Conference Handbook
Resourcing your geography curriculum

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Welcome from the President

It gives me great pleasure to welcome you to the Geographical Association’s Annual Conference. This year is particularly special as it marks 125 years since the formation of the Association and it is fitting that we have returned to Sheffield which has been the home of the GA since 1947.

I am pleased to welcome Daniel Raven-Ellison and Dr Hannah Fry who will be giving the Public Lecture and Keynote Lecture. Daniel will be giving his perspective on where geography meets the real world and will be encouraging us to be more ‘guerrilla’ in our geographical activities, while Hannah will join us to look at patterns in human behaviour from a spatial analysis perspective.

At events like this it is always wonderful to see the vibrancy of the subject community and the many ways in which good practice is shared and links are renewed and created. Please come and introduce yourself to the GA team, myself and the other GA Presidents. We are your subject association and are always delighted to have more people engaging with the community.

I hope that you find plenty of value to take away from the conference theme of ‘Real World Geography’ and use this to further demonstrate the value of the subject.

Nick Lapthorn
GA President 2017–18

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Since it was formed in 1893 to share ideas and learn from each other, the GA has pursued its mission ‘to further geographical knowledge and understanding through education’ on behalf of all teachers of geography.

Throughout 2018, we plan to celebrate the work of the GA and to showcase the achievements of young people, teachers and GA members. It’s equally important that we look to the future of the subject in schools and build on 125 years of geography education expertise.

The Annual Conference will feature special 125 celebrations, please see details on page 6.

Join in the conversation: #gaconf18 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 main entrance 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 Owen 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 Owen 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 located on levels 2 and 5 of the Owen Building.

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 Owen Building.

Contact telephone numbers
Essential messages only can be taken for delegates at the GA Registration Desk on 07794 931061.

Enquiries and assistance
Should you require any assistance please visit the GA Registration Desk in the main entrance of the Owen 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:

- Friday 6 April 08.30–18.30
- Saturday 7 April 08.30–16.00

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).

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 888 on internal telephones or 0114 225 2888 from a mobile phone.

Fire evacuation
• A continuous fire alarm is the signal to evacuate the building via the nearest fire exit. Please check local signage for assembly points. Stewards will guide you to your nearest exit and assembly point. Immediately evacuate the building, do not use lifts or re-enter the building once outside.
• An intermittent alarm means be prepared to evacuate but you do not need to evacuate unless the alarm becomes continuous.

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 Owen 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 main entrance of the Owen Building. Visitors are welcome to attend the Networking receptions, which will be held on Friday and Saturday, 13.00–13.30 (see page 19).

Session locations
All sessions will take place in the Owen 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 11–45 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 7 April.

Refreshments
Tea, coffee and water are available from the refreshment stands in the exhibition, located on level 6 the Owen Building, all day Friday and Saturday. Lunch will be available from 12.00–14.00 from the Hallam Central Restaurant (level 6). If lunch is not included in your rate sandwiches and hot and cold snacks can be purchased from outlets on campus.

Photography and filming
During Conference official photography and filming will be taking place to be used in GA promotional activities. If you would prefer not to appear please make the photographer/cameraman aware.
# Celebrating 125 years of the Geographical Association

## Your geography journey
As we celebrate the GA’s 125th anniversary and think about the years ahead, we want to know about the past, present and future of geography from your point of view. What first inspired your love of geography? How does it impact on your daily life? What geographical plans do you have for the future? Share your stories with us on the noticeboard in the main entrance. We’ll be choosing our favourites to share on social media and publish in *GA Magazine*, so get creative with your answers!

There are lots of great ways to celebrate this milestone with us at the GA Annual Conference:

- **Become a guerrilla geographer**
  - Public Lecture, Thursday 17.30, Pennine Lecture Theatre (level 2)
  - In this year’s public lecture Daniel Raven-Ellison will set out 125 ways to be a geography activist.

- **Celebrate in Sheffield’s Winter Garden**
  - Thursday from 19.00, Winter Garden
  - Raise a glass while enjoying your surroundings and networking with colleagues in the largest urban glasshouse in Europe.

- **Visit the GA archive room**
  - Friday and Saturday, level 2 atrium
  - Travel back to times before the internet and social media made it easy to share resources and when the technology of the day was lantern slides. Browse through a wealth of publications and resources dating from the 1850s that chart the development of geography teaching and learning in England.

- **Meet GA staff and volunteers**
  - Friday 13.00, main entrance, Owen Building
  - Network with colleagues and find out more about what we do and how you can get involved!

- **Attend the Worldmapper relaunch**
  - Lecture 18, Friday 16.30, Pennine Lecture Theatre (level 2)
  - Celebrate the relaunch of Worldmapper and view the first 125 new maps.

- **Reflect on 125 years of geography**
  - Lecture 21, Friday 17.35, Pennine Lecture Theatre (level 2)
  - The 125th anniversary of the GA provides an opportunity for looking back at the development of geography as a subject and asking questions about our vision for geography and its future direction.

- **What do the next 125 years hold?**
  - Forum, Saturday 11.45, room 1031
  - Join previous presidents of the Association to share your experiences of working with the GA and promote discussion about how the Association can continue to develop.

- **Celebrate GA volunteers**
  - Saturday 13.00, main entrance, Owen Building
  - 2018 not only marks 125 years of the GA but also 100 years since the first GA committee was formed. Find out more about their work and how you can get involved!

- **Share your love for geography, celebrate your work and highlight the impact of the GA!**
  - #WeAreGeography
  - #GAConf18

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<tr>
<th>Programme at a glance</th>
<th>Thursday 5 April</th>
<th>Friday 6 April</th>
<th>Saturday 7 April</th>
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<tr>
<td>Public Lecture</td>
<td>17.30–18.15</td>
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<tr>
<td>GA Awards</td>
<td>18.15–19.00</td>
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<tr>
<td>Wine Reception and Buffet</td>
<td>19.00–22.00</td>
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<tr>
<td>Registration/delegate enquiries</td>
<td>08.30–18.30</td>
<td>08.30–16.00</td>
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<tr>
<td>Exhibition open</td>
<td>08.30–18.30</td>
<td>08.30–15.00</td>
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<tr>
<td>Conference sessions</td>
<td>09.00–12.35</td>
<td>09.00–12.35</td>
<td>13.50–18.25</td>
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<tr>
<td>Morning break</td>
<td>11.00–11.45</td>
<td>11.00–11.45</td>
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<tr>
<td>Lunch</td>
<td>12.35–13.50</td>
<td>12.35–13.50</td>
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<td>Afternoon break</td>
<td>15.45–16.30</td>
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<tr>
<td>TeachMeet</td>
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<tr>
<td>Networking and Quiz</td>
<td>20.00–22.00</td>
<td></td>
<td>16.00</td>
</tr>
<tr>
<td>Conference closes</td>
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The Geographical Association Annual Conference 2018
Programme pathways

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.

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<th>GCSE</th>
<th>A level</th>
<th>Beginning Teacher</th>
<th>Fieldwork</th>
<th>Global learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td><strong>GCSE</strong></td>
<td><strong>A level</strong></td>
<td><strong>Beginning Teacher</strong></td>
<td><strong>Fieldwork</strong></td>
<td><strong>Global learning</strong></td>
</tr>
<tr>
<td><strong>Primary</strong> – this pathway will provide you with information, ideas and resources for planning and teaching primary geography.</td>
<td><strong>GCSE</strong> – this pathway will provide you with information, ideas and resources for planning and teaching your GCSE courses.</td>
<td>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 (<a href="http://www.geography.org.uk/conference">www.geography.org.uk/conference</a>).</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
<th>Grade(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Workshop 1</td>
<td>EY–KS2</td>
<td>Inspiring your teaching through the GA's primary publications</td>
</tr>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Workshop 2</td>
<td>KS2</td>
<td>Geo maths mastery outdoors and in</td>
</tr>
<tr>
<td>Friday</td>
<td>10.10–11.00</td>
<td>Workshop 6</td>
<td>EY–KS2</td>
<td>Primary geography in the school grounds: place, decisions and butterflies</td>
</tr>
<tr>
<td>Friday</td>
<td>11.45–13.15</td>
<td>Workshop 8</td>
<td>KS1–2</td>
<td>Bus stop geography</td>
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<tr>
<td>Friday</td>
<td>13.50–14.40</td>
<td>Workshop 14</td>
<td>EY–KS2</td>
<td><em>Primary Geography in practice in the real world</em></td>
</tr>
<tr>
<td>Friday</td>
<td>13.50–14.40</td>
<td>Workshop 15</td>
<td>KS2</td>
<td>Viking lands: an enquiry with history and geography in mind</td>
</tr>
<tr>
<td>Friday</td>
<td>14.55–15.45</td>
<td>Workshop 21</td>
<td>KS1–2</td>
<td>Primary Geography Quality Mark: 15 creative ideas for quality geography teaching</td>
</tr>
<tr>
<td>Friday</td>
<td>16.30–17.20</td>
<td>Workshop 27</td>
<td>EY–KS2</td>
<td>The story stone store</td>
</tr>
<tr>
<td>Friday</td>
<td>17.35–18.25</td>
<td>Workshop 34</td>
<td>EY–KS2</td>
<td>Wildthink, messy maps and journey books</td>
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<tr>
<td>Saturday</td>
<td>09.00–09.50</td>
<td>Workshop 38</td>
<td>KS1–2</td>
<td>Worlds and words: place plus poetry in primary schools</td>
</tr>
<tr>
<td>Saturday</td>
<td>11.45–12.35</td>
<td>Workshop 45</td>
<td>KS1–2</td>
<td>Quantifying the world</td>
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<tr>
<td>Saturday</td>
<td>13.50–14.40</td>
<td>Workshop 51</td>
<td>KS2</td>
<td>Think global, act local: engaging children in real-world issues</td>
</tr>
<tr>
<td>Saturday</td>
<td>14.55–15.45</td>
<td>Workshop 56</td>
<td>EY–KS2</td>
<td>Findspots: exploring real-world engagement</td>
</tr>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Debate</td>
<td>KS4</td>
<td>Reflecting on new GCSE geography</td>
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<tr>
<td>Friday</td>
<td>11.15–11.35</td>
<td>Teacher-to-Teacher</td>
<td>KS3–4</td>
<td>Improving the quality of GCSE written answers through modelling with visualisers</td>
</tr>
<tr>
<td>Friday</td>
<td>11.45–12.35</td>
<td>Workshop 12</td>
<td>KS4</td>
<td>The final countdown: leading up to the first set of exams</td>
</tr>
<tr>
<td>Friday</td>
<td>12.50–13.10</td>
<td>Teacher-to-Teacher</td>
<td>KS3–4</td>
<td>Preparing KS3 and KS4 students for the new GCSE</td>
</tr>
<tr>
<td>Friday</td>
<td>13.50–14.40</td>
<td>Workshop 19</td>
<td>KS4</td>
<td>GCSE revision toolkit</td>
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<tr>
<td>Friday</td>
<td>14.55–15.45</td>
<td>Workshop 24</td>
<td>KS4</td>
<td>Edexcel GCSE Geography: preparing for the first assessment</td>
</tr>
<tr>
<td>Friday</td>
<td>16.30–17.20</td>
<td>Workshop 29</td>
<td>KS3–P16</td>
<td>Pedagogies for quantitative methods at GCSE and A level</td>
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<tr>
<td>Friday</td>
<td>16.30–17.20</td>
<td>Workshop 32</td>
<td>KS4</td>
<td>GCSE Geography: effective preparation for the first assessment in 2018</td>
</tr>
<tr>
<td>Saturday</td>
<td>09.00–09.50</td>
<td>Lecture 24</td>
<td>KS4–P16</td>
<td>The state of data skills in geography: findings from a two-year project</td>
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<tr>
<td>Saturday</td>
<td>12.50–13.10</td>
<td>Teacher-to-Teacher</td>
<td>KS4</td>
<td>The global food crisis</td>
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<tr>
<td>Saturday</td>
<td>13.50–14.40</td>
<td>Lecture 32</td>
<td>KS4</td>
<td>GCSE geography: preparing for success in summer 2018</td>
</tr>
<tr>
<td>Saturday</td>
<td>14.55–15.45</td>
<td>Workshop 60</td>
<td>KS4</td>
<td>Developing GIS skills at GCSE in preparation for NEA at A level</td>
</tr>
</tbody>
</table>
Programme pathways

**A level** – this pathway will provide you with information, ideas and resources for planning and teaching your A level courses.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Field visit KS3–P16</td>
<td></td>
<td>Maximum fieldwork in the Peak District National Park with minimum environmental impact</td>
</tr>
<tr>
<td>Thursday</td>
<td>Field visit P16</td>
<td></td>
<td>Changing places: How ‘authentic’ is the Neepsend and Kelham area of Sheffield?</td>
</tr>
<tr>
<td>Friday</td>
<td>Lecture 3 P16</td>
<td></td>
<td>Changing places: the significance of military and post-military geographies</td>
</tr>
<tr>
<td>Friday</td>
<td>Workshop 5 KS4–P16</td>
<td></td>
<td>Independent investigation in the new A level specifications</td>
</tr>
<tr>
<td>Friday</td>
<td>Lecture 7 P16</td>
<td></td>
<td>A level geography: preparing for success in summer 2018</td>
</tr>
<tr>
<td>Friday</td>
<td>Workshop 13 P16</td>
<td></td>
<td>The census: representing the real world of work?</td>
</tr>
<tr>
<td>Friday</td>
<td>Lecture 10 KS4–P16</td>
<td></td>
<td>Methods for qualitative research</td>
</tr>
<tr>
<td>Friday</td>
<td>Workshop 20 P16</td>
<td></td>
<td>Breadth, depth and engaging geography for A level students</td>
</tr>
<tr>
<td>Friday</td>
<td>Lecture 14 P16</td>
<td></td>
<td>Teaching geography at post-16: two alternative qualifications</td>
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<tr>
<td>Friday</td>
<td>Workshop 26 P16</td>
<td></td>
<td>Reflections on the first A level cycle – how’s it gone?</td>
</tr>
<tr>
<td>Friday</td>
<td>Workshop 29 KS3–P16</td>
<td></td>
<td>Pedagogies for quantitative methods at GCSE and A level</td>
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<tr>
<td>Friday</td>
<td>Lecture 22 P16</td>
<td></td>
<td>The independent investigation: views from year 13</td>
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<tr>
<td>Saturday</td>
<td>Lecture 23 KS2–P16</td>
<td></td>
<td>Landscape architecture: the profession on the ground changing places</td>
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<tr>
<td>Saturday</td>
<td>Lecture 24 KS3–P16</td>
<td></td>
<td>The state of data skills in geography: findings from a two-year project</td>
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<tr>
<td>Saturday</td>
<td>Lecture 29 P16</td>
<td></td>
<td>Challenging the contemporary suburb: neither urban nor rural</td>
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<tr>
<td>Saturday</td>
<td>Workshop 49 P16</td>
<td></td>
<td>Edexcel A level Geography: preparing for the first assessment</td>
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<tr>
<td>Saturday</td>
<td>Workshop 55 P16</td>
<td></td>
<td>Qualitative fieldwork methods for the A level independent investigation</td>
</tr>
<tr>
<td>Saturday</td>
<td>Workshop 58 KS3–P16</td>
<td></td>
<td>Practical resources to support the teaching of placemaking</td>
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</table>

**Beginning Teacher** – this pathway is aimed at trainee teachers, NQTs and those at an early stage in their careers and will address issues and needs by providing practical advice and guidance.

