

## 1.

### **The child and their (geographical) education**

*Lauren Hammond, Mary Biddulph, Simon Catling and John H. McKendrick*

#### **Introduction**

‘How can a bird that is born for joy,  
Sit in a cage and sing?’  
(Blake, 1789)

In his poem ‘The School-Boy’, Blake uses the metaphor of a caged bird to represent a child attending school, forced to leave behind the wonders and pleasures of the summer morning to which he had awoken. Blake contrasts the 18<sup>th</sup> Century rural idyll which the boy calls home, with the school as an institution within which the boy is ‘caged’ and dominated by the ‘cruel eye’ of his teacher. We begin the book with an extract from this poem – not because we believe that all education is like this - but because it represents the deeply affective nature of educational spaces, teaching and schooling for children and (young) people, and also for their parents/carers, and those who work with and for children. Written over two centuries ago, the poem encourages us to engage with questions about the relationships between people, place and nature; the purposes and practices of schooling; and the nature of childhood. These are questions which still resonate today in considering how we best support and empower children and young people through education in their lives and futures. These questions carry an especially heavy weight in

the period of multi-species urgency (Haraway, 2016b) and intersecting injustices (Puttick, 2022) within which we live.

As the poem highlights, education matters to people's feelings, identities, relationships and spatialities. Education also matters because of the opportunities, communities, spaces and places it supports a person in accessing and/or (re)produces. Education matters because of the ideas, questions, skills and knowledges with which a person engages, and the futures this makes possible for themselves as an individual, for society and for the Earth. As the title of this introductory chapter suggests, geography is not only important as a component of education – as a subject with which children and young people engage in schools or universities - it is also significant in helping us to better understand educational spaces, places, systems, processes and institutions.

Motivated by considering how we can best support and empower children and young people to 'sing' in, and through, their education, this book is a contribution to the growing body of literature which considers the complex and multi-scalar relationships between geography and education (Taylor, 2009; Brock, 2016; Brooks and Waters, 2017; Jahnke et al., 2019; West et al., 2020; Finn et al., 2021; Freytag et al., 2022; Puttick, 2022). We focus specifically on the intersections between children, education and geography. As the reason why a society educates and why many educators choose their careers, children and young people are central to both educational practice, and academic and political debates about education. Yet, how the child is constructed and represented in education varies between places and across time-space, with children's lives and identities often socially and/or spatially shaped by education (Hopkins,

2010; Oswell, 2016). These are important considerations, as the social construction of ‘the child’ in educational policies and practices have, at times, led to children being subordinated in both education and society, for example, through corporal punishment in classrooms, and by gender or ‘ability’ streaming which predetermines the ideas, knowledges and/or skills with which a child can engage through education.

Education is infused with ‘moral geographies’, which are shaped by imagination, ideology and axes of ‘social difference and power’, and connect to ‘wider ideas of citizenship, belonging, landscape and nationhood’ (Mills, 2022: p. 9). These moral geographies impact on the design of educational institutions, structures and processes, which can ultimately impact on a child’s agency, feelings and engagement with education. However, children and young people are not passive recipients of education, rather they are beings, becomings and doings, ‘active in the construction and the reimagining of their spaces’ (Aitken, 2018a: p. 11). Respecting the child in this way means valuing them as person in both education and everyday life, and actively considering the relationships between these two spaces to support and empower children and young people in their lives and futures. This, we argue, requires rethinking the intersections between children, education and geography.

Intersections and relations matter on many levels; from the individual to the societal, from the practical to the conceptual. How we think about relations and how we tell the stories of those relations also matters to their (re)production and more broadly to social practices. As Haraway (2016a) explains when drawing on the work of Marilyn Strathern to explore the relationships between humans and nature in the period of multi-species urgency within which we live, ‘it

matters what matters we use to think other matters with' (p. 12). Haraway's argument is helpful when applied to rethinking the intersections between children, education and geography. For example, if we tried to examine education without using geography's concepts, ideas and methods, or without truly engaging with the experiences and imaginations of children and young people, then we are likely to overlook critically important issues such as injustices in the spatial provision of education and their impacts on communities.

We begin this introductory chapter by critically engaging with the present time-space. We then reflect on current literature and practice in, and across, the intersections between children, education and geography. Following this, we introduce the three sections which frame the book: *section one: geographies of education and educational spaces; section two: children's geographies and their significance in, and to, everyday life and education; and section three: progressive geographies in education*. Finally, we offer a statement on ethics and language used in the book.

### **The importance of rethinking intersections in the present time-space**

We begin by rethinking the intersections between children, education and geography in the present time-space, because how could we not? We live in a period of intersecting crises; Covid-19 and the threat of future pandemics; the climate and ecological emergencies; societies permeated by structural and everyday injustices; and conflict among people and between states; all of which directly impact on lives and futures.

