

**Geographical Association publications linked to the 10 Eco-Schools England Topics**



Compiled by the Geographical Association Sustainability and Citizenship Special Interest Group

<p><b>Biodiversity</b></p>	<p><b>1. Investigating climate</b>  <a href="https://www.geography.org.uk/Investigating-climate-zones-and-climate-change">https://www.geography.org.uk/Investigating-climate-zones-and-climate-change</a></p> <p><b>Key Stage 1-2.</b> Aids teaching of key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p><b>2. Teaching geography in the Amazon Rainforest</b> - Teaching Geography (Autumn 2014)  <a href="https://www.geography.org.uk/Journal-Issue/4ba739fa-8cF0-4b6c-a03d-81e55363e9b7">https://www.geography.org.uk/Journal-Issue/4ba739fa-8cF0-4b6c-a03d-81e55363e9b7</a></p> <p><b>Key Stage 4.</b> A summary of students' activities as they learn about the rainforest climate, structure and biodiversity in the Amazon.</p>
<p><b>Energy</b></p>	<p><b>1. The development of solar farms in the UK</b> - Geography Spring 2014 (Vol 99 Issue 1)  <a href="https://www.geography.org.uk/Journal-Issue/e836b3e3-2f45-4955-ab39-dfff224bc47a">https://www.geography.org.uk/Journal-Issue/e836b3e3-2f45-4955-ab39-dfff224bc47a</a></p> <p><b>Key Stage 3-4.</b> This article outlines the characteristics of solar farms, their geographical distribution, location and development criteria within the UK.</p> <p><b>2. Potential environmental impacts of 'fracking' in the UK</b> - Geography Summer 2016 (Vol 101 Issue 2)  <a href="https://www.geography.org.uk/Journal-Issue/2cd2454f-2ec1-4e94-a266-da1aa657747b">https://www.geography.org.uk/Journal-Issue/2cd2454f-2ec1-4e94-a266-da1aa657747b</a></p> <p><b>Key Stage 4.</b> This article is about hydraulic fracturing, or 'fracking' and explores the environmental impacts of this.</p> <p><b>3. 'Enough for everyone forever?': considering sustainability of resource consumption with year 10 students</b> - Teaching Geography summer 2010 (Vol 35 Issue 2)  <a href="https://www.geography.org.uk/Journal-Issue/10cba7a0-fca9-4c70-8fc4-7a960f67a84b">https://www.geography.org.uk/Journal-Issue/10cba7a0-fca9-4c70-8fc4-7a960f67a84b</a></p> <p><b>Key Stage 4.</b> This article explores the relationship between population and resources, looking at the theories proposed by Malthus and Boserup through a graph-labelling activity.</p>



