

Contents

<i>Acknowledgements</i>	<i>i</i>
Introduction	1
Part I: Purpose	5
Chapter 1: School – what is it good for?	7
Different possible purposes	7
Uncertain foundations	9
The Romantic ideals	10
Pragmatism	11
Does it matter?	13
A confused curriculum	15
Case study: Sarah Larsen	16
<i>Questions</i>	<i>19</i>
Further reading	19
Chapter 2: Approaches to knowledge	21
Why knowledge sits at the heart of education	21
Defining knowledge	22
Three futures and powerful knowledge	24
Debates on building knowledge	28
What is “geographical knowledge”?	30
Questions	30
Further reading	31
Chapter 3: The changing nature of school geography	33
How it began	33
The national curriculum and its evolution	34
Where that leaves us	38
Questions	40
Further reading	41

Chapter 4: Losing sight of the subject	43
Breaking down divides between subjects	43
The geography of good intentions	48
The power of curriculum creation	51
Questions	53
Further reading	54
Chapter 5: Finding our way again	55
Future 3 curriculum	55
GeoCapabilities	61
Finding our purpose	64
Questions	66
Further reading	66
Part II: Practice	67
Chapter 6: Content	69
Challenging “anything is geography”	69
Case study: Jodie Powers	72
Identifying powerful geography	74
Non-powerful content	78
Procedural content in the curriculum	81
Threshold, core and hinterland content	84
Content at Key Stages 4 and 5	86
Case study: Denise Freeman	86
Questions	88
Further reading	88
Chapter 7: Places	89
Developing an understanding of “place”	90
What is “regional geography” and why does it matter?	92
How do we select places to study?	93
Putting it into practice: place in the curriculum	98
Case study: Victoria Morris	100
Place at GCSE	103

Contents

Case study: David Preece	106
Questions	109
Further reading	109
Chapter 8: Sequencing the curriculum	111
Revisiting, retrieving and spacing	113
Interweaving threads	115
One thing after another – looking back	118
Putting the sequence together	121
Questions	122
Further reading	122
Chapter 9: Doing geography	123
Fieldwork	125
Case study: Dr Paul Ganderton	133
Enquiry approach	135
An enquiring curriculum in practice	139
Case study: Catherine Owen	146
Geographic information systems	149
Case study: Alistair Hamill	150
Questions	152
Further reading	152
Chapter 10: Geography for the 21st century	153
Responding to drivers of change	153
Curriculum content and the changing world	156
Creating a garden of peace	161
Conclusion	163
The potential of powerful knowledge	169
<i>Appendix</i>	171
<i>Bibliography</i>	177