ORGANISATIONAL STRUCTURES FOR EFFECTIVE GEOGRAPHY TEACHING IN SELECTED MEDIUM AND LARGE PRIMARY SCHOOLS

THESIS

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NATHANIEL RONALD KASCHULA

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ABSTRACT

Effective teaching is determined by a host of factors, not least of which is the educational guidance given to the teacher. This guidance should come about through an effectively designed support structure initiated by the school principal as part of his management strategy. Very little has been written on this topic, particularly with reference to primary schools.

In the past, geography teachers were trained, appointed to a school and expected to get on with their teaching. However, present-day teachers, in order to be effective educators, require in-service training. This should occur in a variety of ways and on a continuous basis, because teaching is an on-going business and not a job to be learned once and for always.

This thesis investigates the organisational structures that exist for the teaching of geography in selected medium and large primary schools in the Eastern Cape. The author found that principals used either a subject head or standard head model. In large primary schools a subject head model was preferred i.e. a specialist geography teacher was responsible for developing the subject vertically from standard 2 to 5. The opposite was true in medium-sized schools. Principals of these schools preferred to delegate responsibility to a standard head. It was the duty of the standard head, usually a generalist teacher without specific training in geography, to develop geography horizontally among, for example, all the standard 3 pupils. The role played by key members of a primary schools' instructional leadership team, namely the principal, subject head, and the standard head are examined in detail.

The author offers justification why geography should be included in the primary curriculum. It is his contention that geography contributes to a child's general education, develops basic geographical skills, extends general mental abilities and fosters positive attitudes towards other people with whom he shares this world.

A management model is proposed for principals, flexible enough for application in all schools. It is designed to ensure that teachers continue growing professionally within the structure of a small group. There is no best way to organise the teaching of geography because each school has its own unique resources which should be optimally utilised in order to bring about learning. The professional development of geography teachers is possible because someone competent in geographical education should assume leadership of the group. This will enable ideas to be shared, plans made and strategies implemented in an effort to improve teacher-competence through an efficiently organised geography department.

In the final chapter conclusions are drawn and a recommendation is made for primary school principals to implement an organisational model for the teaching of geography. A choice may be made from three models, namely a standard head, subject head or a combination of both models. It is within the parameters of one of these structures that the subject can be properly managed, for example, field-trips planned, teaching aids purchased, environmental education programmes designed, teaching strategies discussed and examinations set. This view is supported by Cawood and Gibbon's (1980) empirical evidence. They found that good educational leadership fosters effective teaching in schools.

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PREFACE

Since 1977 I have been headmaster at three primary schools in the Eastern Cape. Each school differed in size. The organisational structure for the teaching of geography, as a consequence, also differed markedly.

At Thorn Park Primary, a small rural school near East London, **no organisational structure existed** and one teacher was responsible for teaching geography to all the senior primary pupils i.e. from standard 2 to 5. This teacher, because of the size and isolation of the school, had no fellow geographers or support structure on which to rely.

In contrast at Greenwood Primary, a medium-sized school in Port Elizabeth, a successful **standard head system** existed. At this school it was the responsibility of a generalist teacher i.e. someone without specialist qualifications in geography, to co-ordinate the teaching of the subject horizontally among, for example, all the standard 3 teachers.

At Westering Primary, a large suburban school in Port Elizabeth, a **subject head system** functioned effectively. Here the best qualified teacher in geography, someone who followed a four year teachers' training college course with geography as a major subject, was assigned the task of developing the subject vertically from standard 2 to 5. The overall organisation of the geography department was in this teacher's capable hands. The maintenance of a high academic standard and continuity from standard to standard was the prime responsibility of this post-holder.

The author was also employed at the Teachers' Centre in East London from 1981 until 1984. It was during this time that the need for effective subject and staff management became clearer. The insights gained working with teachers germinated the seed of interest in positive educational management and its effect on bringing about greater teacher-competence, hence the reason for this research thesis.

ACKNOWLEDGEMENTS

This study would not have been possible were it not for the encouragement and support of numerous people.

I wish to thank the **Cape Education Department** for sponsoring my B.Ed and M.Ed studies over the past four years. The **S.A.T.A.** were also kind in assisting me financially on my recent visit to the United Kingdom.

My appreciation is also expressed to all the **British educators** whose schools I visited in Oxford during July 1987. In particular I wish to thank **Mr M. Brogden**, Primary Adviser, Oxfordshire County Council, for arranging visits to schools for me that emphasise the teaching of a geographical component in their curriculum. **Mr Simon Catling**, 1986 chairman, Primary Schools' Geography Committee of the Geographical Association, shared valuable insights with me at the Lady Spencer Churchill College, Oxford, for which I am grateful. I would also like to thank **Miss Julia Legg** of the Geographical Association, in Sheffield, for her kindness and help when I visited the G.A. offices in search of resource material relevant to primary education.

I wish to record a very sincere thank you to my **fellow principals in the Eastern Cape** for their assistance in completing my questionnaire at such a busy time of the year. I am particularly grateful to the **Superintendents of Education (Educational Guidance), Geography Method Lecturer, Member of the Cape Education Department's Geography Study Committee and local Headmasters** who granted me an interview.

My appreciation is also extended to the members of the Rhodes University Education Faculty and in particular **Prof. Tunmer and Mr D. McKellar** for their help in assisting me to focus more clearly on my research topic.

A huge thank you, Professor E.A.G. CLARK, for setting an expectation for me and gently guiding me towards achieving a career goal. Your scholarly approach, patience, humaneness and friendship made a marked impression on me.

DEDICATION

To Helen, Leezl and Brennan for your unconditional love.

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CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 INTRODUCTION

A number of factors affect the teaching of geography in the primary school which could lead to organisational problems for principals. Present teacher-training is one such problem. The senior primary course which education students follow at training colleges in the Cape Province includes subject content and teaching methodology of all the subject disciplines that comprise the primary curriculum. Time does not permit thorough training in every subject i.e. the acquisition of subject depth (content) and the relevant teaching skills (method). Furthemore, geography is an optional subject in the third and fourth year of teacher-training. (C.E.D. syllabus, Diploma in Education, Senior Primary, 1983). Some teachers presently teaching geography in Eastern Cape primary schools have a limited knowledge of the subject because many ceased studying the subject at the end of their standard seven year at school. In addition, their first-year of teacher-training is a very general course which includes a small module of geography content. During the second year of training a greater emphasis is placed on geography method. This is true too for the official languages, education, mathematics, science, history class teaching, speech training, writingboard technique and two practical subjects. (Interview, Geography method lecturer, Port Elizabeth Training College, 1987). Regrettably, these teachers only have a limited knowledge of the subject and certainly cannot appreciate the educational potential that geography provides.

At primary school level the problem of geography teaching is compounded by the fact that **teachers are more than likely to be responsible for teaching several other subjects.** Irrespective of how enthusiastic teachers are, it remains impossible for them to master all the subjects they are responsible for teaching. It is commonly believed that certain subjects enhance a teacher's promotion prospects. Unfortunately, geography, unlike mathematics and science, does not enjoy the same amount of prestige. These factors, together with the amount of time allocated to the subject (ninety minutes per week), has led teachers to view geography as a peripheral or less important school subject.

Generalist teachers i.e. those teachers without specialist geography qualifications, are largely responsible for teaching the subject in Cape Province primary schools to-day. These teachers have a preference for one or two of the many subjects they teach. This preference is often clearly reflected in a teacher's classroom. This is understandable because it is quite unrealistic of principals to expect teachers to understand the rationale behind all the subjects they are responsible for teaching.

A solution to the problem could be to appoint **specialist geography teachers.** Unfortunately there are too few university graduates employed in primary education in the Eastern Cape although the number is increasing steadily each year because the degree, Bachelor of Primary Education, is offered by both Eastern Cape universities, namely Rhodes and the University of Port Elizabeth. Neither degree course offers geography as a major subject, thus the problem of the generalist teacher and his influence on the teaching of geography in the primary school and the scarcity of the specialist geography teacher remains an unresolved problem. Primary school teachers who chose geography as a major subject for their B.A. degree are also few in number.

A positive approach towards assisting the generalist teacher could be to offer guidance in the form of **a teachers' guide** (one has not yet been published by the Cape Education Department) and the provision of **good textbooks** in which a variety of activities are suggested. Knowing how and what to teach may influence teachers to develop an interest in the subject which could lead to greater teacher-competence.

Three common problems that frequently affect staffing primary schools are **the probationer, unmotivated teachers and staff changes.** The **probationer** presents a special challenge and it is suggested that the principal implement a system. A good idea is to appoint a mentor or journeyman to guide teachers during their first year of teaching. Secondly, some teachers, particularly those in mid-career who have been overlooked for promotion, manifest the behavioural sign of **de-motivation.** Keeler (1963) believes that the de-motivation is caused by conditions in the school environment. Empathy and wise counselling by the principal are very necessary if the teacher concerned is to give of his best again. The third staffing problem is the fact that frequently **staff changes occur.** An average of three staff changes, per year, have occured at the author's school during the past five years. Orientation meetings assist greatly to initiate teachers who join the geography department from other schools.

Perhaps the greatest problem concerns the lack of real understanding by many teachers of what geography's role is in the primary school. In recent interviews the following answers were received by the author. Geography is about "products", "simple maps", "the earth", "different countries", "people and the environment", "capital cities, rivers, oceans and mountains". From these answers it is clear that many primary school geography teachers do not realize that geography is a complex subject brimfull of educational opportunities for pupils provided that the emphasis is on the geographical dimension.

The author supports the widely-held view that **each school should have an instructional leadership team** comprising experienced key personnel responsible for guiding and innovating other members of staff. A problem facing the principal, as he seeks to delegate the responsibility of the geography department to someone competent, is the scarcity of teachers who have at least a fourth-year qualification in geography and who have developed a wider interest in the subject.

Another concern the author has is the amount of educational management training received by principals. Most principals employed by the Cape Education Department have appropriate academic qualifications and a good teaching record. Promotability is based on a number of criteria. No teacher becomes a principal in the Cape Education Department unless he has taught a minimum number of years. This number is determined by the qualifications held by a candidate. The better qualified a candidate, the less teaching experience is required. However, a university degree is not deemed necessary to become a principal of a primary school in the Cape Province. Table 1, below, specifies these requirements.

Table 1 : Minimum experience and qualifications required for primary school principals in the C.E.D.

1. Principal of a large school (PCS 5)

Category C	(Matric plus 3 years training)	: 8 years teaching
Category D	(Matric plus 4 years training)	: 7 years teaching

2. Principal of a medium-sized school (PCS 4)

Category C	(Matric plus 3 years training)	: 7 years teaching
Category D	(Matric plus 4 years training)	: 6 years teaching

3. Principal of a small school (PCS 3)

Category C	(Matric plus 3 years training)	: 6 years teaching

Source : Handbook for Principals, Department of Cape Education, 1982.

It is the author's contention that once promotion has been gained intensive educational management training should follow. The Cape Education Department is to be thanked for perceiving this need and addressing the problem. Since 1977 the J.F.A. Swartz Educational Leadership Development Project at Stellenbosch University has held numerous in-service training seminars for various groups of educational managers and subject teachers employed by the Cape Education Department. However, in recent months, because of monetary restrictions, most in-service training arranged for teachers has been through the local Teachers' Centres by Superintendents of Education (Educational Guidance). Table 2, overleaf, records the number of in-service seminars/meetings held for principals at the Port Elizabeth Teachers' Centre during the past year. These statistics have an influence on the assumptions of this research thesis.

Table 2 : In-service training for primary school principals in Port Elizabeth during 1987.

Geography study group meetings	:	4
Headteachers' Association meetings	:	3
One day seminars for principals	:	4

Source : Monthly programmes, Port Elizabeth Teachers' Centre, 1987.

The author believes that educational leadership seminars should be offered annually to all levels of teachers within each region. It is pleasing to note that at tertiary level the University of South Africa offers an educational management module as part of the B.Ed. degree and University Education Diploma. (University of South Africa Calendar, 1987, p.7). Furthemore, staff development programmes should be planned to complement leadership seminars and formal teacher-training. This should be done at grassroots level i.e. within each school by members of the instructional leadership team and not by an outsider considered to be an expert in his field. Unless the principal, as educational manager, creates organisational structures in his school for professional growth and skills acquisition to take place among his staff, little renewal will be achieved. In order to present a meaningful professional growth programme for teachers, a principal requires an overview knowledge of the core subjects that comprise the primary curriculum and knowledge of educational management skills.

1.2 THE PURPOSE OF THE ENQUIRY

The first five aims which follow are addressed in detail in this thesis. However, the final two topics are explored in outline and serve as background to the author's investigations.

(a) To identify the different organisational models for the teaching of geography that exist in the schools surveyed.

(b) To consider the principal's management strategies in relation to the teaching of geography.

(c) To clarify the role of the teacher-in-charge of the geography department.

(d) To propose a management model for principals, flexible enough for application in most primary schools.

(e) To make specific proposals for the improvement of geography teaching in medium and large primary schools.

(f) To justify why geography should be included in the primary curriculum.

(g) To discuss current trends in the teaching of geography in England and South Africa.

1.3 RESEARCH METHODOLOGY

A variety of data-gathering techniques was employed in this small-scale survey. They include :

(a) Postal questionnaires were sent to 57 principals of selected medium and large primary schools in the Eastern Cape.

(b) Semi-structured interviews were conducted with primary advisers in Britain during July 1987.

(c) Semi-structured interviews were conducted with head teachers and class teachers at six schools in Oxford, England.

(d) A structured interview was conducted with Mr Simon Catling, Chairman of the Geographical Association's Education Standing Committee (Primary Section), Oxford, England.

(e) A semi-structured interview with a geography method lecturer at a teacher-training institution in Port Elizabeth.

(f) A semi-structured interview with a member of the Cape Education Department's Geography Study Committee.

(g) Structured interviews with selected principals of primary schools in Port Elizabeth.

(h) A semi-structured interview with a superintendent of education (educational guidance) in Port Elizabeth.

(i) Visits to six classrooms in Oxford, England (July, 1987).

(j) Visits to selected senior primary geography classrooms in Port Elizabeth during 1987.

A detailed description of the research methodology is given in chapter two.

1.4 LIMITATIONS OF THE STUDY

A small-scale research study of this nature has its limitations.

(a) The statistical reliability of data received from interviews with a sample of teachers drawn from one city may be limited.

(b) The opportunity for probing in a postal questionnaire is quite difficult to achieve. However, the author gave respondents an opportunity to explain their point of view.

(c) Educational management is a complex field of study. This thesis looks in depth at a small part of the principal's educative task.

(d) Limited time was available to observe British geography teachers in action in their classrooms. Authentic action research requires far more time for co-operative action between researcher, teacher and pupils than the forty-five minutes budgeted per classroom visit.

1.5 THE POTENTIAL SIGNIFICANCE OF THE STUDY

This study describes existing organisational structures for the teaching of geography in the fifty-seven Eastern Cape primary schools which were surveyed. The author suggests that structure alone is not sufficient to bring about an effective subject department. Each school should select key personnel to act as instructional leaders for the less experienced members of staff. The roles of these teachers should, therefore, become clearer. It is suggested that the same model apply to all core subjects comprising the primary curriculum. The management model should be useful to principals as it is flexible enough to gain application in all schools and it is hoped that the recommendations made in the final chapter will benefit all personnel involved with school management i.e. principals and superintendents of education. Finally, it is hoped that this study will contribute to further research into the educative role of principals and the organisational stuctures they create in an endeavour to bring about effective geography teaching in their schools.

1.6 AN OVERVIEW OF CHAPTERS

In this chapter the problem of organising the teaching of geography in South African primary schools' was made in outline. It focuses on who has the responsibility for teaching geography and the organisational problems these teachers present the principal. In chapter two the author explains the research methodology used. Three different methods were used, visits to classrooms, interviews and postal questionnaires.

In chapter three the author justifies why geography should be included in the primary curriculum. His assumptions are supported by a historical perspective, an examination of geography in the present South African primary curriculum and the case for geography at the primary level.

A review takes place in chapters four and five on current approaches towards the teaching of geography in primary schools and on the instructional leadership roles of the principal, subject head and standard head.

In chapter six the author gives a detailed analysis of the data obtained from the postal questionnaires, interviews and visits to classrooms. Use is made of various statistical display techniques.

A summary of the main research findings is made in chapter seven. The author proposes an organisational model for principals and superintendents of education to consider. It is flexible enough to apply to all grades of schools. The chapter ends with recommendations for the instructional leader on how he might best proceed in order to bring about effective geographical education in his particular school.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 INTRODUCTION

There are several approaches to teaching geography in the primary school. Schools in the Eastern Cape prefer to teach geography as a separate subject. This approach is very different to the integrated approach the author encountered at primary schools in England. Both these approaches have a marked effect on the management of a school.

Joseph (1985), in a speech to members of the Geographical Association, posed this question, "How can the teaching of geography best be organised ?" Catling and Gwilliam (1987) replied as follows, "The best organisation is one which enables more than one approach to be used".

This chapter describes how data was collected to determine what organisational structures exist in selected medium and large white primary schools in the Eastern Cape and in the six schools the author visited in Oxford and whether or not principals adopt more than one organisational approach for the teaching of geography.

The actual presentation and analysis of data follows in chapter six.

The following data-gathering techniques were used :

(a) A postal questionnaire was sent to 57 principals.

(b) Semi-structured interviews were conducted with :

- British Primary Advisers
- Head teachers of British primary schools
- Class teachers at British primary schools
- Mr Simon Catling of the Geographical Association
- A method lecturer at a Teacher-training institution in Port Elizabeth
- A member of the Cape Education Department's Geography Study Committee
- Principals of primary schools in Port Elizabeth
- A Superintendent of Education (Educational Guidance) in Port Elizabeth.

(c) Classroom visits in Oxford, England, and Port Elizabeth, South Africa.

2.2 THE POSTAL QUESTIONNAIRE

Postal questionnaires were posted to fifty-seven principals of medium and large white primary schools in the Eastern Cape. The names and addresses were obtained from the Port Elizabeth and East London Teachers' Centres. The schools surveyed include the entire spectrum of private and state schools, single sexed, co-educational, denominational, parallel medium, dual-medium, urban, rural, English medium and Afrikaans medium.

This was deemed necessary because the questionnaire endeavoured to determine the diversity of organisational structures that appeared to exist in primary schools. It also tried to uncover management strategies, the degree to which principals were prepared to delegate responsibility, their planning, motivating and controlling functions. It probed which methods principals use to innovate members of staff in order that they might keep growing professionally as geography teachers and the manner in which they dealt with certain categories of staff, for example, the probationer. The questionnaire is in appendix A.1. Covering letters, in English and Afrikaans, explaining the aim of the study, were also included with the questionnaire. They appear in appendices A.2 and A.3. Authorisation to conduct research in Cape Education primary schools appears in appendix A.4.

An excellent response was received. A possible reason for the high response rate could be the fact that the author was employed at the East London Teachers' Centre for four years who, during this time, worked very closely with local principals on staff and subject development programmes. Since moving to Port Elizabeth membership of the Headteachers' Association and inter-school competitions had enabled the author to become acquainted with most principals in the region.

2.3 INTERVIEWS WITH BRITISH PRIMARY ADVISERS, HEAD TEACHERS, CLASS TEACHERS AND A MEMBER OF THE GEOGRAPHICAL ASSOCIATION

The author visited the United Kingdom during June and July 1987. Earlier in the year he wrote to the Headmaster, Dragon School, Oxford, for permission to visit this famous primary school. Another letter was written to Mr M. Brogden, Primary Adviser, Oxfordshire County Council, requesting him to arrange visits to schools that emphasise the teaching of geography. The author's requests were kindly acceded to. In all, a total of six primary schools were visited and interviews were conducted with headteachers, classteachers and a member of the Geographical Association.

Before travelling to England the author designed a structured interview comprising fifteen questions. The interview schedule appears in appendix B. The same questions were used in each interview in order to compare whether approaches differed from school to school. All interviews tended to be informal to allow for frankness and flexibility. On each occasion the author took notes during the interview and these were written fully on his return to South Africa.

The interview with Mr Simon Catling, Chairman of the Education Standing Committee of the Geographical Association (Primary Schools), took place the day after he and members of the Geographical Association met with Mr Kenneth Baker, British Secretary of State for Education and Science. The aim of the meeting with Baker was to try to persuade him to include geography in the core curriculum of British schools. Apart from the lengthy discussion about the content of the Geographical Association's meeting with Baker, the author was also able to obtain the views of Catling on the interview schedule he had prepared. A transcript of this interview appears in appendix C.

In most interviews conducted with English teachers hope was expressed that geography would assume greater prominence in their schools' curriculum, "because of the subject's relevance in our changing world". (Interview with Mr T.Mercer, Primary Adviser, ILEA). These hopes were kindled by Baker who, earlier in 1987, mooted the idea of a core curriculum for all British schools. Their wish was that geography would become one of the subjects comprising the new, core curriculum.

2.4 INTERVIEWS WITH A SUPERINTENDENT OF EDUCATION, EIGHT PRINCIPALS, A METHOD LECTURER AND A REPRESENTATIVE OF THE CAPE EDUCATION DEPARTMENT'S GEOGRAPHY STUDY COMMITTEE

A semi-structured interview was conducted with the above-named group of educators. Initially, a letter was written to obtain permission to conduct the interview with the persons concerned. Attached to the letter was a copy of the interview schedule. Although the interviews tended to follow a specific pattern, emphasis differed with regard to the vocation of each individual interviewed.

(a) The method lecturer focused on the content of the geography course which student teachers study whilst at a training college. He also pointed out the problems associated with the training of geography teachers within a general, teacher-training course. An example of a geography course outline appears in appendix D.

(b) The Superintendent of Education (Educational Guidance) stressed the importance of setting attainable teaching aims, thorough lesson preparation and the use of different teaching methods in order to meet the diversity of pupils' learning abilities in heterogeneous classes.

(c) The member of the Cape Education Geography Study Committee highlighted the need for teachers to make use of various examining techniques in the senior primary phase, more teacher-involvement in the revision of geography syllabi and regular in-service or refresher courses for all geography teachers. Examples of examination papers, one British (The Common Entrance Examination for Independent Schools : Entry into Senior School at 13 Plus) and the other from a prominent primary school in Port Elizabeth, appear in appendices E.1 and E.2.

(d) The principals' views centred around their educational management role and the organisational model best suited to the needs of their particular school. The subject head and standard head models appeared to be the most popular.

2.5 CLASSROOM VISITS

The author visited six classrooms in Oxford, England, during July 1987. The teachers concerned were carefully selected by Mr Brogden, a primary adviser, because of the emphasis these schools placed on the inclusion of a geographical component in their daily teaching.