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<th>Time</th>
<th>Event</th>
<th>Level</th>
<th>Description</th>
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</thead>
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<td>Friday</td>
<td>Workshop 4 KS3–P16</td>
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<td>Real-world fieldwork for beginning teachers</td>
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<tr>
<td>Friday</td>
<td>Lecture 5 KS3</td>
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<td>Planning for pupil progress at KS3 and beyond</td>
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<tr>
<td>Friday</td>
<td>Workshop 18 KS3–P16</td>
<td></td>
<td>Secondary Geography Quality Mark: 15 creative ideas for quality geography teaching</td>
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<tr>
<td>Friday</td>
<td>Workshop 21 KS1–2</td>
<td></td>
<td>Primary Geography Quality Mark: 15 creative ideas for quality geography teaching</td>
</tr>
<tr>
<td>Friday</td>
<td>Workshop 23 KS3</td>
<td></td>
<td>Enhancing oracy and literacy through story telling</td>
</tr>
<tr>
<td>Friday</td>
<td>Teacher-to-Teacher KS4–P16</td>
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<td>Geography live: bringing the real world in</td>
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<tr>
<td>Friday</td>
<td>Workshop 30 KS3–P16</td>
<td></td>
<td>Practical ideas for using GIS in the geography classroom</td>
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<tr>
<td>Friday</td>
<td>Workshop 35 KS3</td>
<td></td>
<td>Making key stage 3 really count</td>
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<tr>
<td>Saturday</td>
<td>Workshop 39 KS2–3</td>
<td></td>
<td>Fun, games and visualisations to save the planet</td>
</tr>
<tr>
<td>Saturday</td>
<td>Teacher-to-Teacher KS3–P16</td>
<td></td>
<td>Supporting secondary geography PGCEs with minimal effort</td>
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<tr>
<td>Saturday</td>
<td>Workshop 47 KS4–P16</td>
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<td>A brief introduction into making cartograms using QGIS</td>
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<td>Saturday</td>
<td>Lecture 30 KS3–4</td>
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<td>Saturday</td>
<td>Lecture 34 All KS</td>
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Programme pathways

Fieldwork – this pathway is for those who want to develop ideas and resources for creative learning outside the classroom and have an interest in fieldwork progression.

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<th>Date</th>
<th>Time</th>
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<th>Key Stage</th>
<th>Description</th>
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<td>Maximum fieldwork in the Peak District National Park with minimum environmental impact</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.00–15.00</td>
<td>Field visit</td>
<td>All KS</td>
<td>Changing places, changing Sheffield: a case study of urban regeneration</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.00–15.00</td>
<td>Field visit</td>
<td>P16</td>
<td>Changing Places: How ‘authentic’ is the Neepsend and Kelham area of Sheffield?</td>
</tr>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Workshop 4</td>
<td>KS3–P16</td>
<td>Real-world fieldwork for beginning teachers</td>
</tr>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Workshop 5</td>
<td>KS4–P16</td>
<td>Independent investigation in the new A level specifications</td>
</tr>
<tr>
<td>Friday</td>
<td>09.30–14.40</td>
<td>Lecture 10</td>
<td>KS4–P16</td>
<td>Methods for qualitative research</td>
</tr>
<tr>
<td>Friday</td>
<td>13.50–15.45</td>
<td>Field visit</td>
<td>KS1–P16</td>
<td>The city that rocks: geographical fieldwalk using real world geology in an urban setting</td>
</tr>
<tr>
<td>Friday</td>
<td>17.35–18.25</td>
<td>Lecture 22</td>
<td>P16</td>
<td>The independent investigation: views from year 13</td>
</tr>
<tr>
<td>Friday</td>
<td>17.35–18.25</td>
<td>Workshop 34</td>
<td>EY–KS2</td>
<td>Wildthink, messy maps and journey books</td>
</tr>
<tr>
<td>Saturday</td>
<td>09.00–09.50</td>
<td>Debate</td>
<td>KS3–P16</td>
<td>What does fieldwork contribute to geography education?</td>
</tr>
<tr>
<td>Saturday</td>
<td>10.10–11.00</td>
<td>Workshop 43</td>
<td>All KS</td>
<td>How to plan a ‘brilliant’ residential with maximum impact</td>
</tr>
<tr>
<td>Saturday</td>
<td>12.50–13.10</td>
<td>Teacher-to-Teacher</td>
<td>All KS</td>
<td>Fieldwork Q&amp;A</td>
</tr>
<tr>
<td>Saturday</td>
<td>13.40–14.40</td>
<td>Field visit</td>
<td>KS3–P16</td>
<td>Earth science around your school</td>
</tr>
<tr>
<td>Saturday</td>
<td>13.50–14.40</td>
<td>Workshop 55</td>
<td>P16</td>
<td>Qualitative fieldwork methods for the A level independent investigation</td>
</tr>
</tbody>
</table>

Global Learning – this pathway has a Global Learning focus and will provide you with suggestions and resources for developing a different and global perspective in the classroom.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Key Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>09.00–09.50</td>
<td>Workshop 2</td>
<td>KS2</td>
<td>Geo maths mastery outdoors and in</td>
</tr>
<tr>
<td>Friday</td>
<td>11.45–12.35</td>
<td>Workshop 9</td>
<td>KS3–4</td>
<td>Should India go to Mars? Redefining curriculum through student-led enquiry</td>
</tr>
<tr>
<td>Friday</td>
<td>13.50–14.40</td>
<td>Lecture 9</td>
<td>KS3–P16</td>
<td>Our plastic oceans: sources, fate and risks of marine litter</td>
</tr>
<tr>
<td>Friday</td>
<td>16.30–17.20</td>
<td>Lecture 18</td>
<td>KS3–P16</td>
<td>Worldmapper: a whole new dimension of seeing our planet</td>
</tr>
<tr>
<td>Saturday</td>
<td>09.00–09.50</td>
<td>Lecture 25</td>
<td>P16</td>
<td>Whose development? Power, politics and space in development geography</td>
</tr>
<tr>
<td>Saturday</td>
<td>10.10–11.00</td>
<td>Workshop 44</td>
<td>KS2–P16</td>
<td>Going global: keeping it real</td>
</tr>
<tr>
<td>Saturday</td>
<td>11.45–12.35</td>
<td>Lecture 27</td>
<td>KS2–P16</td>
<td>A teacher’s odyssey to bring adventure into the classroom</td>
</tr>
<tr>
<td>Saturday</td>
<td>12.50–13.10</td>
<td>Teacher-to-Teacher</td>
<td>KS4</td>
<td>The global food crisis</td>
</tr>
<tr>
<td>Saturday</td>
<td>13.50–14.40</td>
<td>Workshop 51</td>
<td>KS2</td>
<td>Think global, act local: engaging children in real-world issues</td>
</tr>
<tr>
<td>Saturday</td>
<td>14.55–15.45</td>
<td>Lecture 34</td>
<td>All KS</td>
<td>Teaching real-world geography</td>
</tr>
<tr>
<td>Saturday</td>
<td>14.55–15.45</td>
<td>Lecture 37</td>
<td>P16</td>
<td>Liveable Perth West Australia: planning a city of light</td>
</tr>
</tbody>
</table>
Session and event locations
All sessions and daytime events will take place in the Owen Building.

Level 2
Pennine Lecture Theatre
IT classrooms
Luggage room
125 display and archive room
Heartspace Café (cash sales) and seating area (atrium)

Level 5
Main entrance
Peak Lecture Theatre
GA Registration Desk and Book Stand
GA Committee and Special Interest Group stands
Cutting Edge Café (cash sales) and seating area

Level 6
Exhibition area
Hallam Central Restaurant – delegate lunch (pre-paid)

Levels 9 and 10
Classrooms
Owen Lecture Theatre

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

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
This year’s Public Lecture will be presented by Daniel Raven-Ellison – guerrilla geographer, radical educator and National Geographic Explorer – and will officially open the 2018 Conference. In this thought-provoking and controversial public lecture, he will make the case for engaging in irregular, overt, public and activist geographies. Drawing on his experiences as a geography teacher and founder of the campaign that has triggered London to become the world’s first National Park City, Daniel will mark the Geographical Association’s 125th anniversary by setting out 125 ways to be a geography activist. Explaining how we are all inevitably geographers, he will call for everyone in the audience to go a step further and become ‘guerrilla geographers’ too.

**Awards Presentations**

**Pennine Lecture Theatre, Sheffield Hallam University, 18.15–19.00**

The presentations will include the long-standing GA Publishers’ Awards, recognising materials that make a significant contribution to school geography, the GA’s Quality Mark Awards, and the Frederick Soddy Awards, supporting school fieldwork and expeditions. The GA will also be recognising achievements of individuals who have made outstanding contributions.

**Celebratory wine reception and buffet**

**Winter Garden and Millennium Gallery, 19.00–22.00**

Following the Public Lecture that officially opens the 2018 Conference, we’ll be raising a glass to celebrate 125 years of the GA. The complimentary wine reception will take place in the stunning Sheffield Winter Garden, the largest urban glasshouse in Europe and winner of several architectural and horticultural awards.

A delicious Yorkshire-themed buffet – including Yorkshire puddings, Parkin and Henderson’s Relish – will be served in the adjoining Millennium Gallery (pre-booked tickets only). A cash sale bar will be available.

**Field visits**

**Maximum fieldwork in the Peak District National Park with minimum environmental impact**

**09.45–15.15**

How can you get best value from your GCSE or A level field visit and reduce the environmental impact? Find out as we visit the Burbage Valley, one of our most popular and enduring rivers sites, and White Path Moss near Stanage Edge, a very sensitive SSSI that we are using to study carbon and water cycles.

**KS3–P16**

*Chris Robinson, Learning and Discovery Team Officer, Peak District National Park*

**Changing places, changing Sheffield: a case study of urban regeneration**

**12.00–15.00**

Over the last 15 years Sheffield’s city centre has experienced a dramatic transformation. Clever design and development has enabled the Council to improve the regional economy as well as develop an environment grounded in cultural heritage. This visit, run by a Council landscape architect, will take delegates along Sheffield’s ‘Gold Route’ from Sheaf Square to City Hall.

**All KS**

*Poppy Smith, Future Talent Manager, Landscape Institute, London, and Zac Tudor, Landscape Architect, Sheffield City Council*

**Changing places: How ‘authentic’ is the Neepsend and Kelham area of Sheffield?**

**12.00–15.00**

This field ‘case study’ visits an area that characterises change in Sheffield. Participants will use a range of clues to assess how a place is ‘lived’ in, is being represented and is changing. The goal is to decide whether the place and its change are ‘authentic’ or being designed/developed in such a way that any attachment to its ‘residual’ character and identity are superficial or extinguished.

**P16**

*Duncan Hawley, Chair, GA Physical Geography Special Interest Group*
### Friday 6 April

#### 08.30 Registration, delegate enquiries and exhibition open. Refreshments available

#### 09.00–09.50 Conference sessions

<table>
<thead>
<tr>
<th>Debate</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>KS4 Reflecting on new GCSE geography</strong>&lt;br&gt;Chair: Alan Kinder, Chief Executive, Geographical Association&lt;br&gt;Panel: Jenny Allen, Head of Geography, Allestree Woodlands School, Derby (Eduqas); Stacey Griffiths, Head of Curriculum – Geography, AQA; Shelley Monk, Geography Subject Advisor, OCR; Adrian Taylor, Director, Landau Forte Teaching School Alliance, Landau Forte College, Derby (Eduqas); and Laura Westcott, Product Manager – Geography, Pearson Edexcel</td>
<td>1025</td>
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</tbody>
</table>

#### Lecture Plus 1 KS2–P16<br>Mapping London from the classroom<br>Amy Todd, Public Engagement Officer, Layers of London, The Institute of Historical Research | IT 221

#### Lecture Plus 2 KS2–P16<br>Geography in the working world: an insight into the nuclear industry<br>Lara Pritchard, Graduate Trainee | Owen Lecture Theatre (level 10)

#### Lecture 3 P16<br>Changing places: the significance of military and post-military geographies<br>Dr Richard Yarwood, Professor of Human Geography, University of Plymouth | Peak Lecture Theatre (level 5)

#### Workshop 1 EY–KS2<br>Inspiring your teaching through the GA’s primary publications<br>Dr Paula Richardson, Chair, GA Publications Board | 942

#### Workshop 2 KS2<br>Geo maths mastery outdoors and in<br>Gyles Morris, Director, Naturesbase Environmental Field Study Centre | 1032

#### Workshop 3 KS3–P16<br>Embedding the environment and farming into the curriculum<br>David Etheridge, Regional Education Consultant to the North East, Linking Environment and Farming, and Farming and Countryside Education | 1031

#### Workshop 4 KS3–P16<br>Real-world fieldwork for beginning teachers<br>Janine Maddison, Geography Support Officer, Field Studies Council | 1033

#### Workshop 5 KS4–P16<br>Independent investigation in the new A level specifications<br>Elizabeth Rynne, Chair, GA Assessment and Examinations Special Interest Group | 1029

### 10.10–11.00 Conference sessions

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<tr>
<th>Presidential Lecture</th>
<th>Location</th>
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</thead>
</table>
| All KS Geography – a subject for life<br>Nick Lapthorn, GA President 2017–18 | Pennine Lecture Theatre (level 2)