<p><b>Global Citizenship</b></p>	<p><b>1. Putting global citizenship at the heart of global learning</b> - Geography Summer 2015 (Vol 100 Issue 2) <a href="https://www.geography.org.uk/Journal-Issue/662a042d-cf74-4f45-b8a4-84e390bc96d5">https://www.geography.org.uk/Journal-Issue/662a042d-cf74-4f45-b8a4-84e390bc96d5</a></p> <p><b>Key Stage 3-4.</b> This article considers what is involved in encouraging pupils to think critically about the state of the world and what may be required to make it more just and sustainable, through focusing on global political economy, governance and citizenship.</p> <p><b>2. Images of Southern Africa</b> <a href="https://www.geography.org.uk/Images-of-Southern-Africa">https://www.geography.org.uk/Images-of-Southern-Africa</a></p> <p><b>Key Stage 5.</b> This collection of images has been selected to represent a range of areas/topics to help teachers and pupils with their work on Southern Africa. They would be potentially very images for teaching global links.</p> <p><b>3. 'Development: Areas for concern'</b> <a href="https://www.geography.org.uk/Development--Areas-for-concern">https://www.geography.org.uk/Development--Areas-for-concern</a></p> <p><b>Key Stage 5.</b> In this 5-minute video, Dr. Duncan Green, Senior Strategic Advisor for Oxfam GB, discusses the future of global development and considers whether the progress made during the 20<sup>th</sup> century will be reversed due to climate change, rising food prices and increasing inequality.</p>
<p><b>Healthy Living</b></p>	<p><b>1. Geography Plus - Food for Thought: Investigating where our food comes from</b> - GA Primary Teachers' Toolkit, Sue Parsons and Marcia Foley 978-1-84377-275-0 <a href="https://www.geography.org.uk/Shop/Key-stage/Key-stage-2/Geography-Plus-Food-for-Thought-Investigating-where-our-food-comes-from/9781843772750">https://www.geography.org.uk/Shop/Key-stage/Key-stage-2/Geography-Plus-Food-for-Thought-Investigating-where-our-food-comes-from/9781843772750</a></p> <p><b>Key Stage 1-2.</b> This book includes a sequence of fully resourced lesson plans and helps deepen pupils' understanding of the geography of the food they consume through investigations of weather and climate, food miles, food processing and distribution, inequalities and the future of food supply.</p> <p><b>2. My walks and Messy Maps</b> <a href="https://www.geography.org.uk/Mywalks-and-Messy-Maps">https://www.geography.org.uk/Mywalks-and-Messy-Maps</a></p> <p><b>Key Stage 1-2 teachers.</b> This online CPD allows teachers to consider strategies for planning local fieldwork and map making in the locality, encouraging pupils to view their neighbourhood through a geographical lens.</p> <p><b>3. Growing Smiles article</b> - Primary Geography Autumn 2015 (Volume 88) <a href="https://www.geography.org.uk/Journal-Issue/1725c195-77fb-4f80-8401-a3dbe1980fe5">https://www.geography.org.uk/Journal-Issue/1725c195-77fb-4f80-8401-a3dbe1980fe5</a></p> <p><b>Key Stage 2.</b> In this article, the author reports on a unit of outdoor mapping activities that resulted in growing smiles all round.</p>



<p><b>Healthy Living (cont.)</b></p>	<p><b>4. The Garden - our laboratory</b> – Primary Geography October 2004 (Issue 55)  <a href="https://www.geography.org.uk/Journal-Issue/edd9a5c5-c619-4b00-8213-e710e2c0609f">https://www.geography.org.uk/Journal-Issue/edd9a5c5-c619-4b00-8213-e710e2c0609f</a></p> <p><b>Key Stage 2.</b> This article explores how a parent and pupil group changed their school's grounds beyond all recognition by incorporating areas for growing vegetables, herbs and flowers; native trees and a scattered orchard.</p>
<p><b>Litter</b></p>	<p><b>1. Plastic bags: A sustainable change?</b> - Teaching Geography Summer 2006 (Vol 31 Issue 1)  <a href="https://www.geography.org.uk/Journal-Issue/3beee0d5-ca8a-4317-bb6c-5abed7e42688">https://www.geography.org.uk/Journal-Issue/3beee0d5-ca8a-4317-bb6c-5abed7e42688</a></p> <p><b>Key Stage 4.</b> An article evaluating the impact of legislation on the use of plastic bag legislation in different parts of the world.</p> <p><b>2. Recycling as policy and assemblage</b> - Geography Spring 2009 (Vol 94 Issue 1)  <a href="https://www.geography.org.uk/Journal-Issue/1444d3a4-594a-4471-a3ca-dcb9c4bebd45">https://www.geography.org.uk/Journal-Issue/1444d3a4-594a-4471-a3ca-dcb9c4bebd45</a></p> <p><b>Key Stage 4.</b> This article considers recycling and some of the problems associated with it.</p>
<p><b>Marine</b></p>	<p><b>1. Geography Plus - Beside the Sea: Investigating the UK's coastal environments</b> - GA Primary Teachers' Toolkit, Nell Seal and Louise Ambrose. 978-1-84377-312-2  <a href="https://www.geography.org.uk/Shop/Key-stage/Key-stage-2/Geography-Plus-Beside-the-Sea-Investigating-the-UKs-coastal-environments/9781843773122">https://www.geography.org.uk/Shop/Key-stage/Key-stage-2/Geography-Plus-Beside-the-Sea-Investigating-the-UKs-coastal-environments/9781843773122</a></p> <p><b>Key Stage 2.</b> This book will help pupils to extend their knowledge and understanding of local and global coastal environments and issues and explore the human and physical geography of the UK's coastline.</p> <p><b>2. Teaching about oceans</b> - useful websites and teaching ideas  <a href="https://www.geography.org.uk/teaching-about-oceans">https://www.geography.org.uk/teaching-about-oceans</a></p> <p><b>All Key Stages.</b> This interactive page includes units on historical geographical understandings of the oceans; the ocean and climate; how the ocean formed; seafloor geomorphology; ocean currents; people and the ocean; global shipping routes; overfishing and marine pollution.</p>



