Resourcing your geography curriculum

Visit the GA Stand in the Management School foyer for publications to resource:

- the National Curriculum
- GCSE (9–1) specifications
- A level specifications

www.geography.org.uk
Welcome from the President

It is my pleasure to welcome you to the Geographical Association’s 2017 Annual Conference at the University of Surrey in Guildford. I am delighted that this year’s theme of ‘Inclusive Geographies?’ has sparked such a wide range of interest from academic geographers, school teachers and other professionals engaged in geography education. I hope that the lectures, workshops and social events will provide sufficient scope to enable everyone to feel part of this exciting Conference.

While I trust that you will find the Conference both enjoyable and stimulating, and that you will take away ideas, understandings and perspectives that can in some way shape and inform the geography you teach, I also hope that the Conference theme raises significant questions, including the ‘What?’ and ‘How?’ of teaching and learning geography, as well as ‘What for?’ and the ‘Who to?’

This year, meteorologist Peter Gibbs will open the Conference with his Public Lecture on ‘Antarctica: heartbeat of the planet’. Peter will remind us that while Earth is truly magnificent, it can also be terrifying, and that the fragile relationship we have with our home planet must be respectful of the opportunities it presents as well as mindful of its limitations.

This year’s Keynote Address will be given by Professor Peter Hopkins, an academic geographer at the University of Newcastle. Peter’s research focuses on young people, place and identity, and the title of his lecture – ‘Young people, race, religion and migration: negotiating everyday geopolitics’ – reminds us that in turbulent times, when the language of ‘exclusion’ seems to dominate public and policy rhetoric, a geographical lens can help us to better understand the everyday geopolitics of young people’s lives, and in doing so work with them to shape their futures.

With this in mind, this year’s chosen charity is Young Roots, an organisation that aims to improve the welfare and life opportunities of young refugees and asylum seekers in the UK and overseas. Young Roots looks to secure the wellbeing of these vulnerable young people, and sees education as an essential vehicle for building confidence, establishing sustainable social networks and enabling young refugees and asylum seekers to see that they do have a future.

I hope you will find the GA Conference to be a place where you where you feel included as a member of a lively, enthusiastic and energetic community. I would like to meet as many of you as possible over the next two days (please do come and say hello!), and the ‘Networking reception’ on Friday (13.00–13.45) will be a good place to meet other geographers and enjoy some informal conversations with the GA community, as well as an opportunity to put names to faces and find out how you can become a more active member of the Association. I look forward to seeing you there!

Mary Biddulph
GA President 2016–17

The official GA Conference App has now launched
Access our event app using your smartphone or tablet by searching for ‘GA Conference’ in Google Play or the App Store.

Join in the conversation: #gaconf17 and follow us @The_GA
Conference information

Conference first timers
First time at the GA Annual Conference and Exhibition? Not quite sure what to do or where to go? Why not meet GA committee members on their stands in the exhibition and plan your day together? GA volunteers will be available on their stands in the Management School foyer during the morning break on Friday and Saturday.

Recycling
Litter – Please dispose of your litter in the appropriate recycling bins located around the university.
Delegate badges – Please help us minimise Conference waste by returning your badge to the GA Registration Desk in the main entrance of the Austin Pearce Building as you leave.

Access
If you have particular access requirements, please bring this to the attention of a member of staff at the GA Registration Desk in the main entrance of the Austin Pearce Building.

Badges
You must wear your badge at all times during Conference. You will be unable to gain access to sessions without it. When you are leaving, please return your badge to the GA Registration Desk for recycling.

Cash points
The nearest cash points are situated behind the AC Building outside the Santander Bank and inside the shop.

Conference programme alterations
Details of programme alterations that have occurred since production of this Handbook will be displayed on the Information Board in the main entrance of the Austin Pearce Building.

Contact telephone numbers
Essential messages only can be taken for delegates at the GA Registration Desk on 07794 931061.
Opening hours are as follows:
Friday 21 April 08.30–18.30
Saturday 22 April 08.30–16.00
Messages will be posted on the Information Board in the main entrance of the Austin Pearce Building. It is the delegate’s responsibility to check the Information Board for messages.

Enquiries and assistance
Should you require any assistance please visit the GA Registration Desk in the main entrance of the Austin Pearce Building where GA staff will be on hand to help you. Alternatively, please ask one of the stewards wearing red Geographical Association t-shirts who are posted around the campus. The GA Registration Desk is open between the following times:
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Evaluation forms
We strive to meet all sorts of needs – providing professional development opportunities through high-quality workshops and lectures, informative and convivial exhibition space, pleasant and enjoyable interaction, stimulating updates in geography, debates on geography education at policy level... the list is long and we need to accomplish this in the most effective manner possible.
Please take a few minutes to complete the general evaluation form (available at www.geography.org.uk/conference and on your Conference app). We are interested in hearing what works well for you and what could be improved.

Fire action
On discovering a fire:
• Raise the alarm by operating the nearest ‘break-glass’ alarm call point
• Do not attempt to fight the fire
• Evacuate the building
• Call the University Emergency number 3333 on internal telephone or 01483 683333 from a mobile phone
• Give the location of the fire and any other relevant information.

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Fire evacuation
On hearing the fire alarm sound:
• Immediately evacuate the building, do not use lifts or re-enter the building once outside
• Follow the directions of the Evacuation Officers and report directly to the Assembly Point (below).

On evacuation of the building
Report to the Assembly Point for the building, which is at:
• Management School/Rik Medlik – piazza in front of Management School/Austin Pearce Building
• Austin Pearce Building – piazza in front of Management School/Austin Pearce Building
• AC Lecture Theatres – ramp area/spine road between BB & BC buildings
• Oak House – courtyard by Surrey Court.

First Aid
Please contact a member of staff at the GA Registration Desk who will locate a first aider.

Information Board
This is located close to the main entrance of the Austin Pearce Building and GA Registration Desk. Alterations to sessions will be posted here. Delegates are advised to visit the area frequently throughout Conference.

Insurance
Subject to statutory rights, the university will accept no responsibility for accidents to delegates while on its property or for damage to, or loss of, their personal property. Delegates are requested to reduce the risk of theft by not leaving valuables unattended on university premises.

International visitors
Please visit the International Special Interest Group (ISIG) Stand in the Management School foyer. Visitors are welcome to attend the Networking reception, which will be held on Friday 21 April, 13.00–13.45 (see page 7).

Session locations
These take place in the Management School/Rik Medlik Building, AC Building and Austin Pearce Building. Please follow the signs and take the lift or stairs to the appropriate floor. The locations of the sessions are noted with the session information on pages 10–44 of this Handbook.

Lost property
Please contact staff at the GA Registration Desk.

Luggage storage
Luggage storage arrangements are available at the university. Go to the GA Registration Desk where you will be given a ticket for the luggage you are storing. All luggage is left at the owner’s risk. All items must be collected by 16.00 on Saturday 22 April.

Refreshments
Tea, coffee and water are available from the refreshment stands in the exhibition, located in the Austin Pearce Building, all day Friday and Saturday. Lunch will be available from 12.00–14.00 from the Hillside Restaurant, Oak House. If lunch is not included in your rate sandwiches and hot and cold snacks can be purchased from outlets on campus.

Free GA bag
All delegates will receive a free reusable bag. Don’t forget to collect yours from the GA Registration Desk.
The Conference is an excellent source of CPD and to help you improve your knowledge and skills in specific areas we have identified six pathways where you can select a route from suggested sessions (see pages 8–9).

**Certificated programmes**

These pathways will provide information, ideas and resources for planning and teaching quality geography. In order to gain a Pathway Certificate of Attendance you will need to have attended a minimum of four sessions from a pathway. A certificate will be issued after the Conference on completion of online feedback about the impact of following the pathway (www.geography.org.uk/conference).

### Session guidelines

#### Workshops
Workshops are 50-minute sessions. They include interaction and discussion between participants and the facilitator, practical activities with a resource or stimulus and a clear sense of purpose and outcomes. Participants should leave with practical materials for classroom use.

#### Lectures
Lectures are 50-minute sessions that will normally include a 40-minute presentation and 10 minutes of question time. Lectures have clear objectives and lecturers generally leave notes or a PowerPoint on the Conference web pages.

#### Lecture Plus
Lecture Plus sessions include a 25-minute lecture, presented by leading geographers, followed by discussions on classroom implications, applications and possibilities. Again, the notes or PowerPoint will normally be published on the Conference web pages.

#### Forums
Invited panelists talk for no more than 10 minutes on the theme from their point of view. Discussion is then opened up to the floor, giving the audience a chance to make short, sharp points or ask questions of the panel. At the end of the discussion period each panellist is asked to make a one-minute ‘round up’ comment.

### Teacher-to-Teacher
These innovative 20-minute sessions offer you a unique opportunity for professional conversation about what you do best. The GA encourages a less-formal exchange of teaching ideas and experiences and wants to ensure that teachers, including PGCE students and NQTs, have a chance to share and celebrate their often innovative and stimulating materials with other teachers.

### Reporting research sessions
A series of sessions focusing on and reporting recent research into geographical education. Many different types of research will be covered, for example, action research into teacher’s own practice, ethnographic classroom research or research into particular aspects of curriculum or assessment.

#### SESSION KEY

<table>
<thead>
<tr>
<th>Room number</th>
<th>Building</th>
<th>Floor number</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>AP</td>
<td>01</td>
</tr>
</tbody>
</table>

**Session number** — Lecture Plus 1

**Session title** — Global learning: making the transition

**Key stage** — KS2–3

**Presenter(s)** — Jon Cannell, Geographical Association...

*Presented by GA*
Networking reception

Friday 21 April, 13.00–13.45 in the Management School foyer

• An opportunity to have informal conversations with colleagues, put names to faces, celebrate successes and get involved with the GA.
• Come and talk to members of the editorial boards to find out about submitting an article to a GA journal and the publishing process.
• GA Trustees will be on hand to answer any questions about the GA’s work in the last 12 months and what lies ahead.

• Did you know the GA has committees for all phases of education and specialist areas, such as fieldwork, physical geography and ICT? Find out about opportunities to get involved.
• Whether you are primary, secondary or post-16, a student, NQT or experienced teacher, we’d love to talk with you about getting involved.

NEW
Your essential guide to secondary geography

The handbook aims to:
• offer practical advice and professional development for classroom practitioners
• encourage scholarly engagement with the nature and purpose of geography
• signpost the rich legacy of subject-specific literature that geography teachers and the wider geography community can engage with.

Buy your copy from the GA Stand today

Special Conference offer only £30
RRP £46.99
## Programme pathways

The GA Conference is an excellent source of CPD and to help you improve your knowledge and skills in specific areas we have identified six pathways where you can select a route from suggested sessions.

### Primary – information, ideas and resources for planning and teaching primary geography.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 10.10–11.00</td>
<td>Workshop 6</td>
<td>EY–KS2</td>
<td>Inclusive geographies? Engaging all to close the gap</td>
</tr>
<tr>
<td>Friday 11.45–12.35</td>
<td>Workshop 7</td>
<td>EY–KS2</td>
<td>Geography, including mathematics!</td>
</tr>
<tr>
<td>Friday 13.50–14.40</td>
<td>Workshop 12</td>
<td>KS1–2</td>
<td>What can maps really tell us?</td>
</tr>
<tr>
<td>Friday 14.55–15.45</td>
<td>Workshop 17</td>
<td>KS1–2</td>
<td>Continuity and change: planning local history and geography</td>
</tr>
<tr>
<td>Friday 16.30–17.20</td>
<td>Workshop 22</td>
<td>EY–KS2</td>
<td>Sparking curiosity with Primary Geography</td>
</tr>
<tr>
<td>Friday 17.35–18.25</td>
<td>Workshop 27</td>
<td>EY–KS2</td>
<td>Going beyond ‘the box’: refreshing the content of primary geography</td>
</tr>
<tr>
<td>Saturday 09.00–09.50</td>
<td>Workshop 32</td>
<td>EY–KS2</td>
<td>Geo-gnome geography: a curriculum-making invitation to all</td>
</tr>
<tr>
<td>Saturday 11.45–12.35</td>
<td>Workshop 39</td>
<td>EY–KS2</td>
<td>Reaching out to all staff as an effective subject leader</td>
</tr>
<tr>
<td>Saturday 13.50–14.40</td>
<td>Workshop 44</td>
<td>KS2</td>
<td>Using the local area to embed environmental learning</td>
</tr>
</tbody>
</table>

### GCSE – information, ideas and resources for planning and teaching your GCSE courses.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 09.00–09.50</td>
<td>Workshop 3</td>
<td>KS4</td>
<td>Eight months in: a GCSE progress review</td>
</tr>
<tr>
<td>Friday 11.45–12.35</td>
<td>Lecture 6</td>
<td>KS4–P16</td>
<td>Reformed GCSE and A level geography: the view from Ofqual</td>
</tr>
<tr>
<td>Friday 11.45–12.35</td>
<td>Workshop 10</td>
<td>KS4</td>
<td>Edexcel GCSE geography: integrating skills to improve exam success!</td>
</tr>
<tr>
<td>Friday 13.50–14.40</td>
<td>Workshop 15</td>
<td>KS4</td>
<td>Increasing inclusivity in KS4 geography</td>
</tr>
<tr>
<td>Friday 14.55–15.45</td>
<td>Workshop 21</td>
<td>KS4</td>
<td>Tackling exam questions in new specifications</td>
</tr>
<tr>
<td>Friday 16.30–17.20</td>
<td>Lecture 18</td>
<td>KS3–P16</td>
<td>GCSE geography and the UK in 2017</td>
</tr>
<tr>
<td>Friday 17.35–18.25</td>
<td>Lecture 20</td>
<td>KS4</td>
<td>Promoting enquiry-based learning in the new geography GCSE courses</td>
</tr>
<tr>
<td>Saturday 09.00–09.50</td>
<td>Lecture 24</td>
<td>KS4–P16</td>
<td>Teaching geographic data skills in the age of big data</td>
</tr>
<tr>
<td>Saturday 11.45–12.35</td>
<td>Lecture 28</td>
<td>KS4</td>
<td>Achievement for all at GCSE</td>
</tr>
<tr>
<td>Saturday 13.50–14.40</td>
<td>Workshop 46</td>
<td>KS4</td>
<td>Breaking down geographical barriers</td>
</tr>
<tr>
<td>Saturday 14.55–15.45</td>
<td>Workshop 51</td>
<td>KS4</td>
<td>From field experience to success in the new GCSE examinations</td>
</tr>
</tbody>
</table>

