

The Promise of Geography

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'The benefits of belonging'

Information and Communications Technology
Animated discussion in geograph

conventional approaches of text book CD-Roms or video. Another reason animate is of course that it is tremendous fun!

The activities
 Most animations use macromedia as in the school examples on Staffordshire Learning Net webs www.sl-net.co.uk/geography/77-78

Geography Curriculum

Landscapes of language: Geography across the curriculum

Mark Jones and Bernadette Fitzgerald report their initial findings from research into year 9 and PGCE students' perceptions of the

Language across the cu
 Additionally we have a re to support the development functional literacy skills. T ment is not new; the Bull

Mark Jones and Bernadette Fitzgerald

Town as text

Mark Jones and Simon Huson

Changing rooms: geography through art

PGCE students co-constructed ideas for teaching geographical themes using six different media: work, pinhole photography, textiles, comics. They shared their

Reflections on School Direct

Rebecca Davis and Mark Jones



Following on from her article in the summer 2014 issue of Teaching Geography, Rebecca reflects on her year as a School Direct trainee teacher. Her PGCE tutor, Mark, adds his reflections on this initial

Mark Jones and Sarah Whitehouse

Learning with and from early years and key stage 1

Mark and Sarah suggest that making the young pupils primary can be for st

Experiencing pupils' learning in the primary phase
 For some secondary school teachers their

students reviewed the curriculum, the EYF5 has been revised (DfE, 2012).
 Fundamental to early years practice is a play-based approach to learning; this can be child-centred or an adult-directed activity.

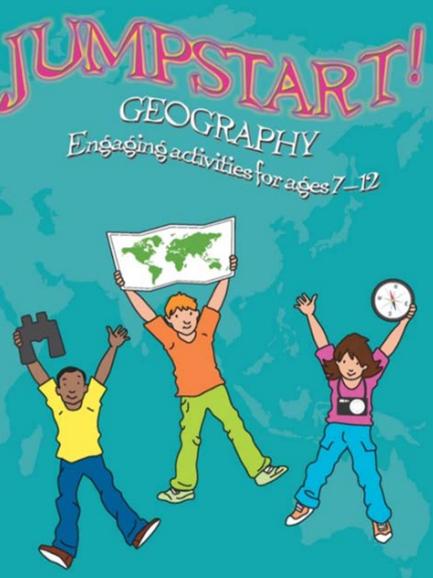
'Joined-up geography': connecting school-level and university-level geographies

'Joined-up geography': connecting school-level and university-level geographies

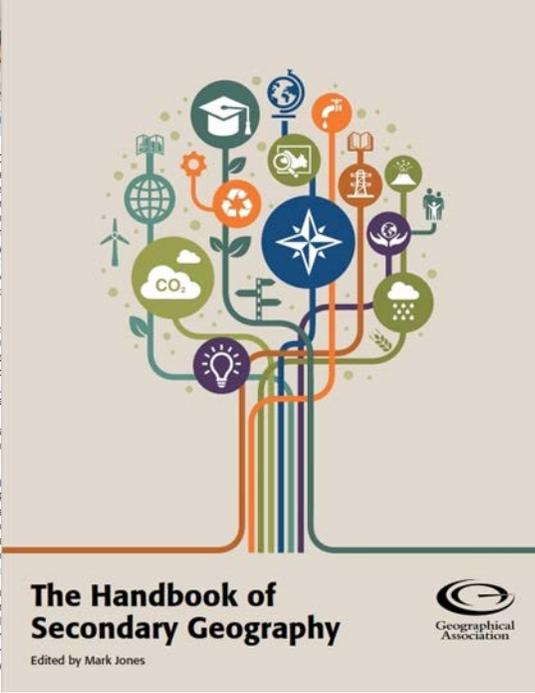
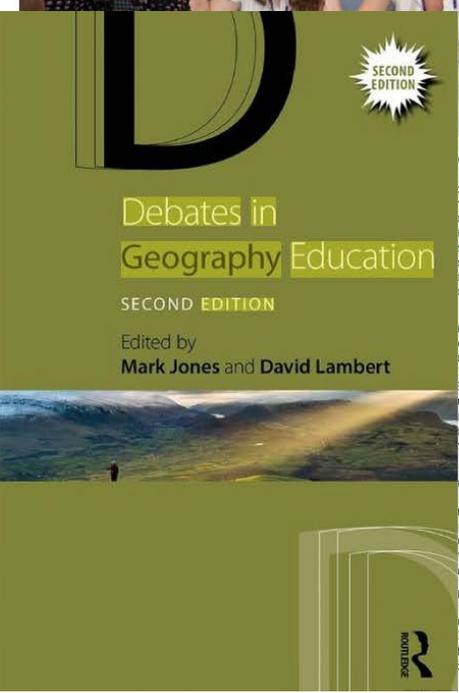
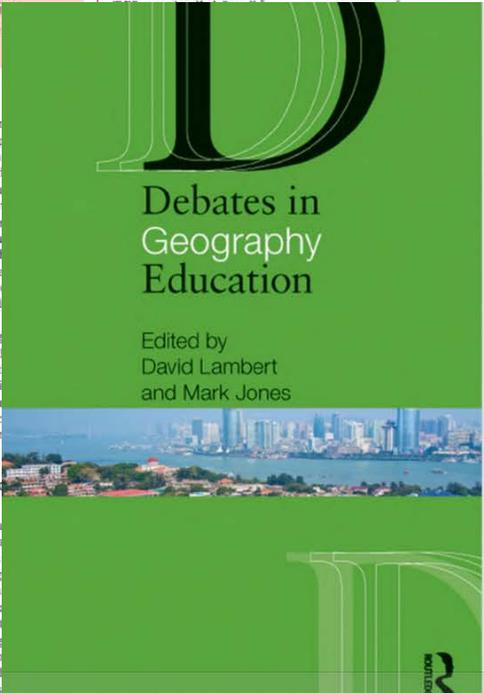
to the future health of the discipline. This language of a 'divide' has become commonplace, with authors using terms such as 'decoupled' (Rawling, 1996), 'dislocation' (Kent, 2000) and 'divorce' (Stannard, 2003). More recent contributions to the debate have included: summarising the nature and origins of the divide (Castree et al., 2007; Marriott, 2007); requesting dialogue across the divide (Bonnnett, 2003; Stannard 2003; Jeffrey, 2003); and reconnecting academic and school geographies by various means (Rawling and Daugherty, 1996; Bednarz et al., 2000; Yarwood and Davison, 2007; Pylett and Smith, 2009).

A number of forces have conspired to create this 'divide' between university and school geographies. Research Assessment Exercises (RAEs) altered the balance in universities between teaching and research, favouring the latter in terms of academic activity and reward (Sidaway and Johnston, 2007). RAEs changed the research behaviour of academics, giving precedence to publishing in high-status refereed journals rather than more accessible outlets such as Geography and Geography Review (Lynch, 2002; Grimwade, 2007). There was little incentive to write and publish textbooks (Sidaway and Johnston, 2007), to contribute to Geographical Association (GA) events/membership (Gardner and Lambert, 2006; Yarwood and Davison, 2007), or to get involved with school curriculum design (Rawling, 2001; Bonnnett, 2003). In a similar manner, the Teaching Quality Assurance Programme, introduced in the early 1990s by the national Quality Assurance Agency for Higher Education, led many university academics to focus inward on their teaching practices, thereby reducing outward knowledge exchange with schools (Castree et al., 2007; Sidaway and Johnston, 2007).

In the school sector, the first geography national curriculum (DES, 1991) resulted in a statutory school geography for key stage 3 (ages 11-14) that was centrally controlled, content-heavy and performance-driven (Rawling, 2001; Jones, 2002; Moore, 2006; Butt, 2008). This led to increased demands for accountability through teacher assessment and the additional burden of reporting levels of attainment. These supplementary reporting acted as disincentives to outreach activities due to erosion of resources and time. The early geography national curricula (DES, 1991; DfE, 1995) were often delivered through resources that emphasised



A David Fulton Book Mark Jones and Sarah Whitehouse



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- Chapters 1-5 are intended as a stimulus for promoting informed discussion about the discipline and its potential, alternative and possible future directions.
- Chapters 6-19 ask us to consider how current practice in schools has been arrived at and is being influenced at present, and encourage us to question how practice might change in the future.
- Chapters 20-24 provide discussion of the opportunities and challenges that professional development, through being part of a geography department and wider geography community, can present.



**Book of
Geography**



Geographical
Association

'The benefits of belonging'



What is the evidence underpinning *Critical Thinking for Achievement*?

The *Critical thinking for achievement* programme provides free CPD for primary and secondary teachers of geography and science, to strengthen teachers' subject knowledge and build confidence and capability in curriculum planning and teaching.

The GA/SSAT [Connecting Classrooms \(2015-18\) programme](#) found that critical thinking through a subject lens significantly increased teacher knowledge and understanding, and demonstrated positive impacts on teacher confidence and expertise, pupil engagement, attainment and progress. In particular:

- The plan-do-review structure helped teachers to apply CPD learning in their own classroom, review the impact on students' progress and achievement, share pedagogy and outcomes with school colleagues and fellow-teachers on the course.
- This model proved very effective in engaging teachers in improvement at classroom and phase/departments/school level. Peer networks helped secure teacher commitment to change practice 'in the presence of others', a benefit supported by behavioural psychology¹
- As a result of the CPD, the great majority of teachers described:
 - [significant impacts](#) on their pupils' learning; as they applied critical thinking concepts and pedagogy through their subject teaching, they particularly noted improved levels of understanding and achievement.
 - improvements in pupils' engagement, together with confidence and motivation to study. Many noted particular impacts on less successful learners.