<p><b>School Grounds</b></p>	<p><b>1. Geography with feelings</b> - Teaching Geography Spring 2005 (Vol 35 Vol 1) <a href="https://www.geography.org.uk/Journal-Issue/f07d9e4f-9697-4566-b91e-b9e6ec8517e8">https://www.geography.org.uk/Journal-Issue/f07d9e4f-9697-4566-b91e-b9e6ec8517e8</a></p> <p><b>Key Stage 2.</b> The article focuses on how Year 3 students respond to places in their school grounds.</p> <p><b>2. Valuing the outdoors</b> - Primary Geography Autumn 2006 (Issue 61). <a href="https://www.geography.org.uk/Journal-Issue/98eaab2e-2372-4f3e-8670-6f2b0249cf07">https://www.geography.org.uk/Journal-Issue/98eaab2e-2372-4f3e-8670-6f2b0249cf07</a></p> <p><b>Key Stage 2.</b> This resource explores how school grounds and immediate locality can help develop a sense of place in young pupils.</p> <p><b>3. Sustaining School Gardens</b> - Primary Geography Summer 2017 (Number 93). <a href="https://www.geography.org.uk/Journal-Issue/e0ee0544-5f34-4bbb-bba4-377b2b2f0f20">https://www.geography.org.uk/Journal-Issue/e0ee0544-5f34-4bbb-bba4-377b2b2f0f20</a></p> <p><b>Key Stage 2.</b> This resource looks at sustaining interest in sustainability when it comes to the long-term maintenance of a school garden.</p> <p><b>4. Investigating the microclimate of school grounds</b> - Teaching Geography Autumn 2016 (Vol 41 Issue 3) <a href="https://www.geography.org.uk/Journal-Issue/a10a84d5-25ef-4858-97d0-f2df74659196">https://www.geography.org.uk/Journal-Issue/a10a84d5-25ef-4858-97d0-f2df74659196</a></p> <p><b>Key Stage 3.</b> The article demonstrates how using a USB logger can make the investigation of small-scale climates around schools a very successful and effective fieldwork activity.</p>
<p><b>Transport</b></p>	<p><b>1. Map it- Walk it- Bike it!</b> -Teaching Resource <a href="https://www.geography.org.uk/teaching-resources/map-bike-walk">https://www.geography.org.uk/teaching-resources/map-bike-walk</a></p> <p><b>Key Stage 2.</b> This area contains three lesson plans featuring local area fieldwork and emotional mapping, with opportunities for pupils to reflect on and develop their personal geographies and increase their awareness of different ways to travel to school.</p> <p><b>2. Stop, children... what's that sound?</b> Primary Geography Summer 2014 (Issue 84) <a href="https://www.geography.org.uk/Journal-Issue/721da723-6b46-4421-b091-f42b4cd5bd3a">https://www.geography.org.uk/Journal-Issue/721da723-6b46-4421-b091-f42b4cd5bd3a</a></p> <p><b>Key Stage 2.</b> This resource gives a report on a geographical enquiry undertaken by year 5 pupils about the impacts of noise pollution on the locality of their school.</p>



