

TEACHING SECONDARY GEOGRAPHY

Geography is not only the study of the surface of the planet and the exploration of spatial and human–environment relationships, but also a way of thinking about the world. Guided by the Australian Curriculum and the Professional Standards for Teaching School Geography (GEOGstandards), *Teaching Secondary Geography* provides a comprehensive introduction to both the theory and practice of teaching geography.

This text examines the core geography concepts of place, space, environment, interconnection, scale, change and sustainability. It covers fundamental geographical knowledge and skills, such as working with data, graphicacy, fieldwork and spatial technology, and provides practical guidance on teaching them in the classroom. Each chapter features short-answer and ‘Pause and think’ questions to enhance understanding of key concepts, and ‘Bringing it together’ review questions to consolidate learning. Classroom scenarios and a range of information boxes are provided throughout to connect students to additional material.

Written by an author team with extensive teaching experience, *Teaching Secondary Geography* is an exemplary resource for pre-service teachers.

Malcolm McInerney is a lecturer in humanities education at the University of South Australia and the Manager for Humanities Projects in the South Australian Department for Education.

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Susan Caldis is a lecturer in secondary social science and convenor of geography methodology units in the Macquarie School of Education at Macquarie University.

Stephen Cranby (recently retired) taught geography in high schools for 30 years followed by six years teaching geography method at Monash University.

Susanne Jones is a casual academic tutoring in Humanities and Social Sciences in the School of Education at the University of South Australia.

Mick Law is a geography teacher with a passion for embedding geospatial and other digital tools into his teaching and learning.

Alaric Maude is a retired associate professor of geography, affiliated with Flinders University in Adelaide.

Rebecca Nicholas is a deputy principal at a public high school in Queensland, and has taught geography for the last 21 years at a number of schools in both Queensland and Victoria.

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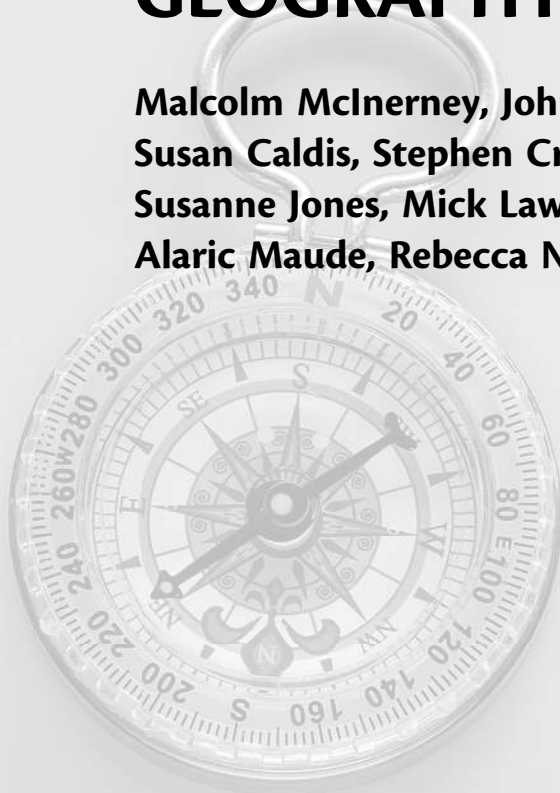
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Susan Caldis, Stephen Cranby,
Susanne Jones, Mick Law and
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Susan Caldis recently completed her PhD in geography education and is now a lecturer and convenor of geography methodology units in the Macquarie School of Education at Macquarie University, Sydney. Susan has previously held roles in school-based leadership and national curriculum development for geography. During her doctoral candidature, Susan received a Faculty Award for 'Excellence in Higher Degree Research' and was hosted in Singapore by the Academy of Singapore Teachers as the Outstanding Educator in Residence for Geographical Education. Susan's research focus is on the transformation of practice among pre-service geography teachers as they transition into the profession. Susan is a long-term advocate for geography education, having twice held leadership roles in state and national professional associations. She is also a recently appointed STEM Ambassador for geographical education.

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textbooks and professional development workshops at both state and national levels. He has also organised and led more than 100 day and overnight fieldwork exercises with secondary students.

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Mick Law is a geography teacher with a passion for embedding geospatial and other digital tools into his teaching and learning. He has been a writer, reviewer and ‘critical friend’ during the development of several state and national curricula, as well as the author of several textbooks in the field of geography education.

Alaric Maude is a retired associate professor of geography, affiliated with Flinders University in Adelaide. He was the lead writer and then writing coach for the Australian Curriculum: Geography from 2009 to 2013. From that experience, he wrote *Understanding and Teaching the Australian Geography Curriculum for Primary Schools*, to help primary school teachers with the new curriculum. He has also published articles on sustainability and powerful geographical knowledge, and on adapting geography’s concepts for use in schools. He was chair of the Academy of Science’s National Committee for Geographical Sciences from 2013 to 2017, and led the production of a report titled *Geography: Shaping Australia’s Future*.

Rebecca Nicholas is a deputy principal at a public high school in Queensland, and has taught geography for the last 21 years at a number of schools in Queensland and Victoria. She has been involved with geography teaching associations at both the state and national levels, volunteering on the Australian Geography Teachers Association executive for five years. Rebecca has also been involved in the writing and review of the Australian Curriculum: Geography, the 2019 Queensland Senior Geography Syllabus and revisions of the VCAA Senior Geography Syllabus. She has a passion for the use of spatial technologies and digital pedagogy in the classroom, and has presented at a variety of state and national conferences over the last 15 years. Rebecca has been involved in the development of resources to support teachers in both primary and secondary classrooms.

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Chapter 9 Fieldwork

Glossary

Cooperative learning: in fieldwork, occurs where students work together on shared tasks with a common purpose; it involves discussion, cooperation and sharing in the carrying out of fieldwork tasks, and the collection of and collation of data

Negotiation: where students are given the opportunity to contribute to the design, development and decision making of aspects of the fieldwork activity of which they are part

Risk assessment: there are three stages of risk assessment in fieldwork: (1) the identification of potential risks or hazards travelling to and from the site(s); (2) the site's potential natural and human hazards; and (3) potential risks and dangers arising from the activities undertaken at the site. For each potential risk or hazard, an assessment must be made of the level of risk, what needs to be done to mitigate the risk and potential responses to the risk.

Weblinks

Trip intentions

This site provides information about sending your trip intentions to nominated contact people.