

SATIPS

Support and training in Prep, Primary and Senior Schools

Geography

Editorial

It was a pleasure to attend the closing meeting of the Rediscovering London Project at the Royal Geographical Society in October. It was a pleasure, not because it was officially drawing to a close, but because of the Director's (Dr Rita Gardiner's) uplifting words when she said that geography has never been in a stronger position in the country before. She was referring to the energy in the discipline, the number of school pupils choosing to study it, and the number of tertiary candidates reading the discipline. It was also an opportunity to meet and to welcome Nick Crane the new President of the Society who you will know from the Coast series, Map Man, and more recently Town. He is an unreservedly passionate geographical evangelist and it was a delight to hear of his own inspiration in the subject.

The Royal Geographical Society, along with the Geographical Association, are geographers' two scholarly and practical 'homes' in the country. The RGS has a broad programme reaching out to geographers from young geographers, through to professional geographers, geomorphologists and GIS practitioners. It supports expeditions and is both a source and a clearing house for all things geographical. Dr David Anderson, Head of Geography at Eton has just joined the Education Committee, and so independent schools will continue to have a voice in the society.

If you would like to come to a lecture and/or are considering becoming a Fellow or a Chartered Geographer, please don't hesitate to contact the society or even to drop me a line in the first instance.

This issue contains an overview of the Mayor of London's initiative 'The London Curriculum' which looks to provide schools in London, and further afield teaching material which is aimed at using London as a focus for learning. Also in this issue are excerpts from Nick Crane's closing address to the Rediscovering London's Geography Project where he outlined some of his own enthusiasm for the discipline. It is published here as an introduction and welcome to him. Additionally there are some worksheet exemplars

which may be used by teachers to support the teaching of geographical analysis and an introduction to the London Curriculum funded, like the Rediscovering London's Geography Project, by the Mayor of London along with the DFE.

Andrew Lee
Editor

London Curriculum - Geography Josie Todd - The London Curriculum

The London Curriculum is a rich programme of resources and activities for teachers and students, inspired by London!

Birthing out of the Mayor's Education Inquiry in 2012, the London Curriculum uses the city itself to inspire every secondary school to strengthen its curriculum. Supported by a rich programme of events, interactive resources and partnerships to enthuse students, teachers and their communities, the London Curriculum is now in over 220 London secondary schools with the number of registrations climbing every week. The feedback from schools is really encouraging; the programme has been described as 'inspiring' by teachers and 'exciting' by students.

The London Curriculum is designed to showcase the educational opportunities offered by the city and its museums, galleries, theatres, centres of science and other institutions, creating a greater knowledge of the City's people, heritage and culture. Full key stage resources are available to download once you are registered with the programme in subjects such as Geography, English, Music, Art, Design and Technology and History. 2015 has been a great year for the London Curriculum, with units in a range of new subjects, from Dance to Science, Technology, Engineering and Maths (STEM).

London offers a fascinating exemplar of the shaping of the urban landscape by human and physical processes over thousands of years. A sample unit, 'Mapping London' is available to download from the website. This unit introduces

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students to the geography of their capital city through the medium of maps. Each lesson introduces a different map around which some or all of the activities are based. Schools that register with the London Curriculum will have access to other units available such as 'My London' which offers students the chance to explore the geography and identity of their own London neighbourhood.

The programme continues to grow with a new geography unit, 'Managing the Urban Environment', coming soon!

To find out more or register your school go to www.london.gov.uk/london-curriculum

To contact the London Curriculum team email curriculum@london.gov.uk

Meeting Nick Crane and the Rediscovering London's Geography Project

Andrew Lee

It was a pleasure being at the closing meeting of the Rediscovering London's Geography project with which I had the honour of being involved. The project has been funded by the GLA through the London Schools Excellence Fund and has

sought to improve the quality of teaching and learning of geography in London's schools and to encourage more pupils to study geography. Although the project is officially closed, there is much legacy material that has been left behind filling many pages on the RGS website, a link for which might be found below. The work that has been produced and the initiatives that have been undertaken, have however, had impacts much wider than that of London, with a broad range of resources that are of use to all geography teachers. Modules are not London focused, but focused on being useful to teachers who may, or who may not be in London.

The closing meeting was conducted after Nick Crane, the new President of the RGS had taken up his position and it was good to have the project 'tailed' in such a propitious way. In the meeting he made a number of important reflections on his own geographical experiences some of which are reproduced below.

(Thanks to Nick for making his notes available to me.)

The Rediscovering London Project may be found here: <http://www.rgs.org/OurWork/Schools/Rediscovering+Londons+geography/About+Rediscovering+Londons+Geography.htm>



Nick spoke about his love for London and its vistas and views and how the taking of a view from Primrose Hill encapsulated so much of what London was about.

As you scan from left to right your eye passes across blocks of flats on Holloway's Heights to the stalks of Canary Wharf, the new Crick building, bulging in front of St Pancras like a grounded Zeppelin, the terracotta brick-stacks of the British Library, the trio of Barbican towers, the Cheese-grater, Gherkin and Shard, and the indignant little dome of St Paul's glaring up like an incredulous eye, the Post Office tower (a landmark when I was young for its great height), the London Eye wheeling over the roof-scape like a hula hoop, the aviary nets of London Zoo, the Union Jack just visible above Westminster and over at the far right, the quartet of pale chimneys that mark Battersea Power Station. ... Primrose Hill is my favourite; the most expansive; the one with the most beautiful foreground.

It's a view that's attracted painters and writers and thinkers. ... It's a view that is generous with its geography; a view that encompasses uncultivated parkland, a central business district or two, residential areas, transport hubs ... its an almost endless list.

Above this complex, pixellated cityscape float planes and clouds and helicopters and these minor aerial movements suddenly make it apparent that the city itself is inert. However hard you stare from Primrose Hill, all is still. Distance renders the scurryings human traffic invisible.

And yet this incredible city - the largest city in Europe - is home to 8.6 million people, twice the population of New Zealand, with a population density of 5,197 Londoners per square kilometre.

Despite its apparent inertia, this is a landscape on the move. The entire skyline has been transformed in the thirty or so years that I've been a Londoner. Towers have sprouted, elevated driverless trains have appeared, and bike lanes and the O2 Arena. The Thames had been rejuvenated and canals cleansed. Coming down the tracks are Crossrail and HS2. By 2050, London is expected to be home to 11 million.

It's incredible to think that only 12,000 years ago (yesterday in geological time), I might have been the first person to have set foot on the summit of Primrose Hill. A first ascent!

And now, here we all are, 12,000 years later, marking this great initiative to help, to celebrate, the teaching and learning of geography in London's schools.

These are exciting times for geography and for the RGS. Only last month (Aug 2015), our Director,



Dr Rita Gardner, was able to write in the TES that for the fifth year running GCSE geography entries have risen and at A-level geography had the largest percentage increase of all the major subjects in 2015, with candidate numbers sharply up by 13 per cent. Enrolment on undergrad courses is running above national averages and graduating geographers experience some of the lowest unemployment levels of any degree subject.

Rediscovering London's Geography is the kind of initiative very dear to my own heart, because when I look back, I can see that my entire adult life has been constructed around the geography I learned and loved at school.

It seems such a natural subject to me. I mean why wouldn't everyone be fascinated by the world's places, its peoples, its environments. I sometimes think that I fell for geography because it was effortless. I might have been taught about different types of sand dunes in class, but I could play on them at weekends. I sat through lessons on glaciations then felt it for real each winter mountaineering in Scotland. And of course you only had to gaze absentmindedly out of the car windows to see ribbon villages, suburbs or to wonder whether Norwich really was made of concentric zones like the text book suggested.

I'm sufficiently sentimental about my short spell in formal education that I still have my copy of Abler, Adams and Gould. You're all far too young to have owned a copy, but I see that I spent £2.95 on mine, which at the time was equivalent to about 70 pints of brown and mild, so it was a geographical acquisition requiring some sacrifice.

The sacrifice was worth it.

It was geography that gave me the spatial imagination to realise that, aged nineteen, I'd be able to ride my school bike through the Low Countries, across Germany and Switzerland, over the Alps and down to the heel of Italy and on to Greece, where I spent six weeks pedalling the Peloponnese in search of Spartans, Patrick Leigh Fermor and the entrance to hell described by the Roman travel writer Pausanias as being identifiable as a cave near Cape Matapan.

The year after that I cycled to Africa, graduated and helped to design a national cycle network - a kind of forerunner to Sustrans.

One of the many applications of geography is journalism and I look my curiosity about people and places, environments, off to what was then Fleet Street and freelanced for a number of papers. Geography gave me an edge. Gave me the tools to dig a bit deeper into stories. Recently a friend, a very good writer, asked of a piece I'd written recently in the Daily Telegraph. 'You always manage to find so many stories in a place', he said. Well actually, it's not so much me as the geography. There's not a square metre of the planet that hasn't been interfered with in some way by human beings; wherever you go, there's a story to tell.

[Slideshow of moments of geographical inspiration]

The ... stories I've dipped in to would not have been possible without the inspired geography teachers and lecturers who opened the door for me in those critical years before I had to step out and explore people, places, environments for real.

And because of that, I never miss the chance to heap praise upon our amazing teaching profession. Staff, pupils, students, the great works of the RGS and people like Steve Brace and his team who have brought together this visionary initiative.

Geographicacy

Andrew Lee

Graphicacy and geography are mutually cohesive concepts and children growing up in a heavily informed world need to know how to amass, assess and understand information quickly. This need, for adults as well as children, has led to the formation of the infographic whose objective is to display data in such a way that it tells an immediate and compelling story revealing patterns that may not have been previously discovered, or at least making such patterns clear.

The pupils we teach, are by and large not taught these skills systematically in mathematics, IT or in science and so even though we might encourage colleagues in such related departments to support the geographicacy mission, it is up to geographers to paint with spatio-temporal display and chorology and to teach pupils to do the same.

Chorology (from Greek χῶρος, khōros, "place, space"; and -λογία, -logia) can mean: the study of the causal relations between geographical phenomena occurring within a particular region; the study of the spatial distribution of organisms.

When teaching pupils about literature one needs to teach them to grapple and wrestle with the meaning of text. This can be done through comprehensions, but also through focused discussions of literature giving examples. Teachers model this very kind of thinking in the hope that pupils will see how such thinking is done and emulate (and ultimately innovate) using early experiences and templates or exemplars. The same is true about instruction for geographicacy. Pupils need to wrestle with data as this will hone their analytical skills, not only getting them to think outside the box to understand data, but perhaps even more importantly, it engages them with data and draws them into it such that they learn to ask good geographical questions, questions that look for patterns and both spatial and temporal patterns.

Having KS3 pupils wrestle with geography projects and the getting to grips with what it means to grapple with data and look for interesting patterns and relationships, it is clear that the more experience of this grappling with data they get, the better they will be at analysing graphs and maps meaningfully.

The following exercises might be useful in supporting the teaching of geographical analysis.

Geographicacy - Geographical Analysis - Migration into the UK - 1

The moving of people moving into Britain or the wanting to do so makes the news. The British have concerns about where new immigrants might go, how they might be catered for and whether they will support society and the economy or be a drain on society. Many believe that immigration is a big opportunity for Britain as its population gets older and more and more people will be retired whilst fewer will be in the workforce. Others are concerned about the dilution of British values. Just how big is this issue? Recent data shown in the graph below helps us analyse what is going on.

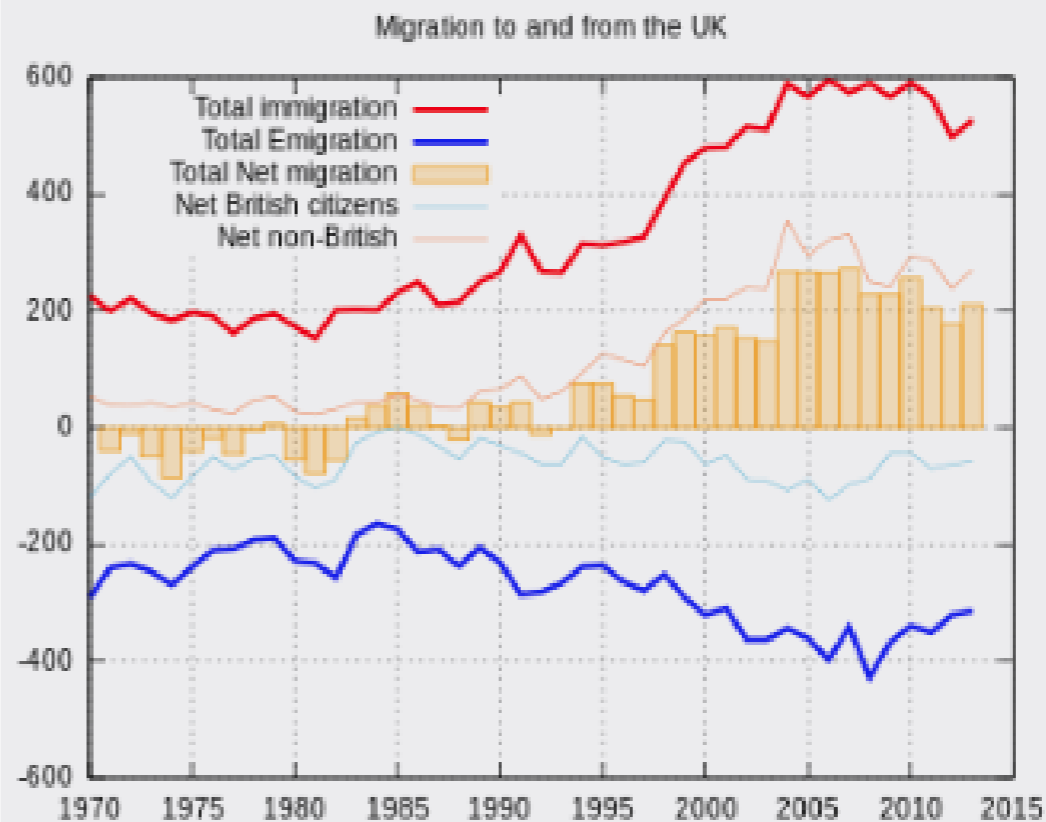
The graph shows the number of people moving into Britain (blue dotted line). The number of people moving out of the country (red dotted line) and the how much the population of the country has increased during each quarter of year period.

Look carefully at the graph below and ask five questions about the data and propose an answer.

Here is an example:

Question: Why might it be that from 1994 all the measures of immigration are positive?

Possible Answer: The UK was becoming more prosperous and transport was becoming easier. Initial migrants were bringing members of their families.



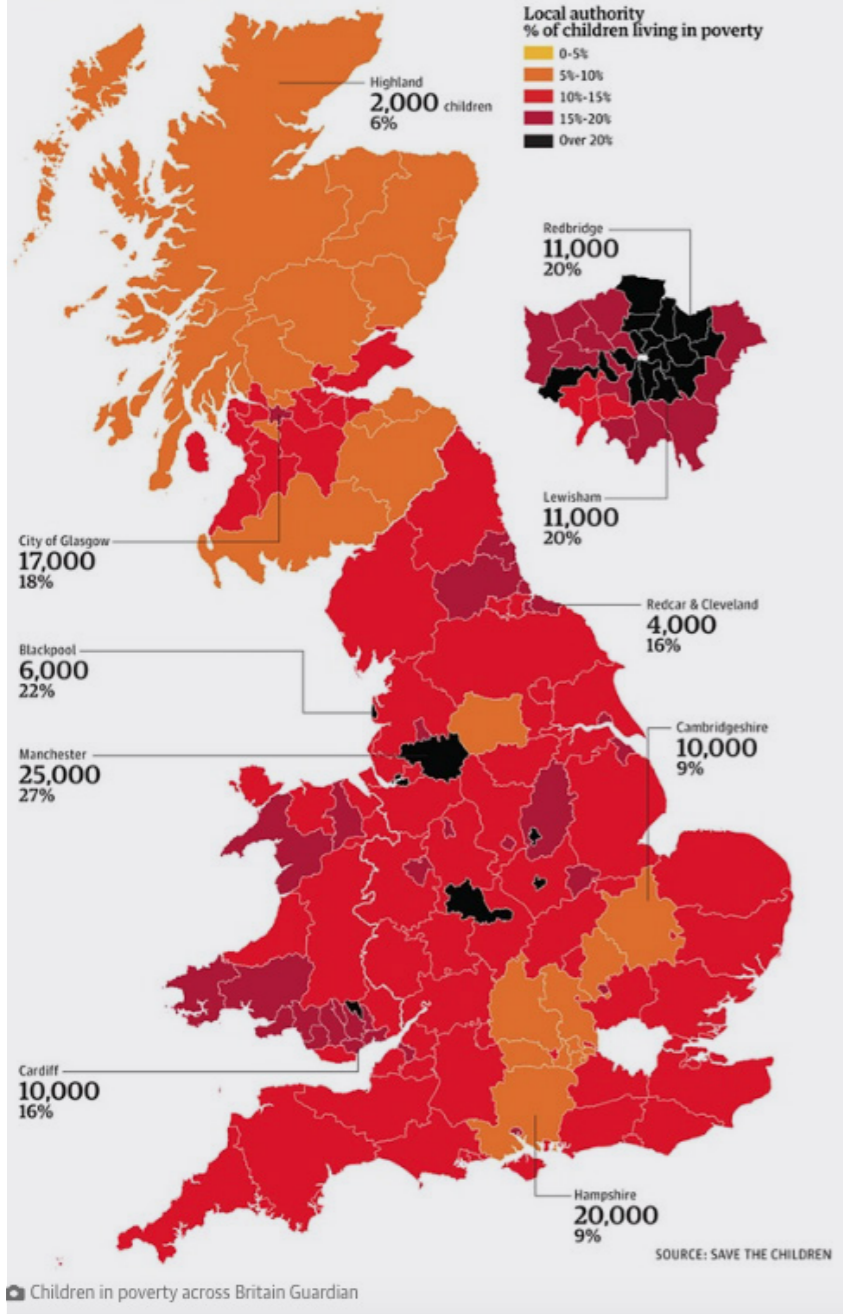
Shows immigration and emigration with net figures, including British and non-British citizens. Data from [Office for National Statistics](#).

Geographicacy - Geographical Analysis - Poverty in the UK - 2

There are some areas in the UK where families and children continue to live in poverty. Although the definition of poverty may soon be changed, at the moment, poverty for children is defined as when a child is living in poverty: "when living in a household with an income below 60% of the UK's average..."

Look carefully at the map below and ask five questions about the data and propose an answer. Look for interesting patterns or observations. Here is an example:

Question: Why is there a high poverty zone south of Manchester?
 Possible Answer: This would be Birmingham where there is a high number of immigrants who are poor but working hard to develop income for their families.

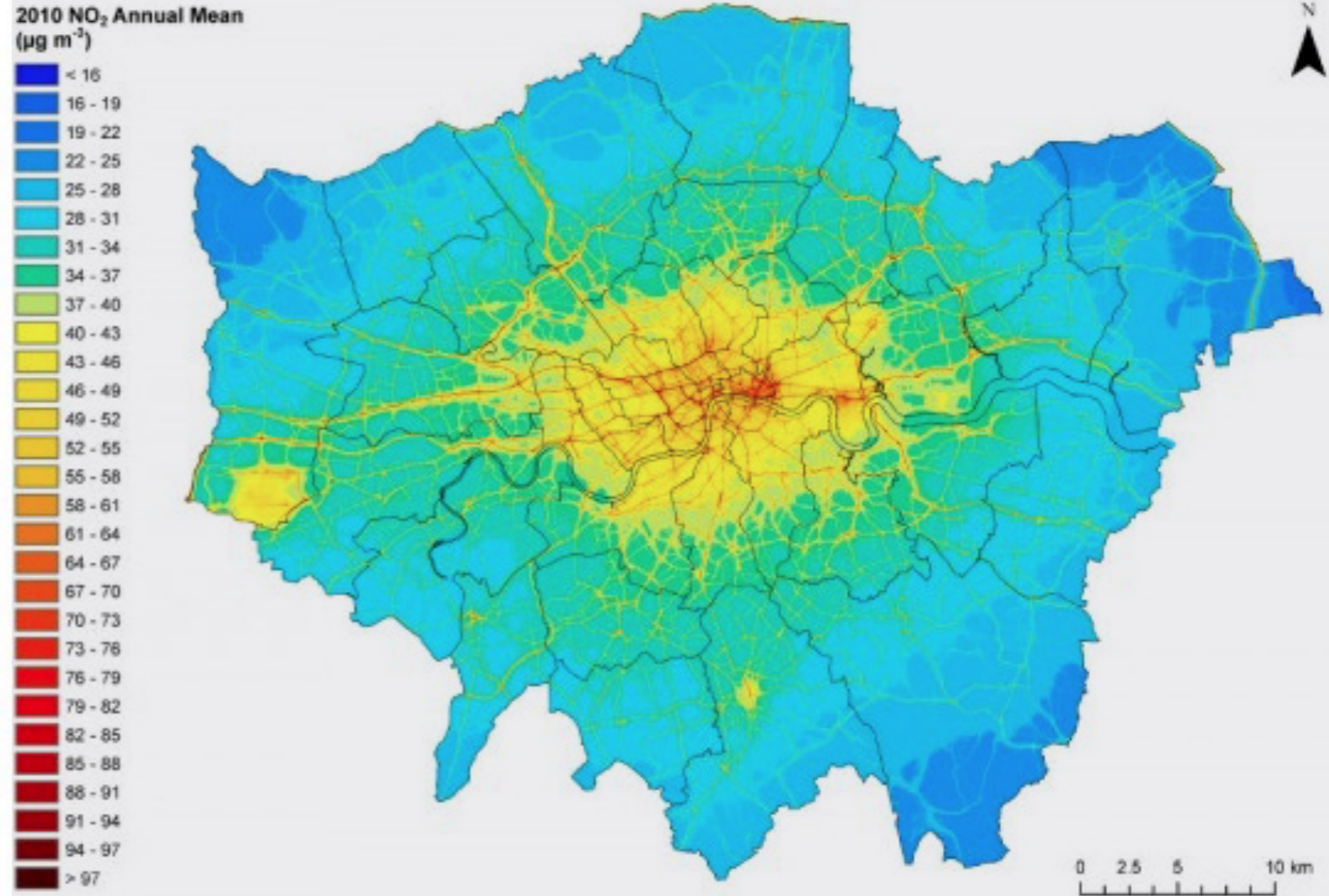


Geographicacy - Geographical Analysis - Air Pollution in London - 3

The quality of the air we breathe in London (or any city) is not of the same throughout a city/settlement. In the map below the Nitrogen Dioxide levels in the air in London are mapped. The areas with the highest NO2 readings are red, orange and yellow. What do you notice about the patterns of this pollution and what impact do you think this might have on where people live?

Look carefully at the map below and ask five questions about the data and propose an answer. Look for interesting patterns or observations. Here is an example:

Question: Why is there a yellow/orange zone to the south west of the map and what impact might this have on surrounding areas?
 Possible Answer: This would be Heathrow Airport. Clearly aeronautical fuel and cars play an important role here. Perhaps there are bigger health issues in these areas. There is some research that indicates that living near an airport may not be good for health.



Geographicacy - Geographical Analysis - Transport times with HS2 - 4

With the population of the UK growing and many people depending on London for work the new HS2 line will move people around the country much more quickly. Look at the map and the populations and time savings and come up with things that HS2 might achieve. For example you might notice that speeds getting from each of these regional cities to another might also be decreased.

Manchester population	520000
Birmingham population	1101000
Leeds population	766000
Liverpool population	433000

Look at the map opposite carefully and see if you can see what other advantages HS2 might have. Look at the other connections and think whether this might lead to other advantages.

There is some information about reasons for and against HS2 here: <https://yougov.co.uk/news/2012/01/20/for-against-high-speed-rail/>



HS2 journey times

	Now:	HS2:
Birmingham	1hr 21min	49min
	32min saving	
Nottingham	1hr 44min	1hr 08min
	36min saving	
Sheffield	2hr 05min	1hr 19min
	46min saving	
Leeds	2hr 12min	1hr 23min
	49min saving	
Manchester	2hr 08min	1hr 08min
	60min saving	

Source: DfT