### Fieldwork – develop ideas and resources for creative learning outside the classroom.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 08.30–16.30</td>
<td>Field visit</td>
<td>P16</td>
<td>Practical A level fieldwork in East London</td>
</tr>
<tr>
<td>Friday 09.00–09.50</td>
<td>Workshop 2</td>
<td>KS3–P16</td>
<td>Investigating the role of virtual reality in geography via Google Expeditions</td>
</tr>
<tr>
<td>Friday 11.45–12.35</td>
<td>Lecture 4</td>
<td>KS1–4</td>
<td>Transforming outdoor learning in schools: impacts and implications</td>
</tr>
<tr>
<td>Friday 13.50–14.40</td>
<td>Workshop 13</td>
<td>KS3–4</td>
<td>Risk assessing your school trip: advice and free materials</td>
</tr>
<tr>
<td>Friday 14.00–17.00</td>
<td>Field Visit</td>
<td>P16</td>
<td>Investigating inequality in Guildford</td>
</tr>
<tr>
<td>Friday 14.55–15.45</td>
<td>Lecture 14</td>
<td>P16</td>
<td>The impact of fieldwork on disadvantaged students’ achievement and aspiration</td>
</tr>
<tr>
<td>Friday 16.30–17.20</td>
<td>Lecture 17</td>
<td>KS2–4</td>
<td>Developing student leadership through fieldwork</td>
</tr>
<tr>
<td>Saturday 09.00–09.50</td>
<td>Lecture Plus 23</td>
<td>KS3–P16</td>
<td>Inclusive fieldwork: letting students take the lead</td>
</tr>
<tr>
<td>Saturday 11.30–13.00</td>
<td>Field Visit</td>
<td>KS3–P16</td>
<td>Using technology to make geography more accessible and inclusive</td>
</tr>
<tr>
<td>Saturday 11.45–12.35</td>
<td>Lecture Plus 27</td>
<td>KS4–P16</td>
<td>The new curriculum and Iceland</td>
</tr>
<tr>
<td>Saturday 13.50–14.40</td>
<td>Workshop 44</td>
<td>KS2</td>
<td>Using the local area to embed environmental learning</td>
</tr>
<tr>
<td>Saturday 14.55–15.45</td>
<td>Workshop 49</td>
<td>KS2–P16</td>
<td>Identifying and achieving progress in fieldwork</td>
</tr>
</tbody>
</table>
Programme pathways

A level – information, ideas and resources for planning and teaching your A level courses.

Thursday 08.30–16.30 Field visit P16 Practical A level fieldwork in East London
Friday 09.00–09.50 Workshop 4 P16 Practical A level fieldwork in East London: follow-up stats workshop
Friday 09.00–09.50 Workshop 5 P16 Changing place; changing places: ideas for the A level personal investigation
Friday 11.45–12.35 Lecture 6 KS4–P16 Reformed GCSE and A level geography: the view from Ofqual
Friday 11.45–12.35 Workshop 11 P16 A brave new world? Joined-up learning from sixth forms to university
Friday 13.50–14.40 Lecture 11 P16 Carbon transfer between land and surface water: the effects of human activity on drinking water
Friday 13.50–14.40 Workshop 16 KS4–P16 Getting all your students to pose quality investigation questions
Friday 14.55–15.45 Lecture 13 KS3–P16 Developing independent learning in students
Friday 14.55–15.45 Lecture 15 P16 Landscape architecture: inclusive geographies in action?
Friday 16.30–17.20 Lecture 19 P16 Getting to grips with the new AS/A level examinations
Friday 17.35–18.25 Lecture 22 P16 Towards an inclusive sense of place: opportunities and responsibilities in the new geography A level
Friday 17.35–18.25 Workshop 31 P16 Getting to grips with carbon
Saturday 09.00–09.50 Lecture 24 KS4–P16 Teaching geographic data skills in the age of big data
Saturday 09.00–09.50 Lecture 25 P16 Helping students to win places to study geography at university
Saturday 09.00–09.50 Workshop 37 P16 Edexcel AS/A level geography: integrating skills to improve exam success!
Saturday 13.50–14.40 Lecture 33 P16 Glaciated landscapes: the icing on geography’s cake
Saturday 13.50–14.40 Workshop 47 P16 Developing an A level geography independent investigation toolkit
Saturday 14.55–15.45 Lecture 36 P16 Carbon and water cycles
Saturday 14.55–15.45 Workshop 52 P16 Answer the actual question! Literacy at KS5

ECT – for trainee teachers, NQTs and those at an early stage in their careers. This pathway will address the issues and needs of ITE students by providing practical advice for beginning teachers.

Friday 11.45–12.35 Workshop 8 KS3–P16 Making physical geography accessible
Friday 13.50–14.40 Lecture 9 KS2–P16 Joining up the pieces: holistic geographies in the classroom
Friday 14.55–15.45 Workshop 20 KS3–P16 GIS for everyone
Friday 17.35–18.25 Workshop 30 KS3–P16 15 creative ideas for encouraging quality geography
Saturday 09.00–09.50 Workshop 34 KS3–4 Reeling them in: how to catch students’ interest
Saturday 13.50–14.40 Workshop 45 KS3–P16 Enhancing geographical skills
Saturday 14.55–15.45 Lecture 34 All KS Geography, capabilities and ‘this day and age’

Global Learning – suggestions and resources for developing a global perspective in the classroom.

Friday 09.00–09.50 Debate KS2–4 Do cake sales work? The role of geography in pupil participation in local-global issues
Friday 09.00–09.50 Lecture Plus 1 KS3–P16 Making sense of (un)ethical trade with LEGO®
Friday 11.45–12.35 Workshop 9 KS3–P16 Exploring the humanitarian impact of earthquakes
Friday 13.50–14.40 Lecture 10 KS4–P16 Geographies of exclusion: exploring the resistance of marginalised groups
Friday 14.55–15.45 Workshop 18 KS2–4 Magical Malaysia and scintillating Singapore
Friday 16.30–17.20 Workshop 23 KS2–P16 Critical thinking about critical thinking
Friday 17.35–18.25 Lecture 21 KS4–P16 A perfect storm? Understanding crisis and change in Nepal
Saturday 09.00–09.50 Workshop 33 KS3 Mind the gap: how is development changing in southeast Asia and beyond?
Saturday 10.10–11.00 Workshop 38 KS2–4 Do cake sales work? The role of geography in pupil participation in local-global issues
Saturday 11.45–12.35 Workshop 40 KS3 Teaching India at key stage 3
Saturday 13.50–14.40 Lecture 32 KS4–P16 Exploring identity: is India one nation?
**Friday 21 April**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Present by</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00</td>
<td><strong>Registration and delegate enquiries open</strong></td>
<td></td>
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</tr>
<tr>
<td>09.00–09.50</td>
<td><strong>Conference sessions</strong></td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Debate KS2–4</strong></td>
<td>81 MS 02</td>
<td>GA Sustainability and Citizenship Special Interest Group</td>
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<tr>
<td></td>
<td>Do cake sales work? The role of geography in pupil participation in local-global issues</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Chair: Jon-Paul Davies, Geography Teacher, d’Overbroeck’s, Oxford</td>
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<td>Panel: Tony Cassidy, Beccy Pook, and Liz Smith, Geography Teachers and Members of GA Sustainable and Citizenship Special Interest Group</td>
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<td>The last British ice sheet</td>
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<td>Dr Bethan Davies, Lecturer, Centre for Quaternary Research, Royal Holloway, University of London</td>
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<td><strong>Workshop 1 KS1–P16</strong></td>
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<td>GA Teacher Education Special Interest Group</td>
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<td>Geography initial teacher education: how is the landscape changing?</td>
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<td>Richard Maurice, Geography Consultant and Lead Practitioner, Harris Federation, London</td>
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<td><strong>Workshop 2 KS3–P16</strong></td>
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<td><strong>Workshop 4 P16</strong></td>
<td>AP Lab 2</td>
<td>GA Independent Schools Special Interest Group</td>
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<td>Practical A level fieldwork in East London: follow-up stats workshop</td>
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<td>39 MS 02</td>
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<td>Robert Morris, Educational Consultant</td>
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<tr>
<td>10.10–11.00</td>
<td><strong>Conference sessions</strong></td>
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<td></td>
<td><strong>Presidential Lecture</strong></td>
<td>03 MS 01</td>
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<td>Inclusive geographies?</td>
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<td></td>
<td>Mary Biddulph, GA President 2016–17</td>
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<td></td>
<td><strong>Workshop 6 EY–KS2</strong></td>
<td>72 MS 03</td>
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<td>Chris Trevor, Educational Consultant</td>
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<tr>
<td>11.00–11.45</td>
<td><strong>Break time &amp; Teacher-to-Teacher sessions</strong></td>
<td>Location</td>
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<td></td>
<td><strong>Teacher-to-Teacher (11.15–11.35) KS3–4</strong></td>
<td>32 MS 01</td>
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<td></td>
<td>How to survive your NQT year: practical tips and advice</td>
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<td><strong>Exhibition (08.30–18.30)</strong></td>
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<td>A chance to browse the UK’s largest exhibition of geographical resources</td>
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<td></td>
<td><strong>Refreshments (08.30–18.00)</strong></td>
<td>AP Building</td>
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<td>Served in the exhibition area</td>
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### Friday 21 April

#### 11.45–12.35 Conference sessions

<table>
<thead>
<tr>
<th>Lecture</th>
<th>KS</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>4</td>
<td>1–4</td>
<td>Transforming outdoor learning in schools: impacts and implications</td>
<td>Dr Anne Hunt, Strategic Research Group for Learning in Natural Environments</td>
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<tr>
<td>5</td>
<td>3–16</td>
<td>Exploring new video resources from Discover the World Education</td>
<td>Simon Ross, Author</td>
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<tr>
<td>6</td>
<td>4–16</td>
<td>Reformed GCSE and A level geography: the view from Ofqual</td>
<td>Emma Wild, Senior Manager, Standards for Design, Development and Evaluation of General Qualifications, Ofqual</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>Storm impacts and shoreline recovery in the UK</td>
<td>Dr Sue Brooks, Reader in Environmental Systems Analytics, Birkbeck, University of London</td>
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</tbody>
</table>

#### 12.35–13.50 Lunch time & Teacher-to-Teacher sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>Networking reception</td>
<td>A chance to have informal conversations with colleagues, put names to faces, celebrate successes and get involved with the GA (see page 7)</td>
<td>Management School foyer</td>
</tr>
<tr>
<td>Teacher-to-Teacher</td>
<td>Local geography: a cross-curricular project</td>
<td>39 MS 02</td>
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<tr>
<td>Teacher-to-Teacher</td>
<td>Welcome to the SAS: emergency flood mapping</td>
<td>32 MS 01</td>
</tr>
<tr>
<td>Exhibition</td>
<td>A chance to browse the UK's largest exhibition of geographical resources</td>
<td>AP Building</td>
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<tr>
<td>Refreshments</td>
<td>Served in the exhibition area</td>
<td>AP Building</td>
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</tbody>
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The Geographical Association Annual Conference 2017

11
### Conference sessions

#### 13.50–14.40

|--------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

| Lecture 8 All KS | A plastic ocean: creating a wave of change in the classroom | Jo Ruxton, Co-Founder of the Plastic Oceans Foundation |
| Lecture 9 KS2–P16 | Joining up the pieces: holistic geographies in the classroom | Dr Charles Rawding, Senior Lecturer, Edge Hill University, Lancashire |
| Lecture 10 KS4–P16 | Geographies of exclusion: exploring the resistance of marginalised groups | Dr Peter Mackie, Senior Lecturer, School of Geography and Planning, Cardiff University |
| Lecture 11 P16 | Carbon transfer between land and surface water: the effects of human activity on drinking water | Dr Joanna Clark, Associate Professor, Geography and Environmental Science, University of Reading |

| Workshop 12 KS1–2 | What can maps really tell us? | Dr Paula Owens, Independent Consultant |
| Workshop 13 KS3–4 | Risk assessing your school trip: advice and free materials | Neil Hughes-Hutchings, Safety Manager, NST Travel Group |
| Workshop 14 KS3–4 | Progression from KS3 to GCSE | David Gardner, Lecturer in Geography Education, UCL Institute of Education |
| Workshop 15 KS4 | Increasing inclusivity in KS4 geography | Beccy Pook, Geography and Humanities Teacher, Peacehaven Community School, East Sussex |
| Workshop 16 KS4–P16 | Getting all your students to pose quality investigation questions | Maryanne Wills, Senior Tutor, Field Studies Council |

#### 14.00–17.00

| Field Visit P16 | Investigating inequality in Guildford | Daniel Farnes, Tutor, Field Studies Council London Region |

#### Location

- **75 MS 02**
- **32 MS 01**
- **03 MS 01**
- **39 MS 02**
- **81 MS 02**
- **80 MS 02**
- **32 MS 03**
- **72 MS 03**
- **Meet at the Piazza**

