

Praise for previous editions of *Learning to Teach Geography in the Secondary School*...

'This is a practical and visionary book, as well as being superbly optimistic. It has as much to offer the experienced teacher as the novice and could be used to reinvigorate geography departments everywhere. Practical activities and ideas are set within a carefully worked out, authoritative, conceptual framework.'

**The Times Educational Supplement**

'This is a modern, powerful, relevant and comprehensive work...a standard reference for many beginning teachers on geography initial teacher training courses.'

**Educational Review**

*Learning to Teach Geography in the Secondary School* has become the widely recommended textbook for student and new teachers of geography. It helps you acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and challenging lessons.

It is grounded in the notion of social justice and the idea that all students are entitled to a high-quality geography education. The very practical dimension provides you with support structures through which you can begin to develop your own philosophy of teaching and debate key questions about the nature and purpose of the subject in school.

Thoroughly updated to take account of the latest research, evidence and policy, this new edition reflects new developments in technology as well as current thinking on curriculum, pedagogy and assessment. Exploring the fundamentals of teaching and learning geography in school, chapters cover:

- Why we teach geography – its purposes and intent
- Understanding and planning the curriculum – what to teach
- Effective pedagogy – how to teach
- Inclusion
- Assessment
- Developing and using resources
- Fieldwork and outdoor learning
- Values and school geography's contribution to 'citizenship'
- Professional development

Intended as a core textbook and written with both university and school-based initial teacher education in mind, *Learning to Teach Geography* is essential reading for all those who aspire to become able, effective and above all, thoughtful and reflective teachers.

**Mary Biddulph** is Former Senior Lecturer in Geography Education, School of Education at the University of Nottingham, UK.

**David Lambert** is Emeritus Professor of Geography Education in the Department of Curriculum, Pedagogy and Assessment at UCL Institute of Education, London, UK.

**David Balderstone** is a Headteacher in Milton Keynes, UK.

SECONDARY EDUCATION / GEOGRAPHY

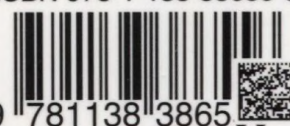
**Routledge**  
Taylor & Francis Group  
[www.routledge.com/education](http://www.routledge.com/education)

Routledge titles are available as eBook editions in a range of digital formats

Cover illustrations:  
Sarah Hoyle and Dani Pasteau

an informa business

ISBN 978-1-138-38655-6



9 781138 386556



List of illustrations

ix

List of tasks

xi

List of boxes

xiii

## **INTRODUCTION**

**1**

### **1 WHY TEACH GEOGRAPHY?**

**4**

Introduction ■ Thinking geographically and GeoCapability  
■ The knotty question of what to teach in school geography  
■ Is geographical knowledge powerful knowledge? ■ Universities and their relationship with school geography ■ Your 'passion' as a geographer ■ School geography in an international context  
■ Summary and key points ■ Further reading

### **2 THE GEOGRAPHY CURRICULUM**

**27**

Introduction ■ What is a curriculum? ■ Curriculum models  
■ Planning a geography curriculum ■ Geographical enquiry  
■ Progression and continuity ■ The official curriculum  
■ Summary and key points ■ Further reading

### **3 PEDAGOGY**

**64**

Introduction ■ What is pedagogy? ■ Powerful pedagogy: the enquiry approach ■ Fundamentals of teaching geography  
■ Key pedagogic strategies ■ Lesson planning, monitoring and evaluation ■ Summary and key points ■ Further reading

### **4 PUPILS' LEARNING**

**97**

Introduction ■ Understanding pupils' learning ■ Intellectual development ■ Misconceptions in geographical thinking  
■ Quantitative understanding and geography ■ Language and learning ■ Summary and key points ■ Further reading



## **5 INCLUSION** **128**

Introduction ■ Ability labelling ■ Pupils with special educational needs ■ Bilingual pupils ■ Ethnicity ■ Social class ■ Gender ■ Planning for differentiation in teaching and learning ■ Summary and key points ■ Further reading

## **6 RESOURCES** **154**

Introduction ■ Developing your own resources ■ Evaluating, selecting and using published resources ■ Using maps and atlases ■ Using images ■ Using 'the media' ■ The 'arts' as imaginative resources for geography ■ Geographical information systems ■ Summary and key points ■ Further reading

## **7 FIELDWORK** **187**

Introduction ■ Planning fieldwork ■ Fieldwork strategies ■ Creative fieldwork ■ Fieldwork and new technologies ■ Progression in fieldwork ■ A-level geography and the independent investigation ■ Summary and key points ■ Further reading

## **8 ASSESSMENT** **218**

Introduction ■ Assessment: some contextual insights ■ Assessment for Learning (AFL) ■ Recording and reporting assessment ■ Issues in formative assessment ■ Progression and assessment ■ Using data to support teaching and learning ■ Examinations in perspective ■ Examinations at sixteen ■ Examinations at post-sixteen ■ Other qualifications in geography ■ Developing examination skills ■ Summary and key points ■ Further reading

## **9 FOR CITIZENSHIP** **252**

Introduction ■ Values education ■ Sustainable development and global citizenship ■ Global citizenship education: another contested concept? ■ A futures-oriented geography curriculum ■ Summary and key points ■ Further reading

## **10 PROFESSIONAL DEVELOPMENT** **280**

Introduction ■ The context of evaluating your teaching ■ Maintaining professional motivation ■ Developing your subject knowledge ■ Reflecting on practice ■ GeoCapabilities as a framework for continuous development ■ Research engagement ■ Summary and key points ■ Further reading