The programme design is based on a wide range of evidence for the benefits of critical thinking for pupils, the impact of subject-focused CPD on raising standards, and the benefits of teacher networks:

1. Better use of evidence and enhanced criticality equip pupils with the knowledge and skills they need

- EEF cites extensive evidence² for the impact of metacognitive routines, including independent thinking, criticality and use of evidence. EEF suggests these 'high impact, for very low cost' approaches are applicable to science education and more widely.
- Willingham³ found successful critical thinking programmes embed critical metacognitive strategies into subject curricula and allow time for teacher practice, making critical thinking more likely by placing methodologies within appropriate contexts.
- A group of Cambridge academics⁴ argues that critical thinking delivered through robust pedagogy and applied in subjects has a positive impact on attainment.

¹ [Gollwitzer and Sheeran 2006](#)

² [EEF Metacognition toolkit](#)

³ [Willingham 2007](#)

⁴ [Cambridge Assessment 2010](#)

1. Better use of evidence and enhanced criticality equip pupils with the knowledge and skills they need
2. Subject-specific CPD raises teaching quality most effectively:
3. Sustained, collaborative enquiry through teacher networks is impactful, particularly when supported by external expertise:

(Geographical Association, 2019)



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Figure 7:
Origins and priorities for professional development.

Professional Development 2019-20

Geography department:	
Name : _____	
Professional development priorities for Year _____	
Priority 1-	
Priority 2-	
Priority 3-	
Questions	Notes
Where have your PD priorities originated?	
What is the focus of each PD priority?	
What is the current situation and why?	
What are the intended outcomes for your PD?	
What approaches will be used?	
What time scale and review dates will be set?	
How will the impact of the PD be evaluated?	
Short term. Mid-term and long term?	

Geography department:

Name:

Professional development priorities for year:

Priority 1:

Priority 2:

Priority 3:

Questions	Prompts
Where have your PD priorities originated?	National priority, curriculum change, whole-school focus, inspection feedback, Awarding Body focus, observation feedback by line manager/SLT/colleague, self-review, annual review meeting, performance management, appraisal, promotion, seeking promotion/new role, collaborative project, network meeting, personal interest, reading research, doing research.
What is the focus of each PD priority?	Student performance, student wellbeing, student inclusion, departmental focus, area of responsibility, whole-school theme/approach, individual class, group of students, teacher performance, aspect of teaching (generic/subject-specific), teacher use of assessment, teacher subject expertise, teacher subject knowledge.
What is the current situation and why?	National agenda, policy change, school organisation, faculty or departmental structuring, roles and responsibilities of self and colleagues, changes to curriculum or pastoral system, school reorganisation, change to specifications, change to school policy, new role, lack of experience or expertise in an area, experience of expertise in area, restricting of school day, rooming or timetable.
What are the intended outcomes for your PD?	Improved student engagement, improved student attainment in GCSE/GCE, increased take-up of subject at GCSE/GCE, improved level of teacher performance, reduction in student misbehaviour, updating of teachers' subject knowledge, renewal of scheme of learning.
What approaches will be used?	Formal/informal, in-school/external support, whole-school Inset, departmental meetings, additional PPA time, observations, coaching, mentoring, self-guided learning, collaborative network, research, visits to other schools, attending courses, online courses.
What time-scale and review dates will be set?	Weekly, termly, half year, end of year, review dates set within a longer two- to three-year period for ongoing professional development.
How will the impact of the PD be evaluated in the short, mid and long term?	Written evaluative statement of activity, written report, self- and peer-learning, journals, teacher blog, student questionnaires/interview/focus groups (pre- and post-activities associated with PD), observation notes/video, peer-review of videos, scrutiny of students' exercise books/online learning logs, learning walks by SLT, student voice, students as co-researchers, school records of students behaviour/engagement/attainment.



The Promise of Geography

'There is no single history of 'geography', only a bewildering variety of different, often competing versions of the past'
(Heffernan, 2009, p. 3)

Regional Geography

Spatial/ Quantitative Revolution (Spatial/Models/Index of ...)

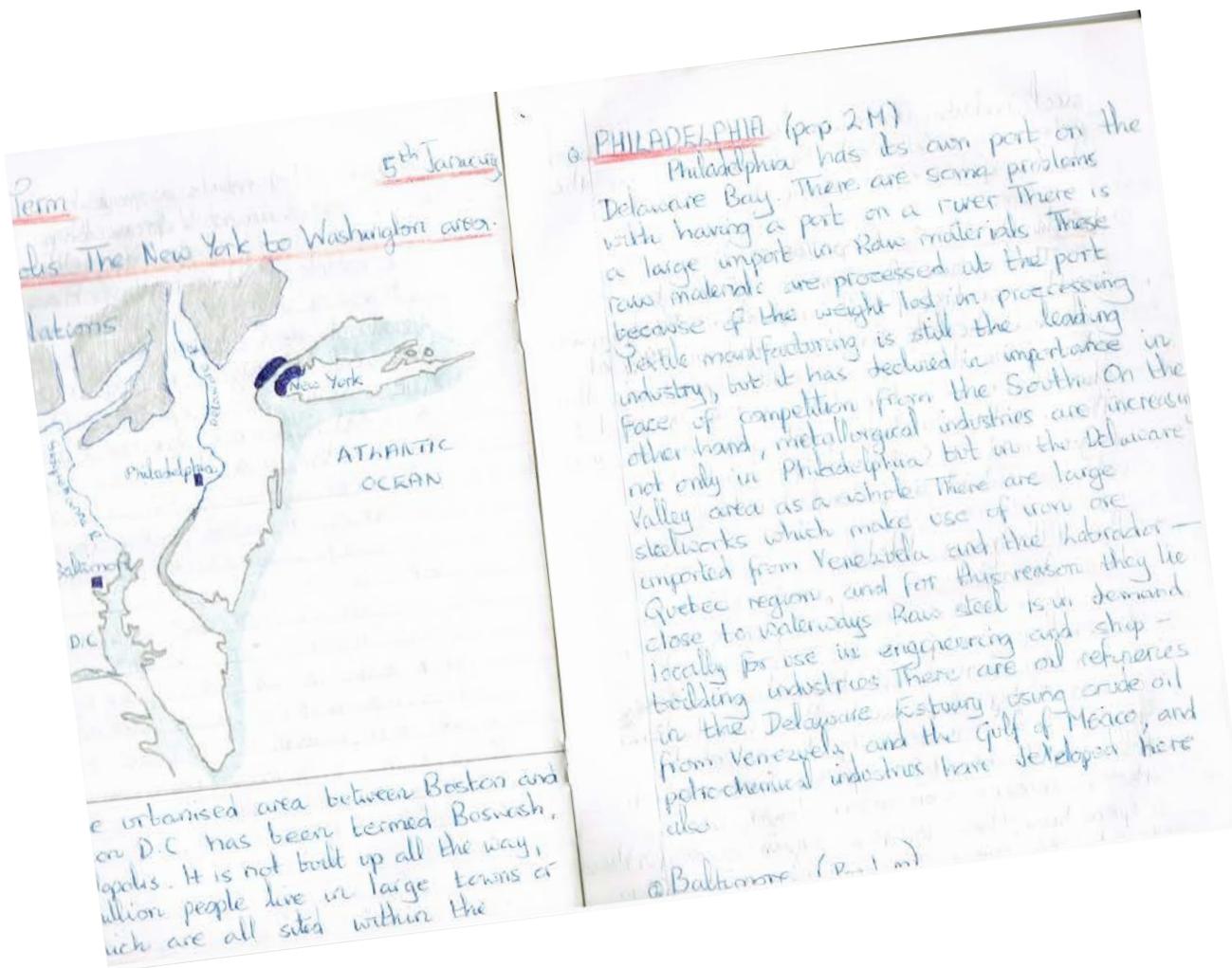
Humanistic welfare-oriented (social inequalities, development)

