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THE GEOGRAPHICAL ASSOCIATION

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THINKING THROUGH GEOGRAPHY

Thinking Through Geography is the result of a team of ten young teachers involved with the PGCE at Newcastle University. In its introduction it states that it is about "geography with a difference" and that the book was written to help teachers to move away from the overview that geography is a load of content to be delivered. It aims to assist teachers who do not want their pupils to be bored and demotivated, to encourage them to question and become independent learners. It is a book about professional development, introducing teachers to new strategies which require the practitioner to take risks in order to make the lessons more interesting.

All the strategies have been used in classrooms, undergoing thorough "road testing" in real life. The geographical content is high quality and appropriate to many teaching situations from Y7 to Y13 in a wide variety of schools. The trials are reported in detail to give guidelines to avoid predictable pitfalls to make teachers think about issues which will need to be addressed with the class. The latter part of the book encourages teachers to take the ideas further, both in developing their own strategies and in developing the learning of the pupils. There is some theory about learning and curriculum development to develop a "teaching thinking curriculum". It effectively combines geography and pedagogy adding to the professionalism of the practice of teaching.

The teaching approaches outlined are novel and a worthy addition to the geography teacher's repertoire. The resources are photocopiable and this is facilitated by the binding of the book and its black and white format. The exemplars have interesting titles such as "Mind Movies" and "Living Graphs" and the carefully prepared material will engage, stimulate and stretch students of all ages and abilities. Examples are wide ranging and up to date from around the world, addressing important "big concepts" in the teaching of geography and elsewhere.