As Latour (2018) explains, the Earth itself (the Terrestrial) can now be seen as a political actor, participating in history and reacting to human actions:

Formerly, it was possible to say that humans were “on earth” or “in nature,” that they found themselves in the “modern period” and that they were “humans” more or less “responsible” for their actions. One could distinguish between “physical” geography and “human” geography as if it were a matter of two layers, one superimposed on the other. But how can we say where we are if the place “on” or “in” which we are located begins to react to our actions, turns against us, encloses us, dominates us, demands something of us and carries us along in its path? (p. 41)

For Latour (2017), the term crisis itself is problematic – crises pass – this is ‘profound mutation of our relation to the world’ (p. 15). The world has changed, and so must our ways of thinking about and acting in the world. As Haraway (2016a) urges us we must *stay with the trouble*, we must be truly present, for ‘these times are ours’ (Haraway, 2016b: p. 40). These crises result in a need to rethink human-nature relations, they require collaboration between people, more-than-human beings, and also between ideas and communities. For ‘alone, in our separate kinds of expertise and experience, we know both too much and too little, and so we succumb to either despair or hope, and neither is a sensible attitude’ (Haraway, 2016a: p. 4).

It is of critical importance that children and young people are informed, supported and empowered in these times. Children and young people currently navigate the ‘competing contortions and entanglements of climate fact, value, and concern’ (Rousel and Cutter-Mackenzie-Knowles, 2020: p. 192), with which they engage through conversations with their friends and families, (social) media, and educational resources and dialogues. Children are often expected to ‘grapple with various futures presented to them and what might be done to achieve them’ (Walshe and Sund, 2022: p. 110), and may experience emotional responses to these discourses (Ibid.). The lives and futures of many children and young people around the world

have also been, or will be, altered by temperature rises and ecological changes on multiple scales; what they eat, how they keep warm/cool, where they live, and their relationships with, and to, nature and environments, will all be altered. Yet, as Yusoff (2018: p. 2) explains ‘as the Anthropocene proclaims the language of species life – *anthropos* – through a universalist geologic commons, it neatly erases the histories of racism’. Just as the anthropogenic causes of these crises are not universal, neither will their impacts be, ‘for it is those people that are lacking resources who are the principal casualties of slow violence’ (Nixon, 2011: p. 4). Put another way, the ‘other’ here will likely be racialized, gendered and disproportionality impact on those living in poverty.

Nixon’s concept of slow violence is helpful here in considering how these crises emerge and, at times, have seemingly been ‘allowed’ to continue both above and below the metaphorical radar.

Nixon (2011) defines slow violence as:

Violence that occurs gradually and out of sight, a violence of delayed destruction that is dispersed across time and space, an attritional violence that is typically not viewed as violence at all (p. 2).

Examples of slow violence include, the exposure of children and young people to air pollution when living on busy roads, and their everyday entanglements with toxic substances like plastic (Kraftl, 2021). Exposure to air pollution over a sustained period can impair health, with mortal consequences in more extreme cases. These are ‘the long dyings – the staggered and staggeringly discounted casualties, both human and ecological’ (Nixon, 2011: p. 2). Slow violence may be hard to immediately see, measure and respond to; and it may be deliberately or inadvertently ignored or discounted. Drawing on the work of Nixon (2011) and Haraway (2016a), Kraftl

(2021) asks us how we can learn to live with these changes to the world and how we can *stay with the trouble*.

Here, we contend that geography education is of the utmost importance in engaging children and young people in, and with, a critical conversation about the Earth and the future. Both geography as a discipline and the geographies of everyday life, and significantly the relationships between them, are central to these discussions. Put another way, understanding children's geographies and geographies of injustice (including those related to education and the intersecting crises discussed above) can help inform educators in their practice. In turn, geography education can inform and empower children in their everyday lives and futures. This is because geography as a discipline can help us to understand, explain, predict and mitigate these intersecting crises. Geography education in schools has an important role in telling these stories and supporting children to use disciplinary thought to investigate and think about the world, their actions in it and the futures they want to co-create for themselves, society and the Earth. This includes active consideration of not only what is taught, but how. For example, as Dunkley (2022) details educational, mental health and wider social benefits are accrued when children are supported to engage with nature and knowledge production processes through citizen science. Strategies such as arts-based pedagogies and co-production-based research are also highlighted as being beneficial in supporting children and young people to make-meaning, discuss their feelings and/or to empower them as actors in education, research and the world (Rousell and Cutter-MacKenzie-Knowles, 2020; Rushton et al., 2021; Walshe, 2017).