Issues based approaches

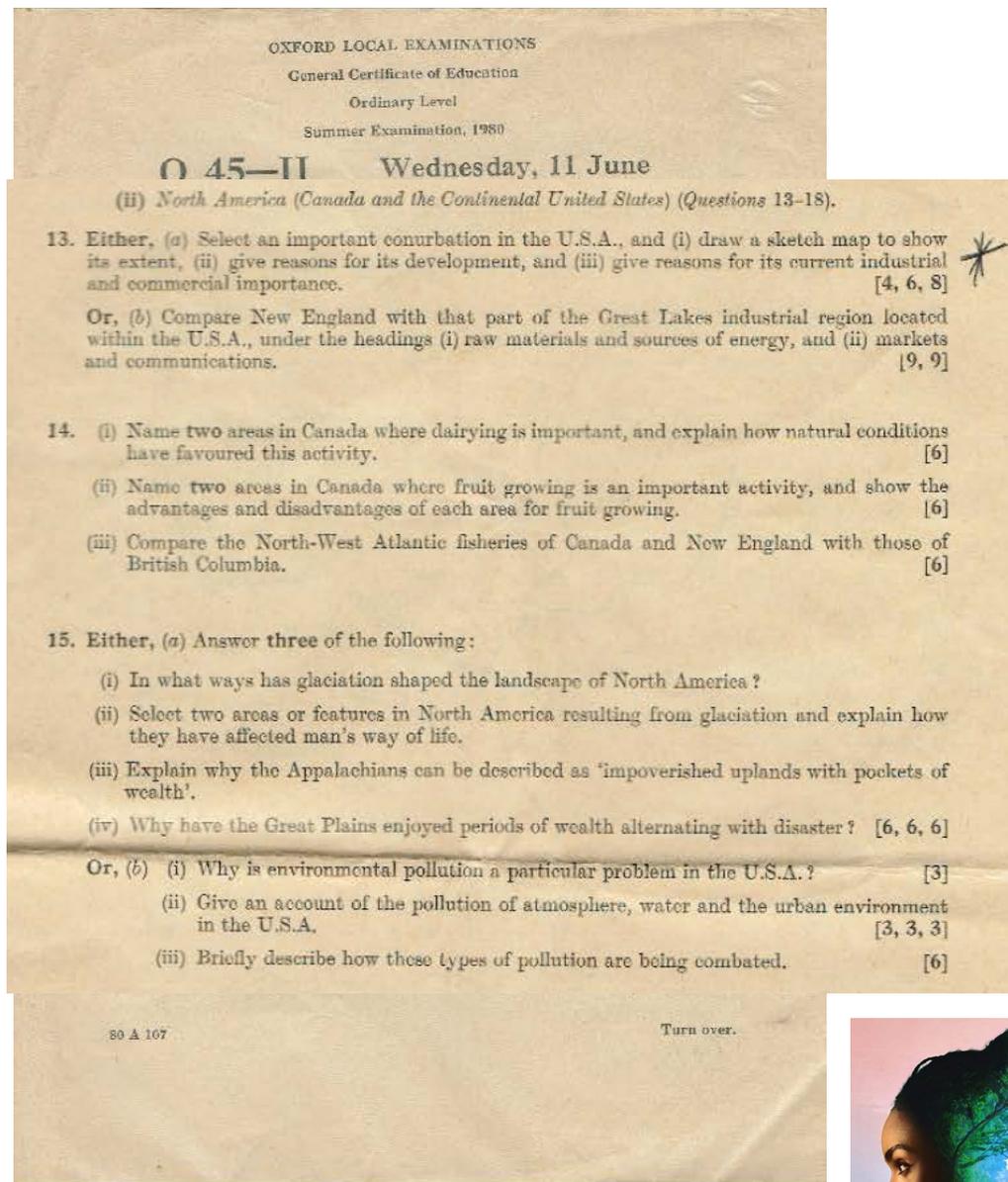
National Curriculum (1991 – 2013)



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'gaily to immature children to be memorised, quite oblivious of the fact that what they memorise...can mean mighty little of geography' (Fairgrieve, 1936, pp. 6-7).



The Promise of Geography

Regional Geography

Spatial/ Quantitative Revolution (Spatial/Models/Index of ...)

Humanistic welfare-oriented (social inequalities, development)

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National Curriculum (1991 – 2013)



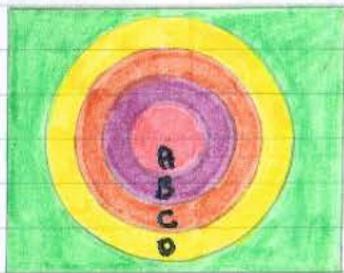
'The benefits of belonging'

Why are there different land use patterns in town? 19.5.94

Land in a town can be used in different ways. Land use depends upon the main function of that part of a town. The main function, or land use, of an area may result from its age, the cost of land and the lines of communication.

1. Industry, Commerce, Residential, cultural, Education, Hospitals, Emergency services, Transport, Religious, leisure, Harbour.
2. The centre of a town is called the (central business district). It has many (large) shops and tall blocks of (offices). There are (a lot) of houses and (little) open space.

Diagram showing concentric zones of land use



4. A = central business district.
- B = Inner city.
- C = Inner suburbs.
- D = Outer suburbs.

5. Broadmead.
- St Annes.
- Kingswood.
- Warmley.



Inner city

£41,000

ST. GEORGE

- Three bedroom end of terrace
- Two reception's fitted kitchen
- Gas c.h. (under treatment)
- No charred/closed rear garden

Kingswood Office 352695

£38,500

REDFIELD

- Two bedrooms, 5-receptions
- Gas central heating, no char
- Autonomy fitted kitchen
- Timber & stamp guarantees

Kingswood Office 352695

Inner suburbs

£61,995

HANHAM

- Two bed semi detached Bungalow
- Gas central heating, lounge/diner
- PVC double glazing
- Single garage, no char

Kingswood Office 352695

£55,950

KEYNSHAM

- Three bedrooms
- Gas c.h. & double glazing
- Popular cul de sac
- Lounge/dining room

Keynsham Office 863681



Outer suburbs

£36,750

OLDLAND COMMON

- First floor purpose built Flat
- Two double bedrooms
- Lounge, 50ft rear garden
- Economy 7 heating

Kingswood Office 352695

£85,995 NEW INSTRUCTION

NORTH COMMON

- Three four bed modern detached
- Two reception rooms, playroom
- Gas central heating, fitted kitchen
- Single garage & off street parking

Kingswood Office 352695



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Regional Geography

Spatial/ Quantitative Revolution (Spatial/Models/Index of ...)

Humanistic welfare-oriented (social inequalities, development)

Issues based approaches

National Curriculum (1991 – 2013)



'The benefits of belonging'

“With 1 in every 14 of the population caught up in this ‘inner city’ struggle of deprivation it has become one of the most serious manifestations of geographical inequality in Britain.”

Mark Jones

62%



The decline of the inner city is a result of powerful social and economic forces and so is beyond the capacity of planners and politicians. Discuss?

Today the problems of the inner areas of Britain's major cities have become a topic of growing concern. Four years ago the Department of the Environment published a report that claimed that almost 6 million people live in 'exceptional concentrations of poverty and deprivation' in these areas. With one in every fourteen of the country's population caught up in this inner city struggle of deprivation it has become the most serious manifestation of geographical inequality in Britain. Before concerning ourselves with the forces that have brought about this decline, let us take a general look at the problems of the inner city. Many of Britain's major cities today have decaying neighbourhoods and dereliction in their inner areas leading to a major housing problem for the population living there. Factory closures and demolition has led to large areas of unused land lying waste. A high concentration of unemployment, poor education, large numbers of petty crimes and vandalized council estates are all well published problems of these areas. The overall picture of our inner areas in Britain's major cities is one of decay, poverty and deprivation.

The roots of these problems lie in the processes of urbanization and industrialization whereby the rapidly expanding towns interposed indiscriminately housing and industry as the economy grew. These inner areas have kept their early structures and are apparent in many major cities, for example, inner Liverpool's picture of physical decay, comprising 10% of its total area is now vacant; slum-clearance sites once the heart of the industries and back-to-back housing for their workers. The structure then was one of uncontrolled expansion and unbridled industrialization in the inner areas. The factors that caused the decline of these areas thus had an already unfavourable environment to work on. What then are these 'powerful social and economic forces' that have caused such a state of deprivation in our inner city areas and what have the planners and politicians been able to do to try and stop the decline?

Since the early 1960's all Britain's major cities have experienced massive industrial decline, particularly in their inner areas. This economic decline has led to a decline in employment, most notably in the manufacturing industry rather than in services. There has been a national decline in manufacturing jobs of a most marked nature. Between 1965 and 1975 there was a reduction of 12% of those employed in manufacturing. This was related to the nationwide problem and the link between inner



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Regional Geography

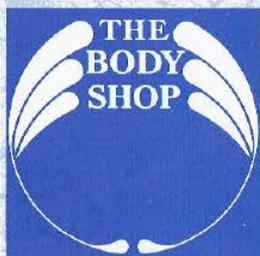
Spatial/ Quantitative Revolution (Spatial/Models/Index of ...)

Humanistic welfare-oriented (social inequalities, development)

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FAIR TRADE

BROADSHEET
INSIDE

 THE WRITE
STUFF

 TRADITIONAL
CRAFTS

**THE BODY SHOP
TRADES BY THESE
PRINCIPLES:**

We respect the environment.



KEY STAGE 3 GEOGRAPHY

THE TROPICAL RAINFORESTS

A LETTER TO THE PRIME MINISTER

To the Pupil

Over the past few weeks you have been studying the tropical rainforest. You now have the chance to show what you have learned!

What to do

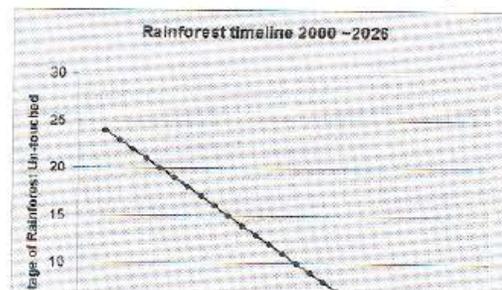
You are to write a letter to the Prime Minister, telling him of your concerns about tropical rainforest. You can then ask what the Government intends to do about the problems you have described.