**Sponsored by OCR**

**Presented on behalf of GA Welsh Special Interest Group**

**Presented by GA Sustainability and Citizenship Special Interest Group**

**In partnership with The Geographical Association Annual Conference 2017**

**In partnership with Field Studies Council**
## Friday 21 April

### 14.55–15.45 Conference sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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</table>
An interpretative phenomenological analysis: how A level geography students and educators conceive and make sense of place  
Emma Rawlings Smith, Research Associate, University of Leicester | 75 MS 02 |
| 15.20–15.45 | **Research Paper** (15.20–15.45)  
Learning-related challenges presented by graphic visualisations  
Yvonne Behnke, PhD student, Humboldt University of Berlin, Germany | 75 MS 02 |
| 15.20–15.45 | **Lecture Plus 12 KS3–P16**  
The changing structure of the UK population  
Andrew Nash, Head of Population Projections, Office for National Statistics | 39 MS 02 |
| 15.45–15.50 | **Lecture 13 KS3–P16**  
Developing independent learning in students  
Bob Digby, Former Geographical Association President | 03 MS 01 |
| 15.50–16.05 | **Lecture 14 P16**  
The impact of fieldwork on disadvantaged students’ achievement and aspiration  
Steve Brace, Head of Education and Outdoor Learning, Royal Geographical Society (with IBG) | 02 AC 01 |
| 16.05–16.20 | **Lecture 15 P16**  
Landscape architecture: inclusive geographies in action?  
Helen Allen, Inclusive Design Consultant and Landscape Architect, HADA | 01 AC 01 |
| 16.20–16.35 | **Workshop 17 KS1–2**  
Continuity and change: planning local history and geography  
Alf Wilkinson, Freelance Consultant, and Ben Ballin, Consultant to the GA | 80 MS 02 |
| 16.35–16.50 | **Workshop 18 KS2–4**  
Magical Malaysia and scintillating Singapore  
Susan Knight, Secretary, GA International Special Interest Group | 81 MS 02 |
| 16.50–17.05 | **Workshop 19 KS3–P16**  
What does it mean to be a leader of the geography curriculum?  
Dr Mary Fargher, MA Geography Education Programme Leader, UCL Institute of Education | 32 MS 03 |
| 17.05–17.20 | **Workshop 20 KS3–P16**  
GIS for everyone  
Jason Sawle, GIS for Schools Programme Manager, Esri UK | AP Lab 2 |
| 17.20–17.35 | **Workshop 21 KS4**  
Tackling exam questions in new specifications  
Kathryn Stephenson, Member of GA Secondary Phase Committee | 72 MS 03 |

### 15.45–16.30 Break time & Teacher-to-Teacher sessions

<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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| 16.20–16.40 | **Teacher-to-Teacher** (16.00–16.20) KS3  
It's the little things: engaging ways to improve your teaching and learning  
James Tomlinson, Geography Teacher, Rivington and Blackrod High School, Bolton | 32 MS 01 |
| 16.40–17.00 | **Exhibition** (08.30–18.30)  
A chance to browse the UK's largest exhibition of geographical resources | AP Building |
| 16.40–17.00 | **Refreshments** (08.30–18.00)  
Served in the exhibition area | AP Building |
### Friday 21 April

**16.30–17.20 Conference sessions**

<table>
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<tr>
<th>Lecture</th>
<th>Session Title</th>
<th>Keynote Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Lecture Plus 16</strong></td>
<td>All KS</td>
<td>School geography: learning or education?</td>
<td>75 MS 02</td>
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<td>Aidan Hesslewood, Geography Teacher, Bourne Grammar School, South Lincolnshire</td>
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<td><strong>Lecture 17</strong></td>
<td>KS2–4</td>
<td>Developing student leadership through fieldwork</td>
<td>02 AC 01</td>
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<td>David Rogers, Assistant Head Teacher, Patcham High School, Brighton</td>
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<td><strong>Lecture 18</strong></td>
<td>KS3–P16</td>
<td>GCSE geography and the UK in 2017</td>
<td>03 MS 01</td>
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<td>Professor Danny Dorling, Halford Mackinder Professor of Geography, University of Oxford</td>
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<td><strong>Lecture 19</strong></td>
<td>P16</td>
<td>Getting to grips with the new AS/A level examinations</td>
<td>01 AC 01</td>
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<td>Emma Rowe, Teacher of Geography, William Farr CE Comprehensive School, Lincolnshire, and John Smith, AS and A level fieldwork/NEA Adviser, AQA</td>
<td>Sponsored by AQA</td>
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<tr>
<td><strong>Workshop 22</strong></td>
<td>EY–KS2</td>
<td>Sparking curiosity with <strong>Primary Geography</strong></td>
<td>39 MS 02</td>
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<td>Jane Whittle, International Baccalaureate Primary Years Programme Coordinator, International School of Como, Italy</td>
<td>Presented by GA Primary Geography Editorial Board</td>
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<td><strong>Workshop 23</strong></td>
<td>KS2–P16</td>
<td>Critical thinking about critical thinking</td>
<td>80 MS 02</td>
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<td>Dr John Hopkin, Head of Accreditation, and Jon Cannell, Primary Curriculum Leader, Geographical Association</td>
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<td><strong>Workshop 24</strong></td>
<td>KS3–P16</td>
<td>Geographical stories in the classroom</td>
<td>32 MS 01</td>
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<td>Simon Ross, Education Consultant</td>
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<td><strong>Workshop 25</strong></td>
<td>KS3–P16</td>
<td>The plate tectonic story</td>
<td>32 MS 03</td>
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<td>Professor Chris King, Director of the Earth Science Education Unit, Keele University</td>
<td>Presented by GA ICT Special Interest Group</td>
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<td><strong>Workshop 26</strong></td>
<td>KS3–P16</td>
<td>How to plan lessons using GIS: impacts on planning</td>
<td>72 MS 03</td>
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<td>Bob Lang, Geography Teacher, King Edward VI Camp Hill School for Girls, Birmingham</td>
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*Photo: Bryan Ledgard*
Join us for networking and a free hot buffet followed by a fun geographical quiz including a Q&A round, a picture round and a creative task! A cash sale bar will be available.
Future geographers programme

11.00–11.20 Arrival and registration
Teaching Block (Room TB6)

11.20–11.30 Welcome and introductions

11.30–12.15 Lecture – Children, refugees and borders
Professor Katie Willis, Head of Department and Professor of Human Geography, Royal Holloway, University of London

12.15–13.00 Studying geography at university
Kate Amis, Widening Participation Officer, and Dr Stephen Taylor, Lecturer in Human Geography and Academic I/C Schools Liaison, Queen Mary University of London

13.00–13.45 Lunch

13.45–15.45 Group activities

Investigating the campus through technology
Simon Waller, Education Team Leader, Field Studies Council London Region

British Cartographic Society Restless Earth workshop
Alice Gadney, GIS Cartographer, Director Silver7 Mapping and BCS Restless Earth Coordinator

15.45–16.00 Closing comments
Mary Biddulph, GA President 2016–17

Conference TeachMeet
18.45–20.00 (Hillside Restaurant, Oak House)
Learn something new, be amazed, amused and enthused. This is an informal gathering for those curious about teaching and learning. Come along to share great ideas trialled in your classroom, ask important questions and take part in learning conversations. Professionals from all educational sectors are welcome to take part.

TeachMeet is not about presenting a new product or theory, rather it is a chance for teachers to hear real narratives of practice from each other. It is about being engaged and inspired by our colleagues – with a bucket-load of networking to boot!

Special thanks to David Rogers (@davidErogers) for organising the TeachMeet.

Proudly sponsored by

The Geographical Association Annual Conference 2017
Friday 21 April session information

09.00–09.50

Debate

81 MS 02

KS2–4

Do cake sales work? The role of geography in pupil participation in local-global issues
Chair: Jon-Paul Davies, Geography Teacher, d’Overbroeck’s, Oxford. Panel: Tony Cassidy, Beccy Pook, and Liz Smith, Geography Teachers and Members of GA Sustainable and Citizenship Special Interest Group

This panel debate and subsequent room discussion will investigate if/how geography lessons (and the wider school) can effectively nurture active citizenship towards global action. It will focus on whether local thinking does result in global action and what quality participation looks like. The session will also discuss whether participation should be led by pupils or teachers, and what role geography teachers play in facilitating participation.

Presented by GA Sustainability and Citizenship Special Interest Group

Lecture Plus 1

GL

01 AC 01

KS3–P16

Making sense of (un)ethical trade with LEGO®
Dr Ian Cook, Associate Professor of Geography, University of Exeter

This session will demonstrate how the slow, collaborative making of LEGO® scenes of different sites along commodity chains, the choosing and posing of Minifigures with the correct clothing and expressions, and the taking and sharing of photographs of these scenes can produce careful, considered and positive debate about the geographies of trade.

Lecture 2

72 MS 03

All KS

GeoCapability: curriculum thinking for geography teachers
Richard Bustin, Head of Geography, City of London Freemen’s School

This session will present a contemporary way to express the purpose of geography education, and the ‘powerful knowledge’ on which young people’s futures are based. The curriculum thinking and the practical planning tool which accompanies it will empower teachers to develop meaningful lessons.

Lecture 3

02 AC 01

P16

The last British ice sheet
Dr Bethan Davies, Lecturer, Centre for Quaternary Research, Royal Holloway, University of London

This session will discuss how the last British ice sheet shaped our landscape and modified our world. New research shows how this massive ice sheet was responsive and mobile and shifted rapidly following oceanic and atmospheric changes. The last British ice sheet is also increasingly being used as an analogue for rapid ice sheet change in West Antarctica, and new research in the North Sea Basin is shedding light on marine ice sheet instability in former ice masses.

Workshop 1

32 MS 03

KS1–P16

Geography initial teacher education: how is the landscape changing?
Richard Maurice, Geography Consultant and Lead Practitioner, Harris Federation, London

This session will investigate the current situation in relation to the training of geography teachers in the light of recent changes to initial teacher education. The session will take the form of a forum to consider how the GA can best respond to the current situation in terms of providing high quality support for geography teachers and their mentors during their training period.

Presented by GA Teacher Education Special Interest Group

Workshop 2

32 MS 01

KS3–P16

In investigating the role of virtual reality in geography via Google Expeditions
Dr Steve Tilling, Head of Policy and Advocacy Research, Field Studies Council, Dr Ana-Despina Tudor, Research Associate, Google Expeditions, Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association and Professor Shailey Minocha, Professor of Learning Technologies and Social Computing, Open University

This session will explore the use of Google Expeditions (GEs), a virtual reality-based field trip, to support and encourage outdoor fieldwork and facilitate visualisation of processes and locations. Participants will have the opportunity to trial GEs and will be invited to discuss and evaluate the outcomes (particularly the teacher’s perspective) of a project investigating the role of virtual reality in geography education.

Workshop 3

80 MS 02

KS4

Eight months in: a GCSE progress review
Ryan Bate, Head of Geography, Birchwood Community High School, Warrington

This session provides an opportunity to review your GCSE delivery so far, sharing your successes and your challenges and plan ahead. Eight months in, do you still have questions? This is an opportunity to network with other teachers, share and reflect on resources and examples of best practice.

Presented by GA Secondary Phase Committee

Workshop 4

AP Lab 2

P16

Practical A level fieldwork in East London: follow-up stats workshop
Iain Palôt, Chair of GA Post 16 and HE Phase Committee and Dr Annie Ockelford, Post-Doctoral Research Associate (PDRA), Department of Geography, Loughborough University

This session will involve the processing of the data collected during the East London field visit that took place on Thursday 20 April. It will include the use of Geo-graph and the analysis and application of data collected on other apps during the visit, plotting pictures and images onto a GIS, some basic statistical testing and the methods of analysing questionnaires.

Presented by GA Post 16 and HE Phase Committee

Workshop 5

39 MS 02

P16

Changing place; changing places: ideas for the A level personal investigation
Robert Morris, Educational Consultant

This session will provide practical advice for fieldwork investigation of the local area for the ‘Changing place; changing places’ unit in the new A level specifications which is likely to be the most popular topic from which students will choose to do their individual studies.

Presented by GA Independent Schools Special Interest Group

10.10–11.00

Presidential Lecture

03 MS 01

Inclusive geographies?
Mary Biddulph, GA President 2016–17

Simply ‘doing geography’ does not necessarily mean that young people feel included in their learning, or that they can access the school geography curriculum. This lecture aims to foster discussion about what we as a subject community can do to support young people’s engagement with and participation in matters of local-global significance and thus ensure school geography fulfils its educational potential.
Workshop 6  
**EY–KS2**
Inclusive geographies? Engaging all to close the gap

Chris Trevor, Educational Consultant

Geography has the unique potential to close the gap, engaging all children. Explore free resources and share practical ideas on how to map out exciting futures for all young geographers. Whatever their setting, background, English or Maths ability, gender and current interest levels, help pupils find their own personal routes and sense of place in the world around them.

**11.15–11.35**

Teacher-to-Teacher  
**KS3–4**
How to survive your NQT year: practical tips and advice

Tanith Ludlam, Geography Teacher, The Holgate Academy, Hucknall, Nottinghamshire

This session aims to provide NQTs (and students) with practical ideas to use in their classroom and tips on how to survive the ups and downs of the NQT year.

**11.45–11.55**

Lecture 4  
**KS1–4**
Transforming outdoor learning in schools: impacts and implications

Dr Anne Hunt, Strategic Research Group for Learning in Natural Environments

This session will discuss how outdoor learning isn’t a subject or topic but a way of teaching. The Natural Connections project has shown that it is possible for school grounds and local green spaces to be used daily to enhance teaching and learning across the curriculum, and to deliver a wide range of associated benefits. The session will share key insights from the four-year demonstration project.