#### Workshop 6 EY–KS2<br>Primary geography in the school grounds: place, decisions and butterflies<br>Dr Susan Pike, Lecturer in Geography Education, DCU Institute of Education, Ireland | 1025

#### Workshop 7 KS3–4<br>The dynamic rock cycle: investigative hands-on activities<br>Dave Turner, Former Head of Geology and Assistant Head | 1029
## Friday 6 April

### 11.00–11.45 Break time and Teacher-to-Teacher sessions

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<thead>
<tr>
<th>Teacher-to-Teacher (11.15–11.35) KS3–4</th>
<th>Location</th>
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<tbody>
<tr>
<td>Improving the quality of GCSE written answers through modelling with visualisers</td>
<td>1025 G</td>
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<tr>
<td>Hannah Banks, Teacher of Geography, John Willmott School, Sutton Coldfield</td>
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<tr>
<th>Teacher-to-Teacher (11.15–11.35) KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>Click here for spatial awareness: tech in the classroom</td>
<td>1029</td>
</tr>
<tr>
<td>Roisin Metherell, Trainee Teacher – Secondary Geography</td>
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### 11.45–12.35 Conference sessions

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<thead>
<tr>
<th>Lecture 4 KS2</th>
<th>Location</th>
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<tbody>
<tr>
<td>How to embed geography across the primary curriculum</td>
<td>1025 G</td>
</tr>
<tr>
<td>Leah Sharp, Head of Year 6, Brighton</td>
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<table>
<thead>
<tr>
<th>Lecture 5 KS3</th>
<th>Location</th>
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<tbody>
<tr>
<td>Planning for pupil progress at KS3 and beyond</td>
<td>Peak Lecture Theatre (level 5)</td>
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<tr>
<td>David Gardner, PGCE Geography Lecturer, UCL Institute of Education, London</td>
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<tr>
<th>Lecture 6 KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>Real-world geography: mapping, modelling and managing risk</td>
<td>Owen Lecture Theatre (level 10)</td>
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<tr>
<td>Catherine Wright, Director, FCRM Digital &amp; Skills, Environment Agency</td>
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<tr>
<th>Lecture 7 P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>A level geography: preparing for success in summer 2018</td>
<td>Pennine Lecture Theatre (level 2)</td>
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<tr>
<td>Emma Rowe, AQA Geography Associate</td>
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<tr>
<th>Workshop 8 (11.45–13.15) KS1–2</th>
<th>Location</th>
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<tbody>
<tr>
<td>Bus stop geography</td>
<td>1025 P</td>
</tr>
<tr>
<td>Anthony Barlow, Programme Convenor, BA Primary Education, University of Roehampton</td>
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<tr>
<th>Workshop 9 KS3–4</th>
<th>Location</th>
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<tr>
<td>Should India go to Mars? Redefining curriculum through student-led enquiry</td>
<td>1033 GL</td>
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<tr>
<td>Harriet Lowes, Assistant Head of Humanities, Sheffield Park and Sheffield Springs Academy</td>
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<tr>
<th>Workshop 10 KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>Ice Flows: using games-based learning to introduce complex physical systems</td>
<td>IT 221</td>
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<tr>
<td>Dr Anne Lebrocq, Senior Lecturer, University of Exeter</td>
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<tr>
<th>Workshop 11 KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>Real-world resources from real-world geography</td>
<td>1031 G</td>
</tr>
<tr>
<td>Sean Dick, Assistant Team Manager – Education Officers, Chester Zoo</td>
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<tr>
<th>Workshop 12 KS4</th>
<th>Location</th>
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<tbody>
<tr>
<td>The final countdown: leading up to the first set of exams</td>
<td>1029 G</td>
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<tr>
<td>Rachel Kay, Head of Geography, Salendine Nook High School, Huddersfield</td>
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<tr>
<th>Workshop 13 P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>The census: representing the real world of work?</td>
<td>942 A</td>
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<tr>
<td>Alice Griffiths, Teacher, Aylesbury High School, and Jenny Knight and Esther Sutherland, Office for National Statistics</td>
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</tbody>
</table>
Friday 6 April

12.35–13.50 Lunch time and Teacher-to-Teacher sessions

Networking and celebratory reception (13.00–13.30)
A chance to have informal conversations with colleagues, put names to faces, celebrate the 125th anniversary of the GA and get involved with our work (see page 20)

Teacher-to-Teacher (12.50–13.10) EY–KS3
Starting out geographically: sharing experiences through stories and resources
Primary Geography Students, DCU Institute of Education, Ireland

Teacher-to-Teacher (12.50–13.10) KS3–4
Preparing KS3 and KS4 students for the new GCSE
Jennifer Monk, Head of Geography, Golborne High School, Wigan

Teacher-to-Teacher (13.15–13.35) KS3–P16
Introducing geography fieldwork in Ghana
Sophie Wilson, Secondary Geography Lecturer, St Mary’s University, London, and Lucy Mace, Groups Manager, African Adventures

Teacher-to-Teacher (13.15–13.35) KS4–P16
Survey 123: easy integration of GIS for GCSE and A level investigations
Joshua Sutheran, PGDipEd Secondary Education in Geography, University of Birmingham
**Friday 6 April**

### 13.50–14.40 Conference sessions

<table>
<thead>
<tr>
<th>Research Paper (13.50–14.15)</th>
<th>Location</th>
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</thead>
</table>
| **Physical landscape models in the classroom**  
Gary Priestnall, Associate Professor, School of Geography, The University of Nottingham, and  
Bev Smith and Sue Richardson, Teachers of Geography, Keswick School, Cumbria | 1026 |

<table>
<thead>
<tr>
<th>Research Paper (14.15–14.40)</th>
<th>Location</th>
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</table>
| **Globalisation and empire: global governance, Colonial India and 1930s London**  
Professor Stephen Legg, Professor of Historical Geography, Faculty of Social Sciences, School of Geography, University of Nottingham | 1026 |

### Field visit KS1–P16 (13.50–15.45)

**The city that rocks: geographical fieldwalk using real-world geology in an urban setting**  
Duncan Hawley, Chair, GA Physical Geography Special Interest Group and Member, Sheffield Area Geology Trust  
**Meet outside the main entrance**

<table>
<thead>
<tr>
<th>Lecture 8 KS3–4</th>
<th>Location</th>
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</table>
| **Icelandic geology and human geography – a case study for pupils**  
Claire Youdale, Field Studies Guide, NST | Owen Lecture Theatre (level 10) |

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<tr>
<th>Lecture 9 KS3–P16</th>
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| **Our plastic oceans: sources, fate and risks of marine litter**  
Erik Van Sebille, Oceanographer | Pennine Lecture Theatre (level 2) |

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<tr>
<th>Lecture 10 KS4–P16</th>
<th>Location</th>
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| **Methods for qualitative research**  
Professor Richard Phillips, Professor in Human Geography, University of Sheffield | Peak Lecture Theatre (level 5) |

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<thead>
<tr>
<th>Workshop 14 EY–KS2</th>
<th>Location</th>
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| **Primary Geography in practice in the real world**  
Jane Whittle, IB PYP Co-ordinator, International School of Como, Italy | 1029 |

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<tr>
<th>Workshop 15 KS2</th>
<th>Location</th>
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</table>
| **Viking lands: an enquiry with history and geography in mind**  
Alf Wilkinson, Consultant | 1033 |

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<tr>
<th>Workshop 16 KS3–4</th>
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| **Retrieval beats exposure: creating a curriculum that explores the real world**  
David Rogers, Educator | IT 221 |

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<tr>
<th>Workshop 17 KS3–P16</th>
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| **Real-world GIS – data analysis with ArcGIS Online**  
Jason Sawle, GIS for Schools Programme Manager, Esri UK | 942 |

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<tr>
<th>Workshop 18 KS3–P16</th>
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| **Secondary Geography Quality Mark: 15 creative ideas for quality geography teaching**  
Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association | 1031 |

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<tr>
<th>Workshop 19 KS4</th>
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| **GCSE revision toolkit**  
Catherine Owen, Head of Geography, The King Alfred School, Somerset | 1025 |

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<tr>
<th>Workshop 20 P16</th>
<th>Location</th>
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</table>
| **Breadth, depth and engaging geography for A level students**  
Bob Digby, Honorary Treasurer, Geographical Association | 1031 |
### Friday 6 April

#### 14.55–15.45 Conference sessions

<table>
<thead>
<tr>
<th>Research Paper (14.55–15.20)</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Using mobile virtual reality to connect the learning from an international context to a local context in geography fieldwork</strong>&lt;br&gt;Melanie Collins, Head of Humanities Faculty, Pipers Corner School; Dr Ana-Despona Tudor, Research Associate, Digital Health Wearables, School of Computing and Communications, Open University; and Dr Shailey Minocha, Professor of Learning Technologies and Social Computing</td>
<td>1026</td>
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<tr>
<th>Research Paper (15.20–15.45)</th>
<th>Location</th>
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<tr>
<td><strong>The battle of the Humanities – what do pupils base their decision on, and tips to increase uptake at GCSE</strong>&lt;br&gt;Robyn Gager, Subject Co-ordinator for Geography, Lordswood Girls’ School, Birmingham</td>
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<tr>
<th>Lecture 11 All KS</th>
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<tr>
<td><strong>Ofsted: Curriculum Research Programme</strong>&lt;br&gt;Amelia Walker, Deputy Director, Surveys and Evaluations, Ofsted</td>
<td>Pennine Lecture Theatre (level 2)</td>
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<tr>
<th>Lecture Plus 12 KS3–P16</th>
<th>Location</th>
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<tr>
<td><strong>The business of geography: from the River Gwash to M&amp;S</strong>&lt;br&gt;Zoe Young and Lydia Hopton, Property Plan A Project Managers, Marks and Spencer</td>
<td>Peak Lecture Theatre (level 5)</td>
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<tr>
<th>Lecture Plus 13 KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Discover Italy’s volcanoes</strong>&lt;br&gt;Simon Ross, Geography Consultant</td>
<td>1031</td>
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<tr>
<th>Lecture 14 P16</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Teaching geography at post-16: two alternative qualifications</strong>&lt;br&gt;Daniel Pounds, Teacher of Geography, Winchester College, and Matt Brimson, Head of Geography, West Buckland School, Barnstaple</td>
<td>Owen Lecture Theatre (level 10)</td>
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<th>Workshop 21 KS1–2</th>
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<tbody>
<tr>
<td><strong>Primary Geography Quality Mark: 15 creative ideas for quality geography teaching</strong>&lt;br&gt;Jon Cannell, Primary Curriculum Leader, Geographical Association</td>
<td>1029</td>
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<tr>
<th>Workshop 22 KS2–P16</th>
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<tr>
<td><strong>Making migration, urban centres and climate change relatable</strong>&lt;br&gt;Emily Oliver, Managing Director, Why Comics? educational charity</td>
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<tr>
<th>Workshop 23 KS3</th>
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<tr>
<td><strong>Enhancing oracy and literacy through storytelling</strong>&lt;br&gt;Charlotte Exton, Geography Teacher, University of Birmingham School</td>
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<tr>
<th>Workshop 24 KS4</th>
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<tr>
<td><strong>Edexcel GCSE Geography: preparing for the first assessment</strong>&lt;br&gt;Andrea Wood, Pearson Trainer</td>
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<tr>
<th>Workshop 25 KS4–P16</th>
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<tr>
<td><strong>The BRITICE Glacial Mapping project</strong>&lt;br&gt;Dr Jeremy Ely, Research Associate, Department of Geography, University of Sheffield</td>
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<tr>
<th>Workshop 26 P16</th>
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<tr>
<td><strong>Reflections on the first A level cycle – how’s it gone?</strong>&lt;br&gt;Daniel Cowling, Deputy Headteacher, Vyners School, London</td>
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<tr>
<th>15.45–16.30 Break time and Teacher-to-Teacher sessions</th>
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<tr>
<td><strong>Teacher-to-Teacher (16.00–16.20) KS3</strong>&lt;br&gt;Real (out of this) world geography&lt;br&gt;Zach Jarvis, PGDipEd (QTS) Secondary Education in Geography, University of Birmingham</td>
<td>1025</td>
</tr>
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</table>

| **Teacher-to-Teacher (16.00–16.20) KS4–P16**<br>Geography live: bringing the real world in<br>Grant Robinson, Geography NQT | 1029 |
### Friday 6 April

#### 16.30–17.20 Conference sessions

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<tr>
<th>Session</th>
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<tr>
<td><strong>Research Paper (16.30–16.55)</strong></td>
<td>Developing a knowledge-led geography curriculum</td>
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<td></td>
<td>Dr Alexander Standish, Senior Lecturer in Geography Education, UCL Institute of Education, London, and Richard Maurice, Geography Subject Lead, Harris Academy, London</td>
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<tr>
<td><strong>Research Paper (16.55–17.20)</strong></td>
<td>Real-world geography: an opportunity to reconsider the place of young people’s geographies in geography education</td>
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<tr>
<td></td>
<td>Lauren Hammond, Lecturer in Geography Education, UCL Institute of Education, London</td>
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<tr>
<td><strong>Lecture 15</strong></td>
<td>KS1–P16</td>
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<td></td>
<td>Eco-Schools in England</td>
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<td></td>
<td>Lee Wray-Davies, Eco-Schools Manager for England, Keep Britain Tidy</td>
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<tr>
<td><strong>Lecture 16</strong></td>
<td>KS3–P16</td>
<td>Peak Lecture Theatre (level 5)</td>
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<td></td>
<td>Understanding the earthquake-landslide hazard chain</td>
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<td>Dr Rob Parker, Cardiff University Research Fellow and Time for Geography Co-founder</td>
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<tr>
<td><strong>Lecture 17</strong></td>
<td>KS3–P16</td>
<td>Owen Lecture Theatre (level 10)</td>
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<td>Humans as agents of geological change in the Anthropocene</td>
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<td>Professor Mark Williams, School of Geography, Geology and Environment, University of Leicester</td>
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<tr>
<td><strong>Lecture 18</strong></td>
<td>KS3–P16</td>
<td>Pennine Lecture Theatre (level 2)</td>
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<td>Worldmapper: a whole new dimension of seeing our planet</td>
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<td>Dr Benjamin Hennig, Associate Professor of Geography, University of Iceland</td>
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<tr>
<td><strong>Workshop 27</strong></td>
<td>EY–KS2</td>
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<td></td>
<td>The story stone store</td>
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<td></td>
<td>Nell Seal, Consultant to the GA</td>
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<td><strong>Workshop 28</strong></td>
<td>KS2–P16</td>
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<td></td>
<td>Using 3D printing to support landscape exploration and interpretation</td>
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<td>David Morgan, Education Technology Officer, Field Studies Council</td>
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<td><strong>Workshop 29</strong></td>
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<td></td>
<td>Pedagogies for quantitative methods at GCSE and A level</td>
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<td>Dr Nicola Walshe, Senior Lecturer in Education, Anglia Ruskin University, Cambridge</td>
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<td><strong>Workshop 30</strong></td>
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<td></td>
<td>Practical ideas for using GIS in the geography classroom</td>
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<td>Sophie Wilson, Secondary Geography Lecturer, St Mary’s University, London</td>
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<tr>
<td><strong>Workshop 31</strong></td>
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<td></td>
<td>Successful real-world geography in the secondary classroom</td>
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<td>Dr Mel Norman, Editor, Teaching Geography</td>
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<tr>
<td><strong>Workshop 32</strong></td>
<td>KS4</td>
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<td></td>
<td>GCSE Geography: effective preparation for the first assessment in 2018</td>
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<td>Shelley Monk, Geography Subject Advisor, OCR</td>
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### Friday 6 April

