected the natural environment is by air pollution. The OPAL Climate Survey (www.opalexplornature.org/climatesurvey) is now closed but provides a series of activities for key stages 3 and 4, allowing students to consider climate change by investigating contrails from aircraft. Activities using bubbles and mirrors enable students to also explore how wind at cloud height differs from ground level and assess how sensitive we are to climate in different parts of the UK. Resources for primary pupils can be found on the Kids Zone pages (www.opalexplornature.org/KidsZone).

There are further ideas on the GA website: www.geography.org.uk/garesources

- The Secondary Phase Committee have produced some top ideas for getting students out of the classroom here: www.geography.org.uk/download/GA_SECKS3TopTenOutdoorsNew.pdf
- Take a look at 'Map it, bike it, walk it', a series of three lesson plans for Year 5 or 6 students featuring local area fieldwork and emotional mapping. There are opportunities for students to reflect on and develop their personal geographies and increase their awareness of different ways to travel to school: www.geography.org.uk/resources/mapitbikeitwalkit
- There are plenty of ideas for getting out into the local area in our Everyday Guide to Primary Geography: Local Fieldwork, available from our online shop.
Transport and logistics

There is new resource on the GA website, written in partnership with the Chartered Institute of Logistics and Transport in the UK (CILT). Author, Alan Parkinson, outlines these eight fully-resourced lessons on transport geographies.

Effective transport and logistics are essential to support economic development and engagement in the global economy. From thinking about the size, shape and weight of the product, transportation and handling, to removing unnecessary mileage to maximise the miles that vehicles cover every day requires considerable skill and knowledge. Much of the thinking is geographical in nature, focusing on spatial analysis and the need to better understand specialised concepts such as systems and flows, globalisation, interdependence and sustainability. Plenty of geography there!

Optimising processes and systems are the key tasks for transport geographers. They must ensure that efficiencies and service levels are achieved, while considering the impact on the environment and society. The role of geography is critical in supporting the transport and logistics sectors.

These new resources on the GA website comprise eight resourced lessons that explore a range professional sectors of transport and logistics through engaging enquiry questions. They develop greater geographical knowledge and understanding and encourage students to apply this knowledge in real-world contexts and ‘think like geographers’. They offer scope for explorations using tools, such as spatial technologies and GIS, fieldwork, web-based research and literacy tasks. Although written for key stage 3 these resources could be adapted for use with GCSE and A level classes.

A medium-term plan and a glossary of relevant terms, along with some suggestions for further reading and web-based materials, are included with the lessons.

Brief details of the eight units are below:

**Supply chain**
- Pret a Manger: are you ready to tackle food waste?
- Exploring the work of Pret a Manger, and their commitment to reduce food waste, donate unsold food to charity and streamline their food ordering.

**Transport planning**
- Get your kicks on the A66 – decision making for a fictional haulage company using the cross-country route
- Explore route planning, use DfT traffic flow census data and write a consultancy report for a small family haulage firm exploring issues on the A66 that would affect their fleet.

**Rail**
- Back on track
- Students explore the impact of the Beeching cuts, and other issues affecting the running of passenger services.

**Active travel planning**
- Back on track
- Keeping two wheels turning
- Looking at the operation of the Santander cycle hire scheme in London, and the logistics required.

**Bus and coach**
- On the buses – following Route 9 in London
- Exploring operational issues that could disrupt the smooth running of Routemaster buses running through Central London.

**Ports, maritime and waterways**
- Thinking inside the box – tracing shipping containers
- Make use of the AIS ship tracking website as students follow Maersk ships and explore how container ships have changed global trade.

**Freight forwarding**
- How does a company ensure happy customers?
- Explore the work that goes on in Amazon’s warehouses and their efforts to reduce potential issues on Cyber Monday and Black Friday.

**Aviation**
- Could you be part of an International Rescue?
- Exploring the work of Shelterbox, following a natural disaster, and their use of mapping and other tools to ensure that aid is distributed effectively.