Lecture Plus 5  
**KS3–P16**
Exploring new video resources from Discover the World Education

Simon Ross, Author

This session will explore two new educational videos produced by Discover the World Education focusing on the volcano Eyjafjallajökull and the glacier Sólheimajökull in Iceland. Delegates will be able to view the films and obtain teacher support materials linking the video content to the new specifications. Delegates will discuss the merits of video in delivering geography content and enhancing student learning. **Sponsored by Discover the World Education**

Workshop 7  
**EY–KS2**
Geography, including mathematics!

Julia Tanner, Freelance Consultant, and Jane Whittle, International Baccalaureate Primary Years Programme Coordinator, International School of Como, Italy

This practical session will explore the mutually inclusive nature of maths and geography. Geographical enquiries provide many opportunities for pupils to use mathematical tools, enabling teachers help their pupils to view the world mathematically. The session will explore ways that the two subjects complement each other and will provide ideas to bring this synergy to life. **Presented by GA Early Years and Primary Phase Committee**

Workshop 8  
**KS3–P16**
Making physical geography accessible

Janet Hutson, Member, GA Physical Geography Special Interest Group

This session will explore if there is any truth in the urban myth that physical geography is harder than other aspects of geography, what aspects of physical geography students commonly find ‘tricky’ and provide opportunity to trial practical activities and approaches that can help make physical geography inclusive, accessible and inspiring. **Presented by GA Physical Geography Special Interest Group**

Workshop 9  
**KS3–P16**
Exploring the humanitarian impact of earthquakes

Alan Parkinson, Head of Geography, King’s Ely Junior and author of Natural disasters: earthquakes, and Lucy Tutton, Youth Product Development Manager, British Red Cross

This session will give a snapshot of the four sessions in the British Red Cross’ earthquake resource. Attendees will explore the level of risk different hazards have in different locations around the world using the interactive ‘Ask Nathan’ mapping tool, and explore the ongoing impacts of the Nepal Earthquake of April 2015, two years after the event. **In Partnership with the British Red Cross**

Workshop 10  
**KS4**
Edexcel GCSE geography: integrating skills to improve exam success!

Andrea Wood, Geography Subject Specialist and Pearson Trainer

This session will look at how you can integrate cartographic, investigative, graphical, numerical and statistical skills throughout your GCSE geography programme of study. There will be hands-on activities where you can discuss your own teaching and learning ideas with an experienced Edexcel examiner, as well as with other teachers, and identify new exciting opportunities to improve your students’ geographical skills. **Sponsored by Pearson**

Workshop 11  
**P16**
A brave new world? Joined-up learning from sixth forms to university

Dr Richard Waller, Senior Lecturer in Physical Geography, School of Geography, Geology
This practical session will explore how sixth form students can build information literacy skills to give them a head start to study at university, as well as improve their A level exam performance. It will share strategies with teachers to encourage students to become more ‘information literate’ and savvy about the resources they use.

**12.50–13.10**

**Teacher-to-Teacher** 39 MS 02

**KS1–2**

Local geography: a cross-curricular project

Primary PGCE Humanities Students, University of East London

This session will look at how several London primary schools implemented a local geography and history cross-curricular project across key stage 1 and 2.

**13.15–13.35**

**Teacher-to-Teacher** 32 MS 01

**KS3**

Welcome to the SAS: emergency flood mapping

Helen McKenzie, Trainee Teacher (Secondary Geography)

This session will discuss my experience of engaging students through the use of a theme across a series of lessons. I look at the effect of using the theme with a mixed ability class and also how I created a secondary-school-friendly project.

**13.50–14.15**

**Research Paper** 75 MS 02

Role of smartphone-driven virtual reality field trips in inquiry-based learning

Professor Shailey Minocha, Professor of Learning Technologies and Social Computing, The Open University

This research project examines the potential role of virtual reality (VR) in science and geography in schools. The paper discusses the results of our empirical investigations into whether VR-based guided field trips via Google Expeditions (GE) can support self-directed inquiry-based learning. Our research has involved: conducting geography lessons at key stages 3 and 4 using one or more GE; analysis of the lesson; and assessment of the questions generated by students. The teachers reported that students generate more questions (than usual) in lessons that involve GEs/VR, and that these questions are high-order, analytical, enquire about impact, or are evaluative.

**13.50–14.40**

**Lecture 8** 03 MS 01

All KS

A plastic ocean: creating a wave of change in the classroom

Jo Ruxton, Co-Founder of the Plastic Oceans Foundation, and Shelley Monk, Geography Subject Specialist, OCR

This session will share Jo’s experiences of filming in 20 locations around the world, as well as what she has learned and witnessed. It will explore how she has been able to engage students of all age groups and social situations to inspire them to change their behaviour when it comes to single-use plastic.

**Sponsored by OCR**

**Lecture 9** 32 MS 01

KS2–P16

Joining up the pieces: holistic geographies in the classroom

Dr Charles Rawding, Senior Lecturer, Edge Hill University, Lancashire

This session will consider the range of options for delivering an effective, integrated and holistic geography curriculum in the classroom, focusing on how such curriculum content enables students to think geographically and to develop as geographers.

**Lecture 10** 02 AC 01

KS4–P16

Geographies of exclusion: exploring the resistance of marginalised groups

Dr Peter Mackie, Senior Lecturer, School of Geography and Planning, Cardiff University

This session examines the exclusion of some of the world’s most marginalised groups from public spaces. It considers acts of resistance which have enabled people to reclaim these spaces. Particular attention will be paid to the experiences of homeless people and street workers, with examples drawn from both the developed and developing worlds.

**Presented on behalf of GA Welsh Special Interest Group**

**Lecture 11** A 01 AC 01

P16

Carbon transfer between land and surface water: the effects of human activity on drinking water

Dr Joanna Clark, Associate Professor, Geography and Environmental Science, University of Reading

Over the last three decades, the concentration of dissolved organic carbon (DOC) in surface water across Europe and North America has increased. This is of great concern to water companies who need to remove DOC to prevent harmful by-products entering our drinking water. Explanations for increased DOC in surface waters include climate change, declining “acid rain” (sulphur and nitrogen deposition) and land management. Recent research has demonstrated that the degree to which different human activities influence DOC production, mobility and transport, depends upon specific ecosystem properties. This session evaluates recent findings and draws upon ongoing research to consider how this understanding can help us to better manage catchments to protect drinking water now and in future.

**Workshop 12** 39 MS 02

KS1–2

What can maps really tell us?

Dr Paula Owens, Independent Consultant

In this session delegates will look at maps of the British Isles to uncover secrets from the past, be amazed by ancient patterns on the landscape and consider the implications for mapping activities with children. The session will include activities using paper and digital maps.

**Workshop 13** 81 MS 02

KS3–4

Risk assessing your school trip: advice and free materials

Neil Hughes-Hutchings, Safety Manager, NST Travel Group

This interactive session will explain how to complete a risk assessment step-by-step with the help of NST’s Safety Manager. It will cover key areas of concern for teachers and use examples from popular geography tour destinations, including Iceland. Delegates will leave with free materials to get them started.

**Sponsored by NST Travel Group**

**Workshop 14** 80 MS 02

KS3–4

Progression from KS3 to GCSE

David Gardner, Lecturer in Geography Education, UCL Institute of Education
**Friday 21 April session information**

An advantage of this new round of curriculum reform is that it is now possible to map progression in geography 5–19 for each key stage. This session will introduce curriculum design tools to help you to create a streamlined, coherent 11–16 geography curriculum, using your new specification and KS3 plan.

### Workshop 15

**KS4**

**Increasing inclusivity in KS4 geography**

Beccy Pook, Geography and Humanities Teacher, Peacehaven Community School, East Sussex

This session aims to support teachers in improving learning opportunities for GCSE students with complex learning needs by making learning accessible and meaningful. While time will be spent investigating the obstacles and barriers faced in meeting the needs of these students, the main activities will focus on creating solutions to trial over the coming year.

**Presented by GA Sustainability and Citizenship Special Interest Group**

### Workshop 16

**KS4–P16**

**Getting all your students to pose quality investigation questions**

Maryanne Wills, Senior Tutor, Field Studies Council

For students to embrace an independent investigation at A level they must have the skills and confidence to develop appropriate questions to investigate. This session will involve hands-on activities designed to develop students questioning skills for both classroom and field environments.

**In partnership with Field Studies Council**

**14.00–17.00**

### Field Visit

**P16**

**Investigating inequality in Guildford**

Daniel Farnes and Jack Starbuck, Tutors, Field Studies Council London Region

This field visit will take participants to two distinct areas of Guildford to carry out both quantitative and qualitative fieldwork. Further activities will be based around the use of secondary data, the logistics of planning and running urban fieldwork, as well as analysis of the data. iPads are provided but if participants want to use their own devices the apps used are free to download.

**In partnership with Field Studies Council**

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**14.15–14.40**

### Research Paper

**Fostering pre-service teachers’ self-efficacy in geography using fieldwork**

Victor Salinas Silva, Research Student, UCL Institute of Education

This presentation will report on how fieldwork can help pre-service teachers’ engagement with geography by deepening their understanding of the discipline. Using materials from pre-service teachers in Chile, the paper considers their learning progression during different fieldwork activities as part of an introductory course. The results show how they develop their initial professional expertise by identifying a learning environment that provides a self-image of proficiency using geographical concepts and tools. The fieldwork activities were chosen to prompt a determined cognitive skill: observation, reflexivity about knowledge and inquiry. Discussion will consider how tasks in geography could be interpreted from different cognitive taxonomies such as Marzano’s and Biggs.

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**14.55–15.45**

### Lecture Plus

**The changing structure of the UK population**

Andrew Nash, Head of Population Projections, Office for National Statistics

This session will look at how the UK population has changed and how it will change in the future. There will be an opportunity for delegates to comment on how they use ONS population and migration statistics and how these could be tailored to meet the needs of teachers and the education sector in the future.

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**14.55–15.20**

### Research Paper

**An interpretative phenomenological analysis: how A level geography students and educators conceive and make sense of place**

Emma Rawlings Smith, Research Associate, University of Leicester

This session reports on the initial findings of a small-scale PhD research project investigating how curricula, textbooks and geography teachers influence the selection, construction and representation of place as well as students’ conceptions of place. An interpretative phenomenological analysis approach was used to gain an understanding of how A level students learn to make sense of place, and how teachers and authors of the endorsed A level textbooks try to support this process. A survey, card-sort activity, drawing exercise and interviews were used to generate a range of data. Initial findings reveal that the conceptions held by students about place are diverse, rich and nuanced and show high levels of abstract thinking, much of which is negotiated through talk, travel and everyday experiences such as watching the news, learning at school and going on holiday. This paper highlights that both teachers and textbook writers are aware that a range of places should be selected for in-depth study but that due to issues such as time and resources, the world is not always fairly represented to geography students.

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**15.30–16.15**

### Lecture

**Developing independent learning in students**

Bob Digby, Former Geographical Association President

This session will discuss the new A level specifications that require an Independent Investigation (also known as the NEA). It will consider how teachers can encourage, and students develop, greater independence in learning. This session will explore ways in which increasing independence can enable students to learn effectively across the KS3–5 curriculum, using enquiry frameworks developed by Margaret Roberts.

**Sponsored by Eduqas**

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**16.30–17.15**

### Lecture

**The impact of fieldwork on disadvantaged students’ achievement and aspiration**

Steve Brace, Head of Education and Outdoor Learning, Royal Geographical Society (with IBG)

This session will explore the impact of geographical fieldwork and overseas travel on the aspiration and achievement of disadvantaged young people. It will share the evaluation of the RGS-IBG’s Learning and Leading programme (2007–16), which provided a five day residential fieldwork master classes for AS students and mentoring and gap year bursaries for A2 students.

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The Geographical Association Annual Conference 2017
Friday 21 April session information

Lecture 15
P16
01 AC 01
Landscape architecture: inclusive geographies in action?
Dr Mary Fargher, MA Geography Education Programme Leader, UCL Institute of Education
This session will involve a series of hands-on activities to help participants engage critically with the idea of geography curriculum thinking. Resources will be provided to support participants in further developing the ways in which they write, interpret and enact the geography curriculum in their schools.

Workshop 17
KS1–2
80 MS 02
Continuity and change: planning local history and geography
Alf Wilkinson, Freelance Consultant, and Ben Ballin, Consultant to the GA
This practical session will look at planning primary work around settlement, map work, continuity and change in the local area. How can we bring the past to life and make connections with change in the present-day and development into the future?

Workshop 18
KS2–4
81 MS 02
Magical Malaysia and scintillating Singapore
Susan Knight, Secretary, GA International Special Interest Group
Join teachers who travelled to Malaysia and Singapore with the 2016 GA Study Tour as they talk about their experiences and share their teaching ideas and resources. The session will update your understanding of these countries and provide practical lesson ideas to take away.

Workshop 19
KS3–P16
32 MS 03
What does it mean to be a leader of the geography curriculum?
Dr Mary Fargher, MA Geography Education Programme Leader, UCL Institute of Education
This session will involve a series of hands-on activities to help participants engage critically with the idea of geography curriculum thinking. Resources will be provided to support participants in further developing the ways in which they write, interpret and enact the geography curriculum in their schools.

Lecture Plus 16
All KS
75 MS 02
School geography: learning or education?
Aidan Hesslewood, Geography Teacher, Bourne Grammar School, South Lincolnshire
This session raises questions about ‘learning’ and what this means in the broader context of ‘education’. It argues that, in order to focus on the more pressing reasons for young people studying geography (namely developing their understanding a rapidly changing world), geography teachers need to engage critically with significant local-global matters of economy, society and environment.