During these classroom visits the author made a special effort to get a global impression of the quality and quantity of geography being taught in each class. This approach included scrutinising pupils' project work, assessing the amount of geographical resource material available in the classroom, observing the amount of geography-related pictures on display and requesting to see a copy of the teacher's geography course outline and project planning. All classroom visits were followed by an interview with the class teacher.

An example of a course outline, which the author obtained from Mr Peter Velvick, Headmaster at Appleton Primary, Oxford, appears in appendix F. An integrated approach to teaching, based on a theme called 'carnivals', which the author found in one of the classroom he visited, appears in appendix G. This particular theme had a strong geographical component.

However, in some schools the author had to search to find the slightest trace of geographical work, but when taught, geography was clearly integrated with other subjects in theme or project work.

Because the author is a principal of a large primary school, he is expected to visit classrooms regularly and to evaluate teachers' lessons. This has afforded him the opportunity of viewing many geography lessons in the past. A two-fold approach is used for classroom visits, a global approach for beginner or inexperienced geography teachers, as was the case in Oxford, and a clearly defined, specific focus for all other lessons. This implies that a thorough discussion with the teacher concerned precedes a classroom visit. Agreement is reached to observe something specific in a geography lesson with which the teacher is experiencing difficulty or on which the teacher wishes to receive guidance, for example, his questioning techniques, use of teaching aids or lesson presentation.

Because geography is taught as a separate subject in South African primary schools and not part of a combined course, principals and superintendents of education are able to look far more closely at specific areas in lessons than they would be able to if they had to tease out a geographical strand in a lesson where a teacher adopts an integrated approach to teaching.

2.6 CONCLUSION

The data collection methods used for this half-thesis proved to be adequate. However, the limitations, if any, may have been the author's lack of experience in interviewing techniques, the possibility of unconscious bias, the size of the sample surveyed and too few classroom visits in England. Nonetheless, it is hoped that this data will describe the organisational structures for the teaching of geography that presently exist in medium and large primary schools in the Eastern Cape, the instructional leadership taking place, the duties of those teachers in charge of geography departments and the management strategies of principals.

CHAPTER THREE

JUSTIFICATION FOR THE INCLUSION OF GEOGRAPHY IN THE PRIMARY CURRICULUM

3.1 INTRODUCTION

In this chapter the author claims that geography is a necessary rather than an optional subject in the primary curriculum. He justifies this view by using three broad themes, an historical perspective of geography in the primary curriculum, geography in the present South African primary curriculum and the value pupils derive from studying the subject. These advantages include the acquisition of knowledge and understanding, improving basic geographical skills, developing general mental abilities and developing positive attitudes towards man and the environment.

3.2 HISTORICAL PERSPECTIVE : GEOGRAPHY IN THE PRIMARY CURRICULUM

With the establishment of an education department in the Cape Colony in 1839 geography was introduced into the official school curriculum. Prior to this date geography was taught informally in some South African schools. Sir John Herschel, an astronomer, could be looked upon as the father of schools' geography in South Africa because in 1835 he mentioned geographical content in his ideal school curriculum and three years later he recommended to Lord Glenelg, Secretary of State, that political and physical geography should be taught in all schools in the Cape. (Ballantyne, 1986)

It was Thomas Muir, Superintendent General of Education (Cape schools), who proceeded to re-organise the primary standards by broadening and revising the scope of the existing curriculum during the period 1892 to 1915. "The geography courses which he drafted have the distinction of being the first to include the study of local geography." (Knox, 1968, p.482).

In terms of Muir's regulations "descriptive geography" and "the construction of outline maps" were to be a part of the elementary curriculum. (Ferguson, 1961, p.37) Geography began in standard 2 with a local study which was confined to the schoolroom and immediate vicinity of the school. In standard 3 this knowledge was expanded to embrace a study, based upon simply drawn maps, of the pupil's division and its position in relation to the Cape Province as a whole. The work was further extended in three successive stages corresponding to standards 4,5 and 6. The first stage was devoted to the study of the Cape Province, the second focused on South Africa as a whole and the third to a consideration of the most important ocean currents, the distribution of the chief commercial products, the geography of the British Isles and the British Colonial Empire in special detail, and associated practical work involving the reproduction of memorized maps. (Knox, 1968, p.482).

The primary syllabus which Muir implemented in 1895 was replaced by an appreciably improved one in 1919. In this syllabus, geography began in standard 1. According to Knox (1968), pupils were initiated into the subject by introductory lessons about South Africa and thereafter proceeded to a local study of the immediate neighbourhood, taken in conjunction with nature study. In standard 2 the local study was expanded to embrace the geography of the Cape Province. Homeland geography, i.e. the study of the Union of South Africa, began in standard 3 and pursued in more detail in standard 4. In the latter standard an introductory study of Europe followed the study of the Union of South Africa. This was followed by a fuller study of Europe (British Isles, the Netherlands and to Europe's trading relations with South Africa) and an introductory study of the British Dominions in standard 5. In standard 6 the British Dominions were prescribed for fuller study and the regional requirements were broadened to include Africa, Asia and America, in broad outline, and their trade relations with South Africa.

An analysis of the present geography syllabus for primary pupils in South Africa suggests that there has been continuity in the syllabus in standard 2 and 3 and marked change in the syllabus for standard 4 and 5 over the past fifty years. Nonetheless, we are indebted to Muir who established geography as a separate subject in Cape primary schools. His approach, which resembles the concentric method of studying geography, from local to distant, remains a popular approach in primary schools worldwide.

Most contemporary geography teachers attach great significance to the value of the subject. Does historical evidence support the notion that geography is a valuable component of the primary school curriculum ? Table 3, below, shows that since 1905 geography has consistently appeared as a subject within the primary curriculum in Great Britain. There are many reasons for this. Perhaps educators realize that there are few aspects of a person's life where geography does not play a role e.g. water, housing, plants, animals and transport. Another possible reason is that no other subject in the school curriculum helps pupils to understand the vast, interacting system comprising all humanity and the natural environment on the surface of the earth as geography does.

Table 3 : Subjects thought suitable for middle-years children in official British reports.

(a) Religious Instruction, English, Arithmetic, History, GEOGRAPHY, Nature Study, Music, Physical Training, Art, Crafts (boys) and Needlework (girls)
Source : Handbook of suggestions for the consideration of teachers and others engaged in the work of Public Elementary Schools, 1905.

(b) Religion, Language, Mathematics, History, GEOGRAPHY, Natural Science, Music, Physical Education, Art, Craft, Needlework and Handwriting.
Source : Primary Education, 1959.

(c) Spiritual and Moral Development, English, Mathematics,, History, GEOGRAPHY, Science, Music, Physical Education, Art, Craft, Needlework, Housecraft, Handicraft and a Foreign Language.

Source : Half our Future, 1963.

(d) Religious Education, English, Mathematics, History, GEOGRAPHY, Science, Music, Physical Education, Art, Craft and a Foreign Language.
Source : Children and their Primary Schools, 1967.

Source : Badcock, E.H. et al. (1972)

As far back in time as 1887 did Geikie identify how valuable geography is for intellectual development and Mackinder for its integrative nature. These arguments have been supported by others since then. Because geographical education in South African schools was strongly influenced between 1910 and 1945 by British trends (Ballantyne, 1986), it is understandable why Archer (1910) sought to put over the thesis that geography should be taught in the spirit indicated by the works of Mackinder and Herbertson, as a man-environment study. Contemporary British authors who emphasise a learner-centred approach (activities and experiences) in geographical education for primary pupils include Catling, Conner, Mills, Farmer, Cracknell, Bailey, Rawling, Walford, Gwilliam, Jay (Mills, ed., 1987) and Bale (1987). The only South African authors, apart from text-book writers, to focus on the methodology of teaching geography in primary schools are Jordaan and Alberts (1982) and Hurry (1983).

Table 4 : Long-established aims and justifications for geographical education.

(a) It pays to have some knowledge of the conditions under which people live, the more geography is known, the more trade is likely to be served. (Fairgrieve, 1926).
(b) By a study of geography we are enabled to understand facts without knowledge of which it is impossible to do our duty as citizens of this very confusing and contradictory world. (Fairgrieve, 1926).
(c) The real value of geography is that it helps people to live, to place themselves in the world, to learn their true position and what their duties are. (Fairgrieve, 1926).
(d) Geography's function is to train future citizens to imagine accurately the conditions of the great world stage, and so help them to think sanely about the political and social problems of the world. (Fairgrieve, 1926).
(e) It is a valuable subject for developing children's powers of observation and of reasoning, and in particular helps children to understand the scientific method of acquiring knowledge. (Geikie, 1887).
(f) It provides children with stimulating material which has immediate significance, and encourages keen intellectual exercise in the pursuit of significant relationships between the various facts offered. (Gopsill, 1958).

(g) Geography helps to bridge over the abyss which separates the natural sciences and humanities. (Mackinder, 1887).

(h) Geography enables us to compare ourselves and our surroundings with other people and their surroundings, and helps us to understand other people to some extent, by comparison with ourselves. (Fairgrieve, 1926).

(i) It is useful in promoting the development of international understanding, fostering a realisation of world inter-dependence. (Scarfe, 1951).

Source : Bunce, V.J. (1985)

Aim (a) is largely utilitarian as Fairgrieve's vocabulary clearly implies that geographical study is commercially useful. Aim (d) focuses on the value of good citizenship. Aims (e) and (f) focus on geography's potential for fostering intellectual development. Geikie identified this potential as early as 1887. Another facet of geography which justifies its study is its integrating nature. This is clearly seen in aim (g). Pupils should be encouraged to look for and to study the interrelationships between geographical elements in the environment. These elements could be physical or cultural. Finally, it is also claimed that geography can foster international understanding. See aims (h) and (i).

The inclusion of geography in the primary school curriculum is supported by a developing awareness of the potential of the subject.

3.3 GEOGRAPHY IN THE PRESENT SOUTH AFRICAN PRIMARY CURRICULUM

South African pupils follow a sequential syllabus in geography from standards 2 to 10. In the junior primary phase i.e. the first three years of schooling, all pupils follow an integrated course called environment study. The focus in this subject is clearly on the immediate environment of the child, his home, school, suburb and city. From the fourth year of schooling i.e. standard 2, geography is taught as a separate subject discipline and is compulsory for all pupils until the end of standard 7.

The aims for the teaching of geography in primary schools are set out in the syllabi of all education departments in South Africa. Although the same core syllabus is used slight variations among the various provinces may be perceived.

Table 5, below, is a summary of the aims for teaching geography to standards 2 to 4 in the Cape Education Department.

Table 5 : Summary of C.E.D. syllabus aims for geography : Standards 2 to 4.

(a) Knowledge of South Africa and its peoples.
(b) Knowledge of other lands and races.
(c) Knowledge of natural phenomena of the earth.
(d) Understanding the relationship between man and the environment.
(e) Comprehending the inter-dependence of peoples.
(f) Acquiring an interest in daily news and topical events.
(g) Ability to use geographical aids.
(h) Developing the power to reason.
(i) Making simple deductions.
(j) Developing a sympathetic attitude towards other races and their problems.
(k) Appreciating the wonders of nature and conserve our natural environment.

Source : C.E.D. Geography Syllabus : Standards 2 to 4 (1979)

The Transvaal Education Department sets out general and special objectives for the teaching of geography in primary schools. (Jordaan and Alberts, 1982) These will be compared with those of the Cape Education Department in order to ascertain the degree of overlap, if any.

The T.E.D. syllabus has six general aims. They are :

(a) "To develop the ability to work, learn and think in a critical and disciplined way". (Overlaps with point 'i' in table 5).

(b) "To develop the ability to collaborate with others". (This objective does not appear in the C.E.D. aims for geography).

(c) "To become more conscious of the earth on which they live and the relationship between phenomena". (Similar to point 'c' of the C.E.D. aims).

(d) "To admire and respect the greatness of creation". (Overlaps with point 'k' above).

(e) "To become conscious of their social environment and their responsibility towards the community". (This aim agrees with point 'd').

(f) "To become interested in the people of the earth on which they live in order to appreciate and understand the people of their own country and people of other countries and nationalities, and thus become more tolerant and sympathetic in their attitudes towards others". (Overlaps with point 'j').

The Transvaal Education Department also stipulates ten special objectives. A summary of these special objectives for the teaching of geography in Standards 2 to 4, follows.

(a) Acquisition of a geographical vocabulary. (This aim does not appear as a specific aim in the C.E.D. syllabus, but pupils' vocabularies should improve as their geographical knowledge increases).

(b) Knowledge of the immediate environment. (No overlapping here although the standard 2 syllabus of the C.E.D. clearly focuses on the local environment).

(c) Differences and similarities between people and places. (This aim is adequately covered in points 'b' and 'j' in Table 5).

(d) Understanding of geographical phenomena. (Agreement with point 'c' in Table 5).

(e) Understanding of spatial distribution patterns. No mention is made of this concept in the aims of the C.E.D. This aim seems to reflect the "new" geography of the 70's.

(f) Understanding of interaction between physical and cultural environment. (Overlap with point 'd' in Table 5).

(g) Promotion of nature conservation. (This aim is clearly covered by point 'k').

(h) Ability to read and interpret maps. (Agreement with point 'g').

(i) Make accurate observations. (This aim is not specifically stated by the C.E.D. but it is clearly implied in point 'i').

(j) Ability to analyse geographical data. (This aim also overlaps with point 'i' in Table 5).

From the above comparison it is clear that the aims for teaching geography in Transvaal and Cape Province primary schools are similar, possibly because they share the same core syllabus.

The foundation for acquiring geographical knowledge, skills and attitudes is laid in the primary school and because the geography syllabus is sequential from substandard A to matric, it forms a rational whole. Secondary courses also build on the primary foundation. Gaps in pupils' understanding would occur if geography diminished in status or became an optional subject in the primary school. The C.E.D. and T.E.D. have given sound reasons why pupils should continue their study of geography.

3.4 THE CASE FOR GEOGRAPHY AT THE PRIMARY LEVEL

The aims for geography, standards 2 to 4, of the Cape Education Department, can be divided into four categories, the acquisition of knowledge and understanding, the development of basic skills, the improvement of general mental abilities and the fostering of positive attitudes.

Are the aims for teaching geography in the Cape and Transvaal primary curricula similar to those used by teachers in Great Britain ? In order to find out a summary of ten "later primary" objectives will be used in this comparison. These aims were formulated by British school inspectors in 1986. They appear in Table 6, below.

Table 6 : Objectives for geography in the later primary years.

(a) Investigate features of the local environment.

(b) Study small areas in Britain.

(c) Study spatial distributions and links (movement of people and goods).

(d) Observe changes in the local area and determine what human decisions were involved.

(e) Appreciate British life-styles and develop a positive attitude to other societies abroad.

(f) Acquire familiarity with maps, particularly of own neighbourhood.

(g) Identify specific features on globe and atlas maps.

(h) Carry out observations. Collect, organise, record and communicate information.

(i) Develop language and mathematical skills through studies in geography.

(j) Appreciate other's attitudes on environmental and social issues.

Source : Department of Education and Science (1986) : Geography from 5 to 16. Her Majesty's Stationery Office, London.

3.4.1 The development of knowledge and understanding

(a) Most British aims for the teaching of geography in the primary school emphasise the importance of studying features concerned with the local area. British teachers, who subscribe to a learner-centred approach, firmly believe that the locality of the pupil's home and school is the most important source of direct environmental experience and the place in which observations and investigations can be most easily carried out. (D.E.S., 1986). South African syllabi also emphasise the local environment, particularly from substandard A to standard 2, but not nearly as much as British schools do in subsequent years. South African teachers appear to move their pupils away from the local environment far more quickly than British teachers do in order that pupils might acquire knowledge and understanding of the entire country, its peoples, other countries comprising the African continent and of selected African peoples. In the case of British primary schools, little emphasis is placed upon a study of the European continent. Preference is given to a study of some aspect of life and conditions in a number of small areas in Britain, and selected countries to which recent emigration has taken place, which provide comparisons with their own locality. (Interview with J. Blackburn, Oxford, 1987).

(b) The local area provides opportunities for simple investigations of physical features and processes. There will always be the weather and its effects to observe, rocks, soil, a stream and a small habitat within which seasonal changes of plant and animal life can be monitored. Point 'c' of table 5 overlaps to a marked degree here. However, in the Eastern Cape, teachers plan field-trips to a number of nearby venues for two important reasons, in order that their pupils might increase their geographical knowledge and, secondly, that the field-trip experience will also develop understanding in other subjects areas. These venues may be as far away as 160 kilometres which is decidedly further away than British pupils would travel when they study their local environment.

(c) The Cape and Transvaal syllabuses emphasise studying other lands and peoples. The African continent, with its rich diversity of cultures and landscapes, lends itself to a natural regions approach. School inspectors in Britain perceive the value of these studies and say, "the study of unfamiliar places deserves greater attention than it is given". (D.E.S., 1986, p.13). It is apparent that British primary geography teachers prefer to focus on comparatively small areas and to explore them to greater depth. This approach contrasts with the South African broader, more general view when a study is made of distant places.

(d) A modern British view is to emphasize location and spatial relationships. This approach, which is part of the "new" geography of the 70's, is not yet mentioned or emphasized in South African primary schools' geography syllabi. It is hoped that by the end of their primary careers most British pupils will have a grasp of area, network, flow, gradient, scale and best location. (D.E.S., 1986).

(e) A fourth aim where overlapping is evident stresses the importance of pupils acquiring familiarity with maps and the ability to identify specific features on the globe and atlas maps. British primary teachers stress the use of large-scale maps of the neighbourhood and the ability to apply simple techniques of map reading and interpretation. This skill is important in order to find one's way in a highly urbanized country like Great Britain. There are literally hundreds of roads in England and unless one is able to read a map one will certainly get lost. In South Africa, maps of the local area are emphasised in the standard 2 syllabus. However, these are not published maps but hand-drawn by the pupils. Attractive atlas maps, suitable for juniors, are available of the province, country, continent and world. They are extensively used by standards 3, 4 and 5. Practical mapwork e.g. the manufacture of polystyrene, paper pulp or clay maps, are emphasised throughout the Cape primary schools' geography syllabus and making them is thoroughly enjoyed by the pupils.

3.4.2 Developing basic geographical skills

The C.E.D. and T.E.D. aim relating to the acquisition of geographical skills includes a pupils' ability to use posters, pictures, graphs, maps, the atlas and the globe. The importance of pupils mastering basic skills cannot be overestimated as they form part of nearly all the work undertaken. Similarly, social attitudes involving the development of individual and group behaviour are also very important. In England, the Schools' Council (1975) launched a project called "Place, Time and Society". This project emphasised the following geographical skills :

(a) Observational, recording and classification skills.
(b) The use of scientific methods of enquiry including the use of measurement and quantification.
(c) Problem solving, testing, generalising and decision taking.
(d) The physical skills involved in, for example, model and map making.
(e) The ability to understand and use picture charts, graphs and maps.

Both British and South African aims are concerned with developing skills in graphicacy.

According to Mills et al.(1987), the term graphicacy was first used in an article by Balchin and Coleman in 1965. They argued that there are four main orders of communication. These include literacy, numeracy, articulacy and graphicacy. Balchin has defined graphicacy as the art of communicating spatial information that cannot be conveyed by verbal or numerical means e.g. the plan of a town, the pattern of a road or a picture of a distant place.

Much attention is paid to communication skills such as oracy, numeracy and literacy in primary schools to-day, but the fourth skill in communication, graphicacy, has largely been neglected. A strong case can, therefore, be made to include this essential skill as an aim worth pursuing in the primary school. The importance of mapwork in developing graphicacy should not be underestimated. Its introduction should, however, correspond with the level of a pupil's mental development.

3.4.3 Developing general mental abilities

Much emphasis, in South African primary schools' geography syllabi, is placed on pupils' ability "to think in a critical way" (Jordaan and Alberts, 1982, p.13) and "to develop the power to reason and make simple deductions". (C.E.D. Syllabus for Geography, Standards 2 to 4, 1979, p.3). To achieve this aim, British geography teachers use a variety of first-hand learning experiences of the local area in order that pupils might carry out an enquiry i.e. make observations, discoveries, collect articles, organise and record information. Again overlapping is evident in the manner in which South African and British pupils communicate their findings. Children in both countries write, draw maps, pictures and diagrams, build models and do project work.

However, the author identifies a problem with regard to interpreting and understanding the processes at work in the local environment. This problem concerns the generalist teacher i.e. someone without four years teacher-training in geography. The fact that these teachers have not been initiated into the subject makes it impossible for them to pass on worthwhile information to their pupils, insights that a specialist geography teacher is able to. How, one may ask, is a teacher without specialist training able to explain astronomical geography, spatial and location relationships ?

The local area can be a good introduction to the scientific method for children if accurate observation and recording of concrete evidence is done under the trained eye of a specialist teacher. Unfortunately, the author does not think this is possible with a generalist geography teacher.

3.4.4 Developing positive attitudes

The importance of attitudes and values within geography teaching has only recently been explained with the publication of Buttimer's important contribution to the subject in 1974. (Mills, 1981). Fortunately, some teachers in England and South Africa agree over the care that should be taken in geography lessons to avoid misconceptions, stereotyping and prejudice with regard to other cultures and ethnic groups. In this regard, teachers need to think carefully about their own assumptions.

The claim that geography can assist in, "developing a positive attitude towards different communities and societies", (D.E.S., 1986, p.11), is similar to the C.E.D. aim, "to encourage a sympathetic attitude towards other races and their problems". (C.E.D. Geography Syllabus : Standards 2 to 4, 1979, p.3). These aims are important for young children who are growing up in multi-ethnic societies. The author believes that geography lessons should be used to prevent racial stereotyping and prejudice but this view is not shared by all teachers at his school nor some syllabus planners. They are reluctant to introduce values issues too early for primary pupils.

An area where little consensus exists between British and South African geography teachers is the aim relating to nature conservation. British teachers appear to pay more attention to human activities which threaten or enhance survival and of some wild-life species. In South African primary schools' pupils are encouraged to develop reverence for the greatness of creation and appreciation for the wonders of nature.

3.4.5 Summary and findings

The analysis of the aims for teaching geography in Britain and South Africa primary schools reveals many similarities and some differences. The British integrated approach to the teaching of the subject is clearly learner-centred. Teachers emphasise "learning through geography rather than in geography". (Gwilliam, 1984, p.16). This process approach is in stark contrast to the South African approach which initiates pupils into geography as a discipline. Teaching geography as a separate subject emphasises basic concepts and basic facts. The South African product approach clearly emphasises the fact that the content of the geography syllabus should be mastered by our pupils.

The current British approach to the teaching of geography has evolved over a number of years. It is presently taught in one or other form of a combined study. Only 19% of primary schools in Britain teach geography as a separate subject. (D.E.S., 1986). The child-centred approach is clearly the area where least overlapping with the South African approach takes place.

Another difference between the British and South African approach is the greater emphasis placed on the local area in Britain. Their teachers prefer to make a study of a small area e.g. a portion of a coast rather than an entire coastline. This emphasis contrasts starkly with the South African concentric approach which moves our pupils further and further away from the local area in ever widening circles to the province, country and continent.

