

Contents

List of figures	viii
List of tables	ix
Notes on contributors	x
Introduction to the series	xv

Introduction	1
CHRIS FISHER AND TONY BINNS	

1 School geography 5–16: issues for debate	6
ELEANOR RAWLING	

PART I

Issues in training geography teachers	23
---------------------------------------	----

2 The re-emergence of middle years initial teacher training	25
MELANIE NORMAN	

3 The role of research in the initial education of geography teachers	37
MARGARET ROBERTS	

4 Developing the educational use of information and communications technology: implications for the education of geography teachers	50
TONY FISHER	

PART II

Issues in the geography classroom	67
-----------------------------------	----

5 Does differentiation provide access to an entitlement curriculum for all pupils?	69
JEFF BATTERSBY	

vi *Contents*

6 Issues in ICT and geography	80
DAVID HASSELL	
7 Writing geography textbooks	93
DAVID WAUGH	
8 Textbook pedagogy: issues on the use of textbooks in geography classrooms	108
DAVID LAMBERT	
9 The resourceful geography teacher	120
CHRIS FISHER	
10 The importance of 'big' concepts and skills in learning geography	137
DAVID LEAT	
11 Learn to debrief	152
DAVID LEAT AND DAVID KINNINMENT	
PART III	
Wider issues in teaching geography	173
12 Aspects of global citizenship	175
ROGER CARTER	
13 Learning about development: an 'entitlement' for all	190
TONY BINNS	
14 Environmental education: a question of values	205
STEPHEN SCOFFHAM	
15 Europe matters	219
STEPHEN SCOFFHAM	
16 The place of assessment in geographical education	234
GRAHAM BUTT	
17 Geographical education and the vocational debate	245
GRAHAM BUTT	

18 Geography in the early years	258
KATHY ALCOCK	
19 Towards the question-led curriculum 5–14	271
GILL DAVIDSON AND SIMON CATLING	
20 Wider issues for the future	296
REX WALFORD	
Index	314

17.1	Geography education is like a cat with four which paws look	17.1
17.2	The range of geography textbooks used in primary schools	17.2
17.3	Structure for Extension (Key Stage 3) and to replace	17.3
17.4	Matching GSE syllabus with The New World (GSE) M	17.4
17.5	Planning for debating in geography – to consider all to syllabus	17.5
17.6	The globalisation rose – global to local	17.6
17.7	Within a lifetime the population of the world has more than	17.7
17.8	tripled to 600 million people (population has not doubled)	17.8
17.9	Global inequality (the North–South divide) is one of the main	17.9
17.10	problems facing the world today by regions to not necessarily	17.10
17.11	Use the compass rose to help structure studies of places and	17.11
17.12	around the world – to show the relationship between	17.12
17.13	Students' images of Europe and its inhabitants and how they	17.13
17.14	People tend to be most interested in local events and	17.14
17.15	The development of the European Union to replace	17.15
17.16	Map of Europe drawn by 10-year-old Scottish girl and	17.16
17.17	Map of Europe drawn by 10-year-old north Italian child	17.17
17.18	Twenty-one ways of introducing a European dimension into the	17.18
17.19	school curriculum	17.19
17.20	Involvement in ONVQs: a checklist for geographers in schools	17.20
17.21	Example of a programme of work for one session for	17.21
17.22	reception-aged children	17.22
17.23	Map showing some key features of part of the school grounds	17.23
17.24	Questions about flooding asked by pupils	17.24
17.25	Questions about a locality by Year 4 pupils	17.25
17.26	Structuring pupils' questions in a Key Stage 3 enquiry	17.26
17.27	Lesson plan	17.27
17.28	Resolution of the US Congress regarding geography	17.28