Kingsfield School
Brook Road, Kingswood
Bristol, BS15 4JT

Tel.no.01454 866538 / 866539

Dear, Mr Blair

I am writing to tell you about the alarming rate at which the worlds Rain forests are being destroyed. I have made a survey that shows if we carry on at this present rate of destruction we will have no Rain forests left by the year 2026 so, by the time I'm 38 my children may ask me "what is a Rain forest".



The graph to the left shows the rate at which the rain forest is being destroyed. If current trends continue, by the year 2026, most of the world's rain forest



The Promise of Geography

Regional Geography

Spatial/ Quantitative Revolution (Spatial/Models/Index of ...)

Humanistic welfare-oriented (social inequalities, development)

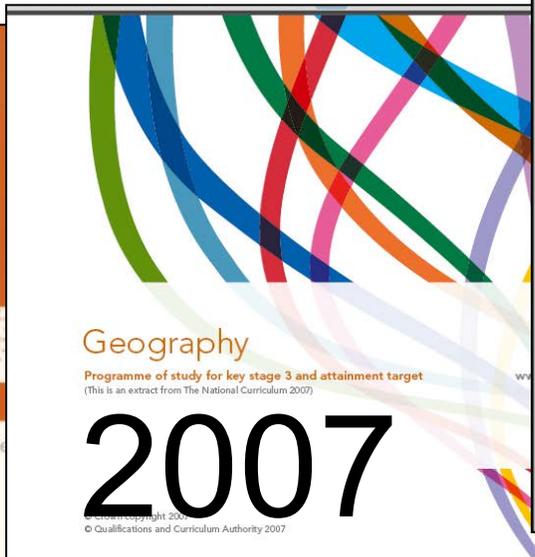
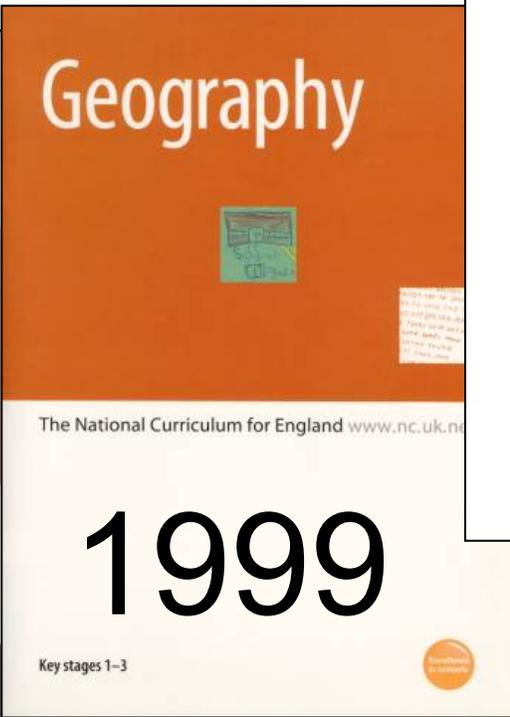
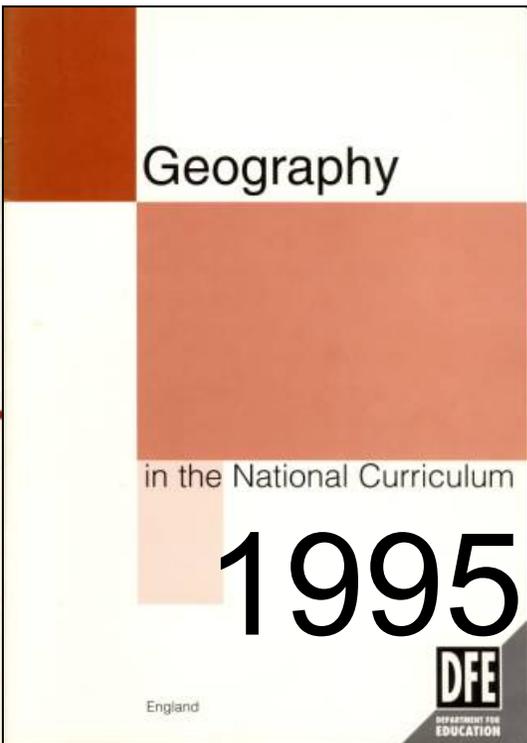
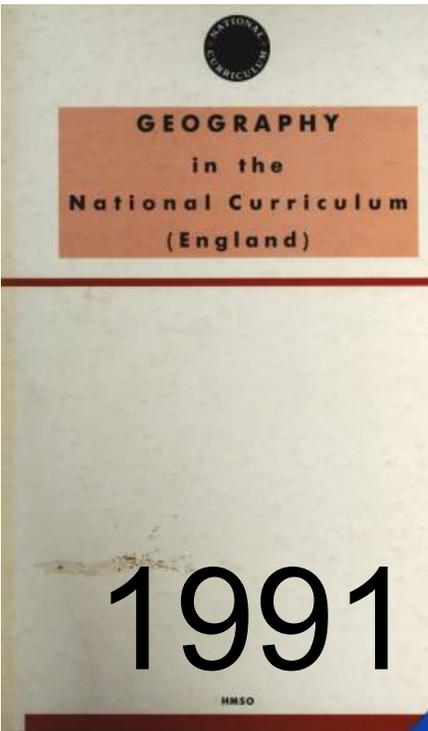
Issues based approaches

National Curriculum (1991 – 2013)



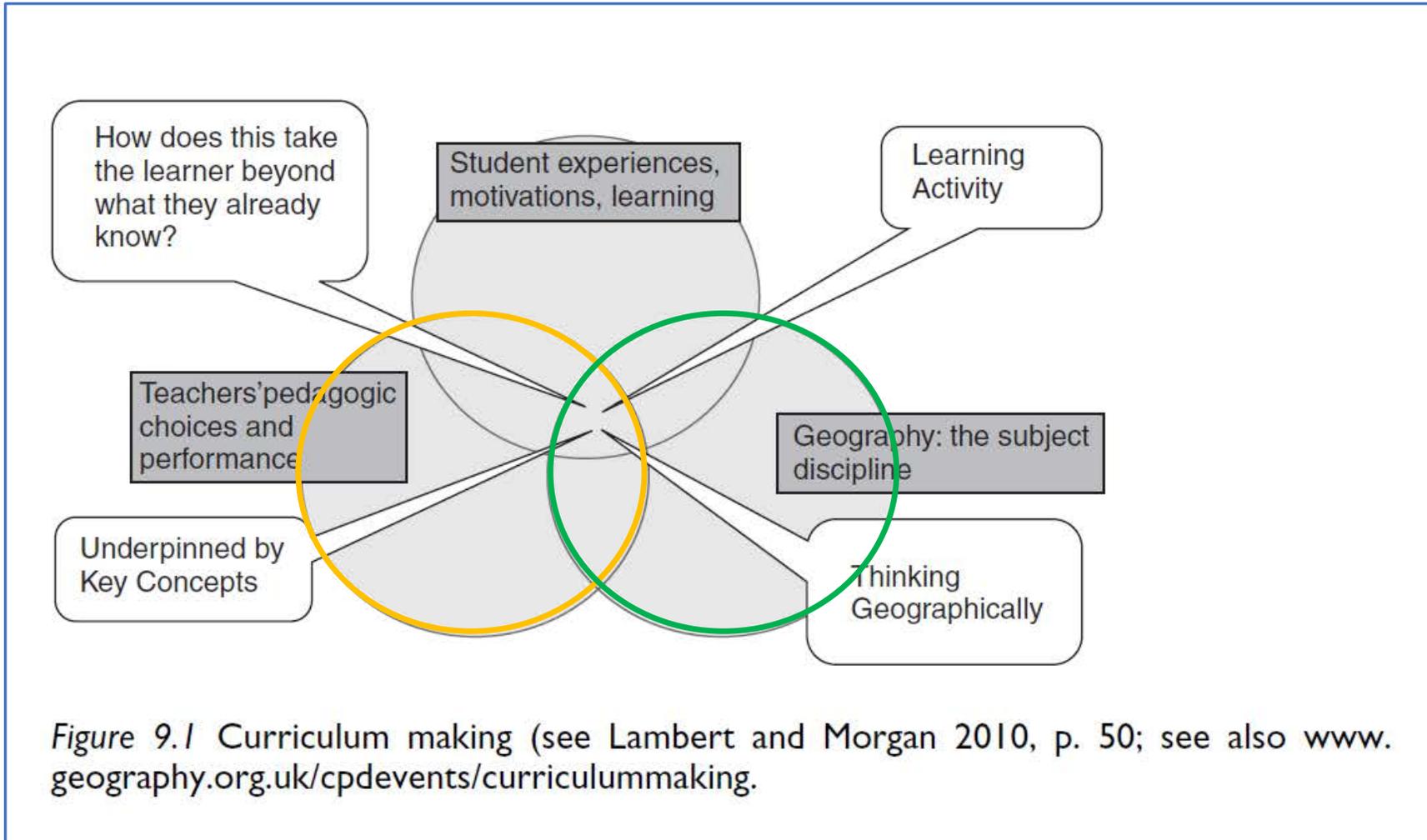
1988 Education Reform Act

- language of key stages, levels, programmes of study, centralised control of curriculum, a National Curriculum.