However, neither the place of geography (Lambert and León, 2022) or teaching about these areas through education and sustainability education in schools is secure. For example, in England, education at all levels from primary to higher education has been increasingly marketized. This process has occurred as the state continues to push for greater influence in, and control over, teacher education (DfE, 2021) and even political impartiality in schools (DfE, 2022). Whilst some have argued against transgressing the ‘line’ between education and politics - particularly related to activism in education (Standish, 2021) - we argue that education is inherently political, and it is necessary to *stay with the trouble*. As a state-funded public service, schools are institutions which formalize ideas about what it means to be a ‘good’ child or citizen (Mills, 2022). Education plays a significant role in social and political (re)production in society (Giroux, 1982), and ‘by appearing to be an impartial and neutral ‘transmitter’ of the benefits of a valued culture, schools are able to promote inequality in the name of fairness and objectivity’ (p. 97). Thus, both Standish’s (2021) plea for neutrality, and more broadly in his othering and grouping of what he terms ‘curriculum decolonisers’ (p. 142), he is effectively ignoring ‘the conflict between the powerful and the powerless’ in terms of debates about the ecological and climate emergencies, and the relationships between geography, education and in/justice. Ultimately, this ‘means to side with the powerful, not be neutral’ (Freire, 1983: p. 4 quoted in Norcup, 2015: p. 112).

Here, it is important to recognize that children and young people are not passive, they have ‘unique perspectives and political agencies’ (Svovdal and Benwell, 2021: p. 259). From discussions with their families to climate school-strikes, children contribute to debates and actions in the world (Catling and Pike, 2022), and in doing so they shape spaces and ideas at



multiple scales. Children and young people can, and do, contribute to a better tomorrow for themselves, society, and the Earth. Yet, everyday and structural injustices – including those related to class, ‘race’, gender, dis/ability and sexuality – which are socially and spatially (re)produced in both the contestations of daily life and education, alongside distrust of political systems, can impact on children’s agency and activism (Walker, 2021). Socio-spatial and political structures also impact on access to facilities and opportunities, varying from access to schooling itself to the type of resources children engage with in education.

Rethinking the intersections between children, education and geography can help us better understand structural and everyday injustices and how they are (re)produced in, and through, education. Rethinking these intersections can also help us to imagine progressive futures for (geography) education in which injustices are challenged, and in which children and young people are supported and empowered as actors in both education and everyday life. For some children (and their families and teachers) this can be discomfoting. Some view that children should be protected from such engagement, but this means protecting them from learning that there are challenging and contentious dimensions to everyone’s lives, which in itself is not liberating and is problematic educationally. There are sensitivities to treat carefully when exploring injustices, but these can be tackled with even the youngest children (Kavanagh et al., 2021; Dolan, 2022). In the next section, we examine the work done so far to rethink these intersections.

## **Children, education and geography: It matters what matters we think other matters with**

Just as we might learn about geography through education in lessons in schools or lectures at university, because education is a fundamental part of most societies it ‘has something to say about how the world works – its human geographies’ (Brooks and Waters, 2017: p. 4). Over recent years, there has been increasing research interest into the relationships between geography and education. Significantly, both geography and education are exemplars of what Brock (2016: p. 10) terms *composite and integrative disciplines*, with their identities resting ‘on a particular array of contributing subjects and disciplines’. Brock is clear to point out that this does not deprive either discipline of a ‘distinctive character or essence’ (Ibid.), and significantly that education is both a discipline and phenomena (i.e., actual teaching and learning). This means that the (potential) relationships between geography and education are complex and multi-scalar, varying from examinations of lived experiences and micro-geographies of schooling, to macro-analyses of the globalization of higher education (Taylor, 2009).

In the discipline of geography, the fields that most directly engage with education are *children’s geographies* (Horton et al., 2008; Aitken, 2018b) and *geographies of education* (Pini et al., 2017; Waters, 2018), both of which have developed since the 1960s. Both children’s geographies and geographies of education are rich and diverse methodologically and substantively, and research in these fields can help us to better understand education, and its relationships with, and to, everyday life and society. As Kraftl et al. (2021: p. 15-16) explain when considering the evolution of research in geographies of education:

Geographers have made a distinct contribution to studying the spatialities of education through key geographical tropes such as space, place, and scale: from a focus on spatial science and quantitative approaches to mapping school access or segregation, to an examination of identities and processes played out in education spaces.

Equally, research in the subdiscipline of children's geographies has the power and potential to enable us to better understand children's experiences and imaginations of education from their own perspectives. The value of this ultimately lies in having 'concern for education's future impacts, encouraging us to engage with young people as knowledgeable actors whose current and future life worlds are worthy of investigation' (Holloway et al., 2010: p. 294).

Education is also a fundamental part of how geography as discipline is reproduced as students are inducted into its ideas, methods, and ways of thinking through educational programmes, curricula, teaching and assessment. As such, there is both research and practical interest into how best to teach students geography in universities, including through the field of *pedagogic research* (Finn et al., 2021). Geographers working in other subdisciplines may also be keen to share their research with teachers and young people, and to inform and support practice in schools and student transition to university (Tate and Hopkins, 2019).

