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.

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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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GUIDE TO ONLINE RESOURCES

The online student resources for *Teaching Secondary Geography* are available at www.cambridge.org/highereducation/isbn/9781108984638/resources. Here you can explore additional activities, weblinks, worksheets, templates, further resources and a glossary of key terms for each chapter.

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GUIDE TO ONLINE RESOURCES

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.