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'The benefits of belonging'



1997-2010 **Personalised learning, Learning to Learn, learning styles, Growth mindsets**

Lucas (2001) suggests five Rs (Readiness to learn, Resourcefulness, Resilience, Remembering and Reflectiveness).

Claxton four Rs (Resilient, Resourceful, Reflective and Reciprocal)

highlights effective learners as : curious, adventurous and questioning; resilient, determined and focused; open-minded, flexible, imaginative and creative; critical, sceptical and analytical; both methodical and opportunistic; reflective, thoughtful and self-evaluative; keen to build on their products and performances and collaborative but also independent (Claxton, 2007, p.117).

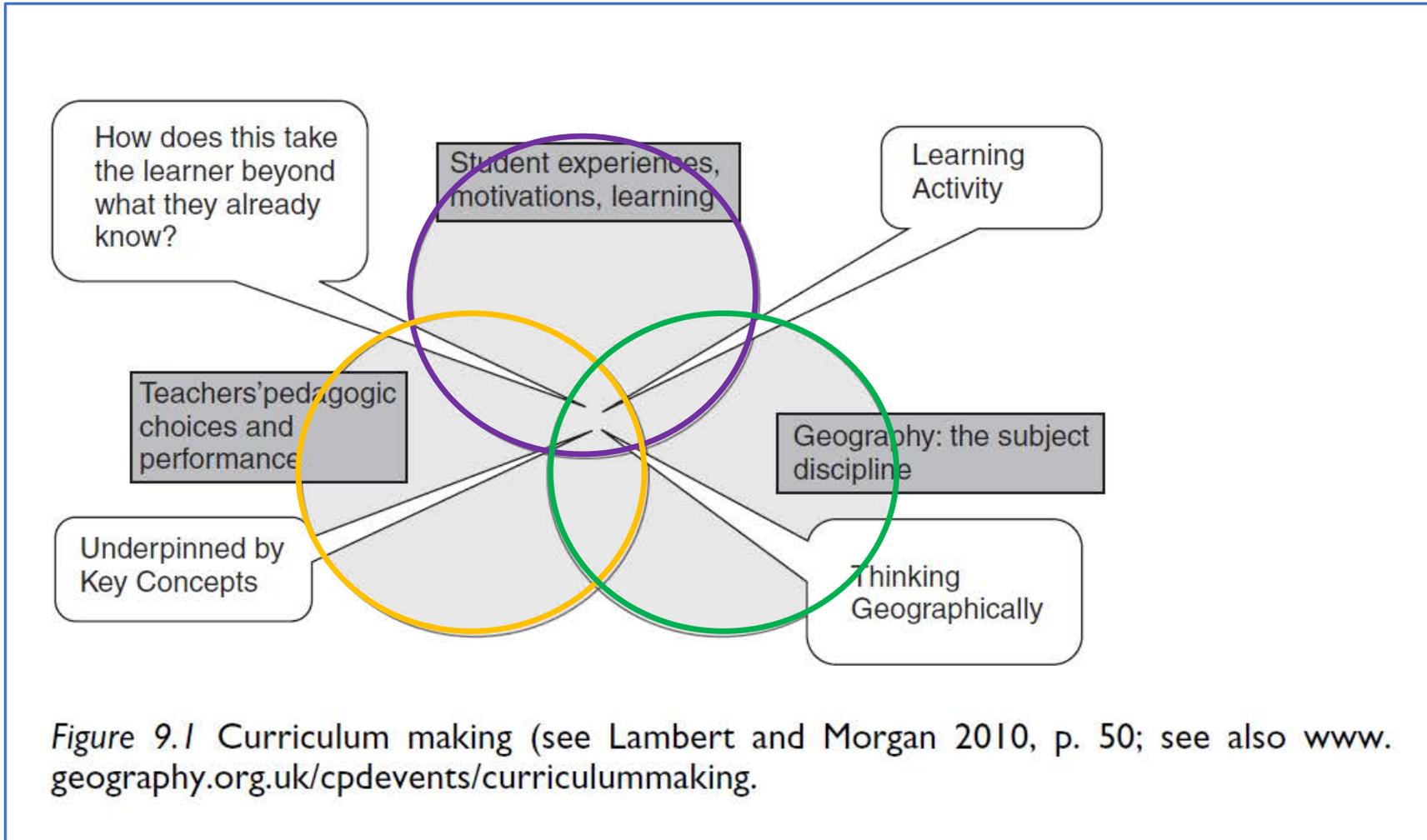
2000s Fixed and Growth MindSets

With many schools applying the principles of the theory of 'Fixed' and 'Growth' Mindsets Dweck (2015) revisited her work.

A 'Growth Mindset' equating this with effort alone was a common misconception and while important pupils developing a range of learning strategies is required for improving learning.



'The benefits of belonging'



'The benefits of belonging'

Written by people, teachers, 'stimulated' by Geography - what if people aren't?

The importance of geography

aims to / should

The study of geography stimulates an interest in, and a sense of wonder about, places and helps make sense of a complex and dynamically changing world. It explains how places and landscapes are formed, how people and environment interact, and how a diverse range of economies and societies are interconnected. It builds on pupils' own experiences to investigate at all scales from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, for the present and future. Fieldwork is an essential element of this. Pupils learn to think spatially, using maps, visual images and new technologies, including geographical information systems, to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.

What DOES stimulate Students? ?

Geography in the media?

ISSUES
issues change regularly, so topics on current affairs need to be snappy.

Encourage questioning, open discussion, debate & enquiry out of the classroom

ICT & programmes such as Google Earth

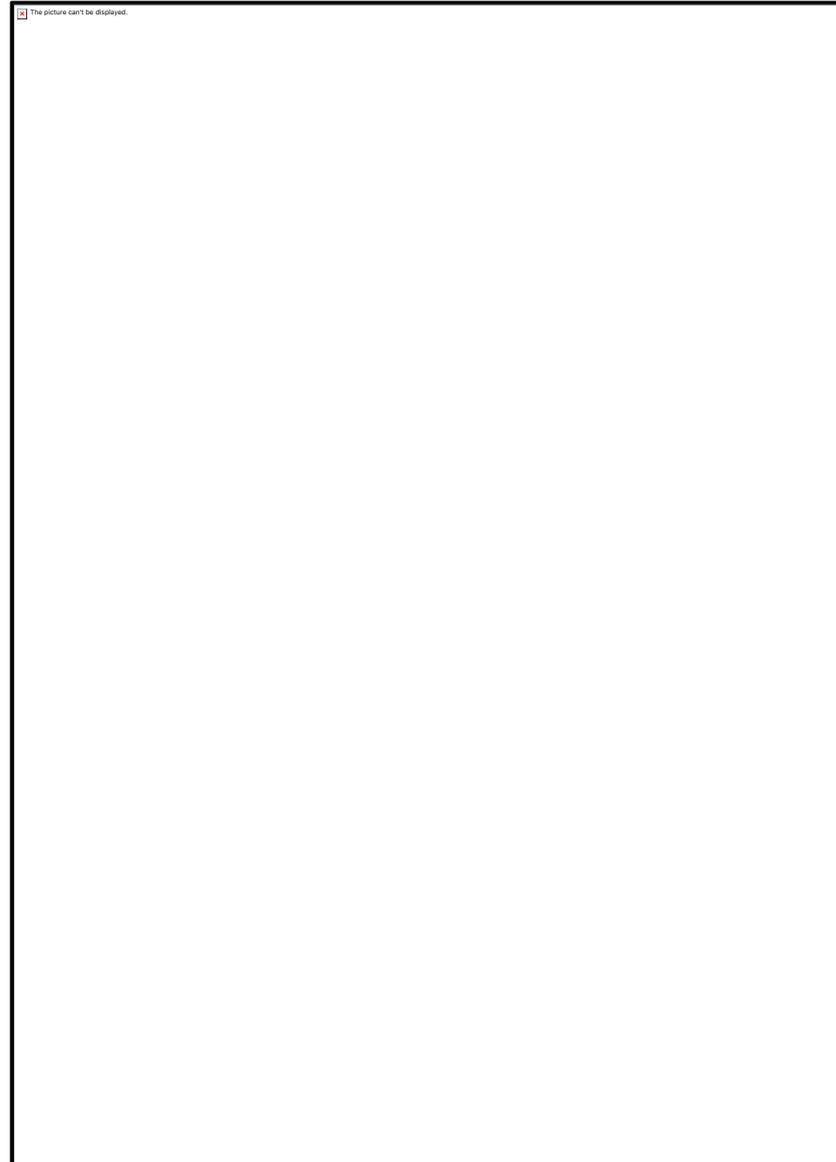
Pupils need fieldwork to build on!

Research fieldwork stopping fieldwork

Not everyone has their own experience so they need it provided.

SIGNIFICANCE

TOO MUCH SPAIN



The Promise of Geography

Student voice and choice

Figure 8.1 Degrees of teacher and student choice and voice.

