

Key Stage Three, Key Processes

Introduction

“Limitations to the quality of teaching include:

- *Insufficient development of geographical skills*
- *Insufficient use of maps and fieldwork to progressively build up pupils’ skills in data gathering, analysis and interpretation”*

Ofsted Geography in schools: changing practice

Stated in the National Curriculum for Geography as “...the essential skills and processes in geography that pupils need to learn to make progress.” (National Curriculum) geographical enquiry, fieldwork and out-of-class-learning, graphicacy and visual literacy and geographical communication make up the key processes and form part of the new programme of study for key stage 3. The aim is to develop “...successful learners who are literate, numerate, enquiring and creative, and can communicate clearly and work both independently and collaboratively...” (National Curriculum) It is envisaged that by mastering this skills, students will not only become more able learners in geography but also across the curriculum. The key to this move forward is going to be the successful delivery of these skills in lessons where students are given the opportunity to practice, develop and make progress throughout key stage 3.

Geographical enquiry

“Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, now and in the future.” (National Curriculum for Geography, Importance Statement)

Enquiry is often regarded as ‘active learning’. This high order skill demands that students dismantle a problem to enable them to devise and use strategies in order to solve it. However, there is another, just as important, strand to enquiry which makes it such a valuable tool in the classroom and that is the need for students to have an understanding of how they learn at the same time as focusing on what they are learning. The inclusion of Thinking Skills can lead to higher achievement and higher participation and as students become more aware of how they are learning, they become more able to apply different enquiry learning strategies to a variety of different problems or situations.

Fieldwork and out-of-class learning

“The majority of the ...secondary schools in the survey did not recognise the value of fieldwork sufficiently and did not fulfil the requirements to provide it... ...yet it motivates pupils and enhances their interest in geography, as reflected in the better take up of geography at KS4 in schools with a good programme of fieldwork.” (Ofsted – Geography in schools: changing practice)

Fieldwork is an essential element of geographical study and while Ofsted note the lack of fieldwork at KS3 in a number of schools, they do highlight the importance and benefits of fieldwork in schools where it has been developed and fully integrated into the curriculum. Launched in May 2006, the Action Plan for Geography promotes inclusive fieldwork and highlights the importance of fieldwork at all ages. Now, with the emergence of the new KS3 curriculum, this is the opportune time for more fieldwork to be built into schemes of work throughout the key stage.

Graphicacy and Visual Learning

“Graphicacy is the ability to understand and present information in the form of sketches, photographs, diagrams, maps, plans, charts, graphs and other non-textual, two-dimensional formats.” (Aldrich and Sheppard 2000) Today, with a wealth of graphicacy at our fingertips, visual learning should be an integral learning resource in the key stage 3 classroom. The new National Curriculum guidelines suggest the inclusion of Atlases, Globes, maps, photographs, satellite images and other geographical data including statistics, fieldwork data, literature, biographies, travel writing and GIS. In short, the possibilities are endless. Graphicacy and visual learning has the ability to transport students to a different world, engage their curiosity and challenge their geographical ability.

Geographical Communication

The way students communicate in geography is an indication of knowledge, understanding and progression. The correct use of vocabulary and ability to clearly express ideas allows students to access and fully exploit a variety of tasks while at the same time work alongside their peers and teachers. Geographical communication can be broken down into two categories: the use of geographical vocabulary and the ability to convey information and ideas in both speech and writing. Mastering geographical vocabulary equips students with specialist subject knowledge which refines their understanding and gives precision to their ideas. The ability to clearly communicate ideas highlights students’ knowledge, understanding and progression and not only enables students to take part in a variety of tasks but also enables them to use their communication skills to draw valid conclusion. It is essential therefore that tasks are devised to encourage and support the development of geographical communication and that teachers advocate the correct use of geographical vocabulary at all times.

Case studies

This section aims to:

- Give practical and creative ideas to help deliver the key processes
- Encourage reflection of your own practice

Case study 1 – Geographical enquiry: It’s a mystery!

