



Students interviewing teachers: finding out about school geography

Creating a more equal dialogue between students and teachers and between students and school geography is crucial if young peoples' perspectives are to shape and inform what and how is being taught. Creating this more equal dialogue can take different forms: just as we would want teachers to understand students, the reverse also applies; students also need to understand teachers and the thinking that informs the 'what' and 'how' of school geography.

View the clips of one group of students interviewing their teacher about the 'What?' and 'How?' of their school geography curriculum:

<http://www.youngpeoplesgeographies/get-involved/conversation/sharing-perspectives/>

Ask your students to 'interview' you about your thinking behind your school geography curriculum. The aim being that students can gain some insight into the factors that give shape to the geography they currently learn.

Ideally students would have the opportunity to frame interview questions for themselves, but the tables below include an initial set of questions that could be adapted by students, with you, as a form of enquiry into school geography.

Pupils interview their teachers: (a kind of SWOT analysis approach)

- What do you love about geography?
- What do you enjoy about teaching geography?
- What do you find difficult about teaching geography?
- How do you decide what we will study in geography, which topics? Which places?
- What influences which resources we will use to learn geography with?
- Do you think fieldwork is important and why?
- If we are going to use our own geographies to learn geography how can we do this?
- What changes would you like to make to the geography we learn and why?

Questions asked by students about the YPG project:

- Why are you involved with the YPG project?
- What do you want to gain from the project for yourself as a teacher?
- What do you want to gain from the project for your students?
- What do you want to gain from the project for the school geography curriculum?
- What have you gained/learnt from the project so far?
- Has it changed your actions/behaviour/thinking in anyway – so far?
- Do you see any potential threats to the project?

Such a process could be completed by a small voluntary group of students, or different groups could have the opportunity to enquire into different aspects of school geography. The outcomes of such an activity could then be used to promote an ongoing dialogue about developing the curriculum.