Teacher-led	← co-constructed →	Student-led
Choice of curriculum theme/topic/issue/skill <i>(Why is this being studied?)</i>		
Curriculum theme/topic/issue <i>(What is being learned?)</i>		
Theme/topic/issue starting points <i>(What do students already know about this?)</i>		
Approach to teaching and learning <i>(How are students learning?)</i>		
Group work, pairs, individual <i>(With whom are students learning?)</i>		
Range and type of resources <i>(With what are students learning?)</i>		
Site of learning <i>(Where is learning occurring?)</i>		
Outcome/s <i>(Through what do students show what they have learned?)</i>		
Assessment <i>(How and by whom will students' learning be assessed?)</i>		
Progression <i>(What will students learn next?)</i>		



The Promise of Geography

a different view
a manifesto from the Geographical Association

The promise of geography in education¹

"The promise of geography in education?" This needs explaining.

Look at the **photograph**. It is Royston Heath, south Cambridgeshire, taken from a field near the village of Litlington. It is a beautiful late autumn afternoon, and we are looking towards the southeast.

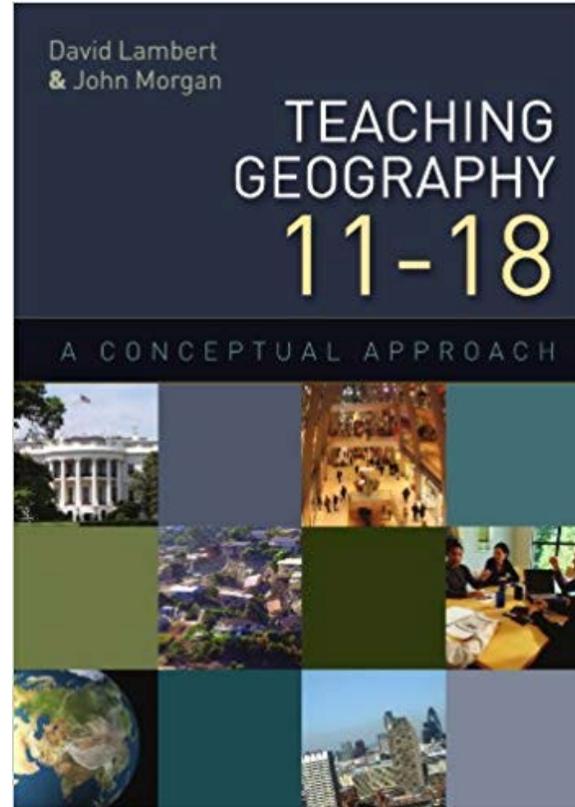
The boulder clay soil has been ploughed (it looks quite dry at the end of the summer) and prepared for sowing. Beyond the recently ploughed field, winter wheat seems already to be growing. On the skyline there is beech woodland – typical for a chalk escarpment in the south of England (look at its dry valley pointing to us). Some of this has been ploughed in the past. Some of this land may have been ploughed almost continuously for a thousand years or more; much of the Heath is common land and has been grazed by sheep for even longer. Indeed, amongst the greens and bunkers of the golf course (just out of view) are Iron Age burial mounds, further evidence of a long history of human occupation. Royston itself is at the crossroads of Icknield Way and Ermine Street, a legacy of Roman occupation, and to this day the Coach and Horses public house stands at the town centre.

The derelict building evidences more recent history – it was part of the US airbase established during the Second World War. East Anglia is littered with such remains (and still has several active military bases). Recently the remains of a person were found in this building – a lonely wanderer who had been using it as a shelter. He wasn't discovered for days: people who live in the villages around here usually get from 'a' to 'b' in their cars, 'insulated' in some ways from the countryside – and much else besides.

The car may be returning from the nearby Tesco with the weekly shopping to a suburban lifestyle, albeit in a 'village'. Between us and the chalk escarpment, but concealed from view, are a dual carriageway and an electrified rail line which links Cambridge to London in around 45 minutes. It is hard to tell from this serene landscape, but the area is one of great development pressure. House prices are well above the national average. The trains are packed at peak times – and are expensive. A bypass (which is where the supermarket is located) has relieved the Royston crossroads bottleneck, and suburban estates are expanding rapidly.

¹ For a fuller discussion of the 'geographical approach' outlined here, see Lambert, D. and Morgan, J. (forthcoming) *Teaching Geography 11-18: a conceptual approach*. Milton Keynes: Open University Press.

www.geography.org.uk/adifferentview



The Promise of Geography

Curriculum
Pedagogy
Students

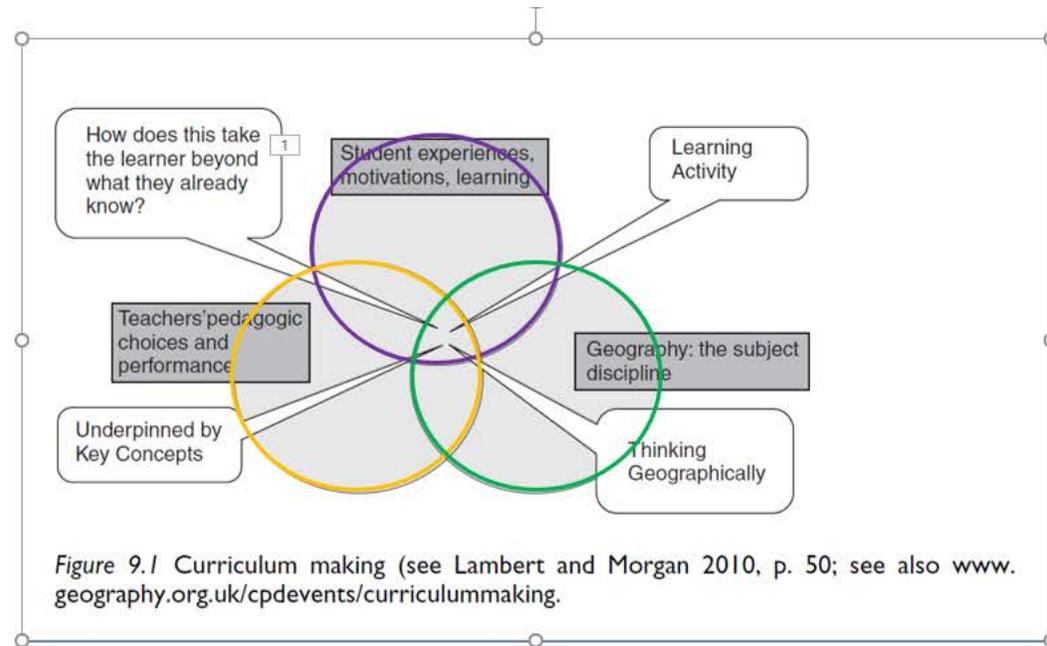
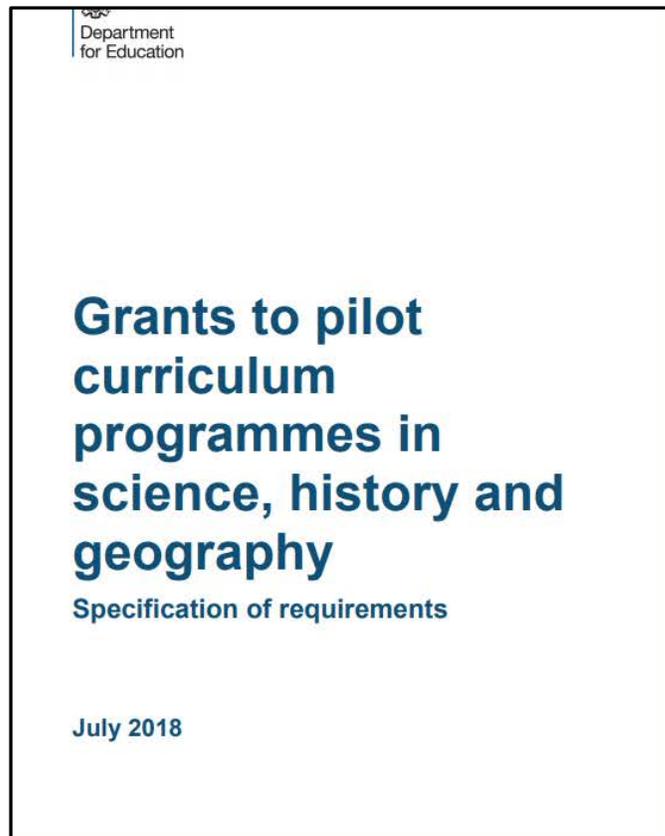


Figure 9.1 Curriculum making (see Lambert and Morgan 2010, p. 50; see also www.geography.org.uk/cpdevents/curriculummaking).





With these changes come three important pedagogic considerations: a 'knowledge-rich' curriculum, whole-class teaching and teacher-led instruction' (DfE, 2018, pp. 4-5)

- a) **A knowledge-rich curriculum** [...] emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced.
- b) **Whole-class teaching** ensures that each and every child is taught all of the core curriculum content, in contrast to some differentiated teaching that can narrow the curriculum for lower attaining pupils and work against social mobility. Whole-class teaching continues to be successful in achieving both high standards and high equity in jurisdictions in the far east, including the mastery approach in mathematics where all pupils master key content before they move on to more complex material.
- c) **Teacher-led instruction:** Studies have shown that students who have been taught through teacher-led instruction perform at least as well or outperform their peers who were taught using an enquiry-based approach. This is also highlighted in the PISA 2015 study, where researchers found that teacher-led approaches in science were associated strongly with pupil success in contrast with more enquiry-based or 'child-centred' approaches



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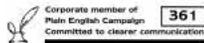
The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

Published: May 2019

Reference no: 190015



361

Committed to clearer communication

Quality of education

26. Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers¹⁵ have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches



intent [...] implementation [...] Impact

'The benefits of belonging'



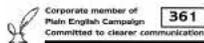
The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

Published: May 2019

Reference no: 190015



361

Committed to clearer communication



- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.



intent [...] implementation [...] Impact

'The benefits of belonging'

'teachers and schools must engage energetically and critically with the purposes of education and with questions about what to teach as well as how to teach.'