“Mysteries are designed to encourage pupils to deal with ambiguity through addressing a question which has no single correct answer and where they [students] are not even sure what information is relevant – rather like real life in fact. In the process they have to practise and develop some crucial skills:

- Sorting relevant information from irrelevant information
- Interpreting information
- Making links between disparate pieces of information
- Speculating to form hypotheses
- Checking and refining
- Explaining” D Leat (1998)

Based on a Bangladesh flooding mystery (<http://www.geoworld.co.uk/myspupil2.htm>) Carla Allen (Geography AST) has further developed the idea to support the development of enquiry skills at key stage 3 and beyond. Planned over three lessons, students work in small groups to answer the question Who died and why? The nature of enquiry is built in from the very beginning with students asked to use their atlas skills to locate specific features of Bangladesh and then suggest which natural event occurs there, based on what they have found out is located in the country. Accompanying PowerPoint should be used. Each group is given a series of cards from which they must work out Who died and why? These cards can be seen below.

Mohammed Shah Jehan and his family live in a slum area on the outskirts of the capital city, Dhaka.

Newly deposited islands of silt are densely populated.

Snow melt from the Himalayas.

Mohamed Shah Jehan brought his family from the countryside after the disastrous floods of 1984. He was a landless peasant who rented farmland from a local landowner. He was evicted by the landowner when he couldn't afford to pay his rent.

There is major deforestation in the upper drainage basin.

Jengul Sheket grows rice and vegetables. He uses most of the food to feed his family. If there is any left over, he sells it at the local market.

Typhoons are funnelled up the Bay of Bengal. A Typhoon is an intense tropical storm.

On September 7th 1999 a Tropical Cyclone hit the coast of Bangladesh. It brought winds of 225Km/h and waves over 7 metres high.

In the summer the whole of this part of Asia is hit by a climatic event called a monsoon. This is a period of very heavy and often intense rainfall. On average, the highest monthly monsoon totals reach 500 mm.

Silt blocks the river channels.

Jengul Sheket is a farmer. He lives in Rangpur

Flooding occurs across the flood plain.

Students work together to figure out that a flood killed someone. They use the information to work out how and why the flood occurred, who died and why?. During this activity, it is essential that the teacher circulates around the room listening to discussions and encouraging students to look at all the information. In managing the task, it may be best to stop the whole class and listen to the progress of several groups in order for students to share ideas which will assist their own, and their peers', progression. The assessment for this task was through a news report which students acted out in front of their peers.

The success and value of enquiry based tasks is in the active nature of the activity and the demands it makes on students to actively think, learn and reason. Without even being aware of the skills they are using, students sort and extract relevant information, reason, use evidence, justify and draw conclusions which are all high level skills and all necessary to become expert geographers.

Activity

Think of an enquiry opportunity in your schemes of work where a mystery could be used to get students to really unpick a problem and get to the heart of an issue.

- In which topic could you develop a mystery?
- Draft out a main question and series of cards to enable students to unpick and, ultimately, unpick the question.
- What would be the main benefits from developing more enquiry led lessons for
 - You?
 - Your students?
 - The department?

Case study 2 – Fieldwork and out of class learning

At The Ashcombe School, Dorking, Zoë Wood and Jennifer Walker have integrated fieldwork into and across the KS3 curriculum by developing the use of lesson time. Focusing on the school grounds and local area, students have the opportunity to learn new fieldwork skills in one lesson and then put them into practice in their very next geography lesson. As this approach to fieldwork has been adopted across the key stage, students also have the opportunity to practice and refine their skills and it gives teachers the opportunity to assess their progress.

In Year 7, fieldwork is introduced to give students a practical experience of map skills. Following a series of lessons on four and six figure grid references, symbols, contours, direction and distance, students work in pairs to complete a worksheet with, for example, the location of different types of features, street names, locating photographs and field sketches. On their return to the classroom, students calculate the distance of their route, create a colour coded spider diagram of the different features they identified and produce a tourist leaflet in which they plan their own route and detail the attractions along the way.

One of the fieldwork opportunities in Year 8 is for students to evaluate the quality of environment for the school site. In the classroom students are introduced to the concept of sustainability and asked to think about how they could create a more sustainable school. Working in groups students think of three questions they want to investigate e.g. do we leave the lights on? And also how they are going to collect and record their data before walking within the school grounds to assess the quality of the environment. In addition students are given digital cameras to capture images of their findings. Back in the classroom in the following lesson, students continue working in their groups and create a presentation of their findings to their three questions using annotated photographs and graphs. They draw conclusions about the overall environmental quality of the school. To extend the task, students make suggestions of solutions to improve the environmental quality of the school and suggest how and why these solutions would make a difference. This series of lessons has

been so successful that it has led to the development of an Eco-school committee, who work to improve the environmental quality of the school.