Useful weblinks

- www.geography.org.uk/resources/transport-and-logistics-cilt-resources for the GA/CILT resources
- www.ciltuk.org.uk Chartered Institute of Logistics and Transport in the UK
- www.youtube.com/watch?feature=player_embedded&v=vj6n_2MCR9E for more on the value of logistics and the work of CILT
- www.marinetraffic.com for the AIS Ship tracker
- www.dft.gov.uk/traffic-counts for Department for Transport Road Census data

Alan Parkinson is Head of Geography at King’s Ely Junior with responsibility for KS2/3. He is a Primary Geography Champion for the East of England, and also serves on the GA’s Secondary Phase Committee.
Simon Ross was the first presenter and kicked off proceedings by outlining activities we can use to encourage students to explore, be curious and develop a sense of place, through their own senses as well as the use of virtual resources, including those available at [www.discover-geography.co.uk](http://www.discover-geography.co.uk).

Bob Lang (@boblanggeog) captivated the audience by singing his entire presentation to the tune of Mambo No.5 by Lou Bega. Bob’s playful presentation used the real time wind and weather animation site [www.windyty.com](http://www.windyty.com) to highlight how we can visualise weather data, use overlays and retrieve historic data using the timeline.

Alan Parkinson used his six minutes to suggest that we get involved in some kind of 365 project. This could be as simple as uploading one photo a day to the photo journal site [www.blipfoto.com](http://www.blipfoto.com), or something a little more challenging. Alan started a book review blog in 2013. He hopes to finish all 365 entries in 2016. You can follow his progress at [http://geolibrary2013.blogspot.co.uk](http://geolibrary2013.blogspot.co.uk).

Catherine Owen (@GeogMum) shared with us a number of ways she has connected geography and literacy in her school. With visits by the writer Benjamin Zephaniah, Catherine encourages students to push boundaries, engage with literacy and develop a love of language through the medium of rap.

Up next was James Riley, who highlighted the success of his geography department’s debating competition. The exceptional quality of entries, the student interest generated and student promotion all made the extra organisation and busy lunchtimes worthwhile.

Judith Roberts shared her own experience of using Structure of Observed Learning Outcomes (SOLO) for challenge and assessment without levels at key stage 3. Her key message was that if we want to engage students, assessments should be seen as a celebration of their learning.

Judy Gleen (@judylee) outlined the ‘ABC and D of Essay Plans’ to improve literacy at A level. She wanted students to avoid ‘writingeverythingIknow’ syndrome and instead think about what the question is Asking, Brainstorm ideas, Choose an essay structure and add in some Details.

Richard Allaway put on a pair of Google Cardboard viewers (pictured top left) to explain how, with just the use of a phone and an app such as Google Cardboard, we can experience virtual reality to get a better view of places in a simple, fun and affordable way. 360° images are available online and can also be generated with the use of apps or inexpensive 360-degree cameras.

Richard Maurice stressed the importance of the work of Michael Young and David Lambert on powerful knowledge in the geography classroom. If you want to know more, you can read their book [Knowledge and the Future School (2014)](http://knowledge-and-the-future-school.co.uk).

The highlight of the evening was Paul Berry (@unicorn4273), who delivered his presentation through the medium of beer! He shared some of his experiences from residential trips such as erratic rolling, gryke snorkelling and scree cuddling to working with overseas charities. We would have heard more but beer number six, a tasty ‘Black Sheep’, disappeared the night before.

Last up was Raphael Heath with his GIS Day Top Ten Countdown. This rundown of inspirational ideas for using GIS with students is available at [www.youtube.com/watch?v:mmrICPp69Bw](http://www.youtube.com/watch?v:mmrICPp69Bw).
New for key stage 3

The next two titles in the KS3 Geography Teachers’ Toolkit, edited by Alan Kinder and John Widdowson, are due into the GA warehouse during the summer term. Written by practising teachers, these latest titles extend the coverage of the series. The sixteen titles provide resources required for teaching a fresh, broad and balanced key stage 3 curriculum. The series uses National Curriculum geography concepts and skills to explore new places, themes and issues.

Each title focuses on a place, a theme or an issue, and provides ten fully-resourced lessons with teaching ideas to engage and challenge all learners in the classroom. A toolkit contains a complete unit of work:
• ten fully-worked lesson plans
• all the resources needed for each lesson plan, including information, images and activity sheets
• an introduction to the topic, a medium-term plan, glossary, links to further ideas and resources and a progression framework.

The materials in each title from the Toolkit can be used directly in the classroom to engage, challenge and enthuse learners. The Toolkit can also be adapted and extended. Each title shows clearly how ideas and strategies have been selected and used, and provides links to further resources and reading. Choosing appropriate ‘tools’ from the Toolkit, teachers can learn how to develop their own materials and create their own curriculum.