Workshop 20
KS3–P16
ECT
AP Lab 2
GIS for everyone
Jason Sawle, GIS for Schools Programme Manager, Esri UK
If you are unsure of how or where to start teaching with GIS, this session will give you hands-on experience and a clear strategy of how to embed teaching with GIS across all of your year groups. Using ArcGIS Online, the workshop will get you started on your GIS journey and leave you with lots of free resources.

Workshop 21
KS4
72 MS 03
Tackling exam questions in new specifications
Kathryn Stephenson, Member, GA Secondary Phase Committee
This session will offer an opportunity to explore new style GCSE questions that incorporate Assessment Objectives for all learners. This is a chance to get exam question teaching ideas as well as share classroom approaches and technologies to support all new GCSE specifications.

Research Paper
75 MS 02
Learning-related challenges presented by graphic visualisations
Yvonne Behnke, PhD student, Humboldt University of Berlin, Germany
Knowledge acquisition from graphics is a complex process that represents a cognitive challenge to many students. This challenge is multifaceted: multiple representations of information must be decoded and interpreted in the respective learning context. This paper investigates learning-related challenges posed by graphic visualisations in geography textbooks. It also examines the role that information design plays in knowledge acquisition from geography textbooks and explores why graphicacy is a crucial competency in the context of geography education.

Teacher-to-Teacher
32 MS 01
KS3
It’s the little things: engaging ways to improve your teaching and learning
James Tomlinson, Geography Teacher, Rivington and Blackrod High School, Bolton
This session will look at five easy methods to engage learners, considering Kagan’s cooperative learning theory, the use of lead learners and Bloom’s taxonomy thinking dice. Participants will see the methods in action and be able to comment on their potential successes and downfalls.

16.30–17.20

Lecture 17
KS2–4
02 AC 01
Developing student leadership through fieldwork
David Rogers, Assistant Head Teacher, Patcham High School, Brighton, and Leah Sharp, Primary School Teacher and Computing Leader
This session will discuss how the cultural capital of disadvantaged students represents a barrier to achievement, social cohesion and social mobility, which are often overlooked and underrepresented in terms of student leadership opportunities. The session will also explore a project where pupil premium students from a secondary school led fieldwork with a local primary school. Participants will leave with practical examples of how to implement a successful scheme.

Lecture 18
KS3–P16
03 MS 01
GCSE geography and the UK in 2017
Professor Danny Dorling, Halford Mackinder Professor of Geography, University of Oxford
The new GCSEs require teachers to provide more than just case studies from within the UK. Students need to develop knowledge of environmental challenges, the changing economy and society within the context of global ecosystems and urban trends. How do you cover all that while also worrying about their spelling, punctuation and grammar? This session offers a few ideas.
### Friday 21 April session information

#### Lecture 19
- **P16**
- **Getting to grips with the new AS/A level examinations**

Emma Rowe, Teacher of Geography, William Farr CE Comprehensive School, Lincolnshire, and John Smith, AS and A level fieldwork/NEA Adviser, AQA

The aim of this session is to develop teachers’ understanding of the assessment objectives and how these are targeted in exam papers, different types of question and what is required of students and mark scheme principles. The lecture will pay particular attention to the assessment of the different strands of AO2. *Sponsored by AQA*

#### Workshop 22
- **P16**
- **Sparking curiosity with Primary Geography**

Jane Whittle, International Baccalaureate Primary Years Programme Coordinator, International School of Como, Italy

The journal Primary Geography provides a wealth of ideas and research that teachers can apply in their own setting. This session will provide you with an opportunity to try activities from the publication, allowing you to explore exciting ways of encouraging pupils to become curious about their world. *Presented by GA Primary Geography Editorial Board*

#### Workshop 23
- **KS2–P16**
- **Critical thinking about critical thinking**

Dr John Hopkin, Head of Accreditation, and Jon Cannell, Primary Curriculum Leader, Geographical Association

Through practical activities, this session will explore what critical thinking means in the context of geography and consider how to apply it in the classroom. We will reference further sources of support from the GA.

#### Workshop 24
- **KS3–P16**
- **Geographical stories in the classroom**

Simon Ross, Education Consultant

Storytelling is a basic human means of interaction and expression. In providing a narrative and appealing to the imagination, stories have the power to engage students and support their learning and revision. This session will consider the value and use of stories (such as myths and sagas, landscape stories and real life experiences) in the teaching of key geographical topics.

#### Workshop 25
- **KS3–P16**
- **The plate tectonic story**

Professor Chris King, Director of the Earth Science Education Unit, Keele University

This session will explore the wide-ranging evidence for the theory of plate tectonics, including rock and fossil evidence, seismic records, geothermal patterns, geomagnetism, and large-scale topographical features, both above and below sea-level. It will also investigate hazards linked to plate tectonics and how we can reduce loss of life.

#### Workshop 26
- **KS3–P16**
- **How to plan lessons using GIS: impacts on planning**

Bob Lang, Geography Teacher at King Edward VI Camp Hill School for Girls, Birmingham

This session will help delegates to plan lessons using GIS. It will cover issues such as how to find data and think about the output and the tools and skills students will be developing. The concepts covered will be transferrable to any GIS software. *Presented by GA ICT Special Interest Group*

#### Debate
- **KS3–P16**
- **What next for subject specialist CPD in geography?**

Chair: Alan Kinder, Chief Executive, Geographical Association

Panel: Bridget Clay, Director of School Programmes, Teacher Development Trust, London; David Mitchell, Lecturer in Geography Education, UCL Institute of Education; Kathryn Stephenson, Deputy Headteacher, Boroughbridge School, North Yorkshire; Sarah Whitehouse, PGCE Programme Manager and Senior Lecturer: Humanities & Education, University of the West of England, Bristol

In this debate, we will explore criticisms of the CPD provided by schools and the scepticism around the impact of ‘one-off’ external CPD. New CPD standards for schools are intended to define what we mean by ‘good’ CPD, but how will they affect professional development in geography? *In partnership with UCL Institute of Education*

#### Lecture 20
- **KS4**
- **Promoting enquiry-based learning in the new geography GCSE courses**

Margaret Roberts, Former Geographical Association President

This session will address how the new GCSE courses put different emphases on enquiry-based learning. It will examine ways in which specifications promote or limit an investigative approach, the critical study of data as evidence, conceptual understanding, the formulation of reasoned well-evidenced arguments and an awareness of the values dimension of themes studied. Strategies to encourage enquiry-based learning, relevant to all specifications, will be presented.

#### Lecture 21
- **KS4–P16**
- **A perfect storm? Understanding crisis and change in Nepal**

Nicholas Roxburgh, Postgraduate student, Centre for Climate Change Economics and Policy, University of Leeds

Many mountain communities in the developing world are experiencing a period of rapid social, economic and environmental change. How are these processes impacting on the lives of mountain people? What may the future hold for such communities? Combining some of the oldest methods in geography with some of the newest, this session looks to answer these questions with respect to Nepal.
Workshop 27  EY–KS2
Going beyond ‘the box’: refreshing the content of primary geography
Professor Simon Catling, Emeritus Professor of Primary Education, Oxford Brookes University
This participatory workshop is designed to share and generate invigorating, out-of-the-ordinary and maverick topics for your primary geography curriculum content. Several ideas will be illustrated, indicating ways to take the lists of geography terms beyond the expected. Apply your ideas and experience to celebrate imaginative and motivating geography (including cross-curricular) topics. Ideas will be discussed, recorded and shared.
Presented by GA Early Years and Primary Phase Committee

Workshop 28  KS3–P16
Leading a successful geography department
Catherine Owen, Head of Geography, The King Alfred School, Somerset
This session will address questions such as what does a successful geography department look like? How can we define and work towards a vision for a successful department? How can we achieve a balance between leadership and management? What challenges do we face and how can we turn these into opportunities? Come along to share ideas and participate in activities related to these questions.

Workshop 29  KS3–P16
Ways to give students a sense of place in geography
Sophie Wilson, Lecturer in Secondary Geography, St Mary’s University, Twickenham
This session will present a variety of simple ideas using GIS, digital tools and website resources to give students a sense of place and inspire them to think like a geographer. The focus will be on how these can be used specifically to support the new KS3, GCSE and A level geography curriculums.
Presented by GA ICT Special Interest Group

Workshop 30  KS3–P16
15 creative ideas for encouraging quality geography
Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
This session will showcase 15 creative ideas from recent Secondary Geography Quality Mark submissions. From a pick ‘n’ mix pedagogy challenge to geography careers Top Trumps, you will have the opportunity to try out a variety of ideas and will leave with copies of the resources to try for yourself.

Workshop 31  P16
Getting to grips with carbon
Jason Lock, Education Team Leader, Malham Tarn Field Centre, Field Studies Council
This session will include ideas and hands-on activities designed to deliver content about the carbon cycle, including quantitative skills and specialised concepts. There will be time to discuss the use of these activities in the classroom and fieldwork environments from the local area to further afield. You will leave with ideas and resources to use with your students.
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What our students say
“The MA Geography Education gave me the knowledge to completely change the way I think about my teaching for the better” (Gary, London)

“What is exciting is interacting with other students and being able to exchange ideas and address issues about geography education together” (Rika, Tokyo)

Meet the course tutor Dr Mary Fargher at Stand 61
Join us in Workshop 19 ‘What does it mean to be a leader of the geography curriculum?’ Fri 21 April (14.55 -15.45)

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AS/A Level
We encourage students to apply geographical knowledge, theory and skills to the world around them:
- Focus on contemporary case studies and topical issues
- Develop understanding of a range of specialised geographical concepts to make links between our themes and global issues
- Support and guidance on integrating skills and fieldwork successfully

¹ Each GCSE question focuses on only one assessment objective (AO). Questions assessing knowledge and understanding (AO1) is never assessed in extended responses (6 marks or more) so case study knowledge is not required to answer higher level questions. Eduqas is the only Awarding Body to take this singular approach to the assessment objectives.
AQA Geography

To find out more please visit our stand 18–19 or contact the geography subject team on 01483 477 791 or email geography@aqa.org.uk

The Geographical Association Annual Conference 2017
### Saturday 22 April

#### 08.00 Registration and delegate enquiries open

#### 09.00–09.50 Conference sessions

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<td>Lecture 24 KS4–P16</td>
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#### 11.00–11.45 Break time & Teacher-to-Teacher sessions

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<tr>
<th>Location</th>
<th>Teacher-to-Teacher (11.15–11.35) KS2–P16</th>
<th>PGCE to HoD: hints and tips</th>
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<td><strong>Meet at the Piazza</strong></td>
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### 11.45–12.35 Conference sessions

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The Geographical Association Annual Conference 2017
## Saturday 22 April

### Conference sessions

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#### 13.50–14.15

- **Research Paper**
  - Differentiated instruction: teaching GCSE pupils the same content through methods to meet their varied needs
  - *Kelly Butler, Teacher, Stafford Grammar School*
  - Location: 75 MS 02

- **Research Paper**
  - Geography curriculum crossroads: F1, F2 or F3?
  - *Indra Persaud, PhD Student, University of Seychelles*
  - Location: 75 MS 02

- **Debate**
  - The Anthropocene: physical geography or popular culture?
    - *Chair: Duncan Hawley, Chair, GA Physical Geography Special Interest Group*
    - *Panel: Professor Mark Williams, Professor of Palaeobiology, Department of Geology, University of Leicester, and Dr Alex Standidge, Senior Lecturer in Geography Education, UCL Institute of Education*
  - Location: 32 MS 01

- **Lecture**
  - Humanitarian mapping and the power of the crowd
    - *Pete Masters, Project Coordinator, Missing Maps Project, Médecins Sans Frontières*
  - Location: 01 AC 01

- **Lecture**
  - Using data as evidence
    - *Margaret Roberts, Former Geographical Association President*
  - Location: 03 MS 01

- **Lecture**
  - Exploring identity: is India one nation?
    - *Gill Miller, Programme Leader, International Development Studies, University of Chester*
  - Location: 02 AC 01

- **Lecture**
  - Glaciated landscapes: the icing on geography’s cake
    - *Dr Richard Waller, Senior Lecturer in Physical Geography, School of Geography, Geology and Environment, Keele University*
  - Location: 39 MS 02

- **Workshop**
  - Using the local area to embed environmental learning
    - *Caroline Freedman, Teacher, Raglan Junior School, Enfield*
  - Location: 81 MS 02

- **Workshop**
  - Enhancing geographical skills
    - *Gary Dawson, Head of Geography and RE, Coppice Performing Arts School, Wolverhampton*
  - Location: 32 MS 03

- **Workshop**
  - Breaking down geographical barriers
    - *Shelley Monk, Geography Subject Specialist, OCR*
  - Location: 80 MS 02

- **Workshop**
  - Developing an A level geography independent investigation toolkit
    - *Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association*
  - Location: 72 MS 03
Saturday 22 April

14.40–14.55 Break time

Exhibition (08.30–16.00)
A chance to browse the UK’s largest exhibition of geographical resources

Refreshments (08.30–16.00) Served in the exhibition area

14.55–15.45 Conference sessions

Rex Walford Memorial Keynote Lecture 34 All KS
Geography, capabilities and ‘this day and age’
Professor David Lambert, Professor of Geography Education, UCL Institute of Education

Lecture 35 KS2–3
Life after levels: a multi-thread, progress-based approach
Steve Rackley, Director of Geography, Framingham Earl High School, Norwich

Lecture 36 P16
Carbon and water cycles
Dr Alexander Antonarakis, Lecturer in Physical Geography, Department of Geography, University of Sussex

Workshop 48 KS1–2
HOT tips to thinking geographically
Jon Cannell, Primary Curriculum Leader, Geographical Association

Workshop 49 KS2–P16
Identifying and achieving progress in fieldwork
Philip Monk, Chair, GA Fieldwork and Outdoor Learning Special Interest Group

Workshop 50 KS3–P16
Practical ways of making GIS accessible to all KS3/KS4 students
Rachel Adams, Geography Teacher, Wimbledon High School, London

Workshop 51 KS4
From field experience to success in the new GCSE examinations
Michael Simmons, PGCE Tutor and Special Leader of Education, Arthur Terry Teaching School, Sutton Coldfield

Workshop 52 P16
Answer the actual question! Literacy at KS5
Judy Glenn, Head of Humanities, Cheney School, Oxford

16.00 Conference and Exhibition closes
Saturday 22 April session information

09.00–09.50

Lecture Plus 23  F 32 MS 01
KS3–P16
Inclusive fieldwork: letting students take the lead
Steve Rackley, Director of Geography, Framingham Earl High School, Norwich
This session will emphasise how student partnership and leadership is a key component of inclusiveness. Combining a well-organised and supported student team and the uniqueness of geography through fieldwork can be very powerful and rewarding. A discussion of ideas will follow a presentation of case studies from a Norfolk school where students took the lead throughout the fieldwork process. Wellies optional!