In both the examples above, students are given the opportunity to take skills, knowledge and understanding gained in the classroom and put them into practice in the real world. The immediacy, frequency and development of the fieldwork enable students at The Ashcombe School too not only develop and refine skills and techniques but it also to develop awareness and understanding of their immediate surroundings and local area. By the time they reach KS4 significant progress will have been made to tackle GCSE coursework with skill, logic and expertise.

Activity

1. Currently, how many fieldwork opportunities do KS3 students have in your school?
2. With reference schemes of work, identify two opportunities for fieldwork to be written in for Year 7, 8 and 9 students.
3. Take one of these ideas and develop and plan it to create a sequence of three lessons in which there is a preparation lesson, fieldwork lesson and follow up lesson.
4. What impact will integrated fieldwork have on your students and the department?

Case Study 3 - Graphicacy and Visual literacy

The explosion of the internet has meant that today, more than ever before, students and teachers have access to a mind boggling number of images, photographs and maps that bring the outside world into the classroom. The challenge for teachers now is not so much how to access these representations but rather how to develop students' skills of visual literacy so they are able to extract information, gain a true insight into different environments and regard maps and images as a way of recording and displaying valuable information. Set within a specific topic, one of the most effective ways to introduce these skills can be to use a location that is already familiar to students for example the school grounds. This example will explore the benefits of graphicacy and visual literacy in the study of micro climates.

As a class, students discuss the location of the school with the use of Google maps. Students should be encouraged to use their map skills and discuss the site and situation of the school. Having already had lesson on micro climates, students work in pairs and locate areas on a plan of the school which they think will be for example, warmer, cooler, windier etc. They mark these areas on the plan and then collect data from each site to prove or disprove their predictions. Digital photos are also taken at each site. Back in the classroom students use their photos, data and plan of the school, to annotate their images and explain and justify their findings. Photos are stuck around the plan and arrows drawn to show not only the location of the photo but also the direction it was taken in. The variety of graphicacy and visual literacy (map, plan, photos) engages the student and makes demands on them to be specific, accurate and use evidence to justify their ideas.

Activity

- How will I apply the key process of graphicacy and visual literacy to my own classroom practice?
- In which parts of the schemes of work would it be most effective and why?
- How can graphicacy and visual literacy be differentiated? (SEN and or G&T)

Case Study 4 – It's all about words: geographical communication

Geographical communication can be divided into two parts: the ability to clearly express ideas and concepts in both writing and speech and the ability to use geographical vocabulary to show knowledge and understanding. For KS3 students this can be a daunting task but with the use of specific tasks, students can grow in confidence and practice the use of subject specific vocabulary to enhance their understanding of the subject and develop their communication skills.

Odd one out, an activity designed by David Leat, has been developed by Carla Allen (Geography AST) to encourage students to use subject specific vocabulary and at the same time allow the teacher to assess students' understanding. The following example was used during KS3 coasts lesson. From the grid below, students matched the numbers to the words and then worked out which word was the odd one out. Students must explain why one of the words is the odd one out.

1 Erosion	2 Long shore drift	3 Sea Wall	4 Walton
5 Arch	6 Cliff collapse	7 Bay	8 Stack
9 Waves	10 Groynes	11 Deposition	12 Salt Marsh
13 Transportation	14 Headland	15 Cave	16 Spit
17 Chelmsford	18 Southend	19 Beach	20 Storm Surge

Which one is the odd one out?

- A) 1, 13, 8
- B) 7, 12, 8
- C) 4, 18, 17**
- D) 15, 13, 5, 8
- E) 10, 9, 3
- F) 16, 10, 11
- G) 1, 9, 10
- H) 2, 10, 20**
- I) 6, 13, 2
- J) 13, 11, 14

Example:

A) *Erosion, Transportation, Stack*
Stack is the odd one out as a stack is a coastal feature whereas erosion and transportation are processes

Odd one out activities encourage students to think about characteristics and processes. In order to complete the task successfully, students must know the meaning of the vocabulary which will enable them to identify similarities and differences. These skills have a positive impact on the geographical communication not only of individual students, but of the class as a whole.

Activity

- Create one Odd one out activity relating to a topic your KS3 students study
- What do you think are the long term benefits of using such an activity and how might it benefit your students.