In the discipline of education, geography is most often considered as part of the field of *geography education*. Geography education expanded as a field of research and teaching in the UK after 1945 (Butt, 2019), with research in the field often focusing on school geography (how geography is constructed, represented, taught, learnt, and assessed in schools), and/or (initial) teacher education. One significant area of debate in the field which focuses on the intersections between geography and education, is active consideration of causes, impacts and nature of 'the

gap' (Butt, 2019) between geography as an academic discipline and school subject. Here, research has also examined if and how the school subject connects to and represents children's everyday geographies, and considered how the construction of 'the child' in schooling is often divergent from disciplinary debate in geography (Catling and Martin, 2011) in which the child is recognized and celebrated as being, becoming and doing (Aitken, 2018a).

Research in geography education is often conducted by those working in teacher education in universities, and increasingly also by those working in schools and other educational settings. Research in the field has an important role to play in better understanding the nature of school geography, supporting and empowering teachers in their practice, informing policy and debate, and advocating for change in geography education (Lambert, 2010), which includes recognizing children as geographers (Catling, 1988; Catling and Willy, 2018). However, geography education as a field of research has been described as relatively small scale, regularly self- or unfunded, and piecemeal (Lambert, 2010; Butt, 2019). The educational and market agendas of the state, performativity regimes (for example, Ofsted in the English Context) and neoliberalism also directly influence how school geography is constructed and experienced, and who is able to study and teach geography. Significantly, beyond research and teaching in geography education, geography is not consistently recognized in disciplinary discussions or teaching modules in faculties of education in the same way as sociology, psychology or history (Brock, 2016). This, we argue, is a significant omission and one of the main reasons for rethinking the intersections between children, education, and geography.

Due to the different heritages, histories and disciplinary backgrounds, geography education, geographies of education and children's geographies might each be considered examples of what Lave and Wenger (1991) term 'communities of practice' (Finn et al., 2021). This conceptualization is helpful in considering the different barriers individuals and communities might face when engaging with one another and the impacts this has on research and teaching (Ibid). For example, a person studying geography education as part of their initial teacher education programme may never be taught about geographies of education. This may lead to them being under-informed about the social and spatial injustices children, young people and communities face, and how these impact on teaching, learning and day-to-day life in their placement school.

However, over recent years, exciting and significant new connections between geography and education have evolved (Puttick, 2022). For example, the Royal Geographical Society's Higher Education Research Group (HERG) reformed in 2019 as the Geography and Education Research Group (GeogEd). As Healey et al. (2020: p. 12) explain, the motivation for this change was to:

Re-invigorate the connections between different levels of geography education to focus on a research-informed, discipline-based approach to staff development and the enrichment of teaching and the curriculum through the twin foci of geography education and geographies of education.

They suggest that these connections have the potential to support and inform research agendas and staff development. Here, greater engagement with the intersections between children, education and geography offers opportunities to inform and enrich research and practice in many areas including, but not limited to:

- Supporting academic and social transitions for students as they move between educational phases (Tate and Hopkins, 2019; Biddulph et al., 2022).
- Investigating and attending to social and spatial injustices in education and educational spaces (Taylor, 2009).
- Ensuring that children's geographies are recognized and valued in education (Catling and Martin, 2011; Hammond, 2022).
- Exploring the relationships between educational institutions, communities and wider public services and/or infrastructure such as housing (Taylor, 2009).
- Supporting and informing curriculum design at a multitude of scales (Morgan, 2022).
- Informing how ideas move and are 'recontextualised' between disciplines and subjects (Finn, 2021).
- Facilitating the development of research projects, and developing the research practices and research 'literacy' of teachers (Healy, 2022; Mitchell and Béneker, 2022).
- Supporting and informing pedagogy and teaching (Roberts, 2017).

Indeed, as Norcup (2015: p. 31) explains when discussing children's geographies and geographies of education, these sub-disciplines 'potentially offer increased space across and through which academic geographers are able to engage with the myriad geographies connected with educational processes and places.'

However, these outcomes are neither inevitable nor guaranteed. For example, whilst Morgan (2022) presents a picture of engagement with children's geographies - in terms of both

children's own experiences and imaginations of the world and the sub discipline – throughout the recent history of school geography in England, other research suggests that they have been marginalized and 'pushed out' by policies and practices related to accountability and performativity (Hammond and McKendrick, 2020), and conceptualizations of which/whose knowledge is 'powerful' (Catling and Martin, 2011). As such, in rethinking the intersections between children, education and geography it is important to not only consider the value of potential research across these areas, but also the structures and systems which support and inform interaction, and how best to operate within and around these. We now move on to introduce the three sections and ethical practices which frame the book.

### **Introducing the book: Framing, language and ethics**

This book is divided into three interrelated sections, each of which makes a distinct contribution to our objective of rethinking the intersections between children, education and geography in order to better understand how injustices are (re)produced in, and through, education, and to consider how we can best support and empower children and young people through (geography) education in their lives and futures.