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<td><strong>17.35–18.25</strong></td>
<td><strong>Conference sessions</strong></td>
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<tr>
<td><strong>Lecture 19 KS3–P16</strong></td>
<td><strong>Problem solving with GIS</strong> BoW Lang, Teacher of Geography, King Edward VI Camp Hill School for Girls, Birmingham</td>
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<tr>
<td><strong>Lecture Plus 20 KS4</strong></td>
<td><strong>The Arctic’s changing environment and its impact for the UK</strong> Henry Burgess, Head of the UK Arctic Office, British Antarctic Survey</td>
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<tr>
<td><strong>Lecture 21 P16</strong></td>
<td><strong>125 years of geography</strong> Professor Peter Jackson, Professor of Human Geography, University of Sheffield</td>
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<tr>
<td><strong>Lecture 22 P16</strong></td>
<td><strong>The Independent Investigation: views from year 13</strong> Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association</td>
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<tr>
<td><strong>Workshop 33 All KS</strong></td>
<td><strong>High-quality initial teacher education</strong> Dr Charles Rawding, Chair, GA Teacher Education Special Interest Group</td>
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<tr>
<td><strong>Workshop 34 EY–KS2</strong></td>
<td><strong>Wildthink, messy maps and journey books</strong> Dr Paula Owens, Consultant to the GA</td>
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<tr>
<td><strong>Workshop 35 KS3</strong></td>
<td><strong>Making key stage 3 really count</strong> Tanith Ludlam, Teacher of Geography, The Holgate Academy, Nottingham</td>
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<tr>
<td><strong>Workshop 36 KS3–P16</strong></td>
<td><strong>Community mapping with HERE Map Creator</strong> Claire Robinson, Senior Community Initiative Lead, HERE</td>
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<td><strong>Workshop 37 KS3–P16</strong></td>
<td><strong>The ‘trouble’ with boys: engaging the hard to reach</strong> Tony Cassidy, Teacher of Geography, Kirk Hallam Community Academy, Ilkeston</td>
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<tr>
<td><strong>18.30</strong></td>
<td><strong>Exhibition and registration desk closes</strong></td>
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<tr>
<td><strong>18.45–20.00</strong></td>
<td><strong>TeachMeet (see page 20)</strong></td>
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<tr>
<td><strong>20.00–22.00</strong></td>
<td><strong>Networking and geography quiz</strong> Join us for networking and a buffet followed by a fun geographical quiz including a Q&amp;A round, a picture round and a creative task! A cash sale bar will be available. (Pre-booked tickets only).</td>
</tr>
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</table>
Dr Gill Miller, Junior Vice-President, Geographical Association, and Senior Lecturer Emerita, Department of Geography and International Development, University of Chester

11.30–12.15
Lecture – Dealing with disease: the global and local response to Ebola
Dr Gill Miller, Junior Vice-President, Geographical Association, and Senior Lecturer Emerita, Department of Geography and International Development, University of Chester

This lecture will discuss the international and local responses to the Ebola crisis in West Africa in 2014 by the World Health Organisation, international NGOs and local communities, and evaluate the particular influence of women in dealing with disease in the developing world.

12.15–13.00
Real-world geography at Sheffield
Staff and students from the Department of Geography at the University of Sheffield

In this session academic staff and undergraduate students from the Department of Geography at the University of Sheffield will share their experiences of researching, teaching and learning more about the world.

13.00–13.45 Lunch

Changing places, changing Sheffield: a case study of sustainable urban regeneration
Poppy Smith, Future Talent Manager, Landscape Institute, London, and Zac Tudor, Landscape Architect, Sheffield City Council

Over the last 15 years Sheffield’s City Centre has experienced a dramatic transformation. Hearing from the landscape architects who were directly involved with the city’s regeneration, students will learn about the design and development of the landscape, and see first-hand how the Council is addressing flooding issues and water management.

In the 21st century, how can we ensure the census reflects the real world?
Alice Griffiths, Teacher, Aylesbury High School, and Jenny Knight and Esther Sutherland, Office for National Statistics

In this session a range of activities will focus on how decisions are made about the design of the questionnaire and the inclusion of new questions, how the census of England and Wales has changed over time and the need for new data sets post-2021, if this is likely to be the last census as we know it.

15.45–16.00 Closing comments
Nick Lapthorn, GA President 2017–18
Friday 6 April Networking events

The Conference provides the opportunity to meet with like-minded colleagues through a number of receptions and events.

Networking and celebratory reception
13.00–13.30, main entrance (level 5)
A chance to have informal conversations with colleagues, put names to faces, celebrate the 125th anniversary of the GA and get involved with our work.
- Come and talk to members of the editorial boards to find out about submitting an article for a GA journal and the publishing process.
- 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.
- Meet members of GA Branches to chat about local GA events programmes and find your nearest Branch.
- Whether you teach primary, secondary or post-16, are a student, NQT or experienced teacher, we’d love to talk with you about getting involved in the GA.

Conference TeachMeet
18.45–20.00, atrium (level 2)
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 or simply sign up to 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!

Networking and geography quiz
20.00–22.00, atrium (level 2)
Join us for networking and a 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. (Pre-booked tickets only).

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

Proudly sponsored by

Photos: Bryan Ledgard
Friday 6 April session information

09.00–09.50

Debate G 1025
KS4 Reflecting on new GCSE geography
Chair: Alan Kinder, Chief Executive, Geographical Association
Panel: Jenny Allen, Head of Geography, Allestree Woodlands School, Derby (Edquas); Stacey Griffiths, Head of Curriculum – Geography, AQA; Shelley Monk, Geography Subject Advisor, OCR; Adrian Taylor, Director, Landau Forte Teaching School Alliance, Landau Forte College, Derby (Edquas); and Laura Westcott, Product Manager – Geography, Pearson Edexcel

This panel discussion will reflect on the lessons learned so far from the introduction of new GCSE geography. The panel will reflect on professional practice, curriculum content, approaches to effective assessment and professional development/networking.

Lecture 1 P 942
KS2–P16 Mapping London from the classroom
Amy Todd, Public Engagement Officer, Layers of London, The Institute of Historical Research
This session will introduce Layers of London, a new online platform that shares historic maps and works with schools and community groups to create layers about the London that they know. Pupils are currently helping to create a 1940s aerial photo out of 24,000 RAF aeroplane images showing the metropolis immediately after WWII – discover how you can get involved.

Lecture 2 IT 221
KS2–P16 Geography in the working world: an insight into the nuclear industry
Lara Pritchard, Graduate Trainee Geoeducation
Geographical skills, knowledge and understanding are essential in the real world. In this lecture Lara will discuss how her geography degree forms the basis for her work on the development of the new nuclear power station at Wylfa on Anglesey.

Lecture 3 A 1031
P16 Changing places: the significance of military and post-military geographies
Dr Richard Tanwood, Professor of Human Geography, University of Plymouth
This session will explore the A level theme of ‘changing places’, focusing on the importance of the Armed Forces in shaping change in particular places and how these changing places can be understood by geographers.

Drawing on a case study of Plymouth, it will trace how geopolitical change impacts on the British Armed Forces and the social and economic geographies of place.

Workshop 1 P 1032
KS2 Geo maths mastery outdoors and in
Gyles Morris, Director, Naturebase Environmental Field Study Centre
This session will explore how enquiry-focused learning outdoors can support pupils to reason geographically and mathematically in order to solve challenging problems in real-world contexts. The focus will be on work developed for primary schools on ‘How is India saving the Tiger?’, with opportunities to transfer this methodology to investigate biodiversity in the school locality.

Workshop 2 P GL 1029
KS3–P16 Embedding the environment and farming into the curriculum
David Etheridge, Regional Education Consultant to the North East, Linking Environment and Farming, and Farming and Countryside Education
This session will positively influence the next generation to support farming, food production and the environment; enhance understanding so that there is a shared vision to embed knowledge, understanding and appreciation of farming into the curriculum; and offer inspiring and stimulating opportunities through education, including exam specification case studies.

Workshop 3 P 1029
KS3–P16 Real-world fieldwork for beginning teachers
Janine Maddison, Geography Support Officer, Field Studies Council, and Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
This session will introduce beginning teachers to different types of geography fieldwork, with innovative ideas, resources and techniques for building quality fieldwork into your teaching, and provide an opportunity to try some of these out in the real world.

Workshop 4 P 1031
KS3–P16 Independent investigation: the GA’s primary publications
Dr Paula Richardson, Chair, GA Publications Board
This session will offer the chance to explore some of the GA’s imaginative and comprehensive primary publications and discover how they can engage and enrich pupils’ geographical learning. Of particular use for co-ordinators looking to support non-specialist colleagues, the session will feature activities from new SuperSchemes titles on climate and biomes, London, and water.

Presented by GA Publications Board

In partnership with Field Studies Council

Workshop 6 P
KS3–P16 Primary geography in the school grounds: place, decisions and butterflies
Dr Susan Pike, Lecturer in Geography Education, DCU Institute of Education, Ireland
Using the example of a butterfly, this workshop will show how familiar places in the school grounds can be used as a basis for exploring the big ideas of place, location and decision making in geography and environmental education. This session will be practical and include outdoor work.

Workshop 7
KS3–4
The dynamic rock cycle: investigative hands-on activities
Dave Turner, Former Head of Geology and Assistant Head
In this session delegates will try a series of hands-on activities to simulate the processes involved in the rock cycle. We will use the integrating model of the rock cycle as a means of encountering common rocks and Earth processes in a practical and investigative way.
**Friday 6 April session information**

11.15–11.35

**Teacher-to-Teacher** 1025

**KS3–4**

Improving the quality of GCSE answers through modelling with visualisers

Hannah Banks, Teacher of Geography, John Willmott School, Sutton Coldfield

This session will demonstrate the benefit of using visualisers and explicit modelling within lessons as an instant feedback approach to raising attainment. By showing the level of detail needed to answer specific questions and giving lower-attaining students an idea as to how to answer questions, students can immediately ‘see’ what is being asked of them.

**Teacher-to-Teacher** 1029

KS3–P16

Click here for spatial awareness: tech in the classroom

Roisin Metherell, Trainee Teacher – Secondary Geography

This session will introduce spatial awareness as a means of promoting geographical understanding in all learners. An opportunity to compare traditional methods used to develop an awareness of space with modern approaches, such as geospatial technologies and virtual reality, will be followed by a question and answer session.

11.45–12.35

**Lecture 4**

**KS2**

How to embed geography across the primary curriculum

Leah Sharp, Head of Year 6, Brighton Geography is a subject in primary schools, often considered at best a ‘nice to have’, but is for a topic. Unfortunately, this is often the case when a history topic crops up the face of the timetable! This session offers a quick-fire selection of ideas for how to embed real-world geography across core subjects and raise its profile across the primary curriculum.

*Presented by GA ICT Special Interest Group*

**Lecture 5**

**KS3**

Planning for pupil progress at KS3 and beyond

David Gardner, PGCE Geography Lecturer, UCL Institute of Education, London

With practical ideas and examples to take back to school, this session will develop ideas for creating a plan for progress at strategic, medium-term and lesson level that builds the locational knowledge, geographical understanding and geographical skills identified in the National Curriculum and makes direct links to the GCSE specifications.

*Sponsored by Hodder Education*

**Lecture 6**

**KS3–P16**

Real-world geography: mapping, modelling and managing risk

Catherine Wright, Director, FCRM Digital & Skills, Environment Agency

From modelling risk to identifying opportunities to support sustainable growth, geography underpins the Environment Agency’s work to protect and improve the environment. This session will reflect on the past, present and future challenges for our work in regulating major industry, waste, water quality and resources, and increasing resilience to flood risk and coastal erosion.

**Lecture 7**

**P16**

A level geography: preparing for success in summer 2018

Emma Rowe, AQA Geography Associate

The session will be geared towards exam preparation ahead of the 2018 examinations, including strategies to help in preparing students for assessment with some focus on the core content and addressing the synoptic elements of AO2 and skills.

*Sponsored by AQA*

**Workshop 8**

**(11.45–13.15)**

**KS1–2**

Bus stop geography

Anthony Barlow, Programme Convenor, BA Primary Education, University of Roehampton

Transport interchanges as sites for observing the day-to-day life of a city are overlooked. Where can you get to? How do places connect? What data can we gather? This workshop will enable delegates to do real-world enquiries in situ, and develop generic-specific questions to build on pupils’ understanding of place, space and scale.

*Presented by GA Early Years and Primary Phase Committee*

**Workshop 9**

**KS3–4**

Should India go to Mars? Redefining curriculum through student-led enquiry

Harriet Lowes, Assistant Head of Humanities, Sheffield Park and Sheffield Springs Academy

Margaret Roberts’ enquiry model provides a fantastic foundation for enquiry curriculum development, but what does this really looking like in practice? This session will explore the practicalities of contemporary curriculum development through an insight into my Rex Walford Award-winning scheme of enquiry around India’s development and its controversial space programme.

**Workshop 10**

**IT 221**

**KS3–P16**

Ice Flows: using games-based learning to introduce complex physical systems

Dr Anne Lebrocq, Senior Lecturer, University of Exeter, and Alan Parkinson, Head of Geography, King’s Ely Junior School

This session will introduce an educational game called Ice Flows and explore its development and use. Anne will explain her research and work on Antarctica, including reference to recent ice collapse and sea level rise, then a new teaching resource, designed to help students investigate ice processes using the game as a context for learning, will be explored.