The fact that primary educators from different parts of the world have, for the past eighty years, chosen similar teaching aims for geography is sufficient justification why the subject should be a necessary rather than an optional subject in the primary curriculum.

3.5 CONCLUSION

In seeking reasons for why geography should form part of the primary curriculum, great care was taken not to focus on the value that geography offers secondary pupils.

It is the author's view that geography should continue to form a part of the primary curriculum because of its unique ability that no other subject offers, graphicacy. Furthermore, geography contributes towards a pupil's general and specific education. The specific contribution it makes is, the acquisition of geographical knowledge and understanding, development of basic geographical skills, general intellectual development and the fostering of positive attitudes towards other human beings and to the environment.

Geography, in the primary school, has also many secondary advantages, for example, the opportunity for pupils to work together as a team on a specific project i.e. planning, problem-solving, demonstrating and communicating. These are all essential skills when a living has to be earned.

The high degree of overlap between the aims for teaching geography worldwide and the historical evidence of geography's inclusion in the curricula of primary schools for more than a century are sufficient reasons for the subject's continued inclusion in the South African primary curriculum.

However, the author is concerned about the influence that the generalist teacher will have on the subject in future years. Only someone who has been initiated into the subject is able to interpret the geographical dimension to pupils. Integrating primary geography with other subjects in the curriculum may also lead to its demise.

CHAPTER FOUR

CURRENT APPROACHES TOWARDS THE TEACHING OF GEOGRAPHY IN THE PRIMARY SCHOOL

4.1 INTRODUCTION

There are different approaches to the teaching of geography in primary schools, worldwide. Some teachers choose to teach the subject as a separate subject. This approach is commonly used in South African primary schools and limited integration with other subjects occurs. The schools visited by the author in England prefer to integrate geography with other subjects. This approach encourages the fusion of subject contributions i.e. combining geography, to a greater or lesser degree, with other subject disciplines. For the purpose of this chapter, the author wishes to restrict his research to the approaches currently being used for the teaching of geography in England and in primary schools in the Eastern Cape.

4.2 GEOGRAPHY IN THE PRIMARY SCHOOL IN ENGLAND TO-DAY

In an article to 'The Times Educational Supplement', dated 6 December 1985, Skelton takes British geographers to task and suggests that "if geographers are concerned about the place of their subject in the school curriculum then the responsibility is theirs to provide those of us who are non-geographers with a clear indication of the direction in which we ought to be travelling." (Skelton, 1985)

How is geography taught in British schools ?

The most popular approach to teaching geography in the six English primary schools visited by the author is through topic or project work.

Catling defined topic or theme work as, "a significant practical unit or activity having educational value and aimed at one or more definite goals of understanding, involving investigation and which is planned and carried to completion by the pupil and teacher in a real life manner". (Interview, Oxford, July 1987).

Only 19% of junior schools in Britain have geography time-tabled as a separate subject. In the remaining junior schools it is featured within or as part of combined studies, if it featured at all. (Department of Education and Science, 1986).

Influences which brought about a shift away from teaching geography as a separate subject include the contributions psychologists, sociologists and philosophers have made to curriculum development work in schools. It was the Plowden report (1967) which had the greatest influence on encouraging British schools to move away from structure i.e. teacher-dominated instruction towards child-centred education. The emphasis fell on an integrated approach in teaching and manifested itself in project work. "Unfortunately geography got lost in this new approach." (Interview with Catling, 1987).

Broadly speaking, the shift has been towards using curriculum designs which are child-centred, emphasising that the child's natural perception of the world is unitary rather than fragmented. It has been reflected in organising learning so that the child takes a more active part in deciding what he should study, and the pace at which he should study. It has also been reflected in a shift towards using the whole of school time in an integrated way, without time units on specific days being allocated to particular subjects. This has involved staff working together more closely in teams for planning and teaching purposes. It has involved preparing work for children on a more individual and less on a whole class basis. (Blenkin and Kelly, 1981) and (Mills, 1987).

In order to achieve the above-named objectives, suitable topics should be selected. A list of topics through which to emphasise geography is set out below. (Mills, 1987).

For younger children :

Milk, Our school, Homes, On the farm, Fish and fishermen, Food and drink, Night and The seasons.

For older children :

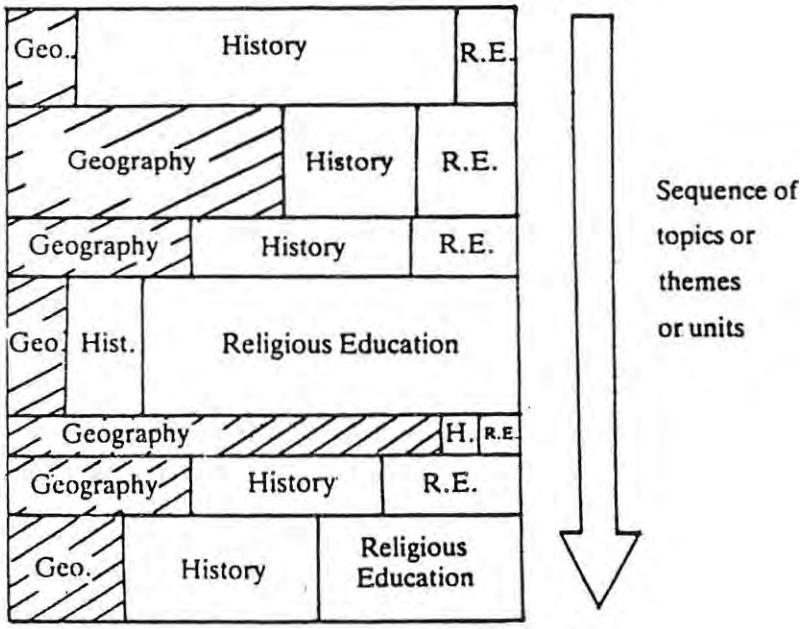
Railways, India, Your locality, Britain, Docks, The seashore, Volcanoes, Cocoa, Cities, Towns and villiages, London, USA, Ice and snow, Transport, Forests and woodlands, Aircraft and airports, People at work.

4.2.1 Geography in integrated studies

This term covers a wide range of approaches to organising work in primary schools. It includes thematic work in which the focus is a central idea, for example, the project on 'Carnivals' which the author saw in a school in Oxford. The teacher told the author that the idea was triggered by the annual carnival in Oxford. Her planning included writing down ideas which sprang to mind around the theme. These ideas included integrating the content of six different school subjects i.e. the history of the Caribbean Islands, their music, well-known Anansi stories, island sounds, colourful artwork and a geographical component. The geography of the Caribbean Islands which the pupils studied included a map of the world, a map and flags of the different island states, agricultural products and trading partners, vegetation, capital cities and population composition. A copy of the plan for this integrated approach appears in appendix G.

In integrated studies, illustrated in **figure 1 overleaf**, the topic, project, centre-of-interest or theme (terminology varies) is planned so that one subject, for example, the geographical component, may dominate in terms of focus or time spent over the other subject components.

Figure 1 : Geography in integrated studies. (Subject contributions are fused).



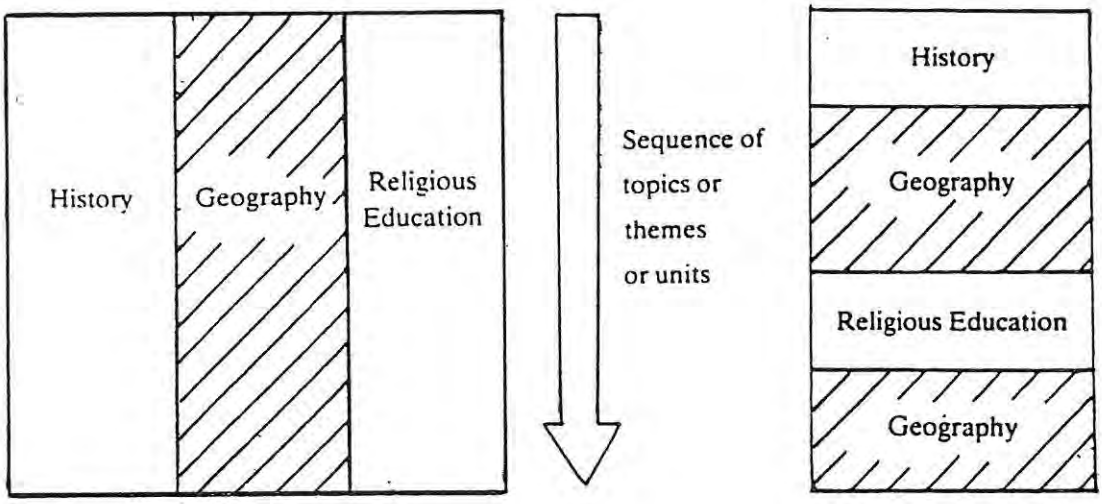
Source : Williams, 1984

4.2.2 Geography in inter-disciplinary studies

Topic or project work also includes inter-disciplinary studies in which several subjects are drawn together and a common content is explored and examined from different perspectives. An inter-disciplinary method of curriculum structuring involves identifying content to which all subjects can contribute. This means that usually the breadth and depth of geographical study is limited to its common ground with other disciplines. Thus geography, history and religious education may be combined when examining life in a community elsewhere in the world, while geography and science may contribute to a study of weather. In another context science and history may explore the development of a particular invention, while map skills can be the focus of a specifically geographical input.

Parallel studies can also take place. For example, in a local study, lessons organised by the history, geography and religious education teachers may run in parallel but be taught separately. When one teacher is asked to teach, for example, all the history, geography and religious education to a class of pupils, the subject matter can be combined in two different arrangements. (Williams, 1984). These are illustrated in Figure 2 (a) and 2 (b) overleaf.

Figure 2 (a) and (b) : Geography in inter-disciplinary studies.



Source : Williams, 1984.

The only school visited by the author to adopt this approach was the Dragon School, Oxford. The headmaster and head of geography favoured the inter-disciplinary approach, in preference to the integrated approach, because it provided, "the necessary rigour to prepare our senior pupils for the stringent common school entrance examination as approximately 25% of our pupils continue their secondary education at Eton College". (Interview with Mr K.Ingrim, Headmaster, Dragon School, Oxford, 1987).

4.2.3 Geography in an undifferentiated curriculum

A third approach used in British primary schools to-day is where geography plays a role in an undifferentiated or whole curriculum context. In this approach there is no overt subject differentiation, nor are subjects combined in an inter-disciplinary way. The curriculum is based essentially on centres of interest and lessons are often based upon pupils' personal interests. "Two colleges of education, Bishop Grossteste in Lincoln and Goldsmith's College in London, emphasise this approach to teacher-training." (Interview with Mr S. Catling, Lady Spencer Churchill College, Oxford, 1987).

In the undifferentiated curriculum approach the development of a pupil's geographical understanding depends upon the teacher's skill in recognising and building upon the opportunities presented. At worst this approach can lead to geographical work that is incidental and, perhaps, which goes unrecognised by teacher and child. At its best, the teacher is able to lead the class forward at a pace and in contexts which stimulate and challenge every child.

The whole curriculum approach tends to be an individual learning approach. This can limit a pupils' experience in geographical education as children should learn to work co-operatively on group projects.

4.2.4 Geography as a separate subject

At no school which the author visited in England did he encounter geography being taught as a separate subject. This is clear evidence of the Plowden reports (1967) influence. All primary educators with whom the author spoke were opposed to teaching geography as a separate subject because it emphasised a learner-centred approach which was in conflict with the philosophy to which they subscribed i.e. a child-centred paradigm. British teachers were also opposed to adopting this approach for practical reasons and felt that the approach compartmentalised time and subject-matter. Tasks were either too brief and segmented so that they could be fitted into, say, three half hour sessions per week, or where fewer but longer periods of time were given, geographical learning took place infrequently so that progression and continuity was lost.

It was quite clear that primary teachers in Oxfordshire were opposed to teaching geography, or for that matter any other school subject, as a separate subject.

4.3 GEOGRAPHY TEACHING IN STATE PRIMARY SCHOOLS IN THE EASTERN CAPE

4.3.1 Geography as a separate subject

A fundamental feature of centralised educational control in South Africa is that a syllabus is prescribed for teachers.

The core syllabus is drawn up by an inter-departmental committee comprising knowledgable curriculum designers and experienced geography teachers, including primary representatives, drawn from various educational institutions throughout our country. Annual assessment of the syllabus is done and every eighth year a comprehensive report is prepared whereafter a decision is taken to amend, review or compile a new syllabus. (Interview with a member of the C.E.D. Geography Study Committee, Port Elizabeth).

The syllabus is sequential, beginning in standard 2 and proceeding to standard 10. Each year's work builds on the work completed in the previous standard. In this way overlapping is avoided and direction is given. The emphasis is clearly subject-centred as the differences in learning ability of pupils is not specifically catered for. In substandard A to standard 1 an integrated course called environment study is followed. In standard 2 a study of the local area is made which includes the pupil's home, school, suburb, home city and province. In standard 3 the country, South Africa, is studied, the continent of Africa in standard 4 and a general study of The World in standard 5.

Apart from having to follow the prescribed syllabus each year, it is also expected of all geography teachers to compile a scheme of work i.e. a detailed plan for the year's teaching activities. Some principals in the Eastern Cape also expect their geography teachers to draw up teaching objectives for every lesson taught.

The implications of centralised curriculum control manifest themselves throughout the teaching of a subject like geography.

(a) The subject must appear as a separate subject on the school's time-table.

(b) A specific number of teaching periods, per week, should be allocated.

(c) A syllabus setting out the content to be taught and general aims for the subject are drawn up for the teacher.

(d) Superintendents of Education (Educational Guidance) visit all schools regularly to ensure that the teachers are growing professionally and that the subject is correctly taught and examined.

(e) It is also expected of teachers to draw up a scheme of work, keep accurate records of lessons taught and progress shown by the pupils.

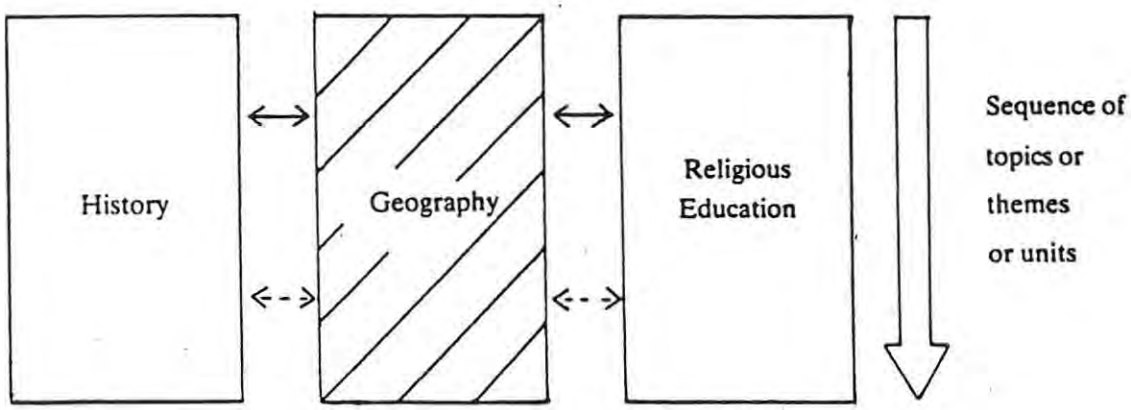
(f) An annual monetary allocation, for the purchase of teaching aids, text-books and stationery, is supplied by the Cape Education Department.

However, notwithstanding central control, there remains much scope for teachers with innovation and vision to teach geography as a developing sequence and with an individual approach.

All the principals surveyed by the author affirmed that their geography teachers teach geography as a separate subject.

Figure 3, below, illustrates this approach.

Figure 3 : Geography as a separate subject. (Specialist subjects with clearly demarcated boundaries).



Source : Williams, 1984.

The arrows between the three subjects suggests that an informal relationship exists between parts of the history and religious education syllabus and part of the geography syllabus. An example would be when a geography teacher is teaching his pupils about river boundaries and discusses a river which figures prominently in the history syllabus, for example, where a famous battle was fought. Teachers in the author's school welcome the opportunity to correlate subject matter whenever the opportunity presents itself, but they prefer the structure of teaching separately time-tabled subjects. This approach is in stark contrast to the combined or integrated model used in most British primary schools to-day.

A detailed standard 5 syllabus, compiled by a Port Elizabeth teacher, who used the prescribed Cape Education syllabus as a guide, appears in appendix H.

4.3.2 Environmental Education

Environmental education is a new development in South African primary schools. The Cape Education Department encourages environmental education in a number of ways.

(a) Qualified teachers are appointed at all large museums in the Cape Province and most senior primary pupils attend 'museum school' for approximately two hours once a term. Interesting lessons on diverse topics are prepared by the museum staff.

(b) The Cape Education Department has established numerous Outdoor Education Centres at the following towns, Graaff-Reinet, Oudtshoorn, Uitzip Kerkjeugsentrum, School in the Wilds, Western Cape Youth Trust and Die Burger-Strandhuis. These facilities are open to all teachers and their pupils. The resident teachers ensure a high quality of field-teaching.

(c) One school day, called 'arbor day', is set aside each year. Schools are encouraged to involve all pupils in a practical, outdoor programme.

(d) A financial subsidy, calculated on a per capita basis for all standard 3 to 5 pupils, is paid by the Cape Education Department if a school makes use of the facilities mentioned in point (b) above.

(e) Colleges of education emphasise the value of environmental education to their student teachers and in-service courses for practising teachers are held periodically at local teachers' centres.

(f) Teacher-librarians and media-resource personnel are encouraged to select appropriate publications and learning materials that will draw pupils' attention to ecological problems, nature conservation and to our country's beautiful fauna and flora.

The emphasis in environmental education is teaching and learning based upon direct experience of the environment. This form of integrated study is becoming increasingly popular among teachers and pupils in the Eastern Cape. This tendency can be ascribed to the excellent work done by the education officers attached to the Dias Regional Services Council and the Gifted Child Co-ordinator attached to the Port Elizabeth Teachers' Centre. No prescribed syllabus exists, but booklets have been compiled by Bassano (1986) and Bezuidenhout (1986). Subjects are adequately covered in the general science and geography syllabi, therefore, an integrated approach is recommended.

A problem perceived by the author with regard to the success of environmental education is that only the trained teacher will be able to see the potential, in terms of the geographical dimension, of a specific area or resource. Field-trips under the supervision of an untrained geography teacher may be nothing more than a pleasant excursion away from school rather than a meaningful learning experience.

Opportunities for environmental education in the Loerie Dam Nature Reserve, near Port Elizabeth, which relate to the standard 2 and 3 geography syllabus of the Cape Education Department, includes poultry, fruit and vegetable farming, mining activities, freshwater fish, weather conditions, important water resources, (Gamtoos river and the Loerie dam), natural vegetation, forestry and transport networks. These topics strongly suggest the need for a trained geography specialist.

Examples of ideas for lessons in environmental and geographical education, standards 2 and 3, appear in appendix I. A form which the author expects his teachers to complete prior to going on an excursion and the C.E.D. application form, payment of per capita grants for outdoor education, appear in appendix I.

4.4 CONCLUSION

A combined studies approach is the preferred way of teaching geography in English primary schools. This is because teachers recognise that pupils differ widely in aptitude and ability and that a combined approach is flexible enough to match both curriculum and teaching to the needs of individual children. However, in some schools the author visited, difficulty was experienced in finding clear evidence of geographical work in their pupils' workbooks.

At present there is concern among some teachers in England about geography's minimized status in their schools. This view is firmly held by members of the Geographical Association's Standing Committee for Education, Primary Section. These teachers are doing all in their power to influence Mr Kenneth Baker, British Secretary of State for Education and Science, to include geography in the core curriculum he wishes to implement in all schools in the near future.

However, the separate subject approach for the teaching of geography is favoured by the Cape Education Department, except in environmental education where an integrated approach is recommended. The separate subject approach has decided advantages. Notably among these are the properly considered scheme of work, adequately trained members of staff and sufficient opportunities for professional growth. The latter fact is perceived by principals to lead to teacher-competence. The structure inherent in teaching geography as a separate subject undeniably assists the probationer. These inexperienced teachers would flounder if they were expected to teach all the content subjects in the primary school by means of an integrated approach.

Although the author favours a separate subject approach, he concedes that there is no one way to organise the teaching of geography in the primary school. The best approach will depend on the needs of the pupils, school and the particular country. Each different approach to organisation has its values and limitations and each may be used at different times to serve appropriate purposes. (Gwilliam, 1984).

CHAPTER FIVE

EDUCATIONAL LEADERSHIP : THE ROLE OF THE PRINCIPAL, SUBJECT HEAD AND THE STANDARD HEAD

5.1 INTRODUCTION

Each school requires an instructional leadership team in order to give less experienced teachers professional guidance. Members of this team might include the superintendent of education, principal, deputy principal, subject heads and standard heads. Someone at each school must be held accountable for planning the structure in which geography teaching is organised. That person should be the school principal because he holds the key educational management position in any school.

5.2 THE PRINCIPAL'S ROLE

The author believes that the most important facet of a principal's work is the instructional leadership he should give members of staff. This involves giving guidance on all academic matters, activities related to morale, improving human relations, in-service education and curricular development.

But, in practice, do principals busy themselves with instructional leadership ?

Cawood conducted a task analysis of 350 South African high and primary school principals in 1976. His research found that principals spent, on average, 42% of their time on administrative and routine clerical activities. Only 18% of a principal's time was spent on his primary task i.e. intructional leadership. Cawood, therefore, urged principals to spend at least 50% of their day on intructional leadership tasks and reduce administrative and routine clerical tasks to a fifth (20%) of each day by delegating these duties to subordinates. "The actual allocation of the principal's time was interpreted and evaluated against a conceptual framework of the ideal allocation of a principal as instructional leader." (Cawood and Gibbon, 1980, p.8).

The author does not share the view that if principals took heed of Cawood's advice then teacher-competence would improve markedly. Instructional leadership clearly implies shared responsibility. The author accepts the fact that it is a principal's duty to create structures within his school to enable professional and didactic guidance to take place but the superintendent of education, subject head and standard head are equally accountable for improving the competence of teachers. The responsibility is not the principal's alone .

5.3 EDUCATIONAL MANAGEMENT

In recent years society has set high expectations for its leaders. A large volume of research on leadership has been undertaken and many simulated leadership training courses are conducted nationwide each week. Yet it is still rather surprising how little we know about leadership in education. The Cape Education Department lays great store on teaching experience and professional qualifications before a candidate is considered for a promotion post, and quite rightly so. The requirements for principalship of a large primary school are, "category D, i.e. the acquisition of a four-year professional teachers' diploma obtained from one of many teachers' training colleges in the R.S.A. and a minimum of 7 years actual teaching experience". (C.E.D. Handbook for Principals, 1982).