Lecture 24  A 01 AC 01
KS4–P16
Teaching geographic data skills in the age of big data
Professor Richard Harris, Professor of Quantitative Social Geography, School of Geographical Sciences, University of Bristol
The GCSE and A level reviews have given increased emphasis to quantitative methods, recognising their importance for employability and citizenship, and as central to what geography is about. This session will discuss the RGS-IBG’s Data Skills in Geography project which aims to embed data skills in geographical teaching.

Lecture 25  A 33 MS 03
P16
Helping students to win places to study geography at university
Dr Ewan Robert Laurie, Head of Sixth Form, and Melissa Clarke, Head of Geography, King’s College School, Wimbledon
This session will discuss how the growth of the geography at A level in recent years and its popularity at university level means that places on degree courses are becoming increasingly sought after and competitive. Members of the GA’s ISSIG will share their experiences in helping students gain offers, particularly from the most competitive universities.

Presented by GA Independent Schools Special Interest Group

Workshop 32  P 75 MS 02
EY–KS2
Geo-gnome geography: a curriculum-making invitation to all
Dr Sharon Witt, Senior Lecturer in Education, Faculty of Education, Health and Social Care, University of Winchester
In this session we take a gnomic approach (i.e. one that is short, mysterious, but seems to be wise) as we position gnomes as stewards of the Earth and advocates for primary geography who animate our world. We offer lively and practical ideas that promote engagement and geographical fascination through a spirit of enquiry and playfulness.

Workshop 33  GL 32 MS 03
KS3
Mind the gap: how is development changing in southeast Asia and beyond?
Michelle Minton, Teacher of Geography, The Morley Academy, Leeds
This hands on session will use the new GA KS3 Geography Teachers’ Toolkit to take teachers through a variety of innovative and engaging activities which can be used and adapted back in the classroom. It will touch on how stereotypes and common misconceptions can be explored and challenged in the classroom, and link to SMSC and global learning strategies.

Workshop 34  ECT 80 MS 02
KS3–4
Reeling them in: how to catch students’ interest
Emma Johns, Head of Geography, Hitchin Girls’ School
This session, for PGCE/NQT geographers, will showcase a range of engaging activities designed to hook students’ interest in geography. These will cover a range of content areas and equip you with practical strategies to use immediately in the classroom.

Workshop 35  81 MS 02
KS3–4
Inclusive geography through hip hop
Sebastian Witts, Deputy Head of Geography, The King Alfred School, Highbridge, Somerset
This session will explore the potential of hip hop music to inspire students to develop their understanding of geographical terminology and concepts. Hear from a team consisting of a teacher and a rapper who have successfully used this approach in schools across the country and find out how you could support your students in creating their own raps – audience participation will be appreciated!

Workshop 36  39 MS 02
KS4–P16
Restless Earth
Alice Gadney, GIS Cartographer, Director
Silver7 Mapping and BCS Restless Earth Coordinator
This session will be based around a decision-making exercise on disaster mapping. It will cover the skills needed for the GCSE Geography ‘Cartographic Skills’ section. Using case study examples including the Japanese earthquake, tsunami and nuclear disaster of 2011, delegates will create two maps for aid agencies to use.

Workshop 37  A 72 MS 03
P16
Edexcel AS/A level geography: integrating skills to improve exam success!
David Holmes, Geography Consultant, Author and Pearson Trainer
This workshop will look at how you can integrate cartographic, investigative, graphical, numerical and statistical skills throughout your AS/A level geography programme of study, and in particular prepare your students for the Independent Investigation. There will be opportunities to discuss with an experienced examiner and other teachers how to prepare students to think independently and approach their investigation with confidence.

Supported by Pearson

10.10–11.00

Keynote Address  03 MS 01
All KS
Young people, race, religion and migration: negotiating everyday geopolitics
Professor Peter Hopkins, Professor of Social Geography, Newcastle University
This session focuses upon the experiences of ethnic and religious minority young people (aged 12–25) growing up in urban, suburban and rural Scotland. It will explore the everyday geopolitics of young people to explain how they negotiate issues of race, religion and migration. Particular attention is paid to the intersectionality of social identities, young people’s experiences of misrecognition, and negotiations of migration and mobility.
Saturday 22 April session information

Workshop 38 32 MS 01
KS2–4
Do cake sales work? The role of geography in pupil participation in local-global issues
Liz Smith, Head of Geography, Seaford Head School, East Sussex
This session is an opportunity to reflect on the impact and complexity of participation in local and global issues. Topics discussed will include what constitutes good participation, whether pupils should take action at school e.g. raising money, taking part in political campaigns, what pupils take out of it and whether participation should be facilitated by teachers or owned by pupils.

Presented by GA Sustainability and Citizenship Special Interest Group

11.15–11.35
Teacher-to-Teacher 32 MS 01
KS2–P16
PGCE to HoD: hints and tips
Simran Jouhal, Head of Department, The Archer Academy, London
This session is a personal reflection on my journey from PGCE student to recently appointed Head of Department. It will share hints and tips on career progression, leadership, teaching and learning, creating engaging lesson activities, and staying connected with fellow geography teachers.

11.30–13.00
Field Visit
KS3–P16
Using technology to make geography more accessible and inclusive
James Bromhead, Senior Tutor, Epping Forest Field Centre
The session will introduce teachers to a selection of free or inexpensive apps/technologies that can be used to enhance geography teaching both in the classroom and in the field. The session will invite participants to use their own devices to try out the apps and discuss ways in which technology can make geography more accessible and inclusive.

In partnership with Field Studies Council

11.45–12.10
Research Paper 75 MS 02
Exploring ethnic minority perceptions of geographical knowledge
Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
How do students of different ethnicities conceive of geographical knowledge and how do they account for the option choices that they make? This paper describes the findings of research that explores both of these questions and attempts to tackle the notion of a single ethnic story. At its heart are the voices of eight sixth form students from different ethnic backgrounds who, through the medium of case study, explore themes such as the fieldwork, formal and informal educational experiences and the relevance of the geography curriculum to their career ambitions. The research highlights the importance of understanding who is in your geography classroom as well as focusing on the ‘what’ and ‘how’, and provides a theoretical underpinning for engaging in inclusive curriculum-making strategies.

11.45–12.35
Lecture 26 01 AC 01
All KS
Geography and nature: thinking about conservation and rewilding in post-Brexit Britain
Dr Steve Carver, Senior Lecturer, School of Geography, University of Leeds
The landscapes of Britain are changing. Climate, economy, politics and the environment are all in a state of flux and the rate of change makes it difficult for conservation to keep pace. This session will look at how external forces are changing the way we do conservation in Britain and how leaving the EU creates both threats and opportunities for nature.

Lecture Plus 27 80 MS 02
KS4–P16
The new curriculum and Iceland
Daniel House, Assistant Head of Centre, Field Studies Council and Simon Wells, Travel Specialist, Discover the World Education
This interactive session will discuss how Iceland fits the new GCSEs and A levels, both in- and outside the classroom. It will consider the pros and cons to conducting fieldwork abroad before showcasing new Iceland resources and providing an overview of the new Field Studies Council Iceland fieldwork courses.

Sponsored by Discover the World Education

Lecture 28 03 MS 01
KS4
Achievement for all at GCSE
Rebecca Blackshaw, Head of Humanities, St Boniface’s Catholic College, Plymouth
This session explores how the new GCSE specification is aimed at all ability levels. A specific focus will be on how to effectively make use of pre-release material and approach issue evaluation with students of all abilities.

Sponsored by AQA

Lecture 29 02 AC 01
All KS
The place of the teaching profession
Professor Linda Clarke, Professor of Education, Ulster University, Coleraine, Northern Ireland
This session describes a speculative, interdisciplinary model to provide an alternative view of the teaching profession, which is of particular relevance in these anti-expert times. The model uses two senses of ‘place’ to examine the place of the teacher: place as a process (in the humanistic geography tradition), which is a cumulative, career-long professional learning journey, and also place in the sociological sense of teacher status.

Workshop 39 32 MS 03
EY–KS2
Reaching out to all staff as an effective subject leader
Chris Trevor, Primary Educational Consultant
This session will discuss how to engage and include all staff in teaching quality geography. It will explore innovative strategies and share good practice to make geography the heart of your school. Participants will complete an audit of their role, consider the status of the subject and signpost future action planning.

There will be freebies!

Workshop 40 32 MS 01
KS3
Teaching India at key stage 3
Jane Ferretti, PGDE Lead, University of Sheffield
This interactive session will look at constructing a scheme of work focusing on India. It will introduce resources and lesson ideas devised from first-hand experiences of visits to India with student teachers in 2016 and 2017. India is specified in the 2014
Saturday 22 April session information

Geography National Curriculum and is an excellent country to exemplify human and physical geography themes as well as locational and place knowledge.

Workshop 41 72 MS 03
KS3–4
Let’s play! Geographical games and simulations
Raphael Heath, Head of Geography, Royal High School, Bath
This session provides an opportunity to play a wide range of geographical games that will engage students, simulate complex issues and lead to thought-provoking follow-up questions on various different topics. There will be the chance to discuss their usefulness for learning and share your own ideas.

Workshop 42 39 MS 02
KS3–P16
Using virtual reality in the geography classroom
Richard Allaway, Resource Developer, and Ellena Mart, Head of Individuals and Societies, geographyalltheway.com
This session will focus on how to use VR headsets (such as Google Cardboard) effectively and efficiently in the geography classroom. Bring your smartphone and/or laptop to get involved in creating photospheres and useful geographical educational resources.

Workshop 43 39 MS 02
KS3–P16
Using virtual reality in the geography classroom
Richard Allaway, Resource Developer, and Ellena Mart, Head of Individuals and Societies, geographyalltheway.com
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12.10–12.35
Research Paper 75 MS 02
The worldview of Japanese and Irish second level students. What is it? How might it be developed?
Dr Shelagh Waddington, Lecturer, Department of Geography, Maynooth University, and Professor Takashi Shimura, Professor, Department of Humanities and Social Studies Education, Joetsu University of Education, Japan
This session explores how young people understand the identity of other countries. A study asked Japanese and Irish students to identify the location of a series of countries, state what they knew about each, and explain where they had gleaned this information from, e.g. media, education. They were also asked to identify the country (apart from their own) in which they would most and least like to live. While this study focused on only two nations, the findings reveal issues of common misconceptions and stereotypes between students within these two very different nations. This suggests that these are likely to be widespread and, therefore, of relevance to anyone concerned with developing a more mature approach to international understanding and global citizenship. Following completion of this research, strategies have been considered to develop the ‘worldview’ of the students.

Research Paper 75 MS 02
Differentiated instruction: teaching GCSE pupils the same content through methods to meet their varied needs
Kelly Butler, Teacher, Stafford Grammar School
There is a growing body of research on full implementation of differentiation instruction in classrooms. These examples focus on differentiated instruction, not differentiated curriculum, by adjusting the process and the product according to the students’ needs. The examples are taken from lessons with 14–15-year-old students. This paper illustrates differentiated instruction using content from the new AQA GCSE Specification, providing evidence of classroom practice that can make geographical learning as effective as possible within given constraints.

12.50–13.10
Teacher-to-Teacher 39 MS 02
KS1–2
Geography in the new Kenyan education system
Tumaini Hassan Kombo, Classroom Teacher of Geography, Inspirations Primary School, Kenya
The first major reform of the Kenyan education system since 1985 has just started and will continue until 2018. Tumaini will outline some of the changes he would like to see in the new curriculum. He will focus on geography and its place in the social studies curriculum.

13.15–13.35
Teacher-to-Teacher 32 MS 01
EY–KS2
Commons as inspirational places for learning
Sharon Morgan, Education Officer, Friends of Barnes Common
This session will discuss how commons are part of our national heritage and, in London, are an important part of the urban landscape. Find out how primary pupils, pupils with SEN and disabilities, and teacher trainees have all benefitted from a partnership between Richmond Council and the Friends of Barnes Common, and think about how to use natural spaces to enhance understanding of science, geography and the wider curriculum.