*Section one: geographies of education and educational spaces* comprises reflections on the multi-scalar nature of education spaces and how these relate to the lives of those who work and study within them, and the places they exist within. Here, authors consider how geography can provide unique insights into formal and alternative educational spaces. In chapter two, *geographies of education at macro-, meso- and micro-scales: young people and international*

*student mobility*, Johanna Waters and Rachel Brooks focus on international student mobility for educational opportunities, and examine the ways students and places shape, and are shaped by, education. In chapter three, *geographies of education spaces*, Peter Kraftl focuses on the micro scale of educational spaces, to consider why these spaces matter beyond the often dominant focus on student outcomes. The final chapter in this section, chapter four, by John McKendrick, *children's geographies and schools: beyond the mandated curriculum*, considers geography at a curriculum scale, arguing that school geography has the potential to enable children and young people to 'understand and confront social injustices that frame their lives' (p. ).

**Commented [HL1]:** Note for copy editor, please insert page numbers

Underpinning this section is active consideration of power; the power of young people to shape educational spaces at a range of scales; power dynamics and positionalities which are constructed and enacted in formal and informal spaces of education, and how these impact on children's and young people's identities and experiences; and the power of geography education beyond the mandated curriculum to expose and to challenge deep-seated social inequalities that are often reproduced through education.

*Section two: children's geographies and their significance in, and to, everyday life and education* comprises five chapters that examine the realities, the practicalities, and the importance of children's geographies in, and to, education and society. In chapter five, by Mary Biddulph, Peter Hopkins and Simon Tate, *connecting children and young people's geographies and geography education: why this matters to and for children, education and society*, the authors utilize two case studies from research with young people to consider the potential of a mutually enriching relationship across research in young people's geographies, school geography



and education more generally. Chapter six, by Simon Catling and Susan Pike, *becoming acquainted: aspects of diversity in children's geographies* calls for younger children to have greater agency over their learning, as their geographies afford them unique insights into matters of concern from a local to a global scale. The theme of voice and agency is picked up in chapter seven by Lauren Hammond and Grace Healy in their chapter *student voice, democratic education and geography: reflecting on the findings of a survey of undergraduate geography students*. Here, the views of undergraduate students on their geographical education to date support calls for more democratic approaches to geographical teaching and learning in order to ensure educators have a better understanding of the children and young people that they teach. Chapter eight, entitled *the value of geography to an individual's education* by David Lambert and Kelly León considers the value of geographical thinking to children and young people as individuals. In the chapter, Lambert and León present an approach in California, whereby young people were able to exercise greater personal influence over the geography they learnt. The final chapter in this section, chapter nine by John Morgan, *where have all the cool places gone? young people's geographies, schooling, and the curriculum problem*, uses the text *cool places: geographies of youth cultures* edited by Tracey Skelton and Gill Valentine (1998) as a starting point from which to critically examine the changing nature of young people's agency and the contribution of geographical thinking to this. The chapter challenges the reader to consider how school geography can again connect with young people's experiences at a time when the official curriculum seeks to do otherwise.

Overall, this section explores the intrinsic relationships between children's everyday geographies and the potential of these geographies to shape, inform and improve curriculum and pedagogy,

and ultimately the educational experiences of children and young people. In diverse ways, the chapters explore the complexity of children and young people's lives as a means of encouraging educators to truly engage with the children they teach.

*Section three: progressive geographies in education* is the last section and comprises five further chapters. These critically consider what a progressive geographical education might look like.

The aim here is to consider how geography education can better support young people in making sense of the world they live in, and contribute to, both today and in the future. The chapters capture ways in which geography as an academic discipline, school geography and children's lives intersect at a curriculum and pedagogical level. The first chapter in this section, chapter ten *de/colonising the (geography) curriculum*, by Fatima Pirbhai-Illich and Fran Martin, sets the scene by posing some challenging but essential questions about what gets taught in school geography, who decides this and what gets excluded and why. Subsequent chapters then build on these questions and consider, in different ways, what a more progressive school geography might look like. Chapter eleven, *climate change education: following the information* by Steve Puttick, Paloma Chandrachud, Rahul Chopra, James Robson, Sanjana Singh and Isobel Talks uses 'story telling' as a means of examining the challenges of teaching climate change in schools, and the challenge for teachers and students to critically engage with the 'superabundance' of information and misinformation available. The authors consider the ways certain knowledge and information are privileged over others and the consequences of this for young people's real engagement with the consequent injustices of climate change. Chapter twelve, *expanding students concept of 'home': teaching migration with a geographical capabilities approach*, by David Mitchell and Tine Benéker focuses on the ways a GeoCapabilities approach to curriculum thinking enabled