On interviewing local headteachers it became clear to the author that more educational leadership seminars were necessary for principals, deputy principals, subject heads and standard heads. Nonetheless, a concerted effort is being made by the superintendents of education (educational guidance) to address this problem by planning in-service training seminars for all grades of teachers, as often as possible, at the local teachers' centres. These educational leadership seminars are greatly appreciated by the teachers in the Eastern Cape.

Four facets of educational leadership, with reference to the organisational structures necessary for effective geography teaching in primary schools, will be discussed by the author.

5.3.1 Planning

Planning takes a lot of time and energy. It requires imagination and an ability to visualize and anticipate the future. Principals often become disillusioned with planning because they rarely experience plans that work out 100% in practice. This does not invalidate planning. It merely stresses the need for practice and experience at planning so that we increase the likelihood of our plans becoming realities.

Let us examine one approach to planning. (Misselhorn, 1986). The author has adapted Misselhorn's approach for planning important activities in a primary school's geography department.

(a) State the overall aims of your plan i.e. what are the aims of geography in the primary school ? (acquisition of geographical knowledge and understanding, development of basic geographical skills, general intellectual development and the fostering of positive attitudes). All subsequent planning should focus on these aims.

(b) List the steps to be taken to achieve these aims, for example, draw up a course outline for the new standard 5 geography syllabus, set specific teaching objectives for the term, plan an excursion for the standard 2 pupils and decide on examination dates.

(c) Allocate timing for each step. Some of the steps will follow one another, while other steps in the plan will be simultaneous. A flowchart will help to sequence and time each step, for example, geography examinations twice a year, pupils' workbook control once a term and lesson preparation files checked once a month.

(d) Decide on the resources that are absolutely necessary to ensure success, for example, the school committee should appoint specialist geography teachers, money should be allocated to the geography department and appropriate teaching aids should be purchased.

(e) Delegate responsibilities for implementing each step of the planning.

To reach goals principals should plan. Often all the planning in a school is done by the principal. This is a mistake. Teachers should share in planning any activity in which they are to participate because co-operative planning improves the quality of teaching.

5.3.2 Delegation

The principal alone cannot assume responsibility for all the instructional leadership in his school. Therefore, he must delegate subject responsibilities, including the geography department, if he wishes to lead the school effectively. Medium and large primary schools have sufficient staff to whom the principal may delegate responsibility. Before nominating someone to the responsible position of head of geography, the principal should consider certain criteria, like the candidate's qualifications, experience, skills, age, leadership ability, competence, commitment, confidence and maturity level.

Blake and Mouton (1969) developed a managerial grid "which helps managers to assess their own leadership styles according to their degree of concern for people on the one hand and their degree of concern for production on the other." In a school context, the head of the geography department, should show concern for the task in hand i.e. effective teaching by members of the geography department and, on the other hand, by showing concern for the members of his team by endeavouring to create a conducive climate in which to teach. This may be achieved by involving them totally in the activities of the geography department i.e. by using their ideas, enthusiasm and talents. This approach should stimulate interest, lead to commitment and assist with their professional growth. It is suggested that principals delegate the leadership of the geography department to a member of staff who possesses a balance between drive for task completion and good human relations.

Principals in the sample schools rated lowly the maturity level of a teacher when they considered delegating responsibility. Hersey (1984) developed a theory called 'situational leadership'. He proposed that managers (principals) match their leadership style to the maturity level of the person to whom the responsibility (the geography department) is being delegated.

According to Hersey four levels of maturity may be perceived on any staff and it is the principal's task to determine at which level individual members find themselves in order to deal appropriately with them. The four levels are :

(a) **TELLING.** These teachers require specific instructions and it is necessary to supervise their performance closely. Their maturity level is low and they are unable and unwilling to take responsibility. It would be foolish to expect this teacher to assume the responsibility of the geography department.

(b) **SELLING.** These teachers require explanation and clarification of your decisions. Their maturity level is moderate. They are unable but willing to assume responsibility. It is often the young and inexperienced geography teacher who falls into this category

(c) **PARTICIPATING.** These teachers wish to share their ideas and participate in making decisions. Their maturity level is moderate. They are able but unwilling to accept responsibility. These geography teachers have the potential of becoming good leaders if they are nurtured correctly.

(d) **DELEGATING.** A principal can confidently delegate the responsibility of the geography department to this teacher because he possesses all the attributes a professional subject leader should have. He is an experienced geography teacher, is innovative and can work well with a group of teachers.

From the above discussion it is obvious that the principal should delegate the responsibility of the school's geography department to a teacher possessing those attributes described in point (d) above. This is desirable because all principals must get work done through others.

5.3.3 Evaluation of performance

Once a principal has delegated the responsibility of the geography department to a mature member of staff, periodic evaluation is necessary to determine the academic progress of the pupils in his school and the degree to which his geography teachers are growing professionally. The principal's chief concern is to identify successes and failures, learn from them and adjust his staff development programme accordingly.

There are various methods of evaluating the effectiveness of a school's geography department. The principal may do class visits, introduce a clinical supervision cycle, peruse teachers' lesson preparation files and record books regularly or arrange interviews with the head of geography or with teachers. Some principals design roneod forms for control purposes which the subject head completes after perusing examples of pupils' geographical work (appendix K), a class visit form which the principal completes (appendix J) and a form that teachers complete after they have attended a geography meeting at the local teachers' centre. (Appendix J).

5.3.4 Motivation

Each teacher in the geography department is a unique individual with his own particular needs. **Motivation** is concerned mainly with the satisfaction or thwarting of human needs. When a need is satisfied, the behaviour leading to satisfaction is said to be reinforced. When it is not satisfied the behaviour is said to be punished. Principals know that members of staff are motivated differently but that rewards and punishment of whatever kind are most effective if they are close in time to the associated behaviour. It is sometimes necessary to discipline staff, but how often is this negative form of motivation balanced with words of praise, encouragement, job enrichment, recognition, opportunities for growth, support, understanding and sympathy ? It is so much easier to criticise than it is to reward. Principals would do well to remember that all members of staff have a need to achieve and that, in practice, there are at least seven elements, according to Lippitt (1982) in satisfying the achievement need. These elements are :

(a) Removing some controls while retaining accountability. Motivator : Responsibility and personal involvement.

(b) Increasing the accountability of individuals (teachers) for their own work. Motivator : Responsibility and recognition.

(c) Giving a person (teacher) a complete natural unit of work. Motivator : Responsiblity, achievement and recognition.

(d) Granting additional authority to employees (teachers) in their activities, job freedom. Motivator : Responsiblity, achievement and recognition.

(e) Introducing new and more difficult tasks not previously handled. Motivator : Growth and learning.

(f) Making periodic reports to the worker (teacher) rather than the superviser (principal, subject or standard head) Motivator : Internal recognition.

(g) Assigning to individuals (teachers) specific or specialised tasks, enabling them to become experts. Motivator : Responsibility, growth and achievement. (Lippitt, 1982).

Geography teachers cannot self-actualize themselves i.e. get total fulfilment out of teaching for its own sake unless they are given opportunities to grow professionally. Only then will their talents be realised in action.

Motivation is necessary for teachers to become more competent as geography teachers. This is possible when the principal praises, gives credit, recognises and approves of what his teachers are accomplishing.

5.4 WHICH ORGANISATIONAL STRUCTURES ARE NECESSARY FOR EFFECTIVE GEOGRAPHY TEACHING IN PRIMARY SCHOOLS ?

Two different models are very popular in Eastern Cape primary schools, a subject head system and a standard head system. The role of the subject head and that of the standard head is similar in most schools. Broadly speaking, the standard head works at a horizontal level i.e. with only one particular standard group, for example, all the standard 3 pupils in the school. The holder of this post has three important functions to fulfil. They are :

(a) **ACADEMIC HEAD** of the standard. This includes all the subjects in the school curriculum, not only a specialist subject like geography.

(b) **PASTORAL LEADER** cares for the affective side of the pupils' development.

(c) **ADMINISTRATIVE HEAD** is responsible for routine and clerical work for all the standard 3 pupils.

The standard head is particularly interested in the overall welfare of the children in his group. His focus is clearly child-centred. Dearden, (1976, p.52), defines this approach as follows :

> "The tradition thus requires that we start from the child. This is taken to imply respect for him as a person, also a view as to some of his principal characteristics, and a more particular insight into the inner world of experience of each individual child. Such educational principles then follow as that there should be much freedom of choice, many chances to pursue interests, and rich opportunities for discovery and self-expression. And the situation in which all of this takes place should be governed by rules immanent in the activity, or else democratically adopted. The teachers role is to be a manager of learning-situations, so structuring the environment that the child's self-educative endeavour can most advantageously and naturally proceed to the next unfolding. Such seem to be the broad principles of the child-centred tradition."

By contrast, the subject head has the following mandate, to develop geography vertically in the school i.e. from standard 2 to standard 5 and beyond. This teacher's point of departure is subject-centred. He is concerned with academic depth in geography. He convenes meetings and works at improving the competence of the teachers in his department in order to bring about effective teaching. It is quite clear that the subject head is less concerned with the overall welfare of the pupil than he is for achieving excellence in the teaching and learning of geography.

5.4.1 The Subject Head System

It is suggested that the duties of the subject head be to :

(a) Interpret the geography syllabus and to ensure that each member of the team prepares a scheme of work for the standard he teaches. The general aims of the subject should be documented, together with the specific objectives for a particular yeargroup.

(b) Provide guidance and support for members of the geography department in implementing the scheme of work.

(c) Organise teaching resources for geography. A catalogue of teaching aids should be compiled. Additions should be made annually as more and more resources are acquired.

(d) Monitor work in geography throughout the school. This is accomplished through regular class visits, perusal of pupils workbooks, moderation of examination scripts, perusing teachers' record book and lesson preparation files. A form designed to evaluate pupils' workbooks appears in appendix K.

(e) Assist with the diagnosis and remediation of pupils experiencing learning difficulties by revising class tests and quarterly examination papers. Re-teaching of key concepts may be necessary. This will be determined by the subject head after careful analysis of each examination question.

(f) Arrange appropriate school-based, in-service training, through regular meetings and discussion periods. It is the responsibility of the subject head to orientate new teachers appointed to his department.

(g) At subject group meetings the subject head acts as leader. He prepares an agenda and a brief record is kept of major policy decisions taken. A relaxed, informal atmosphere should prevail at these geography meetings. It is here that staff development takes place and strategies are formulated for the entire geography department, for example, examination procedures decided and computer-assisted learning introduced.

(h) Maintain liaison with other geography teachers from neighbouring schools or by attending subject meetings at the local teachers' centre.

The overriding task of the subject head is to provide support for all who teach geography and so improve the quality and continuity of geography teaching throughout the school.

5.4.2 The Standard Head System

The standard head is appointed by the principal because he possesses certain attributes.

Ideally he should be an experienced teacher with a proven teaching record, an ability to cope with pupils and parents alike, is usually married and has a family, is reliable, an identity figure in the school, has the ability to empathise with pupils, is disciplined, has vision, is a strong motivator of pupils, has a good sense of judgement and possesses much initiative.

The standard head is a generalist teacher in primary schools in the Eastern Cape and fulfils three important roles among the pupils within one standard group.

5.4.2.1 Pastoral Leader

The fact that the standard head teaches all the pupils in the class group enables him to know them personally i.e. their academic strengths and weaknesses as well as their personality traits. His task is to act as the pupils' counsellor while they are at school. Because of the knowledge the standard head possesses of each child, he knows how to motivate and encourage them when necessary.

It is expected of the standard head to address his standard group at least once a term and to discuss academic matters, for example, preparation for quarterly examinations. It often happens that a child's schoolwork shows signs of deterioration because of some or other home-related problem like pending divorce, death in the family or re-marriage. Under these circumstances it is the standard head who is best placed to deal with these incidents.

It is clear that the standard head's pastoral role is concerned with the affective side of a pupil's development.

5.4.2.2 Academic Head of Standard

The standard head co-ordinates all teaching and learning within his standard. The following academically-oriented tasks are his responsibility :

(a) Act as leader at the weekly lesson preparation meeting. It is here that geography lessons will be planned, ideas shared, lesson topics discussed, approaches tested and teaching aids made. An informal atmosphere ought to exist as the standard head works alongside his colleagues by sharing ideas and making suggestions.

(b) Nuture a probationary teacher by acting as mentor or journeyman.

(c) Accompany a novice teacher on a home visit.

(d) Monitor progress of colleague's teaching approaches, including geography lessons. This could include advice on the volume of homework set each day, enrichment exercises and on differentiation.

(e) Co-ordinate setting of examination papers.

(f) Plan class excursions.

(g) Interview parents about pupils' academic progress.

(h) Be aware of confidential information about pupils, their I.Q's, stanines and scholastic problems.

(i) Make decisions at quarterly meetings about report remarks.

(j) Recommend class loadings and pupil-placement at the end of each academic year.

5.4.2.3 Administrative Head

The standard head has numerous administrative and routine clerical tasks to perform on behalf of a particular group of pupils. Apart from collating the marks attained in geography examinations and discussing suitable report comments, this facet of a standard head's work has little relevance to this thesis.

5.5 CONCLUSION

The two most commonly used organisational models for the teaching of geography in Eastern Cape primary schools, the subject head and standard head systems, both have their advantages and disadvantages. Principals of medium-sized primary schools appear to favour the standard head system, whilst larger primary schools, possibly because of their larger staff complement, prefer the subject head system.

It is the author's view that all principals, irrespective of the size of their school, should examine the extent to which either organisational model may best make use of the teaching strengths of their staff to ensure professional development and subject growth within the school. Unfortunately a choice of model is not sufficient to ensure the above-mentioned objectives. This is only half of the equation. The other half requires of the responsible post-holder to understand the dynamics involved in small-group interaction. Only when teamwork is achieved will members begin to develop as individuals and grow professionally as geographer teachers.

Lippitt (1982) suggests that the following criteria are fundamental to good teamwork : understanding and commitment to group goals, maximum utilization of the different resources of individuals in the group, sensitivity to the needs of others, shared leadership, developed meeting procedures, ability to examine group effectiveness, solution seeking, trust and openness and a strong sense of belonging.

In the context of a geography department the subject head should strive to achieve Lippitt's criteria for good teamwork. This is often difficult to accomplish. As instructional leader the subject head is responsible for innovating the teachers in his group. This is possible if he shares ideas, makes suggestions and leads by example. He could, for example, suggest the more valuable activities in the class textbook, find examples of other interesting activities in other textbooks, discuss any problems pupils find in handling a particular section of the syllabus, give guidance on setting examination papers, suggest suitable venues for geographical excursions, establish a teachers' reference library, invite outside speakers to address his team, establish a school weather station and constantly obtain members' opinions on all aspects of their work.

For the enterprising subject head the opportunities to innovate are endless. Some subject heads experience difficulty in achieving teamwork because their role, in most primary schools in the Eastern Cape, is without authority. They are not empowered to be prescriptive.

CHAPTER SIX

DATA PRESENTATION AND ANALYSIS

6.1 INTRODUCTION

This chapter presents and analyses the data collected by this investigation. The postal questionnaire is considered in detail. The author's intention is to emphasize the need for good organisational structures to exist in primary schools to ensure effective teaching of geography. In addition to subject knowledge, principals also require management skills to direct the activities of a good school.

6.2 ANALYSIS OF THE POSTAL QUESTIONNAIRE AND STRUCTURED INTERVIEWS

6.2.1 General Statistical Information

The author posted fifty-seven questionnaires to the principals of selected medium and large primary schools in the Eastern Cape. A copy of the questionnaire appears in appendix A. These schools represent all the different grades of primary school in the study area.

Forty-nine questionnaires were returned which amounts to an **85,96% response rate.** 51,02% were returned by principals of medium-sized schools and 48,98% from large primary schools. An over eighty percent response rate is considered very high by social scientists and may be ascribed to the fact that the author is personally known to all the respondents.

The statistics show that 114 teachers teach geography in the 25 medium-sized primary schools surveyed. This is an average of 4,56 teachers per school. A total of 133 teachers teach geography in the 24 large schools surveyed. This is an average of 5,54 geography teachers per large primary school. If one considers the fact that large primary schools have a minimum staff complement of twenty-one teachers and medium-sized schools only eight teachers, then it becomes clear that nearly all the senior primary teachers at medium-sized primary schools are responsible for teaching geography. The author's questionnaire did not elicit how many of these teachers studied geography through to the third or fourth-year at colleges of education, but headmasters of large primary schools in Port Elizabeth who were interviewed by the author affirmed that the geography teachers in their schools do hold a professional qualification in geography i.e. a minimum of a three-year teachers' diploma with geography as a major subject.

6.2.2 Delegation of geography department to a responsible teacher.

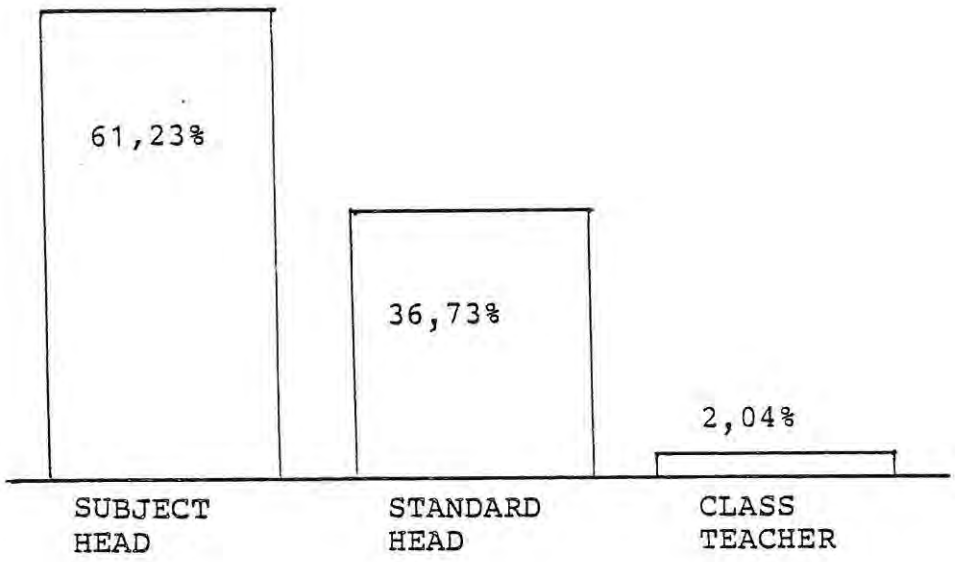
(a) In the Eastern Cape 97,95% of principals surveyed delegate the responsibility of organising the teaching of geography in their school to a member of staff with experience and leadership qualities.

61,23% of principals surveyed delegate this responsibility to a **subject head.**

36,73% of respondents delegate this responsibility to a **standard head** and 2,04% to a generalist, **class teacher.**

Figure 4, below, illustrates this preferance on a bar graph.

Figure 4 : Delegated responsibility for organising the geography departments in all primary schools surveyed.



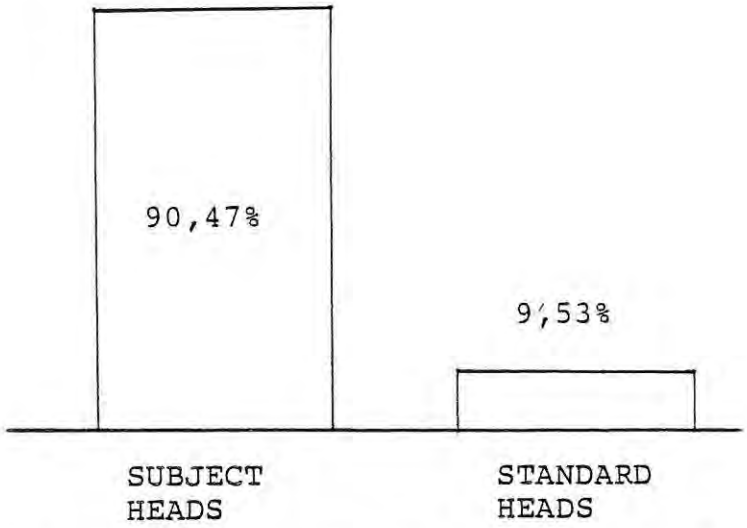
When one analyses the preferences of principals' delegation on the basis of the size of school, the following statistics are revealed :

In 90,47% of **large primary schools** a subject head has the responsibility of organising the geography department.

By contrast, only 9,53% of principals in large primary schools use a standard head system.

Figure 5, overleaf, illustrates this clear-cut preference for a **subject focus** for the teaching of geography in large primary schools.

Figure 5 : **Delegated responsibility for organising the geography department in large primary schools.**

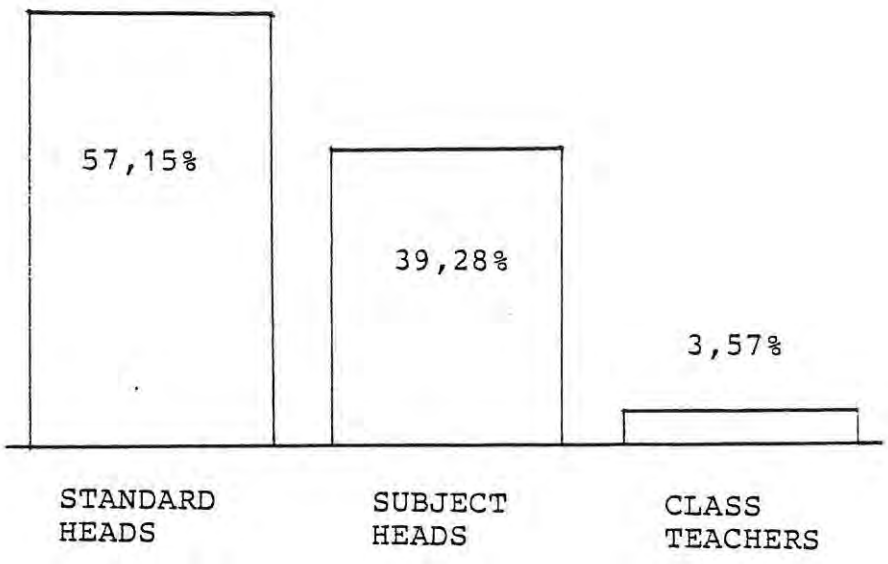


A very different picture emerges when one looks at delegation in **medium-sized primary schools.** Here 57,15% of principals prefer to delegate the responsibility of the geography department to a **standard head**, 39,28% to a subject head and 3,57% to a generalist, class teacher. It is clear from the statistics above that principals of medium-sized schools, probably because of their smaller staff complement, are compelled for logistical reasons to adopt a generalist approach to teaching geography in their schools. Their focus is less on subject teaching and more on general class teaching.

This preference is substantiated by the fact that only 19 more teachers are responsible for teaching geography in large primary schools although these schools have nearly double the number of staff than there are in medium-sized schools.