Mind the gap: How is development changing in Southeast Asia and beyond?
By Michelle Minton

Teaching a complex, far-reaching and ever-changing concept such as international development can be daunting for any teacher. Can or should this topic be simplified? Which named places and examples should we use? How can we make comparisons but avoid stereotypes? With a combination of coherent guidance and an adaptable framework, this Toolkit aims to give teachers the confidence to tackle controversial issues and help them challenge common misconceptions, at the same time giving students the opportunity to critically reflect upon their own views.

In this unit students will investigate international development at a variety of scales. They will critically consider what development means for people and places, how development can be defined and measured, where the most and least developed places are in the world, why development is unequal and who is responsible for development. They will apply this knowledge as they take a closer look at present and future development in Southeast Asia.

Ten fully-resourced lessons:
• Defining development
• Measuring development
• Varying development
• Development factors
• Changing development
• Equal development?
• The scale of development
• Cost-effective development?
• Supporting development
• Development roles

Going to Extremes: What makes weather and climate so extreme?
By Garry Simmons

The complex nature of the concepts responsible for our weather presents many challenges for geography students, such as interpreting weather charts, understanding meteorological processes and comprehending three-dimensional ideas that change rapidly over time. This unit will help students to deepen their knowledge of these concepts so that they gain a better understanding of what causes extreme weather and climate.

Through this unit students will develop their knowledge of what extreme weather and climate are, understanding the meteorological processes responsible for extreme weather and climate, place knowledge of Oymyakon in Russia, Mawsynram in India and the Danakil depression in Ethiopia, understanding of how extreme weather and climate affect people and geographical skills including weather observation, interpreting weather charts and the use of Geographical Information Systems (GIS).

Ten fully-resourced lessons:
• What is weather?
• Weather diary
• Extreme weather and climate
• Atlantic storm
• Dust storms
• Tornadoes
• The coldest town on Earth
• The wettest place on Earth
• The hottest place on Earth
• From one extreme to the other

There are now sixteen titles in the series. View this table to see how they match the 2014 National Curriculum

A level

We are extending Top Spec Geography, our cutting-edge series for post-16 students, edited by Bob Digby and Sue Warn, to meet the demands of the new qualifications. The first of these new titles, Changing Places, is to be published in the summer term. For information about how the Top Spec series supports the new A level qualifications visit www.geography.org.uk/news/alevelreform/teachingalevelfrom2016-resources

Changing Places

by Emma Rawlings Smith, Simon Oakes and Alastair Owens has as its theme, ‘Changing place, changing places’ – required core content for all four A level specifications. The book is supported by a range of online supplementary materials and resources.

Fieldwork investigation

These titles support you and your students with the fieldwork investigation. Methods of Presenting Fieldwork Data and Methods of Statistical Analysis of Fieldwork Data encourage confidence in the use of various techniques for presenting the data they have collected, and the most suitable method of statistical analysis to apply to their data and guidance on conducting the chosen test.

Support for new AQA qualifications

The GA has been working in partnership with Cambridge University Press on their print and digital resources to support the teaching of the new AQA GCSE and AS/A level geography qualifications. These resources have a strong focus on the development of both knowledge and geographical skills, including fieldwork skills. With progression at their heart, they provide the tools for students to become reflective, enquiring and independent learners, encouraging students to ‘think like a geographer’ and to understand the relevance of geography in the real world. These will be published later on in the summer term.

GCSE Geography Teachers’ Toolkit

We are extending this series to meet the demands of the new qualifications. The first of these new titles, Form, Process and People: A study of UK river and coastal landscapes, is to be published for the autumn term. Each toolkit contains a complete unit of work:

- ten fully-worked lesson plans
- all the resources needed for each lesson plan, including information, images and activity sheets
- an introduction to the topic, a medium-term plan, glossary, links to further ideas and resources and a progression framework.

Contents

- How do we understand and represent place?
- Place identity: how and why places vary
- Changing places in the UK
- Managing Britain’s changing places
- Investigating place

For more information about any of the products listed on these pages, visit www.geography.org.uk/shop

We are selling a bundle of resources selected to support the teaching of the GCSE (9–1) specifications. The bundle contains Fieldwork Through Enquiry and three GCSE Geography Teachers’ Toolkits at an offer price.