teachers in England and the Netherlands to reconsider their teaching of migration. By focusing on the concept of ‘home’ and the notion of ‘homemaking’ teachers felt they were better able to utilise the everyday and personal geographies of young people, including their students, to challenge the more stereotypical ideas about migration often taught in schools. Chapter thirteen by Ria Dunkley *looking closely for environmental learning: citizen science and environmental sustainability education* reconsiders the intersections between formal and informal learning spaces through children and young people’s participation in citizen science. The chapter presents the work of the ‘Spot a Bee’ project to illustrate the potential of transdisciplinary learning in creating an ‘ecopedagogy of hope’ as a counterbalance to the often-overwhelming message of climate catastrophe. Chapter fourteen, the final chapter in this section is by Helen Clarke and Sharon Witt and is entitled *field-visiting: paying attention with more-than-human worlds*. Through the use of poetic vignettes, Clarke and Witt examine the notion of ‘field- visiting’ and its associated ‘pedagogies of attention’ as the means by which people of all ages can better understand, appreciate, and live with the more-than-human world. Ultimately, this section is framed by the notion of justice and consideration of what this means in, and for, education and specifically, its relationships to geography education.

The book concludes by reflecting on the extent to which we have addressed our objectives and looks toward a future enriched by work at the intersections of children’s geographies, geography of education and geography education. Before we conclude this chapter, we offer a note on the use of language in the book and reflect on ethics as a fundamental underpinning of research across the intersections between children, education and geography.

As the term *children's geographies* refers to both children's geographies in and of the world, and the subdiscipline of geography, authors in the book clarify to which they are referring in their chapter. Unless explicitly stated by chapter authors, we also differentiate between children's geographies and young people's geographies. *Children's geographies* refer to those under 11/12 years of age, and *young people's geographies* refers to those between 11/12 - 25 years of age. Whilst we recognise this is an artificial division, as the book focuses on education, the division is helpful to clarify differences across primary, secondary and tertiary education. Finally, we use the terms *teacher of geography* (as opposed to geography teacher), which better reflects the professionals who teach geography (not all of whom specialise in teaching geography, in particular in primary school settings). The term *geography teacher educator* refers to a person working in teacher education in contexts including schools and universities.

Many of the chapters here report the outcomes of educational research, sometimes research involving young people. As such, it is important to be explicit about the ethical dimension of our work. As Wellington (2000; p. 54) explains:

An 'ethic' is a moral principle or a code of conduct which ... governs what people do. It is concerned with the way people act or behave. The term 'ethics' usually refers to the moral principles, guiding conduct, which are held by a group or even a profession (though there is no logical reason why individuals should not have their own ethical code).

There are ethical behaviours a society has a right to expect from, for example, its teachers or its doctors or its legal system. In the context of educational research, Wellington reminds us that ethics is not merely a set of processes to complete in order to gain institutional approval for research to take place. Rather, it refers to the attitudes and behaviours that those 'outside' research have a right to expect of those conducting research and implies that these attitudes and

behaviours should permeate all aspects of research activity. As a group of editors, it has been important to us that, from the outset, the development, construction and writing of this book is consistent with the highest standards of ethical practice.

### **In conclusion...**

On Blake's memorial in the crypt of St Paul's cathedral (London, England), is written the first line of another of his poems 'Auguries of Innocence':

To see a World in a Grain of Sand  
And a Heaven in a Wild Flower  
Hold Infinity in the palm of your hand  
And Eternity in an hour.

Blake reminds us of the wonders of life and the Earth, and of the pleasures and endless possibilities of innocence and imagination. In the poem, Blake goes on to write about the delicate relationships between people, nature and the Earth, of inequities in society, and encourages us to reflect on how we act in the world as individuals and the societies and places we create. Here Blake, rather like Haraway's work many years later, could also be seen to be asking us to *stay with the trouble*, to be truly present, to connect with the moment and to think about our positionalities as people in the world. As you read this edited collection, we encourage you to reflect on the possibilities and potential of rethinking the intersections between children, education and geography; what this might mean for you and your context, but more broadly for children, education, society and the Earth.

## References

- Aitken, S. (2018a) *Young People, Rights and Place: Erasure, Neoliberal Politics and Postchild Ethics* Abingdon: Routledge
- Aitken, S. (2018b) 'Children's Geographies: Tracing the Evolution and Involution of a Concept' in *Geographical Review* 108(1) pp3-23
- BERA (2019) *Ethical Guidelines for Educational Research (Fourth Edition)* Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online#intro> (Accessed 7<sup>th</sup> February 2022)
- Biddulph, M. Hopkins, P. Tate, S. (2022) 'Connecting Children's and Young People's Geographies and Geography Education: Why this matters to and for children, education and society' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, education and geography: Rethinking intersections* Abingdon: Routledge
- Blake, W. (1789) 'The School Boy' (a poem by William Blake) reproduced in *Songs of innocence and experience: With an introduction and commentary by Sir Geoffrey Keynes* Oxford: Oxford University Press
- Brock, C. (2016) *Geography of Education: Scale, Space and Location in the Study of Education* London: Bloomsbury Academic
- Brooks, R. Waters, J. (2017) *Materialities and Mobilities in Education* Abingdon: Routledge
- Butt, G. (2019) *Geography education research in the UK: Retrospect and prospect: The UK case within the global context*. Cham: Springer