## Transport (cont.)

**3. Transport and logistics** - Teaching Resources  
<https://www.geography.org.uk/teaching-resources/transport-logistics>

**Key Stages 2-3.** A series of resources and lesson plans, produced in conjunction with the Chartered Institute of Logistics and Transport in the UK, explore a range of aspects of transport and logistics.

**4. This Changing World: Traffic congestion in Beijing** - issues and policies

- Geography Spring 2013 (Vol 98 Issue 1)  
<https://www.geography.org.uk/Journal-Issue/71e595ec-f9a7-4c61-92cc-f1f3d19de7ce>

**Key Stages 4-5.** This article explores the challenges of economic growth and sustainable development, particularly in the developing world, focusing on Beijing's traffic congestion issues.

**5. Zero-carbon Britain: looking to the future** - Teaching Geography Summer 2017 (Vol 42 Issue 2)  
<https://www.geography.org.uk/Journal-Issue/8515eb99-568a-4ecf-b9fe-4fff5e2d9c77>

**Key Stage 5.** An examination of the scenario for a zero-carbon Britain and how changes in energy use, building, farming and transport can contribute to this, using Freiberg as an example.

## Waste

**1. Plastic Pollution**  
<https://www.geography.org.uk/Plastic-pollution-resource>

**Key Stage 2-3.** A series of lesson plan ideas which allow students to consider the challenge of managing plastic waste: What is 'waste'? What are the issues linked to plastic waste? Where does it all come from ... and go to? What can be done about plastic waste?

**2. Living Geography - My Waste Story**  
<https://www.geography.org.uk/Living-Geography--My-Waste-Story>

**Key Stage 2-3.** Using the case study of Rotherham, this resource provides a sequence of lessons on issues of waste, building to a decision-making activity encouraging pupils to consider how the problems of waste can be reduced.

**3. 'Critical thinking to promote Sustainability'** - Primary Geography Summer 2017 (Number 93)  
<https://www.geography.org.uk/Journal-Issue/8af85a8e-c557-4e2f-906e-16fad3dac5b5>

**Key Stage 3.** A group of pupils at one primary school investigate how to combat global issues on a local scale.

**4. Spotlight On ... 'Waste: Uncovering the global food scandal'** - Geography Summer 2011 (Vol 96 Issue 2)  
<https://www.geography.org.uk/journal-issue/eb2167ce-2254-47ee-a6cb-581ffb19182d>

**Key Stage 4-5.** This article considers the arguments regarding food and waste put forward in the book 'Waste: Uncovering the global food scandal' by Tristram Stuart (2009).



## Water

### **Investigating rivers and water**

<https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle>

**Key Stage 1-2.** This area includes a variety of activities for primary pupils including a 'river from source to mouth game'.

### **GA super scheme - Investigating Water**

<https://www.geography.org.uk/Shop/SuperSchemes-Investigating-Water/9781843774174>

**Key Stage 1-2.** Resource for primary teachers on the water cycle, with lesson information and resources.

### **Water Exploration**

<https://www.geography.org.uk/teaching-resources/water-explorer>

**Key Stage 2-3.** Water Explorer is an award winning programme that is designed to inspire students to lead on water issues covering topics from the 'secret' embedded water in the food we eat and the clothes we buy, to the disparities in water use and access around the world.

### **Who owns the world's water?**

<https://www.geography.org.uk/teaching-resources/nc-china-india/world-water>

**Key Stage 3.** A series of three lesson plans and ideas for teachers on the theme of 'who owns the world's water?' and addressing 'What happens when rivers and sources of water are shared between countries?' and 'What impacts can building dams have?'