Figure 6, below, illustrates how principals delegate responsibility for teaching geography in medium-sized schools.

Figure 6 : **Delegated responsibility for organising the geography department in medium-sized primary schools.**



(b) When asked what **criteria principals should consider** before they delegate the responsibility of organising the teaching of geography to a specific member of staff, Catling chose, "the quality of teacher-training". (Interview, 1987). Which qualities did principals in the Eastern Cape choose ? The following frequency emerged :

1. Experience
2. Qualifications
3. Leadership qualities
4. Interest
5. Enthusiasm
6. Love for geography
7. Maturity level
8. Human relations

It is interesting to note that the 'maturity level' of the teacher concerned received a very low frequency. Hersey (1984) believes that this quality should feature near the top of a manager's list when he considers delegating any kind of responsibility.

(c) After delegating responsibility to a teacher for organising the teaching of geography in his school, 61,22% of principals expect the responsible person **to call a formal geography meeting at least quarterly.** British teachers would, in all likelihood, be opposed to such formality. Their approach is to "come in and work alongside me". (An interview with Velvick, Oxford, 1987).

The information principals in the Eastern Cape expect to receive about these quarterly meetings varies.

38,77% of principals hold an interview before the meeting commences.

63,26% expect a copy of the minutes.

28,57% expect a copy of all decisions taken.

6,12% of principals personally attended all geography meetings.

Cawood's (1976) research findings are substantiated here when once again it is confirmed that most pricipals busy themselves with routine/clerical and administrative duties rather than with instructional leadership tasks, for example, attendance and participation at geography meetings.

6.2.3 Curriculum Planning

(a) Apart from the general aims that accompany the Cape Education Department's geography syllabus, 77,55% of principals expect the person responsible for the geography department and his team of teachers to compile **specific aims for the geography department as a whole.** 34,69% of principals urge their teachers to prepare aims for every lesson taught, either verbally or written. The author believes this to be unrealistic when one considers the fact that generalist teachers have the added burden of teaching several other subjects.

(b) Most principals surveyed (87,75%) expect their geography teachers to **compile work schemes for the entire year.** 12,24% expected work schemes to be drawn up quarterly in advance. A scheme of work is worked out according to the prescribed syllabus for each standard in the primary school. The amount of detail expected in planning the year's activities also differs from principal to principal.

The author has included a good example of a **scheme of work** which he obtained from the headmaster at Appleton Primary, Oxford. It appears in appendix F. Another, based on the Cape Education syllabus, which was compiled by a teacher in Port Elizabeth, appears in appendix H.

(c) In planning a course outline, principals stated that the use of a **geography text book** was :

64,89% : "important"

20,83% : "essential"

14,28% : "limited value."

No principal in the schools surveyed believed that a textbook is "not necessary at all". The author agrees that textbooks are important to teachers and pupils alike. The generalist teacher i.e. someone without training in geography, certainly cannot teach effectively without the use of a good textbook. Pupils, too, discover new knowledge in well-compiled textbooks and teachers glean ideas on sections of work which may be difficult for pupils to comprehend. The British teachers interviewed by the author agree with these views. The only difference the author observed with regard to the use of textbooks was that British teachers have a collection of different textbooks rather than thirty written by the same author.

A range of South African textbooks are cited in appendix L, two of which the author wishes to discuss. Egypt is an African country prescribed for study by the standard 4 pupils. The chapter dealing with this country in the textbook by Beyers et al. (1980) begins by giving factual information about Egypt. This is followed by a summary of the main facts. Prescribed exercises in the form of mapwork and the answering of pertinent questions, follow. An opportunity for discovery learning concludes the chapter where pupils are invited to find out more about the pyramids and the peasant people of Egypt. Suitable maps and relevant photographs enliven the pages.

The textbook by Hattingh et al. (1980) adopts a different approach. These authors begin the study by requesting the pupils to draw a map of Egypt in their notebooks and, with the assistance of an atlas, to fill in the necessary answers to the questions posed. Thereafter the facts are given in the ensuing pages. Again good maps and pictures are used to make the study as vivid and interesting as possible.

If untrained geography teachers were to use good, systematic and informative textbooks they would be less likely to experience difficulties because sufficient background information, ideas and suitable pupil-activities are given.

(d) 44,89% of principals expect their geography teachers to **plan their lessons quarterly**and 16,32% monthly. The author does not recommend this approach because this form of rigidity in following a set course is not very learner-centred. Only 24,48% of principals favour lesson preparation on a weekly basis. A local headmaster stated that the question was unnecessary because "no professional teacher would enter a geography class unprepared".

(e) **Formal examinations are written twice a year in 83,67% of the schools surveyed**, 6,12% once a year, 2,04% quarterly and in 4,08% of schools no formal examinations were written during 1986. The author is certain that many of the pupils in the Eastern Cape would support Catling's view with regard to writing examinations, "I say, NO! Examinations are not necessary for geography nor for any subject in the primary school". (Interview, 1987).

In 61,23% of schools it is the **subject head who moderates the geography examination papers.** In 36,73% of schools surveyed this task is performed by standard heads and in 2,04% of schools by the class teacher.

Principals were in favour of **cumulative or term marks.** These contribute to 50% of the report mark. Results in the formal, quarterly examinations make up the other 50%. Principals proposed various ways of accumulating a term mark for a pupil. These are principals' suggestions :

1. Evaluate the pupil's workbook.
2. Observe the pupils' participation in groupwork.
3. How accurate are his field-work recordings ?
4. Assess a pupil's library (research) assignments.
5. Assign a practical task (map building or project work).
6. To what degree does the child apply himself in class ?

The problem with a process mark is the subjectivity involved in marking. Because no standardized scheme exists to evaluate the suggestions proposed above, it is extremely difficult to award an objective mark. What criteria does a teacher use to award a mark for participation in groupwork, application in class and accuracy with field-work recordings ?

(f) Most schools surveyed do not have a special **geography room.** Only 6,12% of schools do. It is common practice that teachers set aside a certain section of the display area in each classroom for displays of a geographical nature.

(g) With regard to **geography teaching aids** , 67,34% of Principals stated that their school had an "adequate supply", whereas 16,32% stated that their school had "the bare minimum with which to cope." British schools appeared to have sufficient geographical aids as well. Catling (1987), in an interview, suggested that an "an inventory of teaching resources should be available in the school to enable teachers to know what is or isn't available."

(h) **Most principals appreciate the value of first-hand learning experiences for pupils.** 67,14% of senior primary pupils go on a class excursion quarterly, 16,32% six-monthly, 10,20% yearly and 6,34% monthly. The majority of these excursions, i.e. **67,35% are integrated studies which includes a geographical component,** 20,40% were general excursions and only 12,24% of schools surveyed planned geographical excursions.

When the author arrived at Appleton Primary, Oxford, the pupils had recently returned from a week's field-trip to Exmoor and were completing their project work. The project was an integrated study with activities in mathematics, english, history, art and geography overlapping one another. The geographical component included a visit to a farm where mixed agriculture was practised. Daily weather recordings were also kept. The quality of work was quite outstanding.

6.2.4 Organisational Structures

Table 7, below, shows the actual number of generalist class teachers, expressed as percentages, responsible for teaching geography to standards 2 to 5 in the schools surveyed.

Table 7 : Geography taught by generalist class teachers.

Standards	2	3	4	5
Actual %	83,40	46,93	18,48	8,28

An analysis of table 7 shows that 83,40% of the schools surveyed have a generalist class teacher as their geography teacher in standard 2, 46,93% in standard 3, 18,48% in standard 4 and only 8,28% in standard 5.

The reasons why principals prefer a generalist teacher to teach geography in standards 2 and 3, include :

1. Standard 2 and 3 pupils are more secure with a class teacher than with a number of subject teachers.
2. Subject boundaries are less rigid in standard 2 and 3.
3. Time-tabling is flexible.
4. Content subjects, like geography, are not examined in standard 2.
5. Subject integration should be encouraged.
6. The class teacher is best placed to render these pupils pastoral guidance.

Table 8, below, reflects whether principals prefer subject teaching in their schools i.e. by a geography specialist in standards 2 to 5.

Table 8 : Subject teaching by geography specialists.

Standards	2	3	4	5
Subject teaching	7,25	44,90	84,74	95,56

An analysis of **table 8** shows that most principals surveyed preferred a geography specialist to teach the standard 4 and 5 pupils. In fact 84,74% chose this approach for standard 4 pupils and an even higher precentage (95,56%) for standard 5's. This preference is probably based on the fact that these pupils are starting to reason abstractly, are less dependent on teacher than the standard 2's and 3's and are fast approaching their high school careers. Most principals think that it is, therefore, necessary that standard 4 and 5 pupils should be taught geography as a separate subject by a teacher who has an interest in the subject and a suitable training college qualification.

These statistics state quite clearly that the generalist class teacher is prefered as the geography teacher in standard 2 and 3 (table 7) and a subject specialist in standard 4 and 5. (table 8).

6.2.5 Principal's overall responsibility

6.2.5.1 Control

(a) An important function of the principal is to control the work of teachers and pupils alike. 85,71% of principals surveyed chose **visits to classrooms** as the most effective control method to determine whether appropriate standards were being maintained in the geography classes.

Other control methods, in descending order of importance, were :

1. Informal interviews with teachers.
2. Regular perusal of teachers' record books and scheme of work.
3. Weekly lesson preparation check.

The least important control method is the "clinical supervision cycle". This American method is designed to improve the competence of teachers but is relatively new to the principals in the Eastern Cape, hence the reason for such a low ranking. This five-phase method involves, an interview with teacher, a classroom visit, a post-lesson conference, a time of contracting and a period of time in which teacher is given an opportunity to improve his teaching.

(b) Principals delegated the responsibility of checking completed work in pupils' workbooks, as follows :

58,26% stated that it was the duty of the subject head and 35,46% the duty of the standard head. 6,28% of principals stated that they preferred to peruse pupils' geography workbooks in order to evaluate the standard of work.

6.2.5.2 Innovation

(a) Principals use various methods of monitoring whether their geography teachers are growing professionally. The most important methods in order of importance, are :

1. Insist that the geography teachers attend as many in-service courses as possible.
2. Encourage teachers to read as widely around the subject as possible.
3. Use "report back" forms after attending a geography meeting at the local teachers' centre.
4. Encourage teachers to further their studies e.g. by graduating with geography as a "major".

6.2.5.3 Motivation

(a) Principals use a variety of methods to motivate the person responsible for organising the school's geography department. Examples are, praise, encourage, give recognition, show genuine interest, allow subject head opportunity to address parents at a P.T.A. meeting, support head of geography in new ventures, be understanding, loving, show appreciation, hold regular discussions, take time to listen, make positive comments after attending subject meetings or receiving reports from superintendents of education about teachers in the geography department, show honesty and integrity.

(b) Principals were unanimous in their view that **the appointment of a probationer did affect the organisation of the geography department.** Most linked the probationer to a 'mentor', 'journeyman' or 'tandem-teacher' and not to the subject head. The experienced teacher's task was to nurture the probationary teacher.

Catling also thinks that probationary teachers need guidance, "but over-protection should be guarded against. Beginner teachers do make mistakes and this is to be welcomed if they learn from them". (Interview, 1987).

6.3 CONCLUSION

Principals in all but 2,04% of the primary schools surveyed make use of an organisational model for the teaching of geography. The most common approach is the subject head system. This model is 24,50% more popular than the standard head system if one includes all the schools surveyed. However, a closer look reveals that the standard head system is 17,89% more popular than the subject head model in medium-sized primary schools. It is apparent that large primary schools preferred a subject focus. This is possibly because these schools have many members of staff and, therefore, the school time-table enables this form of subject specialization. At these schools it is not uncommon for one teacher to teach geography for the entire academic year.

The opposite is true in medium-sized primary schools. Here fewer members of staff are responsible for teaching all the subjects to fewer pupils, hence no subject specialization is possible. In these schools, a generalist teacher may, for example, teach one classgroup all the core subjects within the primary curriculum.

On interviewing local principals some of them suggested that the standard head model enabled the generalist teacher to teach content subjects across the curriculum in a unitary manner. Subject boundaries consequently became blurred. It was felt that this approach had decided advantages for younger pupils. The subject model, by contrast, initiated older pupils into geography as an exacting, academic discipline. The separate subject approach was important in standard 4 and 5 because it was necessary to lay a good foundation in the primary school if pupils wished to make adequate progress at high school.

The important point the author wishes to stress is that neither model is superior. Both are beneficial to the teaching and learning of geography.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In the previous chapter the researcher surveyed approaches for organising the teaching of geography in medium and large primary schools. This final chapter draws conclusions and suggestions for principals in an attempt to further improve the teaching of geography in primary schools.

7.2 CURRENT ORGANISATIONAL MODELS FOR THE TEACHING OF GEOGRAPHY

97,96% of the principals surveyed use either a subject head or standard head model for the teaching of geography. These models appear below.

Figure 7 : Subject head model for core curriculum subjects in the primary school.

Subject Heads	English	Afrikaans	GEOGRAPHY	History	Science	Mathematics
Std 5						
4						
3						
2						

Vertical development of geography

Figure 7, above, is the organisational model favoured by 61,23% of principals surveyed.

The task of the subject head, in terms of pupils, is to give geography a subject focus and to develop it sequentially as a separate subject from standard 2 to 5. However, from a teacher's point of view, the subject head is to provide support for all who teach geography and so improve the quality and continuity of geography teaching throughout the school.

Figure 8, below, is a standard head model preferred by 36,73% of principals surveyed.

Figure 8 : Standard head model for general class teaching in the primary school.

Standard Head	Responsibilities	Approach
Std 3 pupils	Academic Head of Standard	Generalist class teacher responsible for teaching many subjects across the Primary Curriculum, including GEOGRAPHY
	Pastoral Head of Standard	Total well-being of pupils
	Admin. Head of Standard	Routine clerical and administrative matters

Horizontal development of all Std 3 subjects.

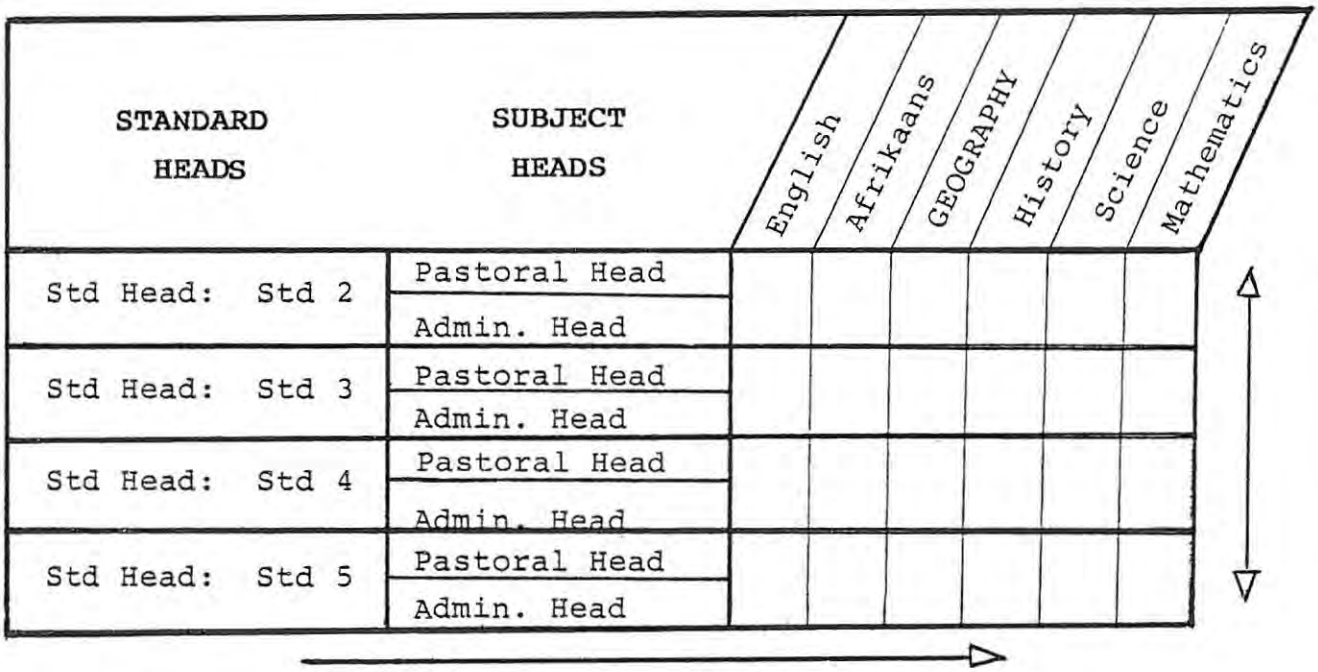
In figure 8, above, the three-fold responsibilities of the standard head are **academic, pastoral and administrative head** of a specific group of pupils, for example, all the standard 3's. These roles were fully discussed in chapter five.

One disadvantage of this model is the fact that geography in the Eastern Cape is taught by generalist teachers i.e. teachers without formal training in the subject. The second disadvantage is that geography is one of many subjects which comprise the core curriculum in the primary school. It often happens that geography is afforded little importance under these circumstances particularly if the standard head does not recognise the valuable contribution geography can make to a child's specific and general education.

7.3 A PROPOSED MODEL

In **figure 9**, below, the proposed model combines the subject head and standard head models which appear in figures 7 and 8, respectively. However, one major modification is made : that the academic role of the standard head becomes the responsibility of the subject head. This is done to prevent unnecessary duplication of duties and overlap in areas of responsibility.

Figure 9 : A proposed model for effective geography teaching in medium and large rimary schools.



The author firmly believes that a compromise can be reached between a child-centred approach (the emphasis in England today) and a subject-centred approach (teaching geography as a separate subject as prescribed in the South African curriculum to-day). The advantage of the proposed model (**figure 9**) is that it is flexible enough to achieve both ideals because the standard head model focuses on "the child in his totality", whilst subject heads introduce pupils to an exacting and exciting subject discipline. Both approaches are necessary. The former because no pupil is able to progress satisfactorily at school if emotional or other problems overwhelm them and the latter to lay a worthwhile geographical foundation for all pupils.

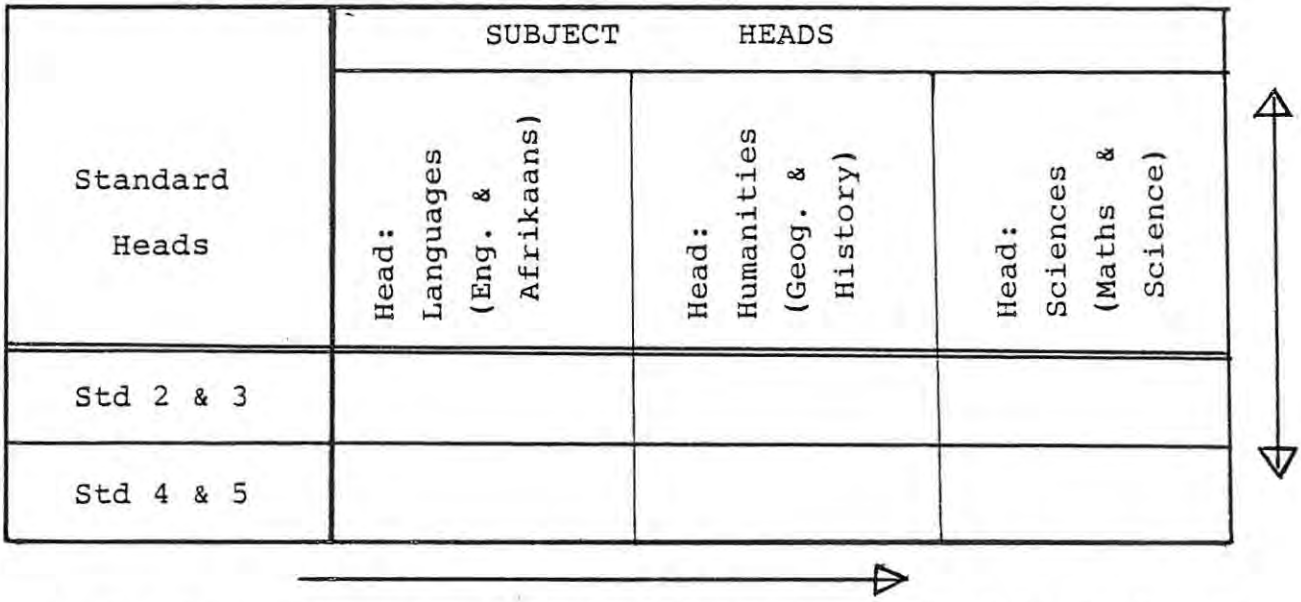
7.3.1 Advantages of the proposed model

(a) Fewer teachers will interact with the child. The principals who were interviewed by the author regarded this an important consideration particularly with regard to standard 2 and 3 pupils. Pupil-contact will, therefore, be mostly with the generalist class teacher and if the child requires guidance or counselling for academic or personal reasons then the standard head will be ready to assist.

(b) The generalist class teacher will receive professional guidance from a subject head who has been trained as a geography teacher. The teacher will, therefore, benefit from this in-service training and gradually become acquainted with the geographical approach.

(c) The proposed model is extremely flexible. One competent subject head may be given responsibility for more than one subject, for example, geography and history. This teacher's title could become, Head : Humanities. See **figure 10**, below, for an example of possible subject and standard combinations.

Figure 10 : An organisational model for the teaching of geography in smaller primary schools.



Only five teachers in responsible positions are required to implement the organisational model proposed in figure 10, above.

(d) The model's finest attribute is that it apportions equal importance to the child and to the various subjects that make up the primary curriculum.

7.3.2 Disadvantages of the proposed models. (Figures 9 and 10).

(a) Subject heads can be demanding in terms of their academic expectations. When six different subject heads strive for academic excellence then the generalist teacher does experience difficulty in keeping abreast of their requirements.

(b) Subject heads compete with one another by placing an over-emphasis on their subject. Excessive homework is a typical example. The child and his needs are often disregarded.

(c) The responsibility of a subject department tends to give a teacher authority over colleagues. Professional jealousy can arise.

(d) It often happens that someone without the necessary leadership skills and professional training is given the responsibility of the geography department. Principals can prevent this from happening by combining certain subjects e.g. history and geography.

7.4 THE PRINCIPAL'S ROLE

The principal's role is an exacting one. His most important task is to create a school climate in which academic excellence is pursued. This is difficult to achieve because principals have to accomplish this goal through other people. Principals are, therefore, reliant on their instructional leaders (superintendent of education, deputy principal, subject and standard heads) to realise the school's academic goals. The principals who achieve this goal have clearly mastered the management skills of planning, delegating, motivating, controlling, innovating and co-ordinating teacher and pupil activities.

Educational leadership involves a complex set of inter-personal abilities - this implies knowledge and skill. No longer is it enough to have a good teaching record to become a principal. To-day's candidate requires a flair for leadership and knowledge of management strategies.