Pedagogy and thinking

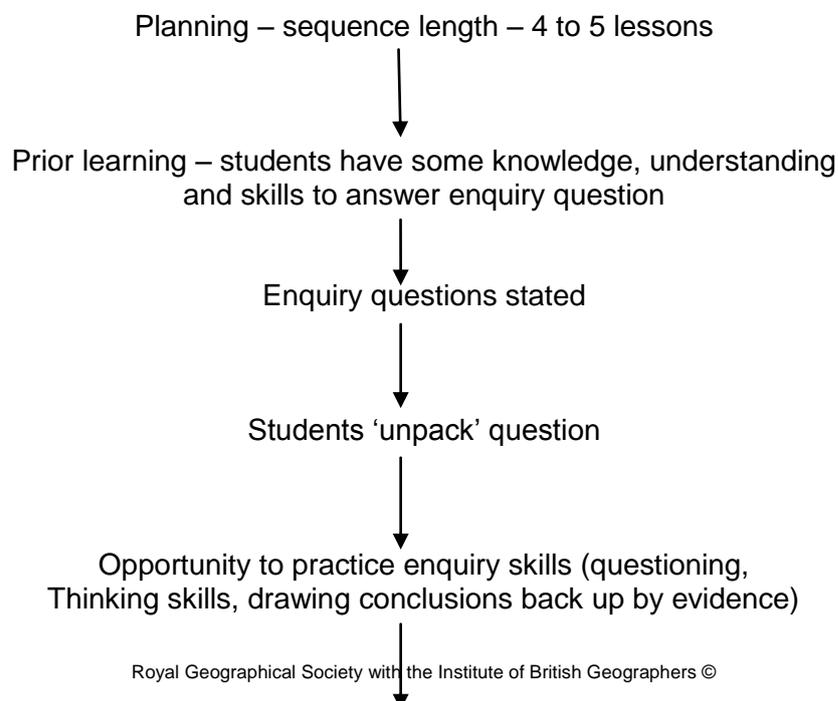
The key processes that form part of the new KS3 curriculum can be regarded as learning skills that underpin the study of Geography. The key processes encourage students to ask questions, find and gather information and data, interpret images and communicate their thoughts and ideas.

Enquiry

“Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, now and in the future.” Ofsted 2008

“Questioning is the back bone of communication between students and teachers in any classroom.” (Phil Wood 2006) but the importance of allowing students to ask as well as answer questions is often lost. Wood believes that by enabling students to develop and practice questioning skills they have a more active role and are given a platform on which to become independent thinkers and learners and ultimately, to think and become enquires. He goes onto suggest that “Any student wishing to develop their capacity to enquire geographically requires a clear capacity to question... ..this can only help in developing active critical classrooms where quality geography can blossom.” (Wood 2006)

Taylor promotes the concept of enquiry sequence and argues that “Good enquiry questions will set up issues, generalisations or puzzles which can be unpicked in the enquiry sequence.” (Taylor 2008) She suggests the following structure for the development of an enquiry sequence.



Task allows for progression – built in when planning



Students are able to answer the original enquiry question

So what makes a good enquiry question? According to Taylor, a good enquiry question is “... engaging, making you want to answer it and gives the opportunity for careful and challenging development of those pupil’ geographical learning.” (Taylor 2006) It is essential that assessment is built into the enquiry and that the outcome is generated from thorough exploration, use of enquiry skills and justification of a final answer through the use of evidence. Geographical enquiry is a powerful tool, which, when expertly executed gives students the opportunity to take control of their learning as active learners and enables them to use skills to make decisions and solve problems.

Fieldwork and out of class learning

Cook (2006) recognises that fieldwork provides a variety of learning opportunities and educational benefits to both students and teachers, but whilst fieldwork at KS4 has remained a fairly stable component of study, a large number of schools have none at KS3. The decline of fieldwork at KS3 can in attributed to a number of different factors which Wood and Walker (2007) highlight as “...increasingly constrained curriculum time, growing concerns regarding health and safety and limited funding support for teachers and students.” There is no denying the impact kinaesthetic, active learning can have both on engagement and achievement but in the ICT rich classrooms of today, Taylor (2005) suggests that virtual fieldwork can be just as valid and opens up “...a wealth of new opportunities.” (Taylor 2005) He goes on to argue that virtual fieldwork provides:

- Enrichment
 - Virtual fieldtrip used to introduce location of actually fieldtrip site
 - teach skills and techniques with the use of real setting
 - Maximises time both in (if unable to leave to complete fieldwork) and out of (if actually visiting site) the classroom
- Substitution
 - Opportunity to ‘visit’ and experience environments which students would be unable to visit e.g. too expensive, too expensive, inhospitable
 - Accessible to all removing barriers to learning
 - No ecological impact on ‘visited’ site
- Extension
 - More real than using a one dimensional resource e.g. text books
 - Nature of resources encourages active learning
- Interaction
 - Students can manipulate factors within specific environments
 - Greater interaction with resource
- Time
 - Virtual fieldtrips are time efficient while at the same time, they provide students with a window into the world

In his conclusion Taylor recognises the preference for traditional fieldwork and the role it plays in the geography curriculum but argues the place for virtual fieldwork “...within the geography curriculum of the 21st century.” (Taylor 2005)

Another solution and possible means of integrating more fieldwork into the new KS3 curriculum is the development of learning outside of the classroom and conducting local fieldwork during lesson time. “Developing locally based fieldwork has great advantages for both students and staff. It can

immediately open students' eyes to the world around them so that they see things in a whole new way as well as gaining a deeper understanding of their local environment." (Parnell 2007) The immediacy and proximity to the environment around the school grounds (and the school itself) can provide an excellent location for students to undertake fieldwork during lesson time. This type of fieldwork can be easily developed within a scheme of work allowing students to practice and develop a range of geographical skills. In addition students will gain a greater awareness of the area around their school and follow up work back in the classroom will provide the opportunity for the use and refinement of data analysis techniques and evaluation of their own performance. With a different focus, the same area can be revisited throughout the key stage allowing for the planning of progression, increased complexity of task and practice and development of a range of data collection skills.

Within the study of geography, fieldwork is not only essential but also invaluable. Fieldwork gives students an opportunity to engage with the real world and gain a deeper knowledge and understanding of different concepts and processes. In order to become passionate and skilled geographers at key stages 4, 5 and beyond, it is essential that students have the opportunity to start developing the necessary skills at KS3 and that the path of progression is clear. This will only be possible if fieldwork is an integral part of KS3 curriculum. Fieldwork, when planned and revisited, encourages students to connect with practical learning. "Fieldwork encourages students to ask questions and take a more enquiry based approach to their work." (Parnell 2007) Fieldwork brings geography alive!

Graphicacy and visual literacy

The information given can be in three main forms: actual representation (e.g. photographs and sketches) Spatial (e.g. maps and diagrams) numerical (e.g. graphs and tables). Aldrich and Sheppard argue for the many advantages of graphicacy including:

- Immediate and concise – a photograph being used to 'set the scene'
- Memorable – students are able to visualise images to recall information
- Highlight relationships particularly non-spatial relationships – a graph showing immigration figures

Graphicacy should be approached with the idea of using a number of different elements to support learning. Rather than just having a lesson using OS maps or satellite images, the most creative and challenging lessons will be those that demand the use of, for example, maps, photographs, literature and GIS. Map skills work does not have to be taught in isolation but rather should make a number of different demands on students. "Map skills involve literacy, numeracy and the valuable, but often neglected, graphicacy (sketching, spatial awareness and relationships." (Medley and Snead 2004) Medley and Snead go on to argue that "These skills transfer across the curriculum: they will heighten students' ability to make accurate observations, organise information, promote discussion and co-operation and use thinking skills."

The key, of course, is to integrate and embed graphicacy and visual learning into schemes of work so that they become the backbone of study at key stage 3 and beyond. Skills need constant reinforcement and should not be taught only at the beginning of Year 7 and then revisited at GCSE. More complex skills can be introduced later in the key stage allowing for basic skills to be established and mastered and this will enable progression and preparation for more demanding tasks at GCSE and beyond. Graphicacy and visual learning has the ability to make geography come alive by inspiring students to ask questions, think critically and use evidence to draw conclusions.

Geographical communication

It is impossible for students to display their geographical ability without clear and accurate geographical communication. Whether through writing or speech, the correct use of geographical vocabulary will enable students to communicate clearly and concisely and allow them to develop ideas and arguments. Clear geographical communication will encourage students to ask questions

and develop a more enquiring mind; both essential attributes for a student of geography. Communication is the means by which information is given, digested, applied and returned; it is the backbone not just the geography classroom but every classroom.

