

# Satips

Support and training in Prep,  
Primary and Senior Schools

Geography

## Editorial

The longest term of the year is underway and I am enjoying teaching about Japan to Year 5, Ordnance Survey Mapwork Skills to Year 6, Weather and Climate to Year 7, and Rivers and Coasts to Year 8.

I hope you have enjoyed reading the Geography Broadsheets over the last year. I will continue to discuss current trends in Geography teaching, provide information on new resources and CPD opportunities, and give feedback on meetings that I have attended.

As always, I welcome any articles for inclusion in future Broadsheets and please contact me if there is any advice or help I can offer.

## A visit to Leith Hill Tower

At 313m (1029ft), the top of Leith Hill Tower in the Surrey Hills is the highest point in south east England. It is almost 4m higher than The Shard. It was a lovely clear day when I visited the Tower at the end of July, allowing views of 14 counties. Using the free telescopes at the top I could see London landmarks, planes taking off and landing at Heathrow and Gatwick airports, and the newly-commissioned Rampion Offshore Wind Farm in the English Channel. The Tower and the surrounding countryside are part of the National Trust and make for an interesting Geography trip for schools in the area ([nationaltrust.org/leith-hill](http://nationaltrust.org/leith-hill)).

## School Geography in the Anthropocene Period

I attended the Prep School Geography Meeting at Charterhouse in June 2018. Paul Baker, the retiring IAPS Geography Advisor, reflected on his 48 years of being involved with Geography teaching. He spoke about Geography in the Anthropocene Period, the proposed epoch which dates from the time when humans have had a significant impact on the Earth's geology and ecosystems.

Paul believes that we should plan our Geography curriculum around contemporary and future geographical topics. There should be a focus on synoptic skills, making links between physical and human Geography, fieldwork and mapwork incorporating GIS and Worldmapper data.

## Here is Paul's list of the 'Big Geographical Questions' that prep school children should be studying:

- Why do people live where they do?
- Why do weather and climate vary from place to place and time to time?
- In what ways do people change the environment?
- How can we improve the local and global environment? The plastic problem for example.
- How can we represent the world we live in?
- Why do people have such different lifestyles?
- How are decisions made that shape our lives?
- Do people share the same values about the world?

## Observational Geography

As geographers we should be constantly observing the world around us and hopefully noticing the changes that have occurred, both big and small. These can include physical changes, socio-economic changes, environmental changes and cultural changes. Such changes can be documented and used as prompts for discussion with pupils. Here's a change that I recently observed outside the Victoria and Albert Museum in London:



With the rise of the cashless society, what might the next use of the phone box be?

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