To enable a geography department to progress, the author suggests that an organisational model be implemented. Teachers, like children, feel secure when their activities are well-organised. Principals should choose a structure, either a subject or standard head - preferably a combination of both systems - for the effective teaching of geography in their schools.

The next consideration is for the principal to delegate responsibility to a member of staff who possesses the required qualities to lead the subject team. A professional qualification, for example, a fourth-year "major" in geography at training college, a wide interest in the subject and the necessary small-group leadership qualities, appear to be basic requirements. Quite often principals say that they have delegated responsibility but, in essence, have not. The traditional leadership style, whereby the autocratic principal made all the decisions will, it is hoped, become less common. Teachers yearn for responsibility. Geography, as a school subject, lends itself to leadership development and principals should encourage this by allowing members of staff to plan field-trips, outdoor educational excursions and town trails. In this way teachers develop the management skills they will require for more responsible posts later in their careers.

7.5 THE ROLE OF THE GEOGRAPHY HEAD

Once the principal has delegated responsibility for the geography department to a member of staff, a two-fold responsibility must be accepted. On the one hand the head of geography should work at in-service training of the teachers in his team and, secondly, on school-based curriculum development.

7.5.1 In-service training

In chapter one the author emphasised the need for teachers to undergo in-service training. This is possible by attending seminars, study group meetings at the local teachers' centre and reading extensively. However, the importance of school-based in-service training must not be underestimated. Successful geography departments are the result of an innovative subject head, good teamwork and teachers who are committed to the subject they are responsible for teaching.

7.5.2 School-based curriculum development

The subject head is not empowered to design his own syllabus because of central curriculum control in South Africa. However, his role is decisive in a number of areas. Key problems he faces is to encourage the right sort of teaching, i.e. he should be aware of the potential of geography for pupils' general and specific education. The reasons why the subject should be included in the curriculum, (the acquisition of geographical knowledge and understanding, development of basic geographical skills, general intellectual development and fostering positive attitudes towards fellow human beings and to the environment), need constant stressing in his planning and discussions with class teachers. Two equally important problems he has to resolve is catering for pupil interests and how to provide understanding of simple geographical concepts.

The subject head can provide the necessary leadership in course planning in the following way :

(a) Provision of equipment. Teaching aids are extremely valuable because they often introduce reality and interest into a geography lesson. Pupils also benefit because they form accurate concepts. The subject head should ensure that relevant, **up-to date teaching aids are available** in the school and that an inventory is kept. Often home-made aids are just as effective as commercially manufactured aids. The subject head should provide **"hands-on experience"** in the use of certain teaching aids as most teachers cannot, without training, operate them correctly. The correct use of teaching aids contributes to the success of a lesson and the achievement of the objectives set by teacher.

(b) Access to a variety of good textbooks. In chapter six the author emphasised the value of **a good textbook** for use by generalist teachers. In most subjects in the primary school **teachers' guides** are available. These give ideas, approaches, interesting exercises and guidance on teaching approaches. No guide is yet available for the teaching of geography in the Cape Education Department. Fortunately good textbooks are available and substitute to some extent for a well-trained geography specialist.

Each school should have a **library** accessible to teachers. Not only should it have a variety of modern textbooks but also a number of publications on **teaching methodology.** The books by Jordaan and Alberts (1982), Bale (1987), and Mills ed. (1987) should be available at all schools.

Geographical journals can give teachers excellent ideas. To this end the Geographical Association in England has decided to include a special focus on primary geography in all subsequent editions of Teaching Geography. Schools would be wise to subscribe to this informative journal. A number of geographical journals, for example. South African Geographer, South African Geographical Journal and similar journals published by other nations' geographical associations are available at local teachers' centres for duplication of interesting artices.

The role played by an enthusiastic subject head in distributing relevant geographical articles to members of his team helps to develop a wider interest in the subject.

(c) Planning outdoor educational excursions. Fieldwork is an essential part of all pupils' education and should be undertaken as often as possible because it provides children with opportunities to carry out original geographic research. It also enables pupils to develop a variety of skills. Often teachers are unaware of suitable venues worth visiting, how to plan a field-trip and what the objectives are of outdoor or environmental education. Reference to the local teachers' centre is all that is necessary because most centres have guides to field-work areas for schools. The subject head's advice on these matters can be invaluable to the uninitiated teacher.

(d) Drafting of examination papers. Evaluation is a means of measuring the progress of a pupil from his first acquaintance with geography as a subject to the end of the senior primary phase. Examinations are a part of evaluating a pupils' grasp of geographical concepts, geographical thinking as well as on necessary basic facts. To draft an examination paper that tests concepts, thinking and skills requires considerable experience and expertise.

The subject head will need to give members of his team guidance on the different types of questions suitable for primary pupils, for example. matching statements, filling in missing words, ballard-type questions. multiple choice questions, arranging corresponding facts given in two columns, formulating statements and concepts, re-writing concepts correctly, formulating descriptions in full sentences or structured paragraphs, completion of sketches and maps, compiling guided summaries and comparing relevant facts. If the subject head is able to give examples of these types of questions fewer examination papers will be set at the factual recall level. This in turn will minimize rote learning and the pupils will begin to enjoy their examinations. Examples of examination papers are available, for all standard groups. at local teachers' centres.

7.5.3 Learning geography informally

School-based curriculum development focuses on pupils' learning geography formally in classroom context. The subject head is also responsible for initiating pupils into the subject informally, by :

(a) encouraging teachers to take their pupils on **excursions.** These field-trips should be integrated studies, with a geographical component. In the unpublished C.E.D. Teachers' Guide, (p.2), teachers are reminded that a primary child on a field-trip "... should not be asked to look in a specialised way, i.e. as a biologist, geographer or botanist at a landscape. Everything about the landscape is of interest environmentally. No primary pupil should start as a "junior" biologist, geographer, geoglogist, historian, or the like, but rather as an "environmentalist".

(b) actively supporting **Environmental Education**, by :

(i) Planning an outdoor programme for Arbor day each year.
(ii) Encouraging visits to the C.E.D. Outdoor Educational Centres.
(iii) Encouraging the school librarian and media counsellor to acquire material that will make pupils appreciate our beautiful country and environmental problems.
(iv) Establishing a Land Service Club or similar conservation-conscious club at school.
(v) Planning regular trips to the local museum.
(vi) Establishing a weather station at school.

Learning from direct experience should develop citizens who are environmentally aware and nature conscious.

7.6 CONCLUSION

There is no superior way to organise the teaching of geography in primary schools. All approaches have their advantages and disadvantages. Each may be used at different times to serve appropriate purposes. What is important is that teachers must be aware of vital questions of a geographical dimension. A learner-centred approach requires a geography specialist who has knowledge of learner-centred approaches. Teachers who favour this particular approach will need to read British journals like Child Eduction for ideas. This is certainly not the common approach in South African primary schools. Most colleges of education adopt a subject-centred approach. It is hoped that teachers, at the completion of their teacher-training, will understand the major aims of primary geography because they will have acquired subject content and method while at training college. Success with either approach is seldom possible unless the teacher understands the potential value of geography at primary level.

Regrettably, too many generalist teachers are teaching geography in our schools to-day. It has been suggested that only six out of every twenty student-teachers study geography at the fourth-year level. The generalist teachers' efforts are appreciated. However, a positive step towards alleviating this problem is for principals to implement structures in their schools that will allow these teachers to become exposed to the instructional leadership of specialist geography teachers. In-service training of this nature, within school context. will greatly assist these teachers understand the rationale behind geographical education.

Geography should continue to form a part of the primary curriculum because it contributes towards a pupil's specific and general education. The specific contribution it makes includes the acquisition of geographical knowledge and understanding, development of basic geographical skills, general intellectual development and the fostering of positive attitudes towards others and the environment. Secondary advantages include the acquisition of valuable study skills and the opportunity to work together as a team on a specific project. This develops social and management skills like communicating, problem-solving, planning and demonstrating - all necessary skills in adult life.

If a teacher is unaware of the case for including geography in the primary curriculum then the subject may, once again, become a study of "capes and bays" - an image it has desperately tried to shrug off in recent years.

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A P P E N D I X A

QUESTIONNAIRE FOR PRINCIPALS.

ORGANISATIONAL STRUCTURES FOR EFFECTIVE GEOGRAPHY TEACHING IN SELECTED MEDIUM AND LARGE PRIMARY SCHOOLS

GENERAL INFORMATION

1. Name the grade of your school.

    1. PCS 4 (> 8 teachers)
    2. PCS 5 (> 21 teachers)

2. How many teachers teach geography to standards 2,3,4 and 5 pupils in your school ?

    .....

3. Does your school have a "geography room" ? (A special room set aside for geography teaching)

    1. Yes
    2. No

4. If not, is a certain section of the display area in each classroom set aside for displays of a geographical nature ?

    1. Yes
    2. No

DELEGATION

5. Do you delegate the responsibility of organising the teaching of geographhy to a member of your staff ?

    1. Yes
    2. No

6. If yes, to whom do you delegate this responsibility ?

    1. A subject head
    2. Standard Heads
    3. Class Teachers
    4. Other

If "other" kindly explain :

.....

7. What criteria do you consider before you delegate this responsibility to a staff member ?

    1. qualifications
    2. experience
    3. leadership qualilities
    4. maturity level

If "other" kindly elaborate :

.....
.....

8. How often do you expect the person in charge of geography teaching at your school to arrange a **geography subject group meeting** where wider issues affecting the entire geography department are discussed ?

1. once a year
2. quarterly
3. six-monthly
4. monthly
5. whenever necessary

9. What "feedback" do you expect from a meeting of this kind ?

1. an agenda
2. a copy of the minutes
3. a print-out of all decisions taken
4. an interview with the person who chaired the meeting
5. other

If "other" please explain :

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PLANNING

10. Apart from the **general aims** that accompany the Cape Education syllabus, do your geography teachers draw up ...

1. specific aims each year for the geography department as a whole ?
2. aims for every lesson taught, whether they be verbal or written ?
3. other aims

If "other aims" please explain :

.....
.....
.....
.....

11. Do your geography teachers draw up **work schemes** ...

1. for the entire year ?
2. half yearly ?
3. quarterly ?
4. monthly ?

12. In planning a course outline, what importance do you attach to the use of a **geography text-book** ?

1. essential
2. very important
3. important
4. limited value
5. not necessary at all

13. Which **organisational model** do you presently use for the teaching of geography in your school ? Kindly tick.

	Standards	2	3	4	5
	Class Teaching				
	Subject Teaching				

14. What would be your **"ideal"** model for the teaching of geography in a primary school ?

	Standards	2	3	4	5
	Class Teaching				
	Subject Teaching				

Give **reasons** for your "ideal" model :

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15. How often do your geography teachers meet to **plan** their lesson content, prepare teaching aids and discuss approaches ?

1. weekly
2. monthly
3. quarterly
4. half-yearly
5. less often

16. How often are **formal examinations** written by your standard 3, 4 and 5 pupils ?

1. once a year
2. twice a year
3. thrice a year
4. quarterly

17. Who **moderates** the geography examination papers in your school ?

1. Principal
2. Subject head
3. Standard head
4. Class teacher

18. Do you use **different methods of assessing pupil-progress,** other than formal examinations ?

Please give details :

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19. How often, for example, would a standard 4 class be afforded first-hand learning experiences by going on a **field-trip** ?

1. monthly
2. quarterly
3. six-monthly
4. once a year

20. What **kind** of excursions are they ?

1. geographical excursions
2. integrated studies including a geographical component
3. general excursions

21. Who organises the use of **geography teaching aids** in your school ? (Their selection, purchases, storage and distribution).

1. Librarian
2. Subject head
3. Principal
4. Standard heads
5. Class teachers
6. Other

If "other" kindly explain :

.....
.....
.....

22. To what extent are **resources** (teaching aids), of a geographical nature, **available** in your School ?

1. superior variety and quantity
2. enough
3. bare minimum with which to cope
4. totally inadequate

CONTROL

23. **Who**, apart from the class teacher, **checks completed work** in your pupils' workbooks ?

1. Principal
2. Deputy head
3. Head of department
4. Subject head
5. Standard head

24. Which **control method** do you favour to determine whether effective teaching is taking place in your geography classes ?

1. class visits
2. clinical supervision cycle
3. "prep" file check
4. informal interview
5. regular perusal of record book and work schemes
6. other

If "other" kindly explain :

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PROFESSIONAL GROWTH

25. How do you **monitor whether your teachers are growing professionally** as geography teachers ? Do you, for example, ...

1. use "report back" forms which teachers complete after they have attended a Geography Study Group Meeting at the local Teachers' Centre ?
2. encourage your teachers to continue their formal studies in geography. For example, acquire a fourth-year qualification or a degree with geography as a major ?
3. encourage your teachers to read as widely around the subject as possible ?
4. insist that they attend as many in-service courses as possible ?
5. other

If "other" please explain :

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DELEGATION

26. How does the appointment of a **probationary teacher** affect the organisation of teaching geography in your school ?

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27. If your school has a person in charge of your geography department, is his/her opinion considered when **staff evaluationsare done to determine promotability and/or merit awards ?**

1. yes
2. no

MOTIVATION

28. All members of staff thrive on praise and approval. How do you motivate the person in charge of your geography department ?

.....
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.....
.....

THANK YOU !

Nat Kaschula

WESTERING PRIMARY SCHOOL

P.O. BOX 10147
LINTON GRANGE
6015
TEL 30-7818

PAPENKUILS STREET
WESTERING
PORT ELIZABETH
6025

Headmaster
N.R. KASCHULA B.A. B.Ed

24 October 1987

Dear

M.Ed RESEARCH INTO THE ORGANISATION OF GEOGRAPHY "DEPARTMENTS" IN MEDIUM AND LARGE PRIMARY SCHOOLS

The **Research and Curriculum Section** of the Cape Education Department has granted me permission to approach you, i.e. Principals of P.C.S. 4 and 5 Schools, to conduct the above-named research.

Over the years I have been Headmaster at three Primary Schools, each differing in size. The organisational structure for the teaching of geography has, as a consequence, also differed markedly. One school handed over the responsibility of the geography "department" to a class teacher (generalist approach), the next School operated a Standard Head System (horizontal development), whilst the third and largest school has an effective Subject Head System (vertical development).

The aim of this research is to propose **a management model for Principals**, flexible enough to apply to all Schools and to all core subjects in the Primary Curriculum, not only to your geography "department". A spin-off should be better organisation and greater teacher-competence.

I am fully aware of the fact that the fourth term is jam-packed with activity, but please nip off five minutes from your busy schedule and assist me by completing the enclosed questionnaire **as soon as possible.** I know that it looks rather daunting with its six pages but it is relevant to your role as Principal.

Some questions may have more than one correct answer. **Please encircle all alternatives applicable to your School.**

I am more than willing to share my recommendations with you once this thesis is complete.

Thank you for your help.

Yours faithfully

N.R. KASCHULA
Headmaster

WESTERING PRIMARY SCHOOL

P.O. BOX 10147
LINTON GRANGE
6015
TEL 30-7818

PAPENKUILS STREET
WESTERING
PORT ELIZABETH
6025

Headmaster
N.R. KASCHULA B.A. B.Ed

24 Oktober 1987

Geagte Kollega

M.Ed NAVORSING OOR DIE ORGANISASIE VAN "AARDRYKSKUNDE-DEPARTEMENTE" IN MEDIUM EN GROOT LAERSKOLE

Die **Navorsing en Kurrikulumdiens** van die K.O.D. het my toestemming verleen om u te nader, d.w.s. Skoolhoofde van P.K.S. 4 en 5 skole, met bogenoemde studieprojek.

Die afgelope paar jaar was ek Skoolhoof by drie laerskole, elkeen verskillend in grootte. Die organisasie vir die onderrig van aardrykskunde het ook hemelsbreed verskil, nl. van klasonderwyser na standerdhoof tot vakhoofstelsel.

Die doel van hierdie navorsingsprojek is om 'n bestuursmodel te formuleer vir Skoolhoofde wat van toepassing sal wees op al die kernvakke in die laerskool-kurrikulum, nie alleenlik op die "aardrykskunde-departement" nie. Die voordeel hiervan sal hopelik wees : beter vak-organisasie en bekwaamer leerkragte.

Ek is bewus van die feit dat die vierde kwartaal vir u baie bedrywig is maar knyp asseblief vyf minute van u besige dag af en voltooi die ingeslote vraelys so gou as moontlik. **Dankie !**

Heelwat vrae het meer as een korrekte antwoord. **Omring asseblief alle moontlike alternatiewe wat van toepassing is op u Skool.**

Ek is bereid om my voorstelle met u te deel wanneer die tesis klaar geskryf is.

Baie dankie vir u hulp.

Die uwe

Nat. Kaschula
Skoolhoof

KAAPLANDSE
ONDERWYSDEPARTEMENT

PROVINSIALE GEBOU, WAALSTRAAT,
POSBUS 13, KAAPSTAD, 8000

CAPE
EDUCATION DEPARTMENT

PROVINCIAL BUILDING, WALE STREET,
P.O. BOX 13, CAPE TOWN, 8000

Mr N.R. Kaschula
Headmaster
Westering Primary School
P.O. Box 10147
LINTON GRANGE
6015

TELEKS / TELEX 522368
TELEGRAM EDUCATION
TELEFOON / TELEPHONE 45-9329
NAVRAE / ENQUIRIES G.J. Swanepoel
VERWYSING / REFERENCE L.15/73/7
DATUM / DATE 19 October 1987

Dear Mr Kashula

PERMISSION REQUESTED TO CONDUCT M.ED. RESEARCH: GEOGRAPHY IN EDUCATION

1. With reference to your letter dated 30 September 1987 the Department wishes to inform you of the following;

2. Your application is granted subject to the following conditions:

2.1 No superintendent of education/principal/teacher/lecturer/member of the Geography Study Committee is under any obligation to provide the information required, or to co-operate in the research in any other way.

2.2 No superintendent of education/principal/teacher/school/lecturer/member of the Geography Study Committee may be identifiable in any way, in your research project.

2.3 All arrangements in connection with your project must be undertaken by yourself.

2.4 The research must not be conducted during the fourth term of the school year.

2.5 The conditions 2.1 - 2.4 above must be quoted in full when you approach the persons to be consulted.

2.6 A copy of these applications (Vide paragraph 2.5) in which conditions 2.1 - 2.4 are given, must be forwarded to the Head: Research Section, Cape Education Department before these persons are approached for their cooperation.

2.7 A synopsis (± 3 pages) of the contents, findings and recommendations in respect of your research must be placed at the disposal of the Department.

2/...

2.8 In addition to the synopsis mentioned in par. 2.7 your are requested to submit a copy of your completed dissertation to each of the following:

- The Education Library, and

- The Research Section of the

Cape Education Department
P.O. Box 13
CAPE TOWN
8000.

3. The Department wishes you every success in your studies.

Yours faithfully

for DIRECTOR: EDUCATION

A P P E N D I X B

GEOGRAPHY IN THE PRIMARY CURRICULUM

STRUCTURED INTERVIEW

The following persons were interviewed, namely :

* Ten **principals** of medium and large schools in Port Elizabeth.
* One geography **method lecturer.**
* **One member of the CED Geography Study Committee.**
* **Superintendents of Education** (Educational Guidance).

Ten similar interviews were conducted at British primary schools during July 1987. These included interviews with Primary Advisers, Head Teachers, Class Teachers and a member of the Geographical Association's Education Standing Committee, Mr S. Catling.

Q U E S T I O N S

1. Why should geography be included in the primary curriculum ?

2. Should geography be taught as a separate subject or integrated with other subject disciplines ?

3. Who should teach geography in the primary school, a teacher with specialist training in geography or a generalist class teacher ?

4. How do you organise the teaching of geography in your school ?

5. How ought geography teaching best be organised ?

6. Who should decide on the content to be selected for teaching different classgroups each year ?

7. Should specific geographical topics feature in the curriculum of all primary pupils. If so, which ones ?

8. Should someone be designated the task of developing geography "vertically" in a primary school ?

9. Do you think beginner teachers should be supported in any way ?

10. What should geography teachers do to keep abreast of the ever changing demands placed on them to teach the subject effectively ?

11. Should geography be formally examined in the primary school ?

12. Of what value are geography text- books to pupils and teachers ?

13. Should a balance exist between structured learning situations in the classroom and opportunities for pupils to learn first-hand from the environment in which they live ?

14. Should the teaching of geography in the primary school be child-centred or subject-centred ?

A P P E N D I X C

GEOGRAPHY IN THE PRIMARY SCHOOL CURRICULUM

The following interview was conducted with **Mr Simon Catling**, former Headmaster of Southmead Junior School, London, present Chairman of the Education Standing Committee of the Geographical Association, prolific writer of geographical papers and Senior lecturer at the Lady Spencer Churchill College in Oxford.

1. Why should geography be included in the Primary Curriculum ?

Young children are fascinated by and inquisitive about their environment. They like to explore the world around them. In doing so they develop private geographies (the worlds inside their heads). Children come to school with their own geographies. Their curiosity never allows them to rest until they understand, albeit in childlike fashion, how man and the environment interacts. They are natural geographers.

Geography is the vehicle through which children come to understand the nature of their environments e.g. where their food comes from, why it is necessary to have good communication networks, drinkable water etc. It is, therefore, imperative that geography is included and taught methodically in all Primary schools.

2. Should geography be taught as a separate subject or integrated with other school subjects ?

It really does not matter. The crucial point is that teachers must be aware of the vital questions of a geographical dimension. However, all beginner and weak teachers must have a subject focus, but as teachers mature and become more experienced I advocate an integrated approach.

There are, nonetheless, certain topics in geography e.g. weather studies that must be dealt with as a separate study. Conversely, a study of the local environment must be dealt with in an integrated or multi-disciplinary approach.

Teachers should not see these two approaches as exclusive. Both can and should benefit each other.

3. Who should teach geography in the Primary school, a teacher with specialist training in geography or a generalist class teacher ?

I think it depends on the quality of teacher training. Every teacher should take at least three full courses in Geography, but we have a problem in England as geography, at present, forms only a tiny component of a multi-faceted teachers' training course, but the Geographical Association is doing its best to convince Mr Kenneth Baker, Secretary of State for Education and Science, to make geography a compulsory subject within the much-debated core curriculum envisaged for all British Schools in the near future. If we succeed then teacher-training, in so far as geography is concerned, will change dramatically. We, in the Geographical Association, are very optimistic about geography's future in our schools. Under the present circumstances we tend to encourage one teacher at each school, someone who has a feel for the subject, to introduce a geographical dimension into the preparation of each theme planned. In this way greater emphasis is placed on the subject.

