

# Geography in the National Curriculum:

## Richness, creativity and coherence

### Richness

- The breadth of geography's subject matter and of its ways of investigating, understanding and explaining
- Incorporation of Indigenous knowledge and ways of thinking as alternative perspectives on environments, nature, places and progress

## Creativity

- If creativity is 'the pursuit of purpose, the use of the imagination, originality, and the exercise of discriminating judgements of value' (Cambridge Review), then geography can provide this through its emphasis on inquiry-based learning.

## A framework for inquiry-based learning

### 1. Creating a need to know

- be curious
- use imagination
- generate ideas
- identify issues
- evaluate significance
- ask questions
- make links with existing knowledge
- plan investigation

### 2. Collecting information

- collecting information from primary and secondary sources
- processing information

### 3. Making sense

- analysing information
- identifying causal relationships
- testing ideas
- using concepts
- constructing explanatory frameworks
- interpreting results
- evaluating the meaning of the results
- discussing values
- debating conclusions

### 4. Reflecting on

- what has been learnt about the topic investigated
- what has been learnt about geographical inquiry

*Source:* adapted from Roberts, 2003:44.

## Coherence

### Within the subject

- a definition of the subject that unites its different branches
- a common process of geographical inquiry
- a set of concepts that can be applied across the subject
- ways of understanding and explaining that can also be applied across the subject
- progressive development of geographical thinking

### Across subjects

- Geography integrates fields of knowledge that are often taught separately