For information about how our publications match the new specifications visit www.geography.org.uk/news/gcsereform/teachinggcsefrom2016-resources

Pumpkin DVDs

Don’t forget to check out our full range of Pumpkin DVDs, suitable for GCSE and A level students. Each is about 30 minutes long and comes with a fantastic bank of teacher resources and student activities.
As teachers begin preparing materials for first teaching of the new GCSE (9–1) and A level, this issue of Webwatch features ideas for teaching some of the new content.

**Mapping places**

In preparing to write a chapter on Place for a textbook, I did a lot of reading, and came across a range of supporting materials. One web-based map that could help here was created by Ollie O’Brien, and shows the ages of houses, using data from the Consumer Data Research Centre. This shows how cities have developed in specific phases over time, and would be a valuable way of exploring local urban change, and how it may have influenced the character of a place (http://maps.cdrc.ac.uk/#/metrics/dwellingage).

Another important aspect of a place is its name, and the Places map makes use of OpenStreetMap data and allows users to map the relative density of place-names in different countries around the world. Users enter place-name prefixes or suffixes to view a map showing the geographic distribution of place-names containing those terms. For example, in the UK we can enter the place-name suffixes of –thorpe, -thwaite or -by to see where different groups, such as the Vikings, settled in Britain. (http://bgrsquared.com/places/?country=GB&i=&l=dW5kZWZpbmVc&_=Ynk=8s=Ynk%3D&v=0.1)

In late 2015 and early 2016 several cities, including Paris, took drastic action to try to improve the quality of the air by banning cars for the day and reducing other activity that results in air quality dropping to a point where residents’ health was at risk. Air pollution is blamed for millions of deaths each year, and Plume Labs have produced an app for urban residents, which provides data for a range of cities around the world. Personal forecasts and advice are provided by the app, which is on iOS and Google Play. As this topic is more in the news for health geographies as well, this would be a useful addition to departmental devices (www.plumelabs.com).

**Population**

The Office for National Statistics has started to package some of its work into visualisations and other interactive content. These are available on the ONS website (www.ons.gov.uk/ons/interactive/index.html). It is worth exploring how some of these might feed into your teaching about population change and related issues for the UK. An interactive timeline of long-term migration into and out of the UK can be accessed here (www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc123/index.html).

http://quakefeed.net is a free (and ad free) app, which offers a range of feeds to show recent seismic activity

https://itunes.apple.com/gb/app/earthquake/id632040358?mt=8

I am fortunate to teach in a school that has its own seismometer, which forms part of the British Geological Survey and IRIS networks. The current trace of seismic activity can be seen, http://www.bgs.ac.uk/schoolSeismology/schoolSeismology.cfc?method=stationDetails&station_name=KSELY

**Climate change**

Earth Now is one of a useful set of free apps produced by NASA, which would be useful for exploring climate change and ecosystems (http://climate.nasa.gov/earth-apps). It provides data and Earth imagery that help us see our place from far above. With the interest that Tim Peake’s stay on the ISS has generated, this is perhaps worth exploring further with younger students in particular.

http://climate.nasa.gov/earth-apps

**Air quality**

The MyShake app turns your smartphone into a sensor. It is available on Google Play. The app tracks the movements of your phone and distinguishes between everyday use and the sort of movement that might be associated with a tremor. The app runs ‘silently’ in the background on your phone using very little power – just like the step-tracking fitness apps. When the shaking fits the vibration profile of an earthquake, the app sends the anonymous information to a central system that confirms the location and magnitude of the quake.

http://quakefeed.net

The Geographical Association magazine summer 2016 no. 33

Edited by Alan Parkinson
Risky teaching

Risk is an important element of all of our teaching, and is also a topic that can be covered with students. For example, the change in the guidelines on alcohol prompted a debate on the nature of the risks that we take with our own health, and prompted discussions with A level students on the extent of our own responsibility for what we do health-wise. The use of disability adjusted life years (DALYs), rather than life expectancy is part of this.

We have a Risky World unit, which starts with a video introducing the idea of risk and the work of Professor David Spiegelhalter, the Professor of the Public Understanding of Risk at the University of Cambridge. (www.youtube.com/watch?v=a1PtQ67urG4).