13.50–14.15
Teacher-to-Teacher 32 MS 01
EY–KS2
Discover. Dream. Do. A showcase of creative geography
Primary Geography Students, Roehampton University, London
This session will showcase creative and inspiring ideas for primary geography, all tried and tested with schools. Based on local area studies, it will consider questions such as what possibilities are there for place-making activities in local parks? What can the overgrown local urban river offer?
Lecture 30
KS3–P16
Humanitarian mapping and the power of the crowd
Pete Masters, Project Co-ordinator, Missing Maps Project, Médecins Sans Frontières
This session will explain how the Missing Maps project addresses the lack of accurate geographical data in many places of the NGOs work. Contributed by thousands of volunteers across the world, this data is essential for activities such as outbreak management, spatial epidemiology and mass vaccination campaigns. This session explores how we can engage students in real humanitarian mapping.
Presented on behalf of GA International Special Interest Group

Lecture 31
KS3–P16
Using data as evidence
Margaret Roberts, Former Geographical Association President
This session will focus on some of the skills needed to analyse and interpret qualitative and quantitative data and the reasoning required to use data as evidence. It will explore ways in which learners can use evidence as part of the enquiry process and consider their progression from KS3 through to A level.
Sponsored by Eduqas

Lecture 32
KS4–P16
Exploring identity: is India one nation?
Gill Miller, Programme Leader, International Development Studies, University of Chester
India is changing rapidly. There are real contrasts in social, economic, political and cultural life across the country. This lecture explores India’s identity and the challenges it faces in becoming one inclusive nation. It aims to make you think twice about this large and relatively young country.

Lecture 33
P16
Glaciated landscapes: the icing on geography’s cake
Dr Richard Waller, Senior Lecturer in Physical Geography, School of Geography, Geology and Environment, Keele University
Glaciated landscapes comprise a key option of the core landscape systems component of the new A level that is of particular relevance to an understanding of the British landscape. This session will showcase a selection of recent research developments with wide-ranging geographical and societal implications and illustrate how these dramatic landscapes can be used to engage and enthuse students.

Workshop 44
KS2
Using the local area to embed environmental learning
Caroline Freedman, Teacher, Raglan Junior School, Enfield
This session will provide practical ideas for utilising the local area as a resource for learning. It will delve into strategies to incorporate environmental education into a local area/school study and discuss how pupils’ exploration and study of their local environment, along with a consideration of ways to improve it, can enhance learning.

Workshop 45
KS3–P16
Enhancing geographical skills
Gary Dawson, Head of Geography and RE, Coppice Performing Arts School, Wolverhampton
This session will use a carousel approach to showcase a range of teaching and learning strategies to enhance students’ geographical skills bearing in mind recent curriculum and specification changes. The session will be delivered by members of the GA’s Secondary Phase Committee and will focus on some of the geographical skills required at GCSE – including completing graphs, describing distributions, annotating photos, drawing labelled diagrams and graphicacy.

Workshop 46
KS4
Breaking down geographical barriers
Shelley Monk, Geography Subject Specialist, OCR
In this session, the OCR Subject Specialists will be delivering a practical workshop on how to help learners by breaking down geographical barriers to make the subject and language more accessible and engaging. In response to feedback from teachers, there will be a particular focus on supporting EAL students and lower-ability learners.
Sponsored by OCR

Workshop 47
P16
Developing an A level geography independent investigation toolkit
Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
This session will consider what it means for learners to be independent, why this is so important to the study of geography and how teachers may tackle these issues with their students. Delegates will leave with practical ideas and resources that will form the basis of a toolkit for teachers.

Research Paper
KS4
Geography curriculum crossroads: F1, F2 or F3?
Indra Persaud, PhD Student, University of Seychelles
Young and Muller’s three scenarios provide possible pathways for a future geography curriculum. For the small island state of Seychelles, would a ‘Future 1’ geography rigidly adhere to its existing ‘Cambridge-styled’ curriculum?; would a ‘Future 2’ geography prioritise localised geographical skills-based learning?; or would a ‘Future 3’ geography open up possibilities for students to explore the world’s complexity beyond a small island imagination? My research considers the route curriculum planners may take, drawing on the decisions made in countries such as Singapore, China and the UK.
Saturday 22 April session information

14.55–15.45

**Workshop 48**  
**KS1–2**  
**P**  
**32 MS 01**  
**HOT tips to thinking geographically**  
Jon Cannell, Primary Curriculum Leader, Geographical Association  
Routinely engaging pupils in deeper thinking enables them to develop the transferable and multidisciplinary skills necessary to successfully engage in the day-to-day challenges that life presents, whatever the location, culture or predominant processes in play.

**Workshop 49**  
**KS2–P16**  
**F**  
**39 MS 02**  
**Identifying and achieving progress in fieldwork**  
Philip Monk, Chair, GA Fieldwork and Outdoor Learning Special Interest Group  
This session will address the question: how do you go about identifying progress in fieldwork? Using the High Quality Outdoor Learning publication as a template, the session will discuss strategies for benchmarking pupil attainment and recording progression in fieldwork skills, knowledge and understanding.  
**Presented by GA Fieldwork and Outdoor Learning Special Interest Group**

15.45–16.35

**Workshop 50**  
**KS3–P16**  
**80 MS 02**  
**Practical ways of making GIS accessible to all KS3/KS4 students**  
Rachel Adams, Geography Teacher, Wimbledon High School, London  
This session will bridge the gap between the GIS experts and the average classroom teacher, bearing in mind the expectation that students are proficient in GIS for public exams. It will include a theoretical framework for development of skills from year 7 to 11, discuss the use of different platforms e.g. Google Earth and ArcGIS online, and provide worked examples to take away. Attendees may find it helpful to bring their own device to follow demos and/or try ideas for themselves.

**Workshop 51**  
**KS4**  
**G**  
**32 MS 03**  
**From field experience to success in the new GCSE examinations**  
Michael Simmons, PGCE Tutor and Special Leader of Education, Arthur Terry Teaching School, Sutton Coldfield  
This session will explore the need for a flow ‘from field experience to success’ in light of the assessment objectives used in the new GCSE examinations to gauge achievement and ways to plan learning experiences to enable success for students in their responses to the command words.  
**Presented by GA Assessment and Examinations Special Interest Group**

16.35–17.25

**Workshop 52**  
**P16**  
**A**  
**72 MS 03**  
**Answer the actual question! Literacy at KS5**  
Judy Glenn, Head of Humanities, Cheney School, Oxford  
This session will look at strategies and techniques to teach literacy skills, including selecting relevant information and writing a coherent argument, as students with better literacy skills are often more likely to get better geography A level grades, regardless of their other geographical skills. We focus on literacy at KS3 but what about KS5?
Become an AQA Geography examiner

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examine@aqa.org.uk
New GA website coming soon!

The new GA website will launch in spring 2017 with an updated design, new navigation menus and refreshed content.

These sample screens from the website give you a taste of what’s to come.

Look out for more details.
For the theme of the 2018 Annual Conference I would like us to reflect on geography in the real world, and how its application affects our daily lives.

As I write this I am connected to a global network linking the physical, human and virtual worlds: I use a laptop from China powered by electricity generated from various sources; I drink coffee from South America; I track a delivery that tells me I am ‘stop 12’ in a carefully mapped route; I email this text through an invisible network of servers located around the world.

While we may recognise geography’s ubiquity, we need to make young people and the wider public more aware of the role that geographical knowledge and skills play in the real world. This Conference will explore how we can share with a wider audience the real-world geography that surrounds our everyday lives. Whether we like it or not, we are all geographers.

Nick Lapthorn, GA Senior Vice President, 2016–17

Get involved
If you are interested in proposing a session for inclusion in the Conference programme please e-mail Lucy Oxley (loxley@geography.org.uk) before the end of May 2017.
We have an extensive CPD programme covering a wide range of topics, all based on the latest thinking. Each course is a fantastic networking opportunity and you’ll go away with ideas, resources and practical examples to use in the classroom.

For primary

<table>
<thead>
<tr>
<th>Course</th>
<th>Book online <a href="http://www.geography.org.uk/leadingprimary">www.geography.org.uk/leadingprimary</a></th>
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<td>Leading primary geography</td>
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<td>Manchester</td>
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<td>Bristol</td>
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<td>Outstanding teaching and learning in primary geography</td>
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<td>York</td>
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<td>Going Outside: Ideas for primary geography fieldwork</td>
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<td>Global geography at key stage 2</td>
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<td>Getting started with primary geography at key stage 1</td>
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For secondary and post-16

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<td>A level Changing Places: theory and practice</td>
<td>Book online <a href="http://www.geography.org.uk/places">www.geography.org.uk/places</a></td>
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<tr>
<td>New GCSE geography essentials</td>
<td>Book online <a href="http://www.geography.org.uk/newgcse">www.geography.org.uk/newgcse</a></td>
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<td>Leading a successful geography department</td>
<td>Book online <a href="http://www.geography.org.uk/leadingdept">www.geography.org.uk/leadingdept</a></td>
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<td>London</td>
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<td>Global systems and global governance</td>
<td>Book online <a href="http://www.geography.org.uk/alevel">www.geography.org.uk/alevel</a></td>
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<tr>
<td>London</td>
<td>Thursday 29 June 2017</td>
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<tr>
<td>Progression in Geography: Fieldwork</td>
<td>Book online <a href="http://www.geography.org.uk/progression">www.geography.org.uk/progression</a></td>
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<td>London</td>
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“The conference has been invaluable – can’t wait to get back to school”

“The pitch of the course and the positive atmosphere made for a great day”

“This was exactly what I needed. Resources and ideas that will really impact on developing geography in our school”

www.geography.org.uk/gacpdcourses
since 1972, take advantage of textbook tuition to GCSE and A level students. and support services for teachers and history of delivering expert geography students. We are an education charity organisation, dedicated to improving lives in and provide humanitarian and financial support to, educational projects in deprived areas of Ghana, Kenya and Zanzibar. Our trips are transformative, for both the projects and those who travel.

Allnatt Outdoors
Stand 36
www.allnatt.co.uk
Allnatt Outdoors Swanage has a proud history of delivering expert geography tuition to GCSE and A level students. Perfectly positioned on the Jurassic Coast since 1972, take advantage of textbook case studies such as Old Harry Rocks and Durdle Door. Come and discuss your 2017 residential trip and enrich your fieldwork experience with us.

AQA
Stands 18–19
www.aqa.org.uk
AQA is a leading provider of qualifications and support services for teachers and students. We are an education charity aiming to enable every student and teacher to realise their potential. We create resources to meet the daily needs of teachers, helping them to deliver inspiring lessons and great learning. Visit Stands 18–19 and speak to our team about the new geography draft specifications, CPD courses and support.

Bodhi360
Stand 4
www.bodhi360.uk/our-sectors/education.php
Bodhi360 provides Situation Awareness guidance and training for the education sector that helps students (and staff) stay safe, secure and healthy during any type of field trip. Our Info-Training Packages, developed by expert consultants, help schools to meet their duty of care obligations while also providing cross-curricular learning opportunities.

British Red Cross
Stand 41
www.redcross.org.uk/education
Inspire young people to learn about the humanitarian impact of a natural disaster with the Red Cross’ new interactive and engaging resource supported by the Geographical Association. Natural disasters: earthquakes helps 11–19-year-olds develop their critical thinking and explore the impact a disaster has on individuals and communities. Find out more at Stand 41.

CAFOD
Stand 43
www.cafod.org.uk
We are the Catholic Agency For Overseas Development, working across the world to tackle poverty and injustice. Visit us on Stand 43 to find out about our global education work and our free geography resources to inspire your pupils to take action for global justice.

Cambridge International Examinations
Stands 63–64
www.cie.org.uk
Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge. Cambridge IGCSE and Cambridge Pre-U are tried-and-tested alternatives to GCSE and A level, used by schools across the UK.

Cambridge University Press
Stand 21
www.cambridge.org/gb/education/subject/humanities/geography
We are driven by a simple goal: to create resources for teachers and students that ignite a curiosity and love for learning. We deliver a comprehensive suite of print and digital resources written in partnership with the Geographical Association that supports the new AQA GCSE and A/AS level geography qualifications.

CGP Books
Stand 12
www.cgpbooks.co.uk
CGP is the UK’s favourite educational publisher! We have a superb range of student-friendly geography study and practice resources for ages 7–18, including brand new books for the latest Grade 9–1 GCSEs (and new A level titles coming soon). Visit us at Stand 12 for free sample books and a friendly chat with our geography experts!

Collins
Stands 44–45
www.collins.co.uk
Collins is a leading provider of educational resources for both primary and secondary age children and is also home to key revision brand Letts. Visit our stand to learn more about our latest geographical resources including atlases, Collins GCSE Fieldwork series and our primary CPD programme, Connected Geography.

Cosmographics and the British Cartographic Society
Stand 38
www.cosmographics.co.uk
www.cartography.org.uk
Cosmographics design maps to aid and encourage learning both in education and at home, including colour blind friendly maps, colouring maps and free resources. The British Cartographic Society is a dynamic association promoting maps and map making, engaging in education, research and publishing. Drop by to see how we can help.

Cranedale Centre
Stands 49–50
www.cranedale.com
The Cranedale Centre is a market leader in the provision of high-quality residential field studies courses for all age ranges. Study facilities and accommodation in this Yorkshire centre are both comprehensive and to a high standard. Fieldwork opportunities are abundant with an impressive selection of terrestrial and marine habitats and landscapes.
A–Z exhibitors

Department of Geography, University of Sheffield
Stand 39
www.sheffield.ac.uk/geography
A geography department with an international reputation for research and teaching. We offer a range of undergraduate and postgraduate courses spanning the environmental and social sciences. Committed to working with schools, colleges and organisations to ensure the vitality of the discipline.

Discover Ltd
Stand 48
www.discover.ltd.uk
Discover Ltd provides geography and biology field courses, cultural enrichment/CAS, expeditions and trips for KS3, GCSE, AS/A level and graduate students in Morocco and France. Established in 1978, Discover is ABTA, ATOL and AITO registered and has won many awards including the Council for Learning Outside the Classroom Quality Badge.

Discover the World Education
Stands 1–2
www.discover-education.co.uk
Discover the World Education, strategic partners of the GA, support a joint mission by delivering educational, fun and inspiring curriculum-related trips to Iceland, Azores, Italy, Norway, France, Morocco, China, Costa Rica, New Zealand, Antarctica and beyond. Visit our stand to find out about our multi-award-winning trips and teaching resources.