**Workshop 11**

**KS3–P16**

Real-world resources from real-world geography

Sean Dick, Assistant Team Manager — Education Officers, Chester Zoo

Using case studies from Chester Zoo’s global conservation programs, this practical workshop will give you inspiration and ideas for how to bring current real-world issues into your geography lessons and field trips. It will also highlight free resources linked to using geographical data, conservation in Africa and Asia, international development, human/wildlife conflict, global trade and the unsustainable use of natural resources.

**Workshop 12**

**KS4**

The final countdown: leading up to the first set of exams

Rachel Kay, Head of Geography, Salendine Nook High School, Huddersfield

Last year we focused on what the new GCSE specs were asking and how to approach them. One year on, we are gearing up to our first set of exams. This session will focus on tackling the new-style exam questions. Delegates are invited to ask questions and share good examples.

*Presented by GA Secondary Phase Committee*

**Workshop 13**

**P16**

The census: representing the real world of work?

Alice Griffiths, Teacher, Aylesbury High School, and Jenny Knight and Esther Sutherland, Office for National Statistics

At A level, students are asked to distinguish between quantitative and qualitative data, and even to compare their reliability, but how easy is it to do?
Friday 6 April session information

this task if we fail to ‘un-pick’ key data sources in the classroom? This session will offer an opportunity to consider the extent to which the census represents the real world of work and discuss the implications for learners.

12.50–13.10

Teacher-to-Teacher 1029

EY–K53

Starting out geographically: sharing experiences through stories and resources

Primary Geography Students, DCU Institute of Education, Ireland

Starting out teaching geography is exciting but daunting: what do we need to do and not do? Should we go outside? How about enquiry? How do we encourage geographical thinking? Delegates are invited to 'show and tell' some of the stories, resources and ideas that have helped them so far.

13.15–13.35

Teacher-to-Teacher 1029

KS3–P16

Introducing geography fieldwork in Ghana

Sophie Wilson, Secondary Geography Lecturer, St Mary's University, London, and Lucy Mace, Groups Manager, African Adventures

This session will show how the St Mary's PGCE trainees were able to work in partnership with teachers in Ghana to teach geography and introduce Junior High School students there to fieldwork for the first time. The impact of the visit is supported by videos and photos to inspire you to organise similar projects with your own students.

13.50–14.15

Research Paper 1026

Physical landscape models in the classroom

Gary Priestnall, Associate Professor, School of Geography, The University of Nottingham, and Bev Smith and Sue Richardson, Teachers of Geography, Keswick School, Cumbria

Physical relief models offer representations of landscapes that are engaging and easy to interpret, conveying the spatial arrangement of landscape features in a very natural way; they continue to find use in visitor centres to help visitors orientate themselves and in planning to convey the spatial context of proposed developments. Such models are typically static in terms of their surface colouration but white models augmented with projection allow a range of images, maps and animations to be displayed while still benefiting from the true 3D effect of human stereo vision. Research into the effectiveness of such displays to tell stories about landscape in public contexts has suggested they are also powerful tools for promoting discussion about spatial and temporal patterns. This paper will explore some of the potential uses of such techniques in the classroom and reflect critically on the challenges associated with making the models and setting up the projections. We describe examples of exercises where pupils designed and presented their own projections over a physical model of Keswick town in relation to a ‘changing places’ theme, in the context of fieldwork orientation, and as a platform to disseminate field-based observations. We discuss the apparent capabilities of the technique to support not only spatial thinking but also visual and kinaesthetic styles of learning through movement around and interaction with a tactile and engaging display.

13.50–14.40

Lecture 8 Owen

KS3–4

Icelandic geology and human geography – a case study for pupils

Clare Youdale, Field Studies Guide, NST

This session will delve into the unique geology of Iceland and how it impacts on the everyday life of its population, as well as the impact of tourism. It will highlight what students can expect to experience on a field trip to this fascinating country.

Sponsored by NST Travel Group

Lecture 9 GL

KS3–P16

Our plastic oceans: sources, fate and risks of marine litter

Erik Van Sebille, Oceanographer

Plastic is one of the best materials ever invented, but it doesn’t belong in the ocean. Many of us — scientists, teachers, and concerned citizens alike — think that humankind should try to clean up oceanic plastic, but before we can start, we need to understand how the plastic moves through the ocean and where it most harms marine life.

Sponsored by Eduqas

Lecture 10

KS4–P16

Methods for qualitative research

Professor Richard Phillips, Professor in Human Geography; Dr Eric Olund, Lecturer in Human Geography; and Margi Bryant, Teaching Associate, Department of Geography, University of Sheffield

This session will introduce teachers to qualitative methods suitable primarily for students at A level to use in geographical research. Discussion will focus on interviews, mental mapping, visual methods, and archival research. The session will aid teachers in preparing students to conduct original research.

Workshop 14

EY–K52

Primary Geography in practice in the real world

Jane Whittle, IB PYP Co-ordinator, International School of Como, Italy

This session will use past issues of Primary Geography to illustrate how geography in the real world is interpreted through the journal into classroom practice. This hands-on session will engage delegates with the journal in new and practical ways.

Presented by the GA Primary Geography Editorial Board
### Workshop 15
**KS2**
**Viking lands: an enquiry with history and geography in mind**
Alf Wilkinson, Consultant, and Ben Ballin, Consultant to the GA
The Vikings were great explorers, traders and raiders. What made them so adventurous? Where did they go? What is their legacy? How can history and geography together enhance pupils’ understanding of their world, past and present? This session will suggest practical classroom activities to bring Scandinavia and the Viking world to life.

**In partnership with the Historical Association**

### Workshop 16
**KS3–4**
**Retrieval beats exposure: creating a curriculum that explores the real world**
David Rogers, Educator
This session will explore longitudinal research around memory and interleaving. Come to explore how a creative curriculum can be designed to support young people not only in exploring real-world events but also in developing the knowledge and skills needed to pass examinations. This will include fieldwork, floating topicality and exploring significant world events.

### Workshop 17
**KS3–P16**
**Real-world GIS – data analysis with ArcGIS Online**
Jason Savile, GIS for Schools Programme Manager, Esri UK
This workshop will focus on the distinct types of geographical analysis that can be carried out with ArcGIS Online. Delegates will get hands-on experience with the analysis tools to create watersheds, flow lines, hot spots, isolines and other types of maps. The session will be linked to the curriculum and will provide step-by-step guides to take away.

**Sponsored by Esri UK**

### Workshop 18
**KS3–P16**
**Secondary Geography Quality Mark: 15 creative ideas for quality geography teaching**
Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
This session will showcase creative ideas from recent Secondary Geography Quality Mark submissions. Delegates will have the opportunity to try out a variety of ideas and will leave with copies of the resources to try with their students.
does business. Zoe and Lydia will talk about their roles working on the M&S ‘Plan A’ sustainability plan, where they draw on knowledge from their geography background in order to drive change, from the shop floor to the boardroom.
hazard and risk, including videos and visualisations showing how secondary hazards develop.

Lecture 17  
Owen Lecture Theatre  
KS3–P16  
Humans as agents of geological change in the Anthropocene  
Professor Mark Williams, School of Geography, Geology and Environment, and Jan Zalasiewicz, Professor of Palaeobiology, University of Leicester  
The session will examine the evidence for the human race being agents of geological change. It will ask the question: ‘is the human impact on the Earth System so great that we now live in a new epoch of geological time called the Anthropocene?’

Lecture 18  GL  
Pennine Lecture Theatre  
KS3–P16  
Worldmapper: a whole new dimension of seeing our planet  
Dr Benjamin Hennig, Associate Professor of Geography, University of Iceland  
Over a decade after the launch of the Worldmapper project in Sheffield, considerable efforts have been made to take Worldmapper to the next level. In this official relaunch we are introducing the first 125 new Worldmapper maps and present our updated concept and design of the project’s online platform.

Workshop 28  
KS2–P16  
Using 3D printing to support landscape exploration and interpretation  
David Morgan, Education Technology Officer, Field Studies Council  
Observing, understanding and interpreting landscapes are core to geography, but are skills that many learners find challenging. Discover how you can create 3D printable models of UK landscapes to use inside and outside the classroom. Delegates will leave able to create ‘pocket landscapes’ and with ideas for how they could be used to enhance learners’ understanding.

Presented by GA ICT Special Interest Group

Workshop 32  
KS4  
GCSE Geography: effective preparation for the first assessment in 2018  
Shelley Monk, Geography Subject Advisor, OCR  
This workshop will explore a range of practical strategies in preparing students for their first assessment. We will focus on the value of real-world geography through effective use of case studies and geographical terminology. We will also focus on developing geographical ideas through extended writing.

Sponsored by OCR
Friday 6 April session information

16.55–17.20

Research Paper 1026

Real-world geography: an opportunity to reconsider the place of young people’s geographies in geography education

Lauren Hammond, Lecturer in Geography Education, UCL Institute of Education, London

In 2008, Doreen Massey asked the short and powerful question ‘whose geography?’ in relation to the conceptualisation and representation of London. This question implies varied power relations and potentially hidden geographies, and leads us to numerous further questions about how different people(s) experience and imagine place, and if and how different people(s) share and represent these experiences and imaginations. This paper reflects on the emerging analysis of an ongoing PhD study that uses narrative research to explore young people’s geographies and imaginations of London. Young people are significant to Massey’s question in that, despite being recognised as having distinct geographies, until recently they have not been a principal focus of academic research and are not given a proportional voice within society. Using examples from the PhD, this paper considers if, and how, ‘everyday knowledge’ should be explored by geography educators, in a period where there is much discussion about ‘powerful knowledge’ in education and geography education. It uses two major questions to facilitate these discussions: what is the place of young people’s geographies in geography education? And what are the benefits, challenges and potential dangers (both academic and social), of exploring students’ ‘everyday knowledge’ in the geography classroom?

Lecture 19 1031

KS3–P16

Problem solving with GIS

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

This session will enable delegates to develop their understanding of what GIS can do, and how it can be used in many different ways to solve problems at different scales around the UK and further afield.

Presented by GA ICT Special Interest Group

Lecture Plus 20 Peak 1029

KS4

The Arctic’s changing environment and its impact for the UK

Henry Burgess, Head of the UK Arctic Office, British Antarctic Survey

This session will link to a newly updated educational resource about the Arctic and how it is changing at an unprecedented pace. The focus will be on exploring the profound impact of these changes on the UK.

Lecture 21 Pennine 942

125 years of geography

Professor Peter Jackson, Professor of Human Geography, University of Sheffield

The 125th anniversary of the GA provides an opportunity for critical reflection on our disciplinary and professional history, prompting questions about our vision for the subject and its future direction. This lecture combines a loosely chronological review of events with a selection of ‘episodes’ from the past 125 years, setting disciplinary debates within their wider social and intellectual context.

Lecture 22 1031

KS4

The independent investigation: views from year 13

Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association

This session will feature reports from year 13 students on their independent investigations. They will each give a short presentation about what they did and what they found out before reflecting on lessons learnt from the process.

Workshop 33 1032

All KS

High quality initial teacher education

Dr Charles Rawding, Chair, GA Teacher Education Special Interest Group

This session will discuss how the GA’s quality criteria can be used to effectively audit provision by any institution involved in ITE and lead to high quality initial teacher education.

Presented by GA Teacher Education Special Interest Group

Workshop 34 PF 1029

EY–KS2

Wildthink, messy maps and journey books

Dr Paula Owens, Consultant to the GA

This workshop will explore a range of fieldwork techniques through active exploration of Sheffield’s urban setting to discover factual and affective qualities of place and why both matter. Gathering facts, opinions and emotions through a mix of digital and ‘old school’ approaches suitable for use with children, we will develop our enquiry to create personalised mementoes of this fantastic city.

Workshop 35 BT 1025

KS3

Making key stage 3 really count

Tanith Ludlam, Teacher of Geography, The Holgate Academy, Nottingham

With what seems like an ever-increasing focus on GCSE and A level, it is often all too easy to forget about the importance of key stage 3 in the development of the geographers of the future. This session will highlight different strategies that can be used to develop enquiring and independent geographical minds.

Presented by GA Secondary Phase Committee

Workshop 36 IT 221

KS3–P16

Community mapping with HERE Map Creator

Claire Robinson, Senior Community Initiative Lead, HERE

This hands-on session will feature our live online mapping tool, Map Creator, to showcase the real-world geography that surrounds and contributes to our everyday lives. Delegates will become Map Creators to map and edit roads, places, addressing and GPS files, and capture your world with Mapillary street level imagery.

Workshop 37 1032

KS3–P16

The ‘trouble’ with boys: engaging the hard to reach

Tony Cassidy, Teacher of Geography, Kirk Hallam Community Academy, Ilkeston

Underachievement by boys is a national issue. This workshop will offer practical strategies from three differing contexts that can be used to engage boys in their geography.

Presented by GA Sustainability and Citizenship Special Interest Group

The Geographical Association Annual Conference 2018

27
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erin.roberts@eduqas.co.uk
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Student, City Academy, Bristol

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Find out more (including our free online learning resource) at chesterzoo.org/learning or follow us on Twitter @LearnatCZ
### Saturday 7 April

**08.30 Registration, delegate enquiries and exhibition open. Refreshments available**

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<tr>
<th>09.00–09.50 Conference sessions</th>
<th>Location</th>
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<tr>
<td><strong>Debate KS3–P16</strong>&lt;br&gt;What does fieldwork contribute to geography education?&lt;br&gt;Chair: Rob Lucas, Chief Executive, Field Studies Council&lt;br&gt;Panel: Lauren Hammond, Lecturer in Geography Education, UCL Institute of Education, London; Alan Kinder, Chief Executive, Geographical Association; and Luke Perritt, Leader of Geography and Geography Teacher, Wade Deacon High School, Widnes</td>
<td>1025 In partnership with UCL Institute of Education</td>
</tr>
<tr>
<td><strong>Lecture 23 KS2–P16</strong>&lt;br&gt;Landscape architecture: the profession on the ground changing places&lt;br&gt;Poppys Smith, Future Talent Manager, Landscape Institute, London, and Landscape Staff from Sheffield City Council</td>
<td>Owen Lecture Theatre (level 10)</td>
</tr>
<tr>
<td><strong>Lecture 24 KS4–P16</strong>&lt;br&gt;The state of data skills in geography: findings from a two-year project&lt;br&gt;Steve Brace, Head of Education and Outdoor Learning, Royal Geographical Society (with IBG)</td>
<td>Peak Lecture Theatre (level 5)</td>
</tr>
<tr>
<td><strong>Lecture 25 P16</strong>&lt;br&gt;Whose development? Power, politics and space in development geography&lt;br&gt;Dr Daniel Hammett, Senior Lecturer and Programme Director for International Development, University of Sheffield</td>
<td>1029</td>
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**Workshop 38 KS1–2**<br>Worlds and words: place plus poetry in primary schools<br>Ben Ballin, Consultant to the GA | 1031 |

**Workshop 39 KS2–3**<br>Fun, games and visualisations to save the planet<br>Dr Paula Owen, Founder & Director, eco action games | 942 |

**Workshop 40 KS3–P16**<br>Virtual glaciers and glaciated landscapes<br>Derek McDougall, Deputy Head of Institute, Institute of Science and the Environment, University of Worcester | IT 221 |

**Workshop 41 KS3–P16**<br>Beyond facts: teaching geography for conceptual understanding<br>Puay Yin Lim, Master Teacher, Academy of Singapore Teachers, Singapore | 1032 |

**Workshop 42 P16**<br>The 2019 International Baccalaureate Geography guide – one year in<br>Richard Allaway, Senior Leader, International School of Geneva, Switzerland | 1033 Presented by GA Independent Schools Special Interest Group |

**10.10–11.00 Conference sessions**

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<tr>
<td><strong>Keynote Address All KS</strong>&lt;br&gt;Patterns in human behaviour&lt;br&gt;Dr Hannah Fry, Senior Lecturer, Centre for Advanced Spatial Analysis, University College London</td>
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<tr>
<td><strong>Workshop 43 All KS</strong>&lt;br&gt;How to plan a ‘brilliant’ residential with maximum impact&lt;br&gt;Peter Carne, National Advisor, Learning Away</td>
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<tr>
<td><strong>Workshop 44 KS2–P16</strong>&lt;br&gt;Going global: keeping it real&lt;br&gt;Catherine Owen, Chair, GA International Special Interest Group</td>
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# Saturday 7 April

## 11.00–11.45 Break time and Teacher-to-Teacher sessions

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<th>Teacher-to-Teacher (11.15–11.35) All KS</th>
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<tr>
<td>Beyond frenemies: contact and collaboration with universities</td>
<td>1029</td>
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<tr>
<td>Dr Matt Finn, Lecturer in Human Geography and BA Geography Admissions Tutor, University of Exeter</td>
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<tr>
<th>Teacher-to-Teacher (11.15–11.35) KS3–P16</th>
<th>Location</th>
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<tbody>
<tr>
<td>Supporting secondary geography PGCEs with minimal effort</td>
<td>1025</td>
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<tr>
<td>John Groves, PGCE Geography Student, University of East Anglia</td>
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## 11.45–12.35 Conference sessions

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<th>Research Paper (11.45–12.10)</th>
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<tr>
<td>An alternative place pedagogy</td>
<td>1026</td>
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<tr>
<td>Alison Brown, Post-Graduate Research Student, University of East Anglia</td>
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<tr>
<th>Research Paper (12.10–12.35)</th>
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<tbody>
<tr>
<td>Who’s thinking what in geography classrooms?</td>
<td>1026</td>
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<tr>
<td>Dr Mary Fargher, Lecturer, Curriculum, Pedagogy &amp; Assessment, UCL Institute of Education, London</td>
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<tr>
<th>Forum All KS</th>
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<td>All KS</td>
<td>1031</td>
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<tr>
<td>Looking back to look forward – where next for the GA?</td>
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<tr>
<td>Chair: Dr Mary Biddulph, GA Past President</td>
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<tr>
<td>Panel: Professor Simon Catling, Chris Kington, Sue Lomas and Steve Rawlinson, former Presidents of the Geographical Association</td>
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<tr>
<th>Lecture Plus 26 All KS</th>
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<tr>
<td>Pedagogies of teacher education: what can geography contribute?</td>
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<tr>
<td>Dr Susan Pike, Lecturer in Geography Education, DCU Institute of Education, Ireland</td>
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<tr>
<th>Lecture 27 KS2–P16</th>
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<tr>
<td>A teacher’s odyssey to bring adventure into the classroom</td>
<td>Pennine Lecture Theatre (level 2)</td>
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<tr>
<td>Fearghal O’Nuallain, Explorer</td>
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<th>Lecture 28 KS3–P16</th>
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<tr>
<td>Iceland’s volcanoes</td>
<td>Peak Lecture Theatre (level 5)</td>
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<tr>
<td>Thorbjorg Agustsdottir, Volcanologist, University of Cambridge</td>
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<tr>
<th>Lecture 29 P16</th>
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<tr>
<td>Challenging the contemporary suburb: neither urban nor rural</td>
<td>Owen Lecture Theatre (level 10)</td>
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<tr>
<td>Dr Alan Marvell, Senior Lecturer, University of Gloucestershire</td>
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<th>Workshop 45 KS1–2</th>
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<tr>
<td>Quantifying the world</td>
<td>1029</td>
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<tr>
<td>Julia Tanner, Consultant to the GA</td>
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<tr>
<th>Workshop 46 KS3–4</th>
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<tr>
<td>Repositioning ‘geography education’ at the forefront of mentoring</td>
<td>1032</td>
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<tr>
<td>Lauren Hammond, Lecturer in Geography Education, UCL Institute of Education, London</td>
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<th>Workshop 47 KS4–P16</th>
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<tr>
<td>A brief introduction into making cartograms using QGIS</td>
<td>IT 221</td>
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<tr>
<td>Dr Benjamin Hennig, Associate Professor of Geography, University of Iceland</td>
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<th>Workshop 48 KS4–P16</th>
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<td>Climate change negotiations – simulating a COP conference</td>
<td>1033</td>
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<tr>
<td>Dr Sylvia Knight, Head of Education, Royal Meteorological Society</td>
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<tr>
<th>Workshop 49 P16</th>
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<tr>
<td>Edexcel A level geography: preparing for the first assessment</td>
<td>1025</td>
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<tr>
<td>Bob Digby, Honorary Treasurer, Geographical Association</td>
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Saturday 7 April

12.35–13.50 Lunch time and Teacher-to-Teacher sessions

Teacher-to-Teacher (12.50–13.10) All KS
Fieldwork Q&A
Chloe Searl, Member, GA Fieldwork and Outdoor Learning Special Interest Group

Teacher-to-Teacher (12.50–13.10) KS3–P16
Want more effective exam feedback in less time?
James Mutton, Lead Teacher of Geography, Featherstone High School, Southall

Teacher-to-Teacher (12.50–13.10) KS4
The global food crisis
Aaron Pettit and Harriet Earle-Brown, PGCE Secondary Geography Students, University of Plymouth

Celebrate GA volunteers (13.00–13.30)
2018 not only marks 125 years of the GA but also 100 years since the first GA committee was formed. Find out more about their work and how you can get involved.

Teacher-to-Teacher (13.15–13.35) KS3–P16
The impacts of classroom displays and objects
Thomas Sherlock, Trainee Teacher

Teacher-to-Teacher (13.15–13.35) P16
What I wish I knew about geography before coming to university
Laura Dooley, Student, University of Sheffield

Field visit (13.40–14.40) KS3–P16
Earth science around your school
Dave Turner, Former Head of Geology and Assistant Head

13.50–14.40 Conference sessions

Research Paper (13.50–14.15)
Integrating personal and professional geographies: case studies from UK primary teachers
Dr Emma Till, Department for Teacher Development, University of Winchester

Research Paper (14.15–14.40)
Geographical thinking on wicked problems like global migration
Lotta Dessen Jankell, PhD Student, Stockholm University, Sweden

Lecture 30 KS3–4
Investigating controversial issues
Margaret Roberts, Retired Senior Lecturer, University of Sheffield, and Former GA President

Lecture Plus 31 KS3–P16
Articulating the usefulness of geography in the real world
Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association

Lecture 32 KS4
GCSE geography: preparing for success in summer 2018
Dr Keith Bartlett, AQA Geography Associate

Lecture 33 P16
Can geographers predict the future?
Carl Lee, Associate Lecturer in Human Geography, Sheffield Hallam University

Workshop 50 KS1–3
Real National Parks
Sarah Wilks, Head of Outreach Development, Peak District National Park Authority

Workshop 51 KS2
Think global, act local: engaging children in real-world issues
Debbie Watson, Global Education Officer, Cumbria Development Education Centre

13.50–14.40 Continued over page
### Saturday 7 April

#### 13.50–14.40 Conference sessions (continued)

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<th>GI-Learner: developing progression in spatial thinking</th>
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<tr>
<td></td>
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<td>Karl Donert, President, EUROGEO</td>
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<th>Workshop 53</th>
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<th>Missing Maps mapathon!</th>
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<tr>
<td></td>
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<td>Jorieke Vyncke, Project Leader, Missing Maps, Médecins Sans Frontières</td>
<td>Presented by GA International Special Interest Group</td>
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<tr>
<th>Workshop 54</th>
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<th>Stimulation and support through Geography</th>
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<tr>
<td></td>
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<td>Professor David Lambert, Professor of Geography Education, UCL Institute of Education, London</td>
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<th>Workshop 55</th>
<th>P16</th>
<th>Qualitative fieldwork methods for the A level independent investigation</th>
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<tr>
<td></td>
<td></td>
<td>Rob Morris, Consultant to the GA</td>
<td>Presented by GA Independent Schools Special Interest Group</td>
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#### 14.55–15.45 Conference sessions

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Rex Walford Memorial Keynote Lecture 34</td>
<td>Pennine Lecture Theatre (level 2)</td>
</tr>
<tr>
<td>All KS</td>
<td>Supported by a bequest from the late Professor William R Mead</td>
</tr>
<tr>
<td>Teaching real-world geography</td>
<td>Jane Ferretti, Consultant to the GA</td>
</tr>
<tr>
<td>Lecture Plus 35</td>
<td>KS3–4</td>
</tr>
<tr>
<td>The recontextualisation of geography</td>
<td>Owen Lecture Theatre (level 10)</td>
</tr>
<tr>
<td>David Örbring, Doctoral Student, Department of Educational Sciences, Lund University, Sweden</td>
<td>Supported by a bequest from the late Professor William R Mead</td>
</tr>
<tr>
<td>Lecture Plus 36</td>
<td>KS3–P16</td>
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<tr>
<td>Connecting university and school geography thinking to explore changing places</td>
<td>Peak Lecture Theatre (level 5)</td>
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<tr>
<td>Alan Parkinson, Head of Geography, King’s Ely Junior School</td>
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<tr>
<td>Lecture 37</td>
<td>P16</td>
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<tr>
<td>Liveable Perth West Australia: planning a city of light</td>
<td>942</td>
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<tr>
<td>Susan Martin, Senior Geography Teacher, Penrhos College, Australia</td>
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<tr>
<td>Workshop 56</td>
<td>EY–KS2</td>
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<tr>
<td>Findspots: exploring real-world engagement</td>
<td>1025</td>
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<tr>
<td>Sharon Witt, Senior Lecturer in Education, University of Winchester</td>
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<tr>
<td>Workshop 57</td>
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<tr>
<td>Rainforest refresher</td>
<td>1029</td>
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<tr>
<td>Duncan Hawley, Chair, GA Physical Geography Special Interest Group</td>
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<tr>
<td>Workshop 58</td>
<td>KS3–P16</td>
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<tr>
<td>Practical resources to support the teaching of placemaking</td>
<td>IT 221</td>
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<tr>
<td>The lived geography of the Holocaust: mapping movement</td>
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<tr>
<td>Tom Haward, Lecturer in Holocaust Education, UCL Centre for Holocaust Education, London</td>
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<tr>
<td>Workshop 60</td>
<td>KS4</td>
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<tr>
<td>Developing GIS skills at GCSE in preparation for NEA at A level</td>
<td>1031</td>
</tr>
<tr>
<td>Rachel Adams, Geography Teacher, Wimbledon High School, London</td>
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#### 15.00 Exhibition closes

#### 16.00 Conference closes
Fieldwork requirements have been significantly enhanced through reforms to GCSE and A level geography. In this debate, we will examine perspectives on the value of fieldwork to school geography, and discuss how teachers and schools can balance the educational and social benefits of fieldwork against the practical obstacles of organising fieldwork.

In partnership with UCL Institute of Education

**Lecture 23**

**KS2–P16**

Lecture Theatre

**LECTURE 23**

**Lecture 23**

**KS2–P16**

Landscape architecture: the profession on the ground changing places

Poppy Smith, Future Talent Manager, Landscape Institute, London, and Landscape staff from Sheffield City Council

Responding to environmental and human pressures, outdoor environments are now looked at to help address economic development, health and wellbeing, and sustainability. Landscape architects are the professionals changing these places. This session will examine case studies teachers can use for the changing places module and highlight the varied career options open to students.

**Lecture 24**

**KS4–P16**

The state of data skills in geography: findings from a two-year project

Steve Brace, Head of Education and Outdoor Learning, Royal Geographical Society (with IBG); Kate Stockings, Head of Geography, Roding Valley High School, Loughton; and Paul Turner, Head of Geography, Bedales School, Petersfield

The first new GCSE and A levels examinations will take place in 2018, requiring enhanced data skills. This session will share findings, evaluations and reflections from the RGS’s Data Skills in Geography project, which worked across schools and HE with the AOs, FSC, ESRi and OS, and include contributions from teachers who were involved in its work.

**Workshop 38**

**KS1–2**

Worlds and words: place plus poetry in primary schools

Ben Ballin, Consultant to the GA; Tessa Willy, Lecturer in Education, UCL Institute of Education, London; and Simon Collis, Primary Teacher, Emmaus Catholic and CE Primary School, Sheffield

How can we encourage pupils to create poetry that expresses a powerful sense of place and develops their locational awareness and appreciation? This interactive workshop will take us out into Sheffield, share of ideas and imagination, play with places and poetry, make links between literacy and landscape, and connect the concrete and the curious.

**Workshop 39**

**KS2–3**

Fun, games and visualisations to save the planet

Dr Paula Owen, Founder & Director, eco action games, and Dr Paula Owens, Consultant to the GA

From Play Your Cards Right to Bingo, Snakes and Ladders to Twister, we will explore reinventions of popular games and develop ideas for thinking about ways to improve life on Planet Earth. The aim is to inspire and motivate everyone to take personal action to reduce their environmental impact through inclusive and educational activities.