We note: through its concept of 'curriculum making', the GA argues that teachers play a pivotal role in ensuring that the curriculum engages children and young people in a 'lifelong conversation about the earth as the home of human kind' (A Different View, p.5) and that to achieve this, teachers – regardless of the age group they teach – need to hold three considerations in balance at all times:

- the lives and curiosities of learners;
- the geographical content of lessons (what they are teaching);
- choices and decisions about how to teach;



Education inspection framework 2019: inspecting the substance of education

The Geographical Association's response (April 2019)

Proposal 1

To what extent do you agree or disagree with the proposal to introduce a 'quality of education' judgement?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The **Geographical Association** (GA), the subject association for teachers of geography, supports the introduction of a new 'quality of education' judgment. Since part of Ofsted's strategic mission is to be a force for improvement in education, it also **urges Her Majesty's Chief Inspector to ensure that:**

- inspectors are sufficiently well trained to reach an informed judgement about the quality of the geography curriculum, including aspects of curriculum implementation such as good subject knowledge. This is, unfortunately, something too few inspectors are currently trained to do;
- inspectors take account of the school's context and that of its learners in reaching judgements, so that schools serving socially and economically deprived communities receive the same recognition for their achievements as schools in affluent areas;
- Ofsted analyses the national picture of subject specialism and plays its role in identifying the issues, rather than limit its work to judging individual teachers for lacking the requisite subject knowledge or subject leaders for the support they provide to colleagues;
- inspection judgements around quality of education, whilst distinguishing curriculum content from pedagogy, take account of the fact that children and young people do not develop knowledge, understanding and skills directly from curriculum plans or intent, but through the way teachers implement the curriculum. This process rests both on the curriculum *and* pedagogical knowledge and thinking of the teacher;



'The benefits of belonging'

'Its structure and content must do far more than facilitate success in tests and examinations, important though this is for life chances, further study and employment. Instead, the curriculum must enable children and young people to think independently and systematically, to discern the reliability of knowledge and argument and to learn how to make their own choices about how to live.'

'We propose these ideas as being more useful than imprecise notions of the cultural capital needed to 'succeed in life''

' [...] but through the way teachers implement the curriculum. This process rests both on the curriculum and pedagogical knowledge and thinking of the teacher' (GA, 2019, p.1)



Education inspection framework 2019: inspecting the substance of education

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'The benefits of belonging'

The Geographical Association magazine Spring 2019 no. 41

Policy matters

by Alan Rafter, Chief Executive, and Stephen Scullham, President 2018-19



Written by the CE and President, with occasional guest contributions, Policy matters provides updates on GA policy/decisions as well as current projects and wider consultation matters.

Teacher workload and Making data work

In November, the Department for Education (DfE) published *Making data work*, a report by its Teacher Workload Advisory Group into the workload associated with data management in schools. Not only did the DfE commission and publish the report, it also accepted in full all of its recommendations. Its relationship to geography teaching merits our attention because the links between data management, workload and the recruitment and retention of teachers of geography are matters of growing concern. Consider the following pieces of information:

- a large-scale survey reported teachers in England work an average of 54.4 hours a week (DfE 2018)
- the purposes of data collection and analysis lack clarity; the time associated with these activities is seen as most wasteful by teachers and workload is one of the most important factors for teachers leaving the profession (Teacher Workload Advisory Group 2018)
- fewer working-age teachers are being retained; the retention rate of early career teachers has fallen in recent years (Worth 2018) and only 64% of those qualifying with a geography specialism in 2012 were still in service five years later (DfE 2018)
- the vacancy rate for geography (1.2%) is one of the highest of any subject area; this rate does not include temporary appointments and is unlikely to fully reflect recruitment difficulties (DfE 2018).

In the summer 2017 issue of GA Magazine, we argued that subject associations like the GA are essential to sustaining teacher wellbeing and developing professional practice and identified the many benefits for teachers who spend time interacting with others (Liddell & Clark 2017). In this issue, we highlight advice from the Teacher Workload Advisory Group and the GA to support better data management in schools, reduce workload for teachers and ease retention difficulties for schools.

The principles for data collection set out in the report are straightforward; their implication is that, as the GA has advised for a number of years, teachers of geography should approach

	Conclusions from Making data work	Guidance from the GA
Pupil attainment information	<ul style="list-style-type: none"> • It is rarely desirable to standardise the everyday collection of student attainment information across a school. • A short classroom test is not precise enough to measure annual changes in pupil progress. • Documenting whether a student has or has not made 'expected progress' is not necessary or particularly meaningful. • A school should have no more than two or three attainment data collection points a year, used to inform clear actions. 	<ul style="list-style-type: none"> • the assessment section of the GA website describes methods for collecting day-to-day assessment information and distinguishes this from methods for tracking and reporting an overall judgement on attainment. • the GA's <i>Assessment and Progression Framework for Geography</i> sets out age-appropriate benchmark expectations for teacher planning and assessment. • the GA worked with <i>Using Stars</i> (https://stars.gis.com/) to produce a detailed progression framework for the primary phase, available online. • the teaching Geography bundle (booklet) and marking offers practical examples to make marking effective and efficient.
Teacher performance management	<ul style="list-style-type: none"> • Descriptions of a child's attainment that are produced by teachers without reference to a particular assessment or test should not be used to hold teachers to account or measure their performance. • Suitable teacher performance goals include those related to their classroom instructional practice, their contributions to the development of school curriculum and the relationships they uphold with pupils, colleagues and parents. 	<ul style="list-style-type: none"> • primary and secondary Geography Quality Mark (GQM) processes (covering the use of attainment and progress evidence) with professional evidence around the quality of geographical education, pupil wellbeing and teacher professional development. • the subject leadership section of the GA website sets out principles and practical methods for evaluating geography within the school and for developing the practice and performance of colleagues.

assessment with clear notions of standards and progression in their mind, and apply these to assessment for learning practices on a day-to-day basis in their classrooms. They should not be required to report this granular information more widely or feel obliged to record it in a way which is standardised across the school. Instead, they should be called on periodically – two to three times each year – to provide a rounded, professional judgement of pupil attainment, from which specific development actions can be taken by the pupil, the teacher, school leaders and parents. We leave the final word on this topic, at least for now, to a recent statement from Ofsted: 'No industry has access to real-time data; what students learn is too often coming second to the delivery of performance measures. This data focus also leads to unnecessary workload for teachers and lecturers, diverting them from the reason they chose to enter the profession' (Ofsted 2018).



page 8

The Geographical Association magazine Spring 2019 no. 41

The marginalisation of imagination

'Assessment is an essential component of any purposeful geographical education but there is a danger that it will lead to reductionist approaches in which examination and tests come to dominate the curriculum. It is all too tempting to teach to the test, either consciously or unconsciously, particularly given the current emphasis on league tables, compliance and accountability. In these circumstances creativity and imagination tend to be marginalised' (GA, 2019)



The Promise of Geography

The Promise of Geography

Curriculum
Pedagogy
Students

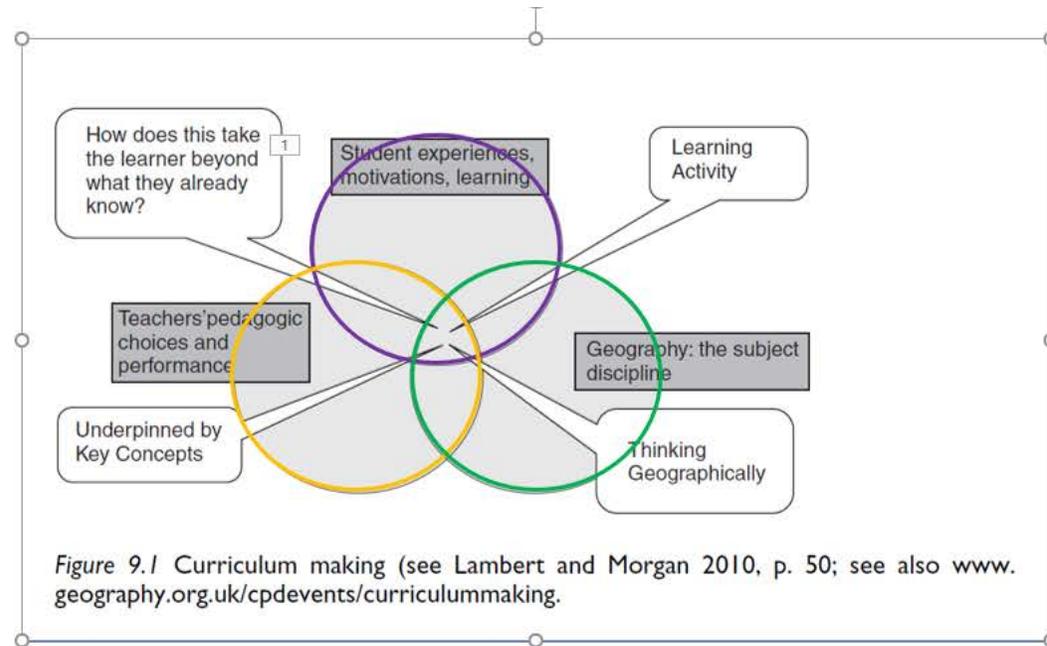


Figure 9.1 Curriculum making (see Lambert and Morgan 2010, p. 50; see also www.geography.org.uk/cpdevents/curriculummaking).