- Catling, S. (1988) 'Children and Geography' in Mills, D (ed.) *Geographical Work in Primary and Middle Schools* Sheffield: Geographical Association, pp.9-18.
- Catling, S. Martin, F. (2011) 'Contesting powerful knowledge: the primary geography curriculum as an articulation between academic and children's (ethno-) geographies' in *The Curriculum Journal* 22(3) pp317– 35.
- Catling, S. Pike, S. (2022) 'Becoming acquainted: Aspects of diversity in children's geographies' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, Education and Geography: Rethinking Intersections* Abingdon: Routledge
- Catling, S. Willy, T. (2018) *Understanding and Teaching Primary Geography*. London: Sage.
- Committee on Standards in Public Life (1995) *The Seven Principles of public life*, Available at: <https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2> (Accessed 7th February 2022)
- Department for Education [DfE]. (2021) Policy Paper: Initial Teacher Training Market Review: Overview. London: DfE. <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview>. Accessed 08.07.2021.
- Department for Education [DfE]. (2021) Political Impartiality in Schools. London: DfE <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>. Accessed 12/02/2022
- Dolan, A. (ed.) (2022) *Teaching Climate Change in Primary Schools*. Abingdon: Routledge.
- Dunkley, R. (2022) 'Looking closely for environmental learning: Citizen Science and Environmental Sustainability Education' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, Education and Geography: Rethinking Intersections* Abingdon: Routledge

Finn, M. (2021) 'Questioning recontextualisation: considering recontextualisation's geographies' in Fargher, M. Mitchell, D. Till, E. *Recontextualising Geography* Switzerland: Springer

Finn, M. Hammond, L. Healy, G. Todd, J. Marvell, A. McKendrick, J. H. Yorke, L. (2021) 'Looking ahead to the future of GeogEd: Creating spaces of exchange between communities of practice' in *Area* <https://doi.org/10.1111/area.12701>

Freytag, T, Lauen, D., Robertson, S (eds.) (2022) *Space, Place and Educational Settings*. Cham: Springer.

Giroux, H. (1982) 'The politics of educational theory' in *Social Text* 5 pp87-107

Hammond, L. McKendrick, J. H. (2020) 'Geography teacher educators' perspectives on the place of children's geographies in the classroom' in *Geography* 105(2) pp86-93

Hammond, L. (2022) 'Recognising and exploring children's geographies in school geography' in *Children's Geographies* 20(1) pp64-78 DOI: <https://doi.org/10.1080/14733285.2021.1913482>

Haraway, D. (2016a) *Staying with the trouble: Making kin in the Chthulucene* Durham: Duke University Press

Haraway, D. (2016b) 'Staying with the trouble: Anthropocene, Capitalocene, Chthulucene' in Moore, J. W. (eds.) *Anthropocene or Capitalocene? Nature, history and the crises of capitalism* Oakland: PM Press

Healy, G. 'Geography and geography education scholarship as a mechanism for developing and sustaining mentors' and beginning teachers' subject knowledge and curriculum thinking' in G, Healy, L, Hammond, S, Puttick, N, Walshe. *Mentoring Geography Teachers in the Secondary School: A Practical Guide*. Abingdon: Routledge



- Healey, R. France, D. Hill, J. West, H. (2020) 'The history of the Higher Education Research Group of the UK Royal Geographical Society: The changing status and focus of geography education in the academy' in *Area* DOI: 10.1111/area.12685
- Holloway, S. Hubbard, P. Jöns, H (2010) 'Geographies of education and their significance to children, youth and families' in *Progress in Human Geography* 34(5) pp583-600
- Hopkins, P. (2010) *Young People, Place and Identity* Abingdon: Routledge
- Horton, J., P. Kraftl, and G. Tucker (2008) 'The Challenges of 'Children's Geographies': A Reaffirmation' in *Children's Geographies* 6(4): 335–348.
- Janhnke, H., Kramer, C., Meusburger (eds.) (2019) *Geographies of Schooling*. Cham: Springer.
- Kavanagh, A., Waldron, F., Mallon, B. (eds.) (2021) *Teaching for Social Justice and Sustainable Development across the Primary Curriculum*. Abingdon: Routledge.
- Kraftl, P. (2013) *Geographies of alternative education: Diverse learning spaces for children and young people* Bristol: Bristol University Press
- Kraftl, P. (2021) 'Slow violence: A reimagining childhood webinar' available at: <https://www.youtube.com/watch?v=qyAl21PMRYA> (accessed on 06/01/2022)
- Kraftl, P. Andrews, W. Beech, S. Cesera, G. Holloway, S. L. Johnson, V. White, C. (2021) 'Geographies of education: a journey', *Area*, <https://doi.org/10.1111/area.12698>
- Lambert, D. (2010) 'Geography education research and why it matters' in *International Research in Geographical and Environmental Education* 19(2) pp83-86