**Workshop 40**

**KS3–P16**

Virtual glaciers and glaciated landscapes

Derek McDougall, Deputy Head of Institute, Institute of Science and the Environment, University of Worcester

An interactive virtual fieldwork resource that aims to support the teaching in schools and universities of glaciers, both past and present, and their associated geomorphological impacts.
### Saturday 7 April session information

<table>
<thead>
<tr>
<th>Workshop 43</th>
<th>1029</th>
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<tr>
<td><strong>All KS</strong></td>
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<tr>
<td><strong>How to plan a ‘brilliant’ residential with maximum impact</strong></td>
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<td>Peter Carne, National Advisor, and Kim Somerville, Campaign Manager, Learning Away</td>
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<td>This session will draw upon evidence gathered through an action research programme that demonstrated the many positive impacts that ‘Brilliant Residential’ learning has on the whole-school community. It will guide you through a ‘theory of change’ approach to planning residential and will introduce an evaluation ‘toolkit’ designed to help schools evaluate the impact of these experiences.</td>
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<td><strong>KS2–P16</strong></td>
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<tr>
<td><strong>Going global: keeping it real</strong></td>
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<tr>
<td>Catherine Owen, Chair, GA International Special Interest Group</td>
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<td>How can we tackle clichés, misconceptions and the danger of the single story when studying countries and global issues? Join members of the International Special Interest Group to explore ideas, resources and activities aimed at keeping our teaching real and relevant.</td>
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### 11.15–11.35

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<th>Teacher-to-Teacher</th>
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<td><strong>All KS</strong></td>
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<tr>
<td><strong>Beyond frenemies: contact and collaboration with universities</strong></td>
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<tr>
<td>Dr Matt Finn, Lecturer in Human Geography and BA Geography Admissions Tutor, University of Exeter</td>
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<td>Despite concerns of a great divide between schools and universities there are increasing points of contact and potential for two-way collaborations, whether for CPD in the context of revised specifications, research, university admissions or events for all age groups. Hear the panel discuss the potentials and pitfalls and put your questions to them.</td>
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<td><strong>KS3–P16</strong></td>
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<tr>
<td><strong>Supporting secondary geography PGCEs with minimal effort</strong></td>
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<tr>
<td>John Groves, PGCE Geography Student, University of East Anglia</td>
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<td>This session details quick and simple strategies for supporting trainee secondary geography teachers during their initial placements. It offers advice to and from students, NQTs and experienced teachers, with the goal of enhancing the placement experience with a minimised workload.</td>
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<th>Lecture 28</th>
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<tr>
<td><strong>KS3–P16</strong></td>
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<tr>
<td><strong>Iceland’s volcanoes</strong></td>
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<td>Thórður Agustsdóttir, Volcanologist, University of Cambridge</td>
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<td>More lava has been produced in Iceland than anywhere else on Earth. This session will explore the latest magmatic and seismic activity resulting from Iceland’s tectonic divergence and hot-spot.</td>
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<td><strong>Sponsored by Discover the World Education</strong></td>
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<td><strong>Challenging the contemporary suburb: neither urban nor rural</strong></td>
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<td>Dr Alan Manvell, Senior Lecturer, University of Gloucestershire</td>
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<td>The suburb is home to many people in the UK and offers a potential solution to the current housing shortage. The session critically considers what is being built and the extent to which the image of the contemporary suburb is undergoing transformation. Ideas for student projects on this crucial contemporary issue will also be included.</td>
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<td><strong>Presented by GA Post-16 and HE Phase Committee</strong></td>
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<tr>
<td><strong>KS1–2</strong></td>
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<tr>
<td><strong>Quantifying the world</strong></td>
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<tr>
<td>Julia Tanner, Consultant to the GA, and Jane Whittle, IBPYP Co-ordinator, International School of Como, Italy</td>
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<td>Geographers quantify the world in numerous ways, from wind speeds in weather studies to Likert scales for environmental quality. This practical workshop will explore ways in which meaningful geographical enquiries in KS1 and KS2 can develop and extend pupils’ understanding of quantification as a tool for making sense of place, space and environment.</td>
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<tr>
<td><strong>KS3–4</strong></td>
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<tr>
<td><strong>Repositioning ‘geography education’ at the forefront of mentoring</strong></td>
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<tr>
<td>Lauren Hammond, Lecturer in Geography Education; DavidMitchell, Lecturer in Geography Education; and Maria Palombo, Teaching Fellow in Geography Education, UCL Institute of Education, London</td>
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<tr>
<td>Mentoring is recognised as being critically important to ITE and a significant professional development opportunity. However, geography has the potential to become lost in a maze of generic standards and guidance. By encouraging colleagues to discuss what makes an effective geography mentor, this workshop will show the importance of geography education in being a subject mentor.</td>
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random sample of ten final assignments were analysed to determine how students created a curriculum artefact to demonstrate how teachers can ‘lead’ the geography curriculum. The results of the analysis are discussed with regard to disciplinary knowledge and powerful pedagogies. The paper concludes with recommendations for future development of geography curriculum thinking in our schools.

12.50–13.10

Teacher-to-Teacher

All KS Fieldwork Q&A

Chloe Seal, Member, GA Fieldwork and Outdoor Learning Special Interest Group

In this session, members of the GA’s Fieldwork and Outdoor Learning Special Interest Group will be here to answer all your fieldwork questions. Whether you are planning your first fieldwork, want to develop your offer, or just want to talk over ideas for the A level NEA, we have the expertise to help.

Presented by GA Fieldwork and Outdoor Learning Special Interest Group

Teacher-to-Teacher

KS3–P16

Want more effective exam feedback in less time?

James Mutton, Lead Teacher of Geography, Featherstone High School, Southall

With an increasing number of exam-style assessments adding to workload, my team and I developed a free, Google-based, online marking system aimed at reducing teacher workload and increasing student engagement with feedback. This session will explain how we did it, how you can do it too, and the benefits it could bring.

Teacher-to-Teacher

KS4

The global food crisis

Aaron Pettit and Harriet Earle-Brown, PGCE Secondary Geography Students, University of Plymouth

How much have you had to eat today? Are you hungry? Perhaps you have over-indulged? How does this compare to others around the world? This interactive session will use maps, data and fun props to explore the global pattern of calorie intake, and the reasons for global differences.
teachers, who openly express an enthusiasm for geography. By gaining a better understanding of the relationships with geography held by teachers who are enthusiasts for the subject and identified as experts in their classes and schools, this research aims to contribute to improving the teaching of geography and empower learners for the increasingly diverse world that we live in. The paper draws from detailed identity portraits that were constructed of individual teachers’ experience using hermeneutical phenomenology. The phenomenological essence of each of the participants’ relationships with geography is considered. Experience that is unique to individual teachers and that which is shared by participants is reflected upon. It is an aim of the research to move towards a better understanding of the relationships that these individual teachers have with geography and an explanation of how these individuals’ views of themselves influences their motivation for teaching the subject.

13.50–14.40

Lecture 30
 Pennine Lecture Theatre

KS3–4
Investigating controversial issues
Margaret Roberts, Retired Senior Lecturer, University of Sheffield and Former GA President
What makes an issue controversial? Why should we teach about controversial issues in geography? What should the role of the teacher be? How can students be helped to think about controversial issues and develop ‘well-evidenced arguments’? This lecture will be illustrated with examples of current issues that are relevant to KS3 and KS4 geography.

Lecture Plus 31

KS3–P16
Articulating the usefulness of geography in the real world
Dr Rebecca Kitchen, Secondary Curriculum Leader, Geographical Association
Research suggests that students are unlikely to take A level geography if they are unable to see its relevance and usefulness for their own lives and future careers. This session will hear the stories of students and identify the issues and barriers, then articulate practical solutions to show students the importance of geography in the real world.

Lecture 32
 Peak Lecture Theatre

KS4
GCSE geography: preparing for success in summer 2018
Dr Keith Bartlett, AQA Geography Associate
This session will be geared towards exam preparation ahead of the 2018 examinations, including approaches to revision of content with some emphasis on approaching the issue of evaluation, and focus on the teaching of these skills.
Sponsored by AQA

Workshop 50

1029

KS1–3
Real National Parks
Sarah Wilks, Head of Outreach Development, and, Lorna Fisher, Outreach Development Manager, Peak District National Park Authority
Discover how these protected landscapes can be used to help your pupils build links and understanding with the natural environment. Delegates will experience a range of hands-on activities that will promote discussion and thinking skills, explore the value of National Parks as a learning resource, and discover the range of free online resources.

Workshop 51

942

KS2
Think global, act local: engaging children in real-world issues
Debbie Watson, Global Education Officer, Cumbria Development Education Centre
How can teachers enable children to plan their own practical action about issues that matter to them, gain confidence, self-efficacy and the belief they can make a difference, and make links to the wider world to become caring global citizens? Find out how through classroom activities and by hearing teacher experiences from the international Global Schools Project in Cumbria.
Presented by GA Sustainability and Citizenship Special Interest Group

Workshop 52

IT 221
KS3–P16
GI-Learner: developing progression in spatial thinking
Karl Donert, President, EUROGEO
Spatial thinking is integral to everyday life with the increased use of geographic information, online mapping and geo-technologies. The GI Learner Project identifies opportunities to integrate spatial thinking into the classroom through learning lines. This session will introduce the project, present the materials created by teachers and allow participants to explore the available resources and tools.

Workshop 53

IT 222
KS3–P16
Missing Maps mapathon!
Jorjë Vyncke, Project Leader, Missing Maps, Médecins Sans Frontières
In this session delegates will take part in a mapathon and find out how to involve students in an exciting project. Missing Maps enables all of us to play an active part in mapping areas where humanitarian organisations are trying to meet the needs of vulnerable people.
Presented by GA International Special Interest Group

Workshop 54

1032
KS4–P16
Stimulation and support through Geography
Professor David Lambert, Professor of Geography Education, UCL Institute of Education, London
This practical session is designed to support the development of critical reading with A level students through the use of Geography, the GA’s flagship journal. Geography is an integral part of the Association that provides a bridge between geography expressed as a school subject and as an academic discipline.
Presented by GA Geography Editorial Collective

Workshop 55

1031
P16
Qualitative fieldwork methods for the A level independent investigation
Rob Morris, Consultant to the GA
This workshop will consider several techniques that can be used for the analysis of qualitative data in the A level independent investigation. These will include coding of open-ended questionnaires, ethnographic surveys, discourse and image analysis, and there will be the opportunity for hands-on experience for delegates.
Presented by GA Independent Schools Special Interest Group


Research Paper 1026
Geographical thinking on wicked problems like global migration
Lotta Dessen Jankell, PhD Student, Stockholm University, Sweden

In geography education researchers have highlighted the importance of powerful geographical knowledge to enable young peoples’ geographical thinking, i.e. to acquire and develop deep descriptive and explanatory world knowledge, relational thinking and an ability to apply the analysis to particular place contexts. This study is part of a larger thesis about developing geographical thinking through enquiry based education in Sweden on wicked problems. This first part focuses on how students reason and understand global migration. Using a framework based on different dimensions of geographical knowledge, 60 respondents from the national test (2014) (year 10) and 51 answers from a survey (2017) were analysed. The results show that respondents use substantial world knowledge more than procedural relational thinking in their explanations of why people migrate from a specific place compared to another in relation to the context. Everyday knowledge and media reports from the refugee crises are explicit and students struggle to apply disciplinary geographical knowledge in their reasoning. The contribution is two folded: first, understanding students’ reasoning about migration in relation to geographical thinking and second, initiate research about how to design education that could advance students’ reasoning about migration in geography.

Research Paper 1027
Teaching real-world geography
Jane Ferretti, Consultant to the GA

It is essential for teachers to engage young people in lessons and this lecture will consider how personal experiences of the real world can be used to generate enthusiasm and develop geographical understanding. Using both local and global examples, I hope to show how teachers can encourage students to think more carefully about places they visit, and even inspire them to become adventurous travellers.

Workshop 57
Rainforest refresher
Duncan Hawley, Chair, and Members, GA Physical Geography Special Interest Group

Tired with teaching about tropical rainforests in the same old way? This session will reveal insights into the physical geography of tropical rainforests and explore how some of the latest understanding linking to diversity, landforms and the water cycle can be incorporated into teaching through active approaches.

Presented by GA Physical Geography Special Interest Group

Workshop 58
Practical resources to support the teaching of placemaking
Andrew Close, Head of Careers, Education and Professional Development, Royal Town Planning Institute, and Tony Rivero, RTPI Ambassador

This workshop will cover what placemaking and planning are, what the RTPI is, what a planner does and how you can use RTPI resources when teaching about placemaking. We will also provide our latest material free for you to inspire your geography students and show them a successful potential career path.

Workshop 59
The lived geography of the Holocaust: mapping movement
Tom Haward, Lecturer in Holocaust Education, UCL Centre for Holocaust Education, London, and Dr Simone Gigiliotti, Senior Lecturer in Holocaust Studies, Royal Holloway, University of London

This workshop will explore issues of displacement and migration within the context of the Holocaust and its resonances with contemporary events, and aims to bring the latest academic research from Royal Holloway and UCL into the classroom. Delegates will study resources around the mapping of movement to open up dialogue about their use in classroom contexts.

Workshop 60
Developing GIS skills at GCSE in preparation for NEA at A level
Rachel Adams, Geography Teacher, Wimbledon High School, London

ArcGIS (free with OS maps) is a great resource for enabling students to be hands-on with real-world data, and to collect, present and analyse their own primary research. This workshop will showcase practical examples to use with students to improve both their geographical understanding and analytical skills. Delegates’ own devices may be helpful.
Update your teaching skills and subject knowledge with a Geographical Association expert-led course

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>
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<tr>
<th>Leading primary geography</th>
<th>Book online <a href="http://www.geography.org.uk/leadingprimary">www.geography.org.uk/leadingprimary</a></th>
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<tr>
<td>Leicester</td>
<td>Monday 21 May 2018</td>
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<tr>
<td>Birmingham</td>
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<td>Leeds</td>
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<th>Going outside: ideas for primary fieldwork</th>
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<tr>
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<td>York</td>
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<td>London</td>
<td>Tuesday 3 July 2018</td>
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### For secondary and post-16

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<th>A level revision conference (for A level students)</th>
<th>Book online <a href="http://www.geography.org.uk/revision">www.geography.org.uk/revision</a></th>
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<tr>
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<td>Saturday 7 July 2018</td>
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**Sheffield Hallam University**

Our Geography, Environmental and Planning team seeks to enhance the understanding of relationships between physical, cultural, economic, environmental and social processes, and explore how these processes interact in different places. We offer undergraduate courses in:

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www.oxfordsecondary.co.uk/aqa_gce_geog
AQA
Stands 32–33
www.aqa.org.uk
We are an independent education charity and the largest provider of academic qualifications taught in schools and colleges. We set and mark the papers for around half of all GCSEs and A levels taken every year.