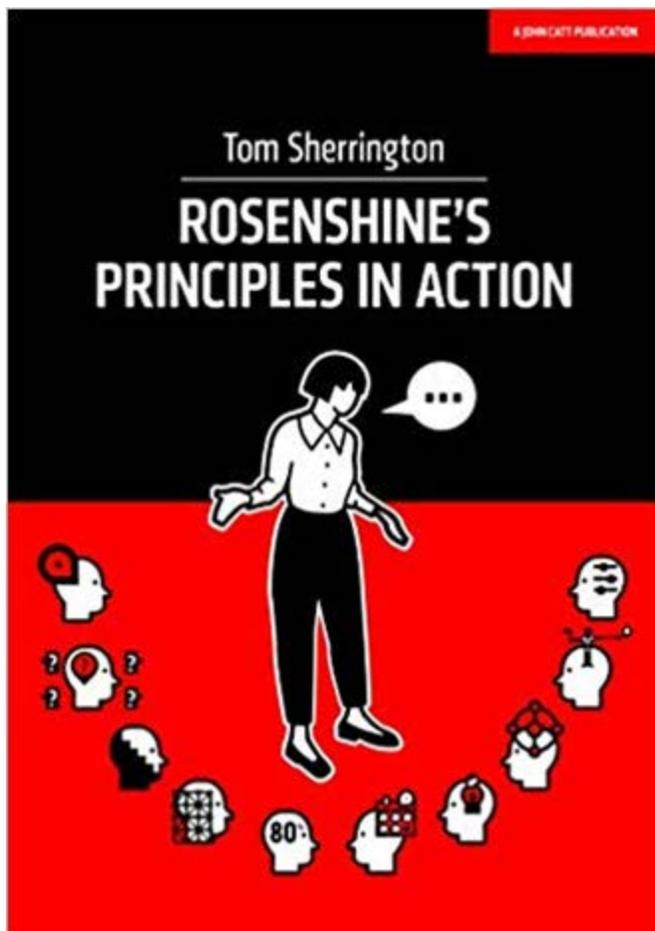


'The benefits of belonging'

Discourse of Neuroeducation, Cognitive load theory - applied to classroom practice e.g. knowledge organisers, interleaving, daily reviews



The Promise of Geography



The Principles of Instruction

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.



Four strands

Sequencing concepts and modelling

2. Present new material using small steps.
4. Provide models.
8. Provide scaffolds for difficult tasks.

Questioning

3. Ask questions.
6. Check for student understanding.

Reviewing material

1. Daily review.
10. Weekly and monthly review.

Stages of practice

5. Guide student practice.
7. Obtain a high success rate.
9. Independent practice.



I will use the four strands structure for the guidance that follows. But first, I'd like to explore why the 'Principles of Instruction' pamphlet is receiving such an enthusiastic response. There are several reasons:

// you're reading...

TEACHING AND LEARNING, UNCATEGORIZED

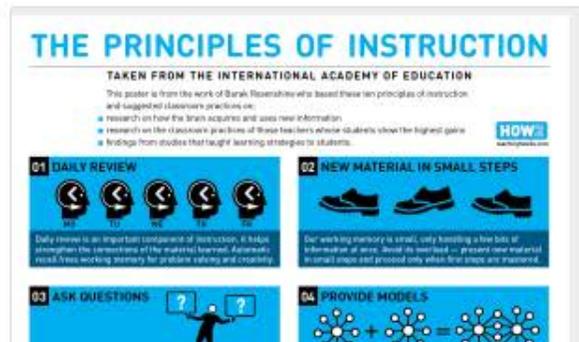
Exploring Barak Rosenshine's seminal Principles of Instruction: Why it is THE must-read for all teachers.

POSTED BY TOM SHERRINGTON · JUNE 10, 2018 · 13 COMMENTS

FILED UNDER COGSCI, LEARNING, RESEARCH, TEACHING

This post is based on a talk I gave at ResearchEd in Rugby. The paper in question is **Barak Rosenshine's Principles of Instruction** published in **American Educator** in 2012, [downloadable in full as a pdf here](#):

I first came across it after seeing Oliver Caviglioli's superb graphic summary for How2 – available here:



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THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



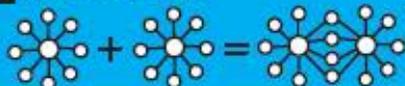
Working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



2 40 111

Mason Davies Retweeted



Mark Enser @EnserMark · Sep 12

Everyone is talking about Rosenshine but how does it look in practice? Here is my attempt to answer that question in our school blog. Love to hear how it looks in your classroom.



Putting theory into practice

I love a good teaching and learning book, as anyone who has popped into my classroom or tried to find something on my desk can attest. I also reall...

heathfieldteachshare.wordpress.com

#4pmFinish

Work smarter so you have more time to do the things you love

Promoted by Red Bull UK

#FridayFeeling

Met Office is Tweeting about this

Rovers

2,338 Tweets

#friyay

8,964 Tweets

#FridayMotivation

18K Tweets

#IDEAL2018

Channel 5

Big Brother axed by Channel 5

Big Brother

21.9K Tweets

#RainbowLaces

Electoral Commission

4,958 Tweets

BY BARAK ROSENSHINE

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly explained below.

A: Research in cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how we might overcome the limitations of our working memory (i.e., the mental “space” in which thinking occurs) when learning new material.

B: Research on the classroom practices of master teachers: Master teachers are those teachers whose classrooms made the highest gains on achievement tests. In a series of studies, a wide range of teachers were observed as they taught, and the investigators coded how they presented new material, how and whether they checked for student understanding, the types of support they provided to their students, and a number of other instructional activities. By also gathering student achievement data, researchers were able to identify the ways in which the more and less effective teachers differed.

C: Research on cognitive supports to help students learn complex tasks: Effective instructional procedures—such as thinking aloud, providing students with scaffolds, and providing students with models—come from this research.

Barak Rosenshine is an emeritus professor of educational psychology in the College of Education at the University of Illinois at Urbana-Champaign.

In the classroom

The more successful teachers provided for extensive and successful practice, both in the classroom and after class. Independent practice should involve the same material as the guided practice. If guided practice deals with identifying types of sentences, for example, then independent practice should deal with the same topic or, perhaps, with a slight variation, like creating individual compound and complex sentences. It would be inappropriate if the independent practice asked the students to do an activity such as “Write a paragraph using two compound and two complex sentences,” however, because the students have not been adequately prepared for such an activity.

Students need to be fully prepared for their independent practice. Sometimes, it may be appropriate for a teacher to practice some of the seatwork problems with the entire class before students begin independent practice.

Research has found that students were more engaged when their teacher circulated around the room, and monitored and

The best way to become an expert is through practice—thousands of hours of practice. The more the practice, the better the performance.

17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

—B.R.

Transparency data

Curriculum lead schools

Updated 29 January

Contents

Lead schools

Expert panel members

Expert panel for science

Expert panel for geography

Expert panel for history



OasisSouthBank Retweeted

Oasis Academies @OasisAcademies · May 10

OCL National #English

Conference was a huge success. Thank you to our National English Leads Matt Gray and Ally Enyon. Inspiring day exploring Oasis English Curriculum.

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The Promise of Geography

Images for learning pyramid

Report images



1. What does the abstract tell us?

- context
- methodology
- methods
- sample size
- purpose
- outcomes
- reliability, validity and generalisability

2. What questions does this raise for you in the context of becoming a teacher?



The diffusion of the learning pyramid myths in academia: an exploratory study

Kåre Letrud^a  and Sigbjørn Hernes^b 

^aDepartment for Social Science, Lillehammer University College, Lillehammer, Norway; ^bLUC Library, Lillehammer University College, Lillehammer, Norway

ABSTRACT

This article examines the diffusion and present day status of a family of unsubstantiated learning-retention myths, some of which are referred to as 'the learning pyramid'. We demonstrate through an extensive search in academic journals and field-specific encyclopaedias that these myths are indeed widely publicised in academia and that they have gained a considerable level of authority. We also argue that the academic publishing of these myths is potentially harmful to both professional as well as political deliberations on educational issues, and therefore should be criticized and counteracted.

KEYWORDS

Misconceptions; retention; learning modalities; models

The Promise of Geography

2 extracts from Forest 404



The Promise of Geography

- *What is geography? (learning about...learning to ...)*
- *How can we learn geography? (learning through....)*
- *What are we learning geography for? (learning for*



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Audio

Forest 404 [online] Available at: <https://www.bbc.co.uk/programmes/p06tqsg3> (Accessed 26 June 2019)