4. How ought the teaching of geography best be organised ?

Firstly, geography must be present and taught throughtout the entire school curriculum by teachers who have a geographical background. Secondly, someone with experience must be in charge of the geography department. This person should possess leadership qualities. It is his responsibility to signpost the way i.e. convene meetings for teachers in order to choose themes of a geographical nature that are important and relevant to pupils of differing ages. Choosing themes must not be misinterpreted as drawing up a syllabus or determining specific content to be taught. I am opposed to that sort of prescription. I believe it is preferable for teachers to develop children's interest around a theme, rather than allow a syllabus to determine the depth and direction of learning. In this way, geographical content cannot be enshrined year after year.

Beginner teachers should receive the necessary support and guidance from the geography "post-holder" on a continuous basis. Furthermore, it is good policy to allocate smaller classes to them in their initial teaching years.

Course planning is important. This should be done at the start of the academic year in conjunction with other teachers to ensure continuity. Each teaching unit, or theme, should be allocated a time span. It is also desirable to formulate specific teaching aims, although these must be flexible and change as circumstances do.

An inventory of teaching resources should be available in the school to enable teachers to know what is or isn't available.

I think every school subscribes to one or other philosophical underpinning. In terms of geography departments I like to emphasise the humanistic point of view because children should be encouraged, through their geography lessons, to see people, real people interacting with their environment and not only from the point of view of the systems under they live out their human condition. To this end, teachers should set up opportunities for pupils to experience first-hand learning experiences in order to develop their powers of observation, their problem-solving skills and to expose them to as many value-laden issues as possible.

To sum up, one could say that I am in favour of a flexible, informal and practical approach to the teaching of geography in Primary schools. At all times children must be actively and creatively involved in the learning process. Thank goodness the traditional approach to teaching and learning geography i.e. "the capes and bays approach", is buried forever.

5. Who should decide on the content to be selected for teaching different classgroups each year ?

Each school should have its own policy. I would not encourage an autocratic approach whereby one teacher selects the content to be taught. Rather, I would hope that the Headteacher or the person responsible for geography would arrange an open debate for all teachers concerned. Collectively they must decide, then they will be committed to what they are doing. Choosing themes of a geographical dimension i.e. those that will include the four traditions of geography, namely : the spatial tradition, area studies tradition, man-land tradition and the earth- science tradition requires critical thought and teamwwork in order to compile a meaningful course outline.

6. Should specific geographical topics feature in the curriculum of all Primary pupils ? If so which ones ?

I am convinced that one should begin with the local environment. Thereafter the study should proceed in ever-widening circles to include the county or state, then the country as a whole and finally studies of other lands, possibly areas to which recent migration has taken place.

I also think children should be encouraged to correspond with pupils who live in other environments. Learning seems to take on an urgency for children when teachers use the case study method and compare their environment with that of someone living elsewhere e.g. Alaska. This should be done as objectively as possible because I am vehmently opposed to stereotyping people.

An approach I can recommend in this regard is what I call : "Diversity around the World". Here pupils learn about different communities, ourselves and themselves, our inter-dependence, their customs and value systems.

One thing we dare not shirk is exposing our pupils to value-laden issues. We should give them both sides of the coin and let them decide.

7. Should someone be designated the task of developing geography vertically in a Primary school ?

Most decidedly so. And give this person a title : "Head of Subject", "Head of Humanities" or "Person Responsible for Geography"

8. Do you think beginner teachers should be supported in any way ?

Oh, indeed ! Structure and guidance must be given on a daily basis by an experienced colleague, but over-protection should be guarded against. Beginner teachers do make mistakes and this is to be welcomed if they learn from their mistakes.

9.What should geography teachers do to keep abreast of the ever changing demands placed on them to teach the subject effectively ?

Involve the entire teaching staff and start exploring the possibilities that geography has to offer other subjects that make up the total Primary curriculum.

There are many practical suggestions I could make, for example, attend in-service courses, invite outsiders to address your teachers, change some of the equipment in your classroom, insist on a budget to acquire new teaching aids and delegate a specific responsibility to each member of your team.

10. Should geography be formally examined in the Primary school ?

Mr Kenneth Baker, Secretary of State for Education and Science, wants to re-introduce "testing" in the Primary school, but I say : "NO!" Examinations are not necessary for any subject in the Primary school.

11. If you are opposed to examinations, what criteria should teachers use to assess pupil-progress in geography ?

There are two issues at stake here. Assessment of pupils' rate of learning and evaluation of the quality of teaching. The former focuses on the pupil and the latter on the teacher.

To assess pupil-progress, teacher would have to decide whether or not the pupil had achieved the specific teaching aims formulated, how he recorded his work, the range of skills he had mastered and what he could remember about a recently completed project.

A simple comparison between his present work and that which he produced earlier in the year is all that is necessary. Teachers certainy do not need examinations to achieve this. The crux off the matter is that assessment must be individualized.

One may well ask who evaluates good teaching ?

I think a number of people do. Teachers (they should be conducting action research all the time), pupils (their enthusiasm, task commitment and quality of completed work reflects good or bad teaching), colleagues, the headteacher, parents (they build up a view of a teacher's ability, particularly on "open" days) and, finally, local Primary Advisers.

I am clearly opposed to any form of written examination. I am also opposed to sending home written reports. Instead, I prefer open evenings where parents receive verbal progress reports from teachers.

12. What is your view on giving pupils homework of a geographical nature ?

Very little, if any, homework is given in British Schools. Some children may, however, have to catch up. This is usually a once-off situation and if the child persists in falling behind, the parents are called in and a special support teacher devises a remedial programme for the pupil.

I am really opposed to any form of homework. I believe it is a teacher's duty to create a work climate in the classroom. It is totally unreasonable to expect parents to foster this climate in the evenings when they get home after an exacting day's work.

13. Should a balance exist between structured learning situations in the classroom and opportunities for pupils to learn first-hand from the environment in which they live ?

Yes. Children can never get enough of direct learning experiences. In Britain, the popular time for field-trips is summer, but winter also affords opportunities, depending on how severe the weather conditions are. My view is that much more field-work should be undertaken by all geography teachers. Here the local environment is a huge resource that teachers often overlook. Sometimes teachers forget that one can do field-work inside the classroom e.g. one could invite a local dustman to share his experiences on how the city has to cope with refuse removal in order to avert a pollution crisis.

14. Should the teaching of geography in a Primary School be child-centred or subject-centred ?

I am in favour of the child-centred paradigm.

However, it is interesting to observe that as a teacher becomes more child-centred, he indirectly becomes more subject-centred. This is so because a good teacher builds upon a child's interest and field of experience. In doing so, more of the subject is imparted to the child.

It is also false to believe that child-centred teachers do not encourage the use of secondary sources in their classrooms. These approaches are part and parcel of the child-centred approach.

Furthemore, if certain teachers see child-centred learning as individualized activity they are also wrong because learning is a social activity. This is where group-work in geography is so important. Here pupils are afforded the opportunity of working together on a project, sharing ideas, seeking solutions together to common problems and reporting their findings either verbally or in writing. Group-work is certainly child-centred.

The subject-centred approach is more applicable to the High School pupil.

15. Should Primary School teachers use text-books when teaching geography ?

Yes. There are two reasons why good text-books should be used.

Firstly, a worthwhile text-book offers pupils an opportunity to encounter new learning material about which they have little or no previous experience. This is good for them. Text-books also allow pupils the challenge of transfering their skills and knowledge acquired elsewhere.

Secondly, good text-books give teachers ideas on how to deal with certain difficult geographical concepts. These books are usually well-compiled and attractively illustrated. This is very helpful when one is busy compiling a course-outline for the year. The quality of teaching material is also of a higher standard than that which teacher is able to produce.

However, teachers should always have a clear view on why they wish to use a specific text-book. They must constantly do resource evaluation.

A P P E N D I X D

TRAINING COLLEGE SYLLABUS FOR GEOGRAPHY

A. 1. OBJECTIVES

1.1. To train student teachers to teach geography in the junior and secondary schools.

1.2. To enrich them academically so that they are confident in handling geography in these standards.

1.3. To help student teachers learn how to help pupils acquire competency and skill in the use and interpretation of maps and other basic aids.

1.4. To enable them to plan and present lessons in geography.

1.5. To help them learn how to collect and construct simple teaching aids from locally available and inexpensive materials.

1.6. To provide the student teachers with expertise that will enable them to vary their methods of teaching and to utilize a variety of evaluation methods, including self-evaluation.

B. 2. METHODOLOGY

2.1. The place of geography in the school curriculum.

2.2. Aims and objectives in the teaching of geography.

2.3. Past and present trends in the teaching of geography.

2.3.1. The school syllabus

2.3.1.1. Basic principles taken into account in compiling the syllabus.

2.3.1.2. Critical study of the syllabus for secondary school geography.

2.3.1.3. Drawing up of schemes and records of work.

2.3.1.4. Planning of single lessons, units of work.

3. **METHODS AND ORGANISATION**

3.1. Application of the principles of general didactics to the teaching of geography.

3.2. Methods specific to and particular to the teaching of geography at secondary level.

3.3. Difficulties encountered in the teaching of geography with special reference to mapwork, practical work, weather charts, note making, assignments.

3.4. Follow-up of practice teaching.

4. **TEACHING AIDS**

5. **EVALUATION**

Tests and examinations with reference to geography
Continuous assessment
Marking
Now to do remedial work

N.B. STD I and STD II will be internally examined. For STD III two question papers will be set, one on the content and the other one on methodology. Each of these papers will be of 2 hours duration and will be out of 200 marks.

TIME ALLOTMENT

Suggested guidelines 8-35 minute sessions per week.

APPENDIX E

Monday, June 8th, 1987 No.4a

COMMON ENTRANCE EXAMINATION TO INDEPENDENT SCHOOLS

(Entry into Senior School at 13 plus)

GEOGRAPHY

[*Time allowed: 10 minutes in which to read through the paper and 60 minutes in which to answer the questions.*]

Credit will be given for sketch-maps and diagrams throughout the paper.

Three *questions should be answered. Answer question 1 and then* **one** *question from the Physical Geography section and* **one** *question from the Human Geography section.*

All questions carry equal marks.

Turn over for question 1.

First of all answer question 1.

1. Study the Ordnance Survey 1:50 000 map extract provided (No.555/196) and then answer the following questions.

   (*a*) Give the six-figure grid references of **one** place on the map where you could do each of the following:

   (i) Play a round of golf.

   (ii) Have a camping or caravanning holiday.

   (iii) Obtain some tourist information. (3 *marks*)

   (*b*) (i) What does the yellow shading mean, which runs across the map from 360090 to 427030? (1 *mark*)

   (ii) Describe **two** features of the drainage in the area to the south and west of this yellow shading. (2 *marks*)

   (*c*) (i) Describe the coastal features shown on the map between Hythe Pier (426083) and Cadland Creek (457054). (4 *marks*)

   (ii) How and why is the stretch of coastline NW of Hythe Pier to 407106 different from the one you have just described. (2 *marks*)

   (*d*) If you caught a bus from the crossroads in Old Shirley (393143) to the bus and coach station at 419121

   (i) How far would you have travelled in kilometres? (2 *marks*)

   (ii) In which direction would you have travelled? (1 *mark*)

   (*e*) State **three** pieces of evidence from the map which show that Southampton Water is a busy area for human activity. (6 *marks*)

   (*f*) Within the built-up area of Southampton, give **one** example of a grid square which shows **each of** the following:

   (i) A closely packed rectangular pattern of settlement.

   (ii) A more open and varied pattern of settlement. (4 *marks*)

PHYSICAL GEOGRAPHY

Now answer ONE of questions 2, 3 or 4.

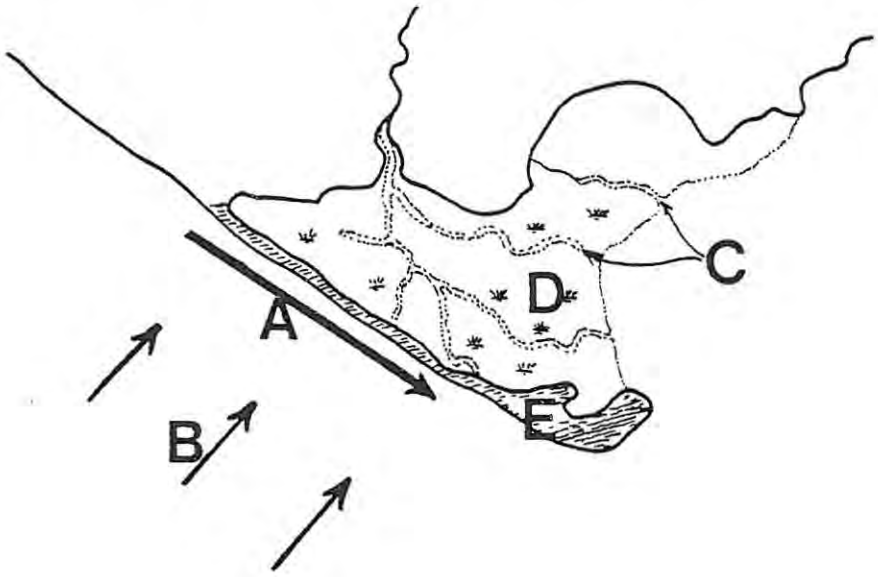
2. (*a*) Describe **four** processes used by a river to carry out erosion. (8 *marks*)

(*b*) Explain the meanings of the following terms connected with river erosion:
(i) lateral erosion
(ii) river potholes
(iii) V-shaped valleys. (6 *marks*)

(*c*) (i) Draw a sketch of a waterfall and label its main features.
Explain how a river, given time, will remove the waterfall. (9 *marks*)
(ii) Name **two** ways in which a waterfall may be formed. (2 *marks*)

---

3. The diagram below shows a typical example of a coastline of deposition.



(*a*) On your answer paper write the letters **A** to **E** in a column and beside each one name what it shows on the diagram. (5 *marks*)

(*b*) (i) Explain, with the aid of a diagram, how longshore drift takes place. (4 *marks*)
(ii) Suggest a way of measuring longshore drift if you were doing a field study. (2 *marks*)

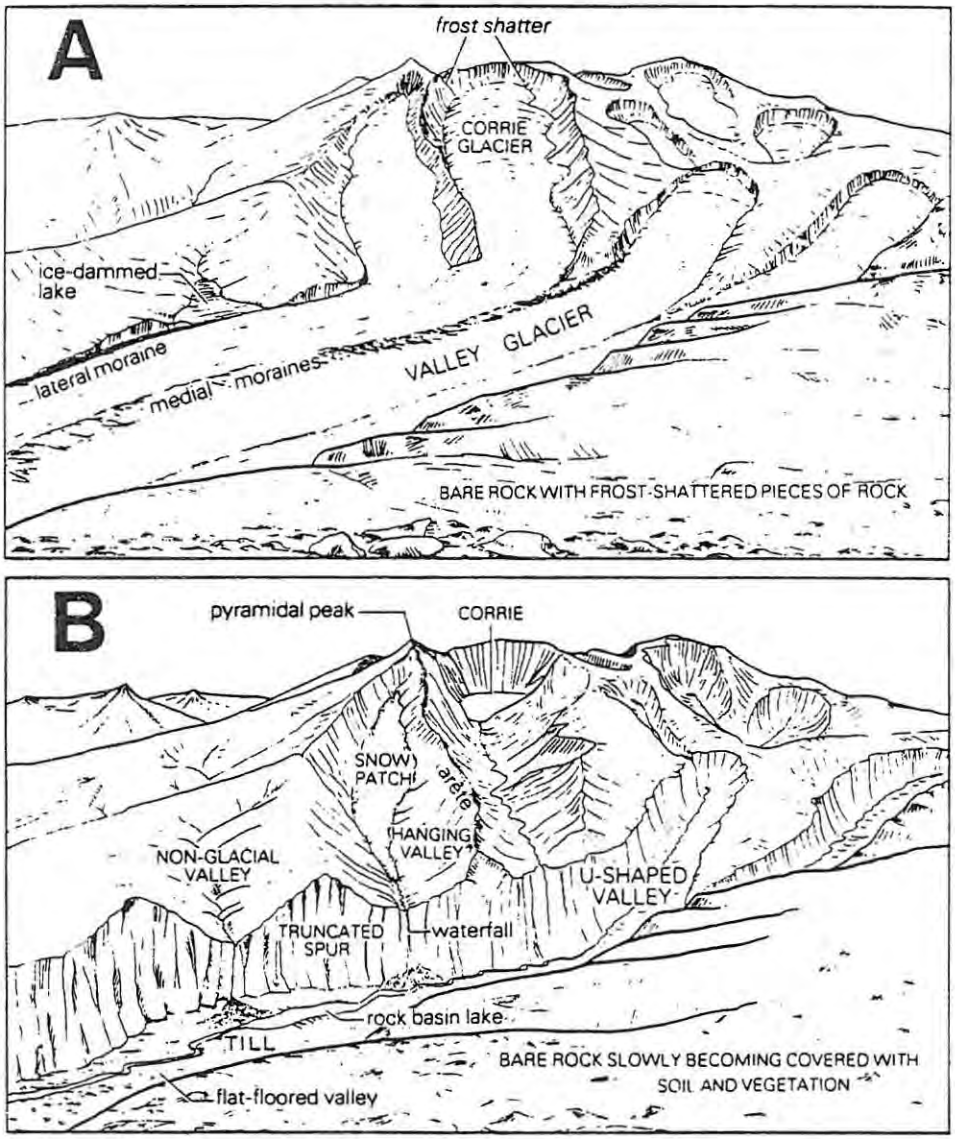
(*c*) Explain the formation of features **E** and **D** on the diagram and name an example of each. (10 *marks*)

(*d*) Name **two** other features of deposition produced by the action of the sea. (2 *marks*)

(*e*) Describe **one** way in which coastal deposition can be helpful to Man. (2 *marks*)

---

4. Study the diagrams below and then answer the questions which follow.



Source:
Earth & Man
B.J. Knapp
(Geo.Allen & Unwin)

(*a*) On Diagram **A** the land not covered by ice is experiencing frost shattering. Explain how this occurs. (2 *marks*)

(*b*) Describe **two** methods of erosion which the ice will be using as it moves down the valleys shown on Diagram **A**. (4 *marks*)

(*c*) (i) Name the **three** features of *glacial* deposition labelled on Diagrams **A** and **B**. (3 *marks*)

(ii) Name **one** other feature of glacial deposition which is **not** shown on the diagrams. Explain how this feature is formed. (5 *marks*)

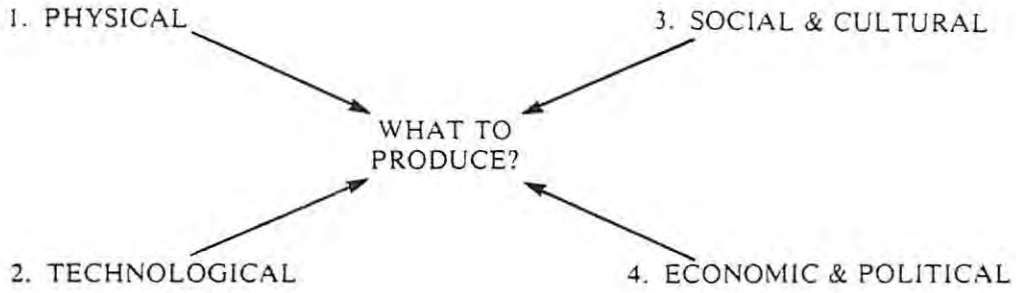
(*d*) Explain the formation of three of the glacial erosion features shown on Diagram **B**. (11 *marks*)

HUMAN GEOGRAPHY

Now answer ONE of the questions 5,6,7,8,9 or 10.

Farming

5. The diagram below shows the major groups of factors which influence a farmer's decisions about what he should produce on his farm.



(*a*) Give **two** examples of EACH OF the four groups of factors shown. (8 *marks*)

(*b*) Give **two** reasons why a subsistence farmer in the less developed world often has less choice in deciding what to produce than a commercial farmer in the developed world. (4 *marks*)

(*c*) Choose any example of farming you have studied in the less developed world and:

(i) Name an area where it is practised. (1 *mark*)

(ii) Describe the factors which have influenced the type of farming you have chosen. (10 *marks*)

(iii) Name **two** farm products from the area. (2 *marks*)

---

6. Choose any example you have studied of **either** dairy farming **or** market gardening in the developed world.

(*a*) Draw a clearly labelled sketch-map to show the location of an important area for your chosen farming type. (4 *marks*)

(*b*) Explain the factors which led to the development of this type of farming in your chosen area. (8 *marks*)

(*c*) Describe the typical year-round activities on a farm in your chosen area. (10 *marks*)

(*d*) Name **one** major market for the produce and explain how it is taken there. (3 *marks*)

---

7. Look again at the Ordnance Survey map extract used for question 1. The Esso oil refinery is shown with its centre at about 450040.

   (*a*) Why is the oil jetty built so far out from the shoreline in grid square 4704? (1 *mark*)

   (*b*) Describe and explain **five** advantages of this location for an oil refinery, using information on the map to help you. (10 *marks*)

   (*c*) Describe **two** possible dangers of a refinery like this to the area shown. (4 *marks*)

   (*d*) Recently in the United Kingdom a number of oil refineries have reduced their production or have closed down.

   (i) Name one example where this has happened. (1 *mark*)

   (ii) Give **two** reasons why this decline has taken place. (4 *marks*)

   (*e*) There are several other factories on the map which depend upon the oil refinery. These are mainly in grid square 4305.

   (i) What sort of industries are these likely to be? (1 *mark*)

   (ii) Give **two** advantages of being located so close to the refinery. (4 *marks*)

---

8. In less developed countries a shortage of power resources is one of the main reasons for the lack of economic development.

   (*a*) Give **two** reasons why such countries often have poorly developed power resources. (4 *marks*)

   (*b*) Give **two** reasons why the development of power resources often leads to more general development of other activities. (4 *marks*)

   (*c*) Choose any example you have studied of the development of a major power resource in a less developed country.

   (i) Draw a sketch-map to show its location. (4 *marks*)

   (ii) Explain any problems which had to be faced before the project could be completed and describe the benefits it has brought to the area around it, or to the country as a whole. (13 *marks*)

---

9. Look again at the Ordnance Survey map extract used for question 1.

Southampton is a major port. There are also many manufacturing industries along the banks of the River Itchen and the River Test.

(*a*) Using evidence from the map

(i) Describe **two** advantages of Southampton as a port. (4 *marks*)

(ii) Give **four** reasons why the land along the banks of the River Itchen and on the North bank of the River Test provides such good locations for industry. (8 *marks*)

(*b*) Choose ANY port you have studied anywhere in the world (*except* Southampton) and

(i) Draw a sketch-map to show its location. (4 *marks*)

(ii) Describe its major port and industrial activities. (9 *marks*)

---

10. (*a*) Explain the meanings of the following terms used to describe manufacturing industry, and give one example of each:

(i) raw materials

(ii) mass production

(iii) labour intensive industry. (9 *marks*)

(*b*) (i) Explain **two** advantages which developed countries have for setting up manufacturing industry, compared with less developed countries. (4 *marks*)

(ii) Give **two** reasons why the industrial methods used in developed countries are often unsuccessful when used in less developed countries. (4 *marks*)

(*c*) In recent years new industries have been set up in many developed countries, which rely upon electronics and high technology.