Every Child Matters

The five outcomes of ECM (being healthy, staying safe, enjoying and achieving, making a positive contribution to society and achieving economic wellbeing) can be addressed through the creative delivery of the new key processes so that students have the opportunity to develop not just academically but also personally and socially.

The ECM outcomes can be, for example, built into the delivery of KS3 through the following processes:

Be healthy –	Enquiry -	environmental quality Pollution
	Fieldwork-	Locating a leisure centre Geography of health
	Graphicacy-	maps of life expectancy Patterns of cholera
Stay safe -	Enquiry -	Why do some areas have higher crime rates than others?
	Fieldwork-	Designing out crime
	Graphicacy-	maps showing crime hot spots Graphs showing changes in type number of crimes over time
Making a positive contribution -	Enquiry -	Why are some countries richer than others?
	Fieldwork -	Environmental quality survey of local area
	Graphicacy –	mapping new more efficient transport system for local area

Assessment for Learning (AfL)

Planned and integrated AfL enables students to have greater ownership of their own progression. With a better understanding of how they learn and how they can improve, students can work together with their teachers and peers to further develop their skills alongside their knowledge and understanding. The kinaesthetic nature of the key processes lend themselves to the integration of AfL as students should be encouraged to evaluate and review their performance throughout KS3. Whether it be self assessment, peer or group assessment, students can easily be given the opportunity to review their progress and make suggestions on how to move forward. Students can also be given ownership of marking criteria and fieldwork is an excellent example of a task where this can happen. Working with the classroom teacher, students can devise a mark scheme from which they can measure both their own performance and that of their peers.

If AfL is integrated within schemes of work throughout KS3 it can prove to be a very powerful tool in not only raising achievement but also supporting progression through students taking control of their learning.

Activity

Highlight a scheme of work to show the inclusion of either ECM or AfL

How effective is the existing inclusion?

Highlight an activity where students could devise their own mark scheme? Plan for this to be included in your scheme of work. How beneficial will this task be to a. the students b. you.

Get inspired with online resources specifically aimed at key stage 3

With the explosion of the internet, there is a vast wealth of resources available to teachers to support the planning, development and teaching of the new key stage 3 curriculum. These are just a few examples of websites which have specific resources for key stage 3 and focus on the key processes.

- <http://www.rgs.org/schools>
An excellent site with information on and resources to support the new KS3 curriculum produced by the RGS-IBG as part of the Action Plan for Geography.
- <http://www.sln.org.uk/geography/enquiry/listing.htm#Key%20Stage%203>
A wealth of different enquiries designed by geography teachers around the country. This site has enquiries on everything from volcanoes to flowers in Kenya! It is worth noting that this site also has enquiry activities for key stages 4 and 5 too.
- <http://www.juicygeography.co.uk/resourceslist.htm>
An excellent site with downloadable resources covering enquiry, fieldwork and graphicacy. Brilliant graphics and very easy to transfer straight to the classroom.
- <http://www.geographyalltheway.com>
Divided into resources by year group, this website is easy to use and provides a wide variety of different resources for the KS3 classroom. There is an excellent section on map skills.
- <http://www.ordnancesurvey.co.uk/oswebsite/education/teachingresources/index.html>
Everything you need to teach map skills and more!
- <http://www.flashearth.com/>
Nasa updated maps. Excellent variety of maps and ability to zoom in on specific areas.
- <http://visibleearth.nasa.gov/>

Plenary/Conclusion

“Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including GIS, to obtain, present and analyse information.” (Ofsted 2008)

It is clear that effective teaching and learning within the geography classroom must focus on both content, through the key concepts, and skills, through the key processes, to challenge and inspire young geographers while at the same time support their learning and enable progression.

Together these key processes form a skill set which is not only invaluable to the study of geography but is also transferable across the curriculum: a skill set which will help students to become life long learners. Creative planning and execution of key processes by a department which is committed to integrate them into their KS3 schemes of work, will scaffold the development of questioning, talented geographers who ask questions about the world around them and have the skills to investigate the answers.

Activity

Reflect on all the information in this session on key stage 3 and draft a response to one or more, of the following questions (considering short term, medium term and long term planning objections)

- How will you apply the content of this CPD session to your own teaching practice?
- How will you use the approaches detailed in this CPD session with other colleagues in your department (for example as a mentor, in a department meeting or during an INSET session)?
- How will you apply the content of this CPD session within a whole-school context?

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