- Lambert, D. León, K. (2022) 'The value of geography to an individual's education' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, Education and Geography: Rethinking Intersections* Abingdon: Routledge
- Latour, B. (2017) *Facing Gaia: Eight lectures on the new climatic regime* Cambridge: Polity Press
- Latour, B. (2018) *Down to Earth: politics in the new climatic regime (Translated by Catherine Porter)* Cambridge: Polity Press
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press
- Mitchell, D., Béneker, T. (2022) 'Expanding students' concept of 'home': teaching migration with a geographic capabilities approach' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, Education and Geography: Rethinking Intersections* Abingdon: Routledge
- Morgan, J. (2022) 'Where have all the cool places gone? Young people's geographies, schooling and the curriculum problem' in Hammond, L. Biddulph, M. Catling, S. McKendrick, J. H. (eds.) *Children, Education and Geography: Rethinking Intersections* Abingdon: Routledge
- Mills, S. (2022) *Mapping the moral geographies of citizenship: Character, citizenship and values* Abingdon: Routledge
- Nixon, R. (2011) *Slow violence and the environmentalism of the poor* Harvard University Press: United States of America
- Norcup, J. (2015) *Awkward geographies? An historical and cultural geography of the journal Contemporary Issues in Geography and Education (CIGE) (1983-1991)*. PhD thesis, University of Glasgow.

- Oswell, D. (2013) *The agency of children: From family to global human rights* Cambridge: Cambridge University Press
- Pini, B., Gulson, K. N., Kraftl, P., & Dufty- Jones, R. (2017). Critical geographies of education: An introduction. *Geographical Research* 55 pp13-17
- Puttick, S. (2022) 'Geographical education I: fields, interactions and relationships' in *Progress in Human Geography* DOI:10.1177/03091325221080251
- Roberts, M. (2017) 'Geography education is powerful if...' in *Teaching Geography* 42(1) pp6-9
- Rousell, D. Cutter-Mackenzie-Knowles, A. (2020) A systematic review of climate change education: giving children and young people a 'voice' and a 'hand' in redressing climate change, *Children's Geographies*. 18(2) pp191-208
- Rushton, E. Dunlop, L. Atkinson, L. Price, L. Stubbs, J.E. Turkenburg-van Diepen, M. Wood, L. (2021) 'The challenges and affordances of online participatory workshops in the context of young people's everyday climate crisis activism: insights from facilitators' *Children's Geographies* DOI: [10.1080/14733285.2021.2007218](https://doi.org/10.1080/14733285.2021.2007218)
- Skelton, T. & Valentine, G. (eds.) (1998) *Cool Places: geographies of youth cultures*. London: Routledge.
- Skovdal, M. Benwell, M. C. (2021) 'Young people's everyday climate activism: New terrains for research, analysis and action' in *Children's Geographies* 19(3) pp259-266
- Standish, A. (2021) 'Geography' in Seghal Cuthbert, A. Standish, A. (eds.) *What should schools teach: Disciplines, subjects and the pursuit of truth* London: UCL Press
- Taylor, C. (2009) 'Towards a geography of education', *Oxford Review of Education* 33(5): 651-669

- Tate, S. Hopkins, P. (2019) 'Student perspectives on the importance of both academic and social transitions to and through their undergraduate degree' in Walkington, H. Hill, J. Dyer, S. (eds.) *Handbook for Teaching and Learning in Geography* EE Publishing Limited: Cheltenham
- Walker, C. (2021) "'Generation Z' and 'second generation': An agenda for learning from cross-cultural negotiations of the climate crisis in the lives of second generation immigrants' *Children's Geographies* 19(3) pp267-274
- Walshe, N. (2017) 'An interdisciplinary approach to environmental and sustainability education: developing geography students' understandings of sustainable development using poetry' *Environmental Education Research* 23(8) pp1130-1149, DOI: 10.1080/13504622.2016.1221887
- Walshe, N. Sund, L. (2022) 'Developing (Transformative) Environmental and Sustainability Education in Classroom Practice' in *Sustainability*, 14(1) 110  
<https://doi.org/10.3390/su14010110>
- Waters, J. (2018) 'Geographies of education: Oxford Bibliographies' available at:  
<https://www.oxfordbibliographies.com/view/document/obo-9780199874002/obo-9780199874002-0182.xml> (accessed on 28/02/2022)
- Wellington, J. (2000) *Educational Research: contemporary issues and practical approaches* London: Continuum
- West H, Hill J, Finn M, et al. (2020) GeogEd: A New Research Group Founded on the Reciprocal Relationship between Geography Education and the Geographies of Education. *AREA*. DOI: 10.1111/AREA.12661.
- Yusoff, K. (2018) *A billion Black Anthropocenes or none* Minneapolis: University of Minnesota Press