British Cartographic Society and the Remote Sensing and Photogrammetry Society
Stand 14
www.cartography.org.uk / www.rpssoc.org.uk
RSPSoc is the UK’s leading Society for remote sensing and photogrammetry and their application to education, science, research, industry, commerce and public service. BCS is a dynamic association dedicated to exploring and developing the world of maps, providing education, research and publishing, and hosting events throughout the year.

British Red Cross
Stand 55
www.redcross.org.uk/education
Inspire young people to learn about the humanitarian impact of a natural disaster with resources from the British Red Cross. Natural disasters: earthquakes, supported by the Geographical Association, helps 11–19-year-olds develop their critical thinking and explore the impact a disaster has on individuals and communities.

Cambridge Assessment International Education
Stand 38
www.cambridgeinternational.org
Cambridge International 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.

CGP Books
Stand 34
www.cgpbooks.co.uk
CGP is one of the top UK educational publishers. Our geography books are an excellent way to help students revise for the new Grade 9-1 GCSEs – and we have the new A level exams covered too. Visit us at stand 34 for free sample books and a friendly chat with our geography experts.

Chartered College of Teaching Stand 11
https://chartered.college
We know that excellent teaching transforms the lives of all students, from those in early years to adult learners. At the Chartered College of Teaching, we believe the way to achieve excellent teaching and leadership is by supporting, developing and giving a voice to teachers, enabling them to be the very best they can be.

Collins
Stand 31
www.collins.co.uk
Collins produce a wide selection of popular primary and secondary geography resources as well as a trusted range of world atlases for all ages.

Cranedale Centre
Stands 41–42
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.

Daydream Education
Stand 61
www.daydreameducation.co.uk
Daydream Education is thrilled to be at its first GA Annual Conference promoting its new geography poster and revision guides. Based on the new GCSE specifications, our resources simplify key topics to improve students’ understanding and boost their confidence. Pop over to our stand for your free sample worth £3.99!

Department of Geography, University of Sheffield
Stands 21–22
www.sheffield.ac.uk/geography
We are proud to have a 110-year history of research and teaching excellence at the frontiers of geographical knowledge. Our staff and students are committed to working with schools, colleges and the public to ensure the vitality of the discipline.

Discover Limited
Stand 35
www.discover.ltd.uk
Discover Ltd provides geography field courses, cultural enrichment/CAS, expeditions and trips for KS3, GCSE, AS/A level and graduate students in Morocco. Established in 1978, Discover is ABTA, ATOL and AITO registered, and has won many awards for sustainable tourism.

Discover the World Education
Stands 26–27
www.discover-the-world.co.uk/study-trips
Visit Discover the World Education for friendly expert guidance on organising your next study trip to Iceland, Italy, The Azores, Norway, China and beyond! As strategic partners with the GA, you’ll also find free and award-winning resources on our stand, designed to benefit students inside and outside the classroom.

Earth Science Teachers’ Association (ESTA)
Stand 60
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 67–68
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 for 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 59
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..."
Inspire students through the food they eat. Fairtrade Foundation and Marine Stewardship Council explore key geographical themes such as use of natural resources, international development, agriculture, environment and the Sustainable Development Goals. There will be chocolate! But not fish. That would be weird.

Field Studies Council
Stand 1
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.

Flooglebinder
Stand 29
www.flooglebinder.co.uk
Adventures that inspire change. Our focus is social and environmental impact but through these programmes we help young people develop wider key skills whilst connecting them to global issues through travel, adventure and play. We aim to inspire young people to think holistically and become game changers in an ever-changing environment.

The Geographical Association
The GA Stand
(located in the main entrance)
www.geography.org.uk
Come and visit the GA Stand located in the main entrance, your one-stop shop for all things GA. Browse our publications for primary, secondary and Post-16 and take advantage of special Conference discount offers, join the GA (if you’re not already a member!), meet GA staff and find out about our extensive range of projects.

Geoscience, University of Derby
Stand 56
www.dery.ac.uk/geography
Geoscience at the University of Derby offers a range of single and joint honours degree programmes in geography, geology, environmental hazards and global development. Our geography and geology programmes are professional-body accredited and TEF Gold rated. To find out more come to our stand or view our web page.

Global Learning Programme
Stand 18
www.glp-e.org.uk
The Global Learning Programme (GLP) is currently being used by over 7300 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.

Green Entrepreneurs Europe (GEE) Stand 6
www.geelearning.eu
GEE is a EU project for KS3 geography/science/DT students based on the exciting and inspiring concept of the circular economy where there is no waste and everything is designed to be re-used/recycled. Find out about the project and how you could run it in your school.

Halsbury Travel
Stand 25
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 25 to find out how we can help you inspire your young geographers with a school trip abroad!

Hampshire Outdoor Centres
Stand 13
www.hants.gov.uk/outdoors
We are one of the leading outdoor learning providers for schools in the UK, with a strong reputation for excellence, professionalism and safety. Our centres in Hampshire and South Wales offer an outstanding range of high quality outdoor learning, providing a memorable experience that’s educational, challenging and fun.
the Jurassic Coast World Heritage Site. Both high-quality centres situated in Swanage on Leeson House and The Swanage Centre are available throughout the year for residential school groups. Leeson House and many other destinations. We tailor-make all our tours and work with you in a consultative way to create a tour to your exact requirements.

Landscape Institute
Stand 57
www.landscapeinstitute.org
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 FSC and The Swanage Centre
Stand 5
www.leesonhouse.com / www.theswanagecentre.co.uk
Leeson House and The Swanage Centre are high-quality centres situated in Swanage on the Jurassic Coast World Heritage Site. Both centres are available throughout the year for residential school groups. Leeson House provides tuition tailored to your specific requirements, delivered by our experienced staff. Self-taught options are also available.

Lochranza Centre CIC
Stand 58
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.

Marich Pass Field Studies Centre
Stand 62
www.marichpass.com
Marich Pass Field Studies Centre, set up 30 years ago, is in a remote and rural part of Kenya. It lies at the junction of areas of great physical and cultural diversity and is an excellent residential base for student field classes, expeditions and individual research projects at all levels.

Mini Map-Makers
Stand 20
www.minimapmakers.co.uk
A cartographic education services company presenting exciting, fun and curriculum-relevant mapping resources for teachers and 3–18-year-olds with an exciting series of workbooks and workshops and other mappy items for the classroom including puzzles, books and more! Our STE(A)M workshop resources link subjects through cartography. #GettingChildrenMapping

Newcastle University, Geomatics Department
Stand 12
www.ncl.ac.uk/engineering/research/civil/geomatics/
Geomatics is geography brought to life with science and mathematics! It uses state-of-the-art technology to gather geospatial data to map, monitor and model Earth. Surveying, mapping and GIS are the methodologies needed to create maps of different themes and provide the basis to enable geospatial analysis.

Nomadic School Tours
Stand 10
www.nomadic-schools.co.uk
Nomadic School Tours offers worldwide school trips to China, Costa Rica, Iceland, Morocco, Namibia, Northern India, Rwanda and Tanzania. Our overseas school trips can offer a wealth of experience for the young mind, with the opportunity to experience the culture and landscapes of these great countries first hand.

NST Travel Group
Stand 48
www.nstgroup.co.uk
NST is one of the UK’s leading school trips and educational travel companies. 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 46–47
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
Stands 65–66
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 43–45
www.oxfordsecondary.co.uk/geography
Visit the OUP stand to find out how our resources could support your teaching of the 2016 GCSE and A Level specifications. See Kerboodle in action, find out about our revision support and discover the rest of our range, including geog.123, Nelson Key Geography, Geoactive and Geofile, and student-friendly atlases.

Pearson
Stands 49–50
uk.pearson.com
Pearson is delighted to sponsor the GA Conference 2018. 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.

Rayburn Tours
Stand 69
www.rayburntours.com
Rayburn Tours creates international educational trips for schools, including geography trips tailored to the curriculum. Whether you choose to take your students to the fascinating landscapes of Iceland or venture further afield to southwestern USA,
A–Z exhibitors

we can help you create a memorable geography trip tailored to your teaching.

Royal Geographical Society (with IBG)
Stands 53–54
www.rgs.org/schools
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, schools, explorers and enthusiasts and span more than 100 countries.

Royal Meteorological Society
Stand 28
www.metlink.org
The Royal Meteorological Society supports the teaching of weather and climate in primary and secondary schools. Find out about our newest resources, CPD opportunities, the MetMark quality mark, weather instrument loans and other ideas for making your teaching interesting, relevant and effective.

Royal Town Planning Institute (RTPI)
Stand 3
www.rtpi.org.uk/education-and-careers
The RTPI is the UK’s leading planning body for spatial, sustainable and inclusive planning, and the largest planning organisation and Chartered Institute responsible for maintaining professional standards and accrediting world-class planning courses, our charitable purpose is to advance the science and art of planning.

Sheffield Hallam University
Geography & Environmental Science
Stand 7
www.shu.ac.uk
At this applied academic university department, students study the world’s most pressing issues and learn how they can influence them. Our courses cover a broad range of human, physical and environmental geography, in a cross-disciplinary environment, with a strong focus upon student employability and real-world application.

Skern Lodge
Stand 19
www.skernlodge.co.uk
Skern Lodge is a residential outdoor education centre based on the North Devon coast, centred within the UNESCO Biosphere Reserve. We provide bespoke GCSE and A level geography fieldwork courses for AQA, Edexcel, OCR and Eduqas, including opportunities for your students to collect quality data for their Independent Investigation NEA.

Thornbridge Outdoors
Stand 51
www.thornbridgeoutdoors.co.uk
At Thornbridge Outdoors we pride ourselves in supporting brilliant teacher-led residential that make the most of our spectacular Peak District location. Lead your own activities or utilise our excellent instructors. We have self-contained, flexible, indoor accommodation for groups of 8-86 and camping/teepee facilities. Come and discuss the exciting options.

Time for Geography
Stand 15
www.timeforgeography.co.uk
Time for Geography is the online channel of inspiring geography educational videos, created by our collaborative team of lecturers, teachers and students, with a passion for geography. Our videos are made freely available to millions of students and teachers, with support from the most forward-thinking organisations in the geographical community.

Travel Places
Stand 39
www.travelplaces.co.uk
Travel Places provides a range of worldwide, bespoke educational trips tailored to the needs of the students, curriculum and budget. From visiting the lava fields of Iceland to exploring the National Parks of the USA, our passionate team of specialists take care of the detail to allow you to inspire, excite and educate.

Trex Travel Experiences Ltd
Stand 2
www.trex.is
Iceland is a living textbook. For 39 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.

TTS Group
Stand 9
www.tts-group.co.uk
Looking to encourage adventure and exploration in your classroom? For 30 years TTS have been creating products with you in mind! From globes and compasses to programmable robots, we love to speak with teachers from around the world. Come and see us at stand 9 for your FREE Goody Bag.

Tutor2u
Stand 52
www.tutor2u.net
Tutor2u are exam performance specialists. As an online educational publisher, we provide resources to help students maximise their performance, including: regular support via our free subject blogs, digital and printed teaching and revision materials to support A level and GCSE, and large-group exam technique and revision coaching courses for students.

University of Nottingham
Stands 63–64
www.nottingham.ac.uk/geography
The School of Geography is a dynamic academic community and leading international centre for geographical scholarship, committed to excellence in teaching and research. Our students are taught across the geography spectrum, receive high-quality academic and personal support, and graduate with specialist knowledge, transferable skills and excellent career prospects.

WorldStrides
Stand 30
www.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?
Official Conference sponsors

AQA
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Esri UK
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.

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Quick guide to exhibitors

Stand  Organisation/Company
1  Field Studies Council
2  Trex Travel Experiences Ltd
3  Royal Town Planning Institute (RTPI)
4  HERE
5  Leeson House FSC and The Swanage Centre
6  Green Entrepreneurs Europe (GEE)
7  Sheffield Hallam University Geography & Environmental Science
8  Insight and Perspective Ltd
9  TTS Group
10 Nomadic School Tours
11 Chartered College of Teaching
12 Newcastle University, Geomatics Department
13 Hampshire Outdoor Centres
14 British Cartographic Society and the Remote Sensing and Photogrammetry Society
15 Time for Geography
16–17 Icespiration Ltd
18 Global Learning Programme
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20 Mini Map-Makers
21–22 Department of Geography, University of Sheffield
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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 main entrance during the morning break on Friday and Saturday.

Exhibition plan
Owen Building locations

- The GA Registration Desk and GA Book Stand are located in the main entrance (level 5) of the Owen Building.
- The Exhibition, refreshments and pre-paid lunch are located on level 6 of the Owen Building.
- The GA Community at Work volunteer stands are located in the main entrance.
- All lecture and workshop rooms are located in the Owen Building.
- Cafés selling hot and cold food and drinks are located on levels 2 and 5.

Taxis
Sheffield City Taxis
0114 239 3939

GA Annual Conference and Exhibition
University of Manchester, Tuesday 9–Thursday 11 April 2019
‘CELEBRATING GEOGRAPHY’

We all think geography matters, and we are passionate about it – that’s why we choose to be part of the GA and give our time to promoting the subject. At the current moment it is easy to feel rather downbeat as we fight to champion geography in a crowded and hostile policy landscape, so I think it is time to strike a positive note and remind ourselves of the enormous contribution that geography can make, not only to our own lives but also to the lives of the pupils and students we work with.

As a result, I have chosen ‘Celebrating Geography’ as my Presidential theme for 2018–19. Come to the 2019 Annual Conference to join in sessions that share classroom success stories, debate curriculum issues, disseminate the latest research findings and explore the fundamental principles that underpin the discipline. The resources exhibition and the unique chance to network add to this heady mix. This is a chance to be inspired by others, exchange ideas and celebrate all that geography has to offer.

Dr Stephen Scoffham,
GA Senior Vice President 2017–18

Get involved
If you’re 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 2018.