I also recommend the Centre for Disease Control and Prevention website (www.cdc.gov), which provides guidance for emergency preparedness that extends beyond diseases. The guidance is very clearly set out and up to date.

Games

There are many teachers who use games in education. ChangeGamer (www.change gamer.ca) is the work of Mike Farley, who is also a geographer, which is a bonus. Plenty of the games that are featured on the site have a geographical connection.

ChangeGamer promotes the use of digital games to study themes such as energy, climate change, natural disasters, the environment and other topics including maps. The main function of ChangeGamer is to identify high-quality games and create free student activities for each of them, to encourage their use in the classroom. The vast majority of games are free, browser-based, and playable on a number of different platforms. One game I’m really interested to get stuck into is FireWatch by Campo Santo games. I’m also a fan of Never Alone (http://neveralonegame.com), great for introducing Arctic landscapes and culture.
Meanderings

Why we learn geography!

With wonderful shots of ice stacking as ice sheets meet the shore line of Lake Superior near Duluth, this video was made on the 13 February 2016 as the spring melt began. To inspire year 9 to stay with geography! www.youtube.com/watch?v=HqTfEc8XFQo

Animal Jam for schools

A brand new, cross-curricular programme has been launched by the National Schools Partnership. ‘Animal Jam for Schools’, created in association with National Geographic, is an online playground for pupils who love animals and the outdoors that will engage pupils in a fun and interactive way. The ‘Animal Survival’ lesson toolkit has been developed for pupils aged 7–11 years: each class will embark on an exciting and adventurous animal journey, where pupils will work in teams to explore the animal kingdom, learning about animals, their diets and how they adapt to their habitats. The lesson-ready teacher pack will enrich and support the curriculum in geography, science, art and design and maths. For further information www.nationalschoolspartnership.com/animaljam.php

Out and about

What resulted in 70% of key stage 2 pupils feeling they knew their teachers better and more than 80% of secondary students feeling they had improved relationships with their peers and teachers? A residential visit of course! Since 2009, ‘Learning Away’ has worked with 60 schools across the UK to develop, test and evaluate what are now described as ‘brilliant residentials’. Residential learning is ‘brilliant’ when it is led by teachers, peers and teachers! A residential visit of course! Since 2009, ‘Learning Away’ has worked with 60 schools across the UK to develop, test and evaluate what are now described as ‘brilliant residentials’. Residential learning is ‘brilliant’ when it is led by teachers, peers and teachers! A residential visit of course! Since 2009, ‘Learning Away’ has worked with 60 schools across the UK to develop, test and evaluate what are now described as ‘brilliant residentials’. Residential learning is ‘brilliant’ when it is led by teachers, peers and teachers! 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A sensory journey through India
Let the images and videos in this PowerPoint take you on a journey beginning in the bustling metropolis of Bangalore (Bengaluru), through Mysore and on to Gudalur, a small town in the Nilgiri Hills or ‘Blue Mountains’. This adaptable primary resource is designed to bring India to life and encourage pupils to think about what they would see, hear, smell, taste and touch as they experience a different locality, country and culture. More information at www.actionaid.org.uk/school-resources/search/s/key_stage/0-2358/country/0-2382/subject/0-2380

Colouring in is now officially allowed
You’ll probably be aware of the latest craze, adult colouring-in. It isn’t just a UK craze, it’s sweeping the world, as The Guardian reported in February, ‘Five of Amazon’s top ten were adult colouring-in books, as were six of Brazil’s top ten non-fiction list. Last year in France, the combined colouring-in industry sold 3.5m books’. In our day-to-day activities we use what are called beta brainwaves, which use up a lot of energy. Slowing down, which is often hard to do, is helped by focusing on an activity such as colouring-in, which develops alpha waves in the brain. The Ordnance Survey knows that we can happily spend hours poring over maps and planning new adventures and so have produced a range of maps to provide us with colouring-in opportunities. It brings a whole new meaning to reading those inspection reports! Have a go at www.ordnancesurvey.co.uk/blog/2015/08/maps-join-adult-colouring-in

A scary lesson for everyone
An ingenious globe visualisation created by scientists at the National Oceanic and Atmospheric Administration (NOAA) in the USA provides a stark reminder of the extent of human impact on the world’s oceans. The graphic, which colour-codes impact from blue (very low) to red (very high) shows that in the western hemisphere only a small portion of the south-eastern Atlantic Ocean is still blue, while most of the rest of the waters are orange (medium) and portions of waters off the north-eastern USA and northern Europe show high damage. See for yourself at http://coast.noaa.gov/psc/dataviewer/?redirect=301ocm&utm_source=SocialMedia&utm_medium=SocialMedia&utm_campaign=30daysofocean#view=human_impacts

Resources about the refugee crisis
ActionAid’s new set of resources is ready to liven up your literacy and geography lessons with gripping stories and colourful activities that tell the real stories of child refugees. They will help to build empathy and literacy, and to help your class answer questions such as:
• How is life different for child refugees?
• And, if you were a refugee, what would you take?

Take part in Save the Children’s Den Day
Build a better world with Save the Children’s Den Day – back on Friday 17 June! It’s easy to get involved. Simply sign your school up and pick a date to take part (join other schools on 17 June or a pick a date to suit you). Get pupils to build dens together, donate £2 each to take part, and raise money to help other children around the world. Sign up for your free Teacher’s Kit now, packed with fundraising tips, stickers and educational resources to help your students learn more about the world around them and how they’re helping. Free resources to support Den Day include geography lesson plans and resources on disasters, the homes of children around the world and Save the Children’s work, developed by members of the GA. Sign up now for your Teacher’s Kit at denday.org

Save the Children’s Den Day – back on Friday 17 June!
The resource is packed with presentations, images, case studies and video clips, all of which help to provide up-to-date information about a real issue that pupils cannot fail to be aware of as it fills their TYV screens almost daily. One case study about Hamam, a 10-year-old from Iraq, investigates the impact of war damage on his hometown. This war has lasted several years and it’s no longer safe for the people who live there, especially for children. This is the story of his flight to freedom from Iraq to Greece. Find out more at www.actionaid.org.uk/school-resources/slideshow/8565?utm_campaign=6219862_SCH1602ENP&utm_medium=email&utm_source=dotmailer.com&dm_

**Good news for the Yorkshire Dales**

The Yorkshire Dales National Park is being extended – in fact it will increase by nearly a quarter to become England’s largest National Park. From 1 August 2016, the boundary will cover new areas in the north west in Cumbria and, for the first time, west into Lancashire. This will bring it to within touching distance of the Lake District National Park, which is also set to grow by around 3%. The new boundary for the Yorkshire Dales National Park will now extend to include the Orton Fells, the northern Howgill Fells, Wild Boar Fell and Mallerstang to the north and, to the west, Barbon, Middleton, Casterton and Leck Fells, the River Lune, and part of Firbank Fell and other fells to the west of the River Lune. The National Park population is around 20,000 and is set to rise to about 24,000. Find out more at www.yorkshiredales.org.uk/about-the-dales/boundary-extension

**And finally...**

A rare set of tyrannosaurus footprints is giving researchers insight into the walking speed of the prehistoric beasts, and it’s possible that humans, (if present at the time) might have been able to outrun them. According to the new estimate, Tyrannosaurus Rex may have ambled around 8 kilometres per hour (5 miles), slower than a plodding amateur marathon runner or even a middle-aged power walker. Research published in a recent edition of Cretaceous Research observed that if you were out walking your pet junior T. Rex, you’d be comfortable at a brisk walk but if you were walking an adult, you’d be jogging. Who knew!

**Worldwise week resources**

This pack of resources provides activities for students from primary to post-16, focused on the 2016 GA Annual Conference theme ‘Making Geographical Connections’. The teaching ideas will help pupils and students to consider how they are surrounded by geographically based connections, as well as disconnections. These resources can be downloaded from www.geography.org.uk/getinvolved/worldwise/worldwiseweek

- How do we connect?
- Mapping connections
- Connecting with the future
- Transport and travel connections
- Flooding connections
- How do students with special educational needs connect with the world?

Worldwise week is 20–24 June. The resources can be used at any time. If your students engage with this year’s theme please submit examples of students’ work to GA HQ to rbuck@geography.org.uk and they could feature in this magazine. Submissions for key stage 3 and 4 students can be used as evidence of your school’s overall involvement in Worldwise. This could lead to an invitation to take part in the 2017 Worldwise Challenge weekend, a free-of-charge, residential weekend based around fieldwork activities for Y9–11 students and accompanying teachers. It will take place at a Field Studies Council (FSC) centre during April 2017.