Name an example of an industry like this which you have studied.

Describe its location and the factors which have led to its growth in the area you have chosen. (8 *marks*)

(Total marks for this paper: 75 to be expressed as a percentage.)

Std 5 December 1987
Examiners: Mr Stevens Marks : 100
Mrs Mee Time :

GEOGRAPHY

Section A

ANSWER THE FOLLOWING QUESTIONS BASED ON THE MAP OF EUROPE. YOUR ATLAS MAY ALSO BE USED.

1. In what hemisphere does Europe lie? (1)

2. Through which European countries does the Greenwich Meridian run? (1)

3. Name the mountain range stretching through France, Switzerland and Italy. (1)

4. Name the river that flows through Germany and into the English Channel? (1)

5. Which river has a source in the foothills of the Ural Mountains? (1)

NAME THE CAPITAL CITIES AS INDICATED ON THE MAP:

6.

7.

8.

9.

10.

TOTAL : 10

Section B

Describe the coastline of Europe and discuss its influence on the climate and way of living on that continent. (10)

TOTAL : (10)

Section C

CHOOSE THE CORRECT ANSWER (WRITE ANSWER ONLY) :

1. The Capital of Spain is (Barcelona, Madrid, Seville). (1)

2. Name two important products of Portugal (port, oranges, lemons, cork, fish) (2)

3. A popular Spanish food is (pasta, paella, pastrami). (1)

4. Portugal's coastline is on the (Atlantic, Indian, Pacific) Ocean. (1)

5. In Wolfsburg is a (Ford, Toyota, Volkswagen) factory. (1)

6. The Eiffel tower stands in (Paris, Portugal, Potsdam) (1)

7. Van Gogh, Rembrandt, Michelangelo were all (artists, musicians, writers). (1)

8. Which city of Switzerland has the major international airport? (Geneva, Berne, Zurich). (1)

9. Which city is found within another city? (Venice, Rome, Verona, Vatican) (1)

Total : 10

Section D

MATCH THE WORDS IN A WITH THOSE IN B

A	B
1. Canada	a) grassy plain of South America
2. Pampas	b) capital city of USA
3. Rocky	c) speak English and French
4. Ottawa	d) lies south of USA
5. Washington DC	e) mountain range in west of USA
6. Mexico	f) mountain range in west of South America.
7. Andes	g) capital city of Canada.

(7)

ARE THE FOLLOWING STATEMENTS TRUE OR FALSE?
IF FALSE GIVE THE CORRECT ANSWER, WORD ONLY.

8. Aconcagua is the highest peak in the Andes.

9. Brazil is well known for cattle.

10. The Canadian Pacific Railway links Winnipeg on the west coast to Halifax on the east coast.

11. Mexico is an agricultural country.

12. The USA is thought to be the economic and political leader of the East.

13. The Amazon River is the largest river in the world.

TOTAL : 6

ANSWER THE FOLLOWING:

14. Which Brazilian port is the main exporter of coffee? (1)

15. Name 2 rivers flowing into the Rio de la Plata. (2)

16. What is the capital city of Brazil? (1)

17. What is the capital city of Mexico? (1)

18. Mention 2 problems that occurred when laying the Canadian Pacific Railway line. (2)

TOTAL : 7

TOTAL : 20

Section E

ANSWER THESE QUESTIONS IN FULL SENTENCES :

1. Why does England buy oranges from Spain and South Africa? (5)

2. What is the E.E.C. and how does it benefit the European countries who are members? (5)

3. What is the historical link between South Africa and France, South Africa and Holland? (6)

4. What is the purpose of building a dyke in Holland and how is it achieved? (10)

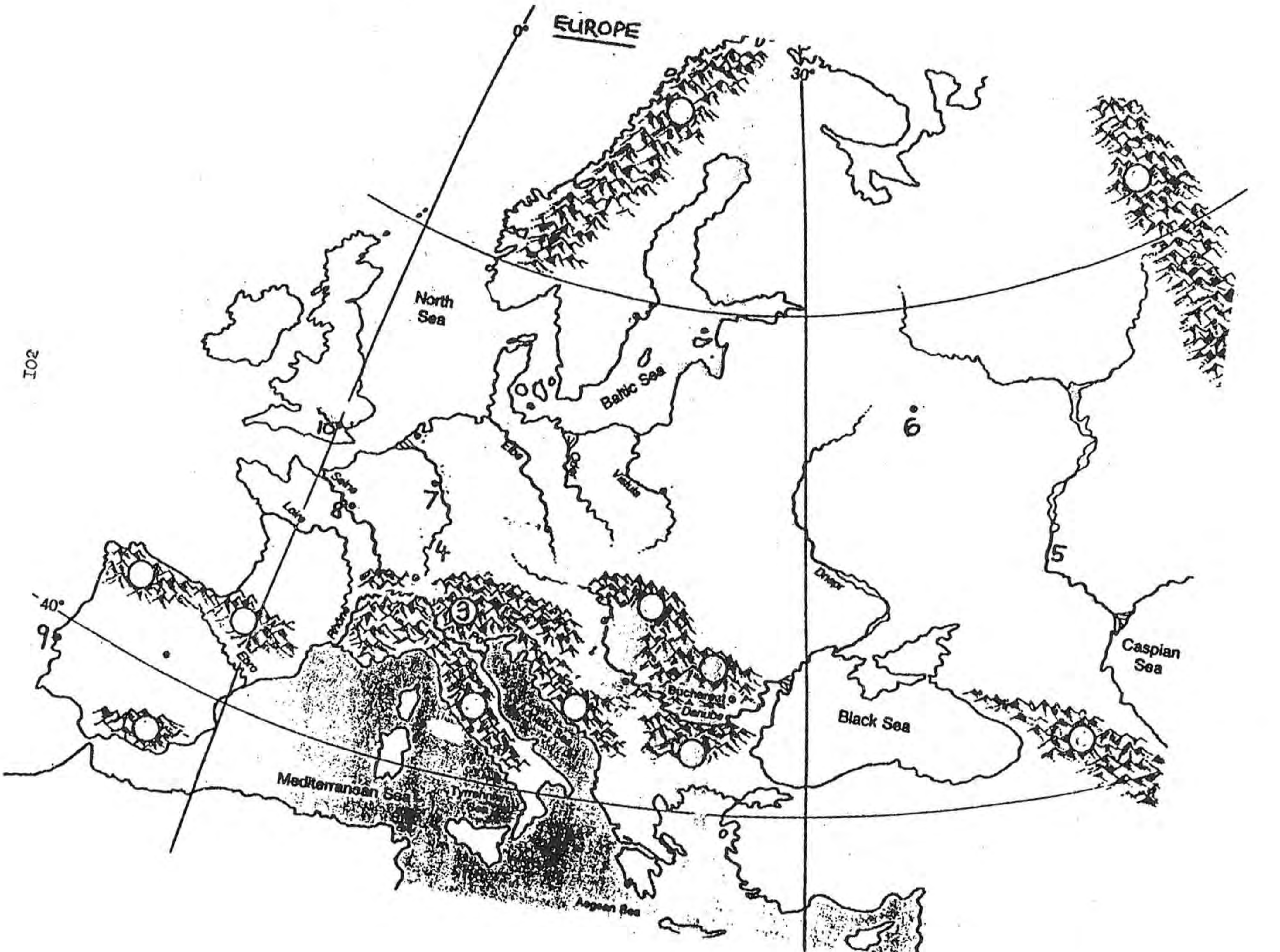
5. Why do you think flowers and dairy products (milk/cheese) are the main exports of Holland? (10)

6. Describe why the railway line known as the Canadian Pacific Railway is so important. (4)

7. The Rhine River is the most important river/waterway of Europe. Give your reasons why this is so. (10)

TOTAL : 50

GRAND TOTAL : 100


EUROPE
0°
30°
40°
North Sea
Baltic Sea
Black Sea
Caspian Sea
Mediterranean Sea
Tyrrhenian Sea
Aegean Sea
Seine
Loire
Rhone
Ebro
Elbe
Oder
Vistula
Dniepr
Danube
Bucharest
Po
10
9
8
7
6
5
4
3

APPENDIX F

GEOGRAPHY COURSE OUTLINE

APPLETON PRIMARY SCHOOL, OXFORD, ENGLAND

Geography is about people's experiences in various places on the globe and how these experiences affect the way we live.

Children need to start from the concrete and it is, therefore, vital we start by studying our immediate environment.

The subject division 'geography' should not be seen as a desire to separate a subject area but as a way to clarify certain skills and concepts which are important to develop.

GEOGRAPHICAL CONCEPTS

1. An expanding understanding of what is an "environment".

2. An understanding that man meets his human need by interacting with the environment.

3. A developing awareness of the existence of different life-styles.

a. to observe what is in the environment e.g. different building materials (use a magnifying glass to examine rocks).

b. to record accurately and appropriately what is in the environment e.g. to use measuring instruments to measure time, temperature, dimensions etc.

* to produce a bar graph
* to make a simple sketch and label it
* to trace
* to record temperature, rainfall etc.

c. To compare items within their environment e.g. to see relationships between hills and valleys, different types of farming, building materials in different parts of the country etc.

d. To classify items within the environment e.g. to classify buildings by function i.e. homes, factories, shops etc.

* to group different natural grown foods
* to classify land use (arable, dairy, cropland etc.)

e. To recognise changes in the environment e.g. to recognise different weather patterns

* to recognise seasonal changes
* to recognise changes in the landscape

f. To speculate about causes and effects of change in the environment

To suggest why the school field needs cutting in summer but not in winter

To suggest reasons why a river erodes more at one bend than the other

g. To interpret photographs, plans, maps and globe

* to draw objects from above e.g. to draw plans (of desk, classroom furniture, how I get to school etc.)
* to interpret aerial photographs
* to use some symbols and keys
* to find north with a compass
* to relate a route on a map to physical features on the landscape
* to use a globe recognising the poles, equator and main land masses and oceans
* to recognise the outline of British Isles and to use a simple atlas for reference purposes

h. To compare one environment with another, noting similarities and differences

i. To appreciate that life-styles may differ if environments differ e.g. to understand why people in North Africa may lead a nomadic life

j. To realise that there are different ways of life that are equally important e.g. a farmer to provide food, a policeman to provide law and order etc.

CRITERIA FOR SELECTING GEOGRAPHICAL CONTENT

1. Interest and relevance to age group and member of Staff

2. Availability of resources - the local environment is a good starting point

3. How 'concrete' is the topic ? Is it within the children's understanding ?

4. Does it provide a good balance of content areas ?

GEOGRAPHICAL FOCUS

Physical Geography

1. Immediate environment e.g. River Thames

2. More distant places e.g. Northmoor Lock

3. A distant place e.g. Field Study Week (Exmoor)

Human Geography

1. A Village Study e.g. Farmoor Reservoir

Mapwork

1. Use of Atlas

2. Plan of objects from above

3. Plan of School

4. Different kinds of maps

Climate and Weather

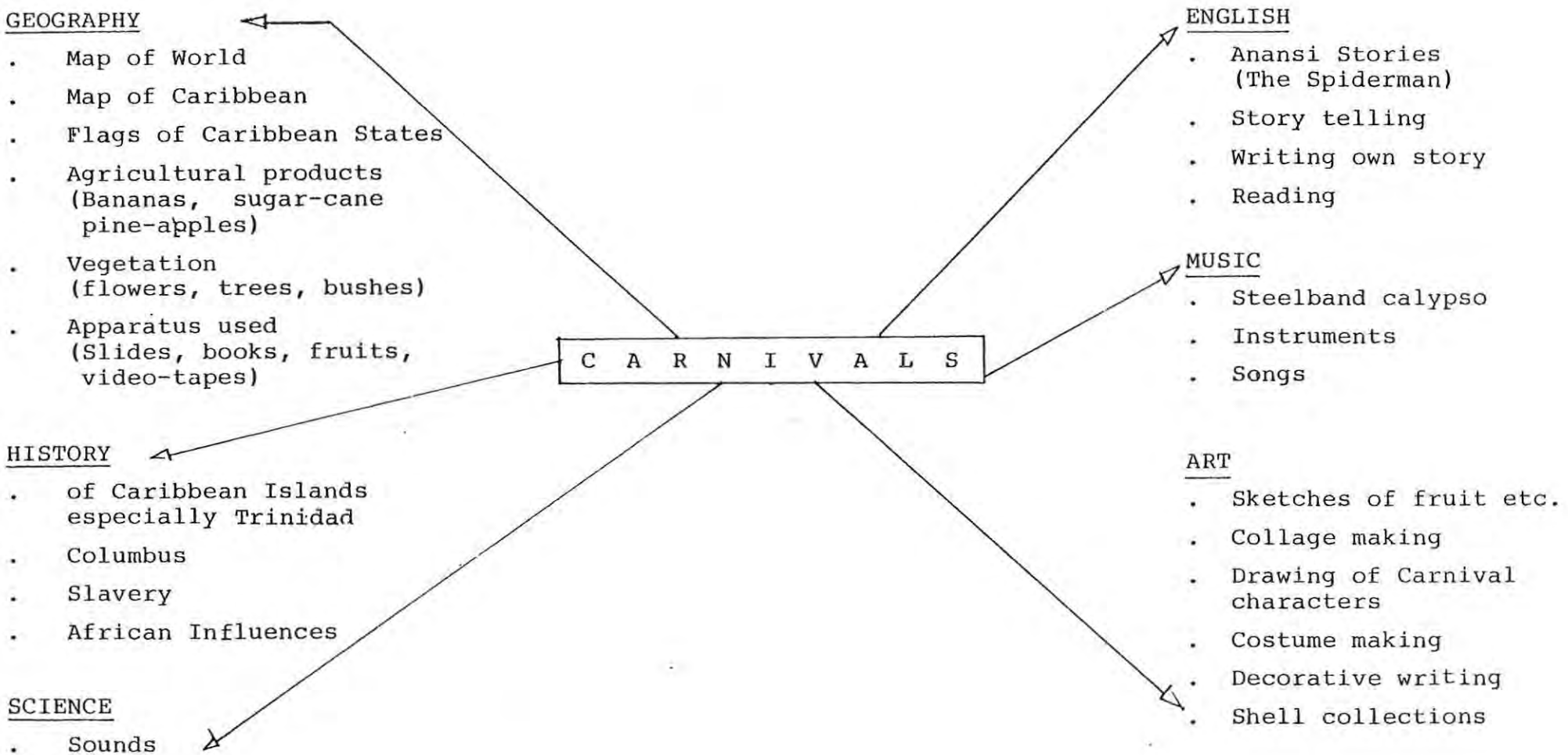
1. Simple recording of temperature, cloud cover, rainfall, wind direction etc.

2. Use of computer to store information

Mr Peter Velvick

Headmaster

APPENDIX G


GEOGRAPHY
. Map of World
. Map of Caribbean
. Flags of Caribbean States
. Agricultural products (Bananas, sugar-cane pine-apples)
. Vegetation (flowers, trees, bushes)
. Apparatus used (Slides, books, fruits, video-tapes)
HISTORY
. of Caribbean Islands especially Trinidad
. Columbus
. Slavery
. African Influences
SCIENCE
. Sounds
C A R N I V A L S
ENGLISH
. Anansi Stories (The Spiderman)
. Story telling
. Writing own story
. Reading
MUSIC
. Steelband calypso
. Instruments
. Songs
ART
. Sketches of fruit etc.
. Collage making
. Drawing of Carnival characters
. Costume making
. Decorative writing
. Shell collections

A P P E N D I X H

SCHEME OF WORK FOR GEOGRAPHY : STD 5

::

A. INTRODUCTION TO GEOGRAPHY:

1. News of the world
   Newspaper geography
   a global view as seen from RSA
   pupil participation
   motivation for enthusiasm

2. The Greenwich Meridian
   as understanding of cardinal points
   when talking of the world
   history of Greenwich

3. The Compass : 8 points
   test understanding by working-out the 16 points
   : following directions
   set a course on fields for pupils to follow using the given compass directions
   : other methods of finding direction
   brief revision of methods used in Std 4

B. BASIC MAPWORK:

1. Hemispheres (the globe)
   understanding of N/S/E/W hemispheres
   GEOG51 OHP 1
2. Latitude and longitude
   Equator, tropics polar circles OHP 2
   meaning and understanding OHP 3,4
   comparison of lines OHP 5
   use of lines
   - division of the world map OHP 7
   OHP TR 910.2MAP
   - using grid references GEOG52
3. Scale OHP 8,9
   (Scale model in study of Australia)
4. Time OHP 10,11
   (Time zones in study of USA)
5. Types and uses of maps OHP 12,13

C. THE WORLD MAP:

1. Spatial relationships between continents
   map of continents
2. Understanding of names/terms of areas of the world GEOG53
   Challenge: postcards on board to be sorted into continents

PROGRESS TEST ONE: GEOG51 - 53, OHP 1 - 7

3. Population distribution - reasons - note
   - results - note
   (follow-up in study of Europe)
   map of high density areas OHP 14,15
   Nigeria - Africa's most densely populated land

D. STUDIES OF THE CONTINENTS:

1. Africa:

overview of the continent
quiz on work done in Std 4 GEOG55
revision of work not understood
nomadic tribes of the Arabs
areas where they live GEOG56
reasons for, and lifestyle
music of the Arabs
Suez Sea Route OHP 16
Cape Sea Route OHP 17
historical significance
situation and importance
RSA - international sea routes OHP 18
important routes, exports, imports
shipping and harbours
work sheet GEOG57
RSA - international air routes
important routes, exports, imports
airlines and airports GEOG58
RSA - international telecommunications
modern methods and links GEOG59
visit to Telephone Exchange

PROGRESS TEST TWO : GEOG510 (GEOG55 - 59, OHP14 - 18)

Reference:

Transport:
Encyclopeadia of Modern Transport
- Kerrod, Pick, Storer
Boeing - C. Chart
Airports in Action - Burnett & Kemp
Communication:
500KER, 621.381HAW, 621.388REN, 621.382BRI, 621.388COR,
621.388IRV, 621.384BAK
Arabs/Nomads/Desert:
910.09154CLO,

2. Europe:

overview of the continent (map) GEOG511
physical map:
mountain ranges: Alps, Pyrenees
rivers: Rhine, Danube, Volga, Rhone,
Seine, Thames, Weser, Po
North European Plain (Steppes)
political map:
states and cities

highlights of various countries:
(see references)
project from classroom display
GEOG512
EUTRIP1 - 6
population: comparison of cities/states
Rhine River Waterway (map) GEOG513
use and importance of waterway TR914RHI

PROGRESS TEST THREE : GEOG515 (GEOG511 - 514)

References:
All countries - RD Library of Modern Knowledge 3
Portugal: R912ENC, 914.69SET, R912WOR, R914BOO
Spain: R912ENC, 914.6SET, 914.6MAR, 862ALL, R914BOO
Italy: R912WOR, R914BOO, Disney WW of Knowledge 5,10,11, 12,
Switzerland: R914BOO,
West Germany: R912WOR, R914BOO,
France: 782.8MOL, 914.4NEW, 944.03ANT, R912ENC, R912WOR, R914BOO, 792HAS, 944.05NAP, 944.03GRA, 914.4WIL, 825FAV, 792.8PRI,
Rhine Valley: 914COG,

Great Britain
position, surrounding seas
historical and political composition
relief (map) GEOG516
climate (overlay)
population (overlay)
agriculture and fishing
mining and industry GEOG517
cities and transport (map)
"Castles and Guards"
Sound/slide production
project from classroom display on culture and traditions GEOG518

PROGRESS TEST FOUR : GEOG519 (GEOG516 - 518)

References:

The Book of London - Macmillan & Baker
London - Time/Life
Great Britain: A Celebration - Davies & Herrmann
The English Dog at Home - Felicity Wigan
The Tower of London - Dept of Environment

3. Asia:
overview of the continent (map) GEOG520
mountains: Urals, Himalayas
rivers: Ob, Lena, Amur, Hwang-ho, Yangste-kiang, Indus, Ganges
plains: Steppes, West Siberian Plain, Great Chinese Plain
Religions and Festivals of the East
project from classroom display GEOG521

4. Greenland: GEOG522
overview of the continent
scientific importance

PROGRESS TEST FIVE : GEOG523 (GEOG520 - 521)

5. North America:
overview of the continent (map) GEOG524
states: USA, Canada, Mexico
mountains: Rockies, Appalachians
rivers: Missippissi, Colorado, Yukon,
St Lawrence, Great Lakes
prairies, Niagara Falls
"I dreamt I was in New York City"
Sound/slide production
(correlation with English theme)
project from class display GEOG525
CPR/CN Rail Route
route and significance (map) GEOG526
The Inuit - "Nomad of the North"
traditional and modern life of the
Eskimo GEOG527

Reference:

New York - Time/Life
Washington - Gibbon and Smart
Toronto - RO Matthews
New England - BP Thrasher
Florida - Bill Harris
Don't Eat Spiders - Canadian Children's poetry
Encyclopeadia of Transport - Kerrod, pick & Storer

6. South America:
overview of the continent (map) GEOG528
The Amazon Basin
position, significance and way of life
of inhabitants GEOG529

7. Antarctica: GEOG530
overview of the continent
scientific importance

8. Australasia:
overview of the continent (map) GEOG531
Scale maps: model of continent
America's Cup Yacht Race
- Newspaper geography

Reference:

Australia - Lyall Rowe
South Australia - Smart and Gibbon
A Century of Australian Landscape - Barry Pearce
South Island - Philip Temple
North Island - Trevern & Anna Dawes
The Maori - Don Sinclair

PROGRESS TEST SIX : GEOG532 (GEOG524 - 531)

A P P E N D I X I

OUTDOOR EDUCATION FORM B

APPLICATION FOR PAYMENT OF PER CAPITA GRANT

(In duplicate)

1. Name of School: ..... Telephone: .....
2. Address: .....
   .....Postal Code .....
3. Project attended: .....
4. From ..... to .....at .....
5. Standard: .....

Grant for financial year 19.../19... Enrolment as on 10th day of the school year	Amount already claimed during financial year. If first claim for the year, state "0" in this column	Balance of Grant	Present Claim
Standard 3: ..... Standard 4: ..... Standard 5: ..... Special Class _____ TOTAL X R5 = R			

6. Certified correct: ....
   PRINCIPAL DATE

7. Recommendation/Comment: .....
   .....

   ....
   INSPECTOR OF EDUCATION DATE

8. Approved: ....
   SECTION: OUTDOOR EDUCATION DATE

N.B. A concise state of returns and expenditure as well as receipts of expenditure must accompany this form.

THE PRIMARY SCHOOL SYLLABUS FOR GