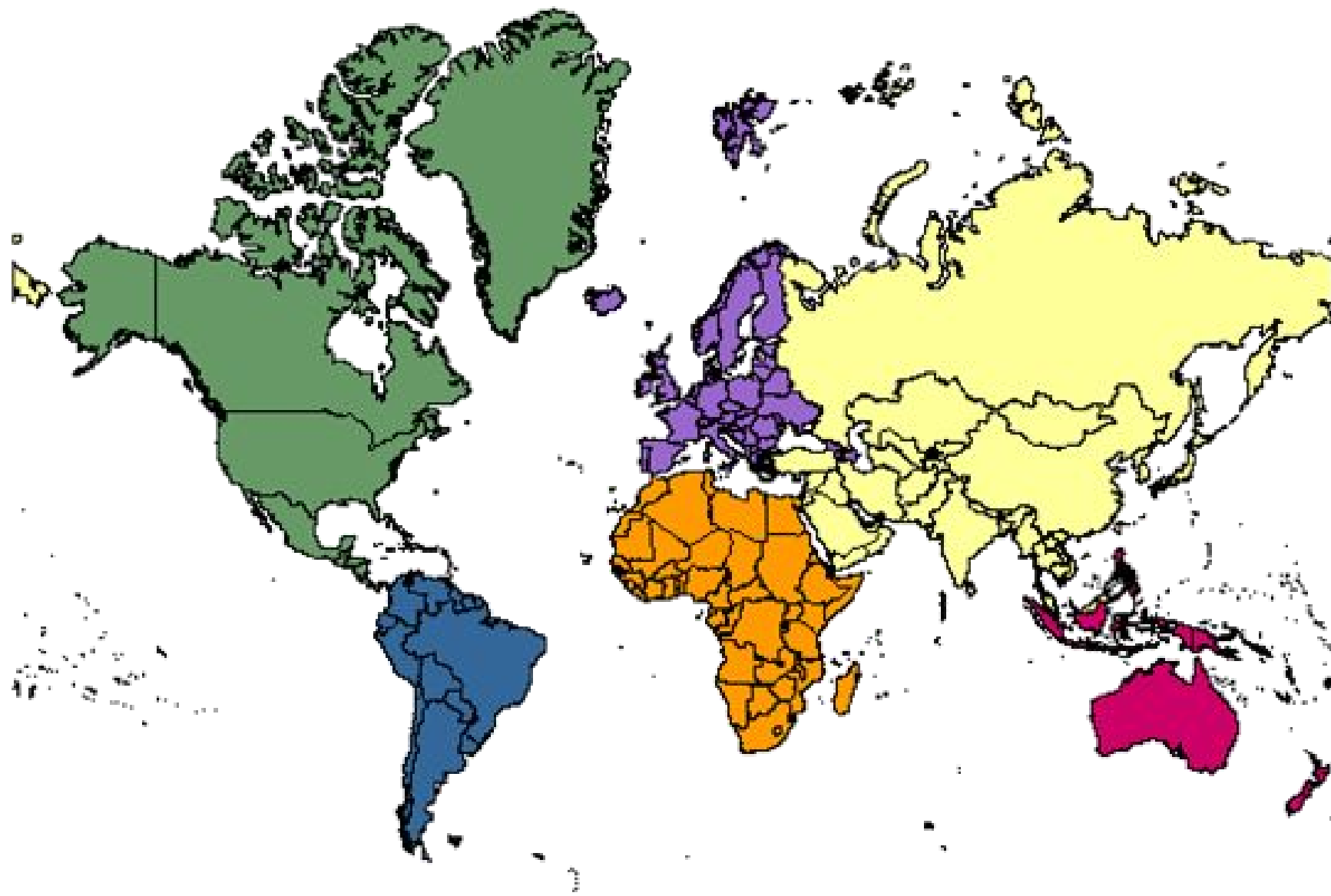


Constructing the world through the curriculum

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Geographical Worlds

- Regional geography
- Quantitative revolution
- Humanistic Geography
- Cultural turn

Curriculum worlds

GNC 1991

- France, Germany, Italy, Spain
- USA, USSR, Japan
- Bangladesh, Brazil, China, Egypt, Ghana, India, Kenya, Mexico, Nigeria, Pakistan, Peru, Venezuela

GNC 2000

- 'Two countries in significantly different states of economic development'
- 'Different parts of the world and different types of environments'

Methodology

- **Questionnaire Survey**
- All state secondary schools in
- 5 Local Education Authorities: 122 schools
- Response rate 69%

- **Interviews**
- 3 case study schools
- 3 further schools with focus on Europe

The Big Four

- Italy
- Japan
- Brazil
- Kenya

Why countries were chosen

- Resources (90%)
- Geographical content (40%)
- Broader curriculum
- Teachers' experience of a country
- Pupils' interests and experience

School A

- Countries chosen: Tanzania; Japan
- Areas of neglect: N. and S. America (apart from rainforest); Europe; Asia (apart from Japan and flooding in Bangladesh)

School B

- Countries chosen: USA and Australia; Brazil
- Areas of neglect: Asia (apart from flooding in Bangladesh) School C

School C

- Countries chosen: Italy and Japan; India
- Areas of neglect: USA; Africa; Russia, Middle East; China

A peculiar world

- Patterns of attention and neglect
- Differences between schools
- The big four: Italy, Japan, Brazil and Kenya
- Neglect of USA, Russia, China, Middle East
- Individual patterns of neglect

The Study of Europe in D, E and F

- Only 1 or 2 lessons on Europe as whole
- Italy chosen by D, E and F
- (systematic, enquiry-based, thinking skills)
- Tourism in Majorca and Benidorm
- Migration – Kosovo
- Volcanoes – Italy
- Pollution – North Sea

A peculiar Europe

- Dominance of Italy
- Neglect of Eastern Europe, Scandinavia, Germany and Republic of Ireland
- Few case studies

Why such peculiar worlds?

- World constructed by textbook choices
- Curriculum inertia
- Case studies to illustrate themes and issues dominated by UK
- Lack of attention to the shape of the world constructed through the curriculum

Issues

- Dilemma of depth versus breadth
- Neglect of places of global significance
- Representation of world in textbooks compared with media
- Control
- Different worlds – personal worlds