Earth Science Teachers’ Association
Stand 33
www.esta-uk.net
The Earth Science Teachers’ Association (ESTA) aims to advance education by supporting the teaching of Earth sciences at all levels, whether as a single subject such as geology, or for those delivering an Earth science component of the national curriculum in science or geography. ESTA is a registered charity.

Eduqas
Stands 8–9
www.eduqas.co.uk
Eduqas offers Ofqual reformed GCSEs, AS and A levels to secondary schools and colleges across England. Building on 65 years of experience in delivering qualifications, we support every teacher in facilitating the learning of these qualifications. We provide direct access to subject specialists, sample assessment materials and teacher guides, free digital resources, and tailored teacher training.

Esri UK
Stand 56
www.esriuk.com/schools
ArcGIS Online for Schools is the complete GIS platform for teaching geography. Get access to fieldwork apps, Ordnance Survey data, teaching resources and the Living Atlas – ‘the foremost collection of authoritative, ready-to-use global geographic information ever assembled’. Visit our stand to find out how your school can get a free subscription.

Field Studies Council
Stand 40
www.field-studies-council.org
Field Studies Council (FSC) is the only environmental education charity dedicated solely to helping people of all ages to experience the environment at first hand. Fieldwork courses have been developed for those studying A level and GCSE geography for the 2016 specifications. Visit our stand for more information.

Geographers’ A-Z Map Company
Stand 31
www.az.co.uk
Geographers’ A-Z Map Company Ltd is the largest independent publisher of geographic data and paper mapping in the United Kingdom. Our educational products are designed for use in schools specifically to help teachers and children learn about their location and appreciate the world around them.

The Geographical Association
The GA Stand (located in the Management School foyer)
www.geography.org.uk
Come and visit the GA Stand, your one-stop shop for all things GA! Browse and purchase publications for all phases and needs including GCSE and post-16 resources for the 2016 specifications; join the GA (if you haven’t already!); meet GA staff; and find out about our extensive range of projects.

Global Learning Programme (GLP)
Stand 65
www.glp-e.org.uk
The Global Learning Programme (GLP) is currently being used by over 6000 schools across England. These schools are all benefiting from the free school-led training, guidance, resources, local school network support and £500 worth of funded CPD provided by the GLP. Find out more and register for free at the GLP website.

Halsbury Travel
Stand 14
www.halsbury.com/geography
At Halsbury Travel, we’ve been arranging tailor-made, curriculum-based school geography tours for over 30 years. Founded by former teachers, we’re independent and family-run, offering a highly personalised service. Visit us on Stand 14 to find out how we can help you inspire your young geographers, and enter our competition!

HERE
Stand 42
mapcreator.here.com
HERE, the Open Location Platform company, enables people, enterprises and cities to harness the power of location. Map Creator is our online mapping tool which gives our global community of users the power to edit the places important to them with a range of Geographic Information System functionalities. Visit Map Creator and start your mapping adventure today.

The Geographical Association Annual Conference 2017
A-Z exhibitors

Hodder Education
Stands 59–60
www.hoddereducation.co.uk
Hodder Education is a leading UK geography publisher for secondary schools, providing textbooks, innovative digital resources, revision materials, magazines and CPD training produced by a team of subject specialists. In 2017 we are working with every exam board to produce print and digital resources for the new GCSE and A level specifications.

Icespiration
Stands 52–53
www.icespiration.co.uk
Icespiration offers solid geography enrichment trips taught by British trained teachers. We work in a sustainable capacity, working directly with farmers, fishermen and cottage industries, academic institutions, and offer sustainably-sourced food. We engage your pupils in whole-child learning, including Icelandic language, music, multimedia projects, foraging, tree planting, school exchange, sports exchange, culture, team-building, community projects into your trip. BS8848 compliant. Find us at Stands 52–53.

Izzy Tours
Stand 35
www.izzytours.co.uk
It’s not tourism, it’s an adventure! We send you off the beaten track with highly qualified guides to see the very best of Iceland. As a family-run business you can talk today to the ex-teachers who will work with you from start to finish. Now going to China, Morocco and Italy too!

Landscape Institute – Be a Landscape Architect
Stand 46
www.bealandscapearchitect.com
The Landscape Institute (LI) is the chartered body for the landscape profession. Landscape architects protect, conserve and enhance the natural and built environment for the public benefit. Come and find out how landscape architecture links closely to geography – discussing case studies, education routes and career options for geography students.

Leeson House Field Studies Centre
Stands 25–26
www.leesonhouse.com
Leeson House is a high-quality centre situated near Swanage on the Jurassic Coast World Heritage Site. It is available throughout the year for courses tailored to your specific requirements, tutored by our experienced staff. Self-taught options are also available.

Lochranza Centre CIC
Stand 66
www.lochranzacentre.co.uk
Lochranza Centre CIC on the Isle of Arran is an independent field studies and activities centre. We provide taught courses in geography, geology and biology to students from 10–18 years. All our courses are taught by honours graduates and are designed to meet the most recent exam board requirements.

Medina Valley Centre
Stand 28
www.medinavalleycentre.org.uk
Looking for a venue to carry out residential fieldwork for the new GCSE or A level geography specification in southern England? Come over to our stand and find out why the Medina Valley Centre on the Isle of Wight may be what you’re looking for! We look forward to meeting you.

New Internationalist Publications
Stand 57
www.newint.org
New Internationalist Publications publishes the monthly independent magazine New Internationalist, which covers key issues in global politics, environmental issues, human rights, health and development. In addition it publishes a range of reference books and other publications, including the popular No-Nonsense Guides series.

NST Travel Group
Stand 20
www.nstgroup.co.uk
NST is the UK’s leading school trips and educational travel company. We create expertly planned, tailor-made geography tours to destinations worldwide – enabling pupils to discover and learn from some of the most fascinating geographical sites on the planet. NST Field Studies Guides are also available to accompany groups.

OCR
Stands 10–11
www.ocr.org.uk/geography
OCR is a leading UK awarding body, committed to providing qualifications that engage learners of all ages and help them reach their full potential. Our geography qualifications include GCSEs, AS/A levels and Entry level, providing a dynamic and contemporary opportunity for students to engage with the world around them.

Ordnance Survey
Stand 54–55
www.ordnancesurvey.co.uk
Ordnance Survey provides a number of resources to aid spatial teaching across the key stages. Digimap for Schools, our award-winning website, offers seamless current and historical mapping for Great Britain and free resources linked to mapping in the curriculum. Looking for ideas of how to use GIS in the classroom? Visit our stand and see how we can help get you started.

Oxford University Press
Stands 5–7
www.oxfordsecondary.co.uk/geography
Visit the OUP stand to find out how our rigorous and student-friendly resources could support your teaching of the 2016 GCSE and A level specifications. See Kerboodle in action and learn more about the rest of our range, which includes geog.123, Nelson Key Geography, GeoActive and GeoFile, and student-friendly atlases.

Pearson
Stands 29–30
uk.pearson.com
Pearson is delighted to sponsor the GA Conference 2017. We’re the world’s learning company and have plenty to share about our new Edexcel GCSE and A level geography qualifications. What’s more, our experts, free events and materials, and published resources will support you every step of the way.

QMUL, School of Geography
Stand 58
www.geog.qmul.ac.uk
The School of Geography at Queen Mary University of London is highly regarded for our theoretically-informed, empirically-grounded and politically-engaged research. We are recognised as a leading department...
for geography and environmental science, ranking fifth in the latest Research Excellence Framework (REF 2014) for our research outputs and 11th overall.

Rayburn Tours
Stand 22
www.rayburntours.co.uk/geography
Group travel specialists since 1965, Rayburn Tours offer inspiring geography tours worldwide. Each tailor-made tour is created to support your curriculum specifications, match your objectives and provide the ultimate geographical experience. Enhance your tour with award-winning study resources and field study tutors. Come chat with our team.

Royal Geographical Society (with IBG)
Stands 23–24
www.rgs.org
The Royal Geographical Society with IBG supports the teaching and enjoyment of geography at all levels, whether at school, university, in the field or elsewhere. Anyone can join, and our Fellows and members include professional geographers, researchers, teachers and schools to explorers and enthusiasts and span more than 100 countries.

School’s Own Adventure
Stand 37
www.schoolsnown.com
School’s Own Adventure specialise in geography tours to Croatia, tailored to your curriculum requirements. Based only two hours flying time from the UK we offer affordable, unforgettable, fully supported study tours in Croatia; exploring areas of outstanding natural beauty, rich bio-diversity and an extraordinary variety of physical and human geography.

Skern Lodge
Stand 62
www.skernlodge.co.uk
Located on the North Devon coast within the UNESCO Biosphere Reserve, Skern Lodge offers bespoke geography fieldwork courses for all of the major exam specifications. KS2 through to GCSE and A levels, with provision for the A2 Independent Investigation. Additional adventure options are available, including surfing, climbing and river kayaking.

The Swanage Centre
Stand 27
www.theswanagecentre.co.uk
In the heart of Swanage, on the Jurassic Coast, Dorset, The Swanage Centre welcomes residential school groups. We are close to numerous excellent geographical sites such as Lulworth Cove, Durdle Door and Studland Beach. We offer quality accommodation and a wide variety of academic and social facilities including ICT suites, large classrooms, sports facilities and social areas.

Travel Places
Stand 15
www.travelplaces.co.uk
With over 30 years experience working closely with school teachers, our reputation for delivering outstanding tailor-made curriculum-led tours is second to none. Over the past 12 months we have arranged successful tours to Mongolia, Japan, China, Sri Lanka, Canada, Slovenia, Iceland and Italy to name just a few.

TREX Travel Experiences
Stand 47
www.trex.is
Iceland is a living textbook. For 38 years Trex has served geography A level, GCSE and university groups whether carrying out field studies or seeking ‘awe and wonder’ experiences — and Iceland provides plenty of those! We have a friendly, experienced team with specialist geographical knowledge and teaching material.

Tutor2u
Stand 34
www.tutor2u.net
Tutor2u are the exam performance specialists. As an online educational publisher, we provide resources to help students maximise their performance, including: regular study support via our free subject blogs, digital and printed teaching and revision materials to support A level, GCSE and IB, and large-group exam technique and revision coaching courses for students.

UCL Institute of Education
Stand 61
www.ucl.ac.uk
The Department of Curriculum, Pedagogy and Assessment is a world-leading centre for geography, business, mathematics, history, RE, citizenship and science education. We host top-rated initial teacher education programmes, innovative MA courses and a wide range of continuing professional development opportunities. Our student population is very diverse: students on initial teacher education courses, practising teachers and a rich and diverse range of international students.

University of Nottingham
Stands 16–17
www.nottingham.ac.uk/geography
The School of Geography at The University of Nottingham is a dynamic academic community that is committed to excellence in both teaching and research, where we offer flexible degree programmes. Our students receive high quality academic and personal support, and graduate with excellent career prospects given their specialist knowledge and transferable skills.

Urban Geography East London
Stand 51
www.urbanageastlondon.org
UGEL is a fieldwork organisation with a difference. We don’t take students out of the city into the countryside – we bring them in! We offer a range of fieldwork enquiries for KS3, GCSE and A level. Themes include: urban regeneration, changing place, sustainable living, conflicts and challenges, shopping, transport and more.

WorldStrides
Stand 3
worldstrides.co.uk
WorldStrides is one of the world’s leading educational travel providers with 50 years of experience in arranging outstanding school tours. Each year more than 400,000 students travel with us to over 82 countries around the world. Why not let us help you plan your next school trip?

Youth Hostel Association
Stand 32
www.yha.org.uk
For 85 years YHA has created unique opportunities for young people to discover new places, enjoy fresh challenges and broaden their horizons through thrilling activities and transformative educational experiences in the great outdoors. With over 160 extraordinary properties, you’ll find YHAs throughout England and Wales’ beauty spots and honey pots.
AQA is a leading provider of qualifications and support services for teachers and students. We are an education charity aiming to enable every student and teacher to realise their potential. We create resources to meet the daily needs of teachers, helping them to deliver inspiring lessons and great learning. Visit Stands 18–19 and speak to our team about the new geography draft specifications, CPD courses and support.

Eduqas offers Ofqual reformed GCSEs, AS and A levels to secondary schools and colleges across England. Building on 65 years of experience in delivering qualifications, we support every teacher in facilitating the learning of these qualifications. We provide direct access to subject specialists, sample assessment materials and teacher guides, free digital resources, and tailored teacher training.

ArcGIS Online for Schools is the complete GIS platform for teaching geography. Get access to fieldwork apps, Ordnance Survey data, teaching resources and the Living Atlas – ‘the foremost collection of authoritative, ready-to-use global geographic information ever assembled’. Visit our stand to find out how your school can get a free subscription.

OCR is a leading UK awarding body, committed to providing qualifications that engage learners of all ages and help them reach their full potential. Our geography qualifications include GCSEs, AS/A levels and Entry level, providing a dynamic and contemporary opportunity for students to engage with the world around them.

Pearson is delighted to sponsor the GA Conference 2017. We’re the world’s learning company and have plenty to share about our new Edexcel GCSE and A level geography qualifications. What’s more, our experts, free events and materials, and published resources will support you every step of the way.
Visit the GA Stand in the Management School foyer

Exhibition plan
**Campus**

The GA Registration Desk and Exhibition will be in the Austin Pearce Building. Lecture and workshop rooms are in the nearby Management School/Rik Medlik and AC Building. Lunch will be served in Hillside Restaurant, Oak House.

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**Taxis**

GM Cars 01483 357031  
Surrey Cars 01483 449999  
Fives & 6’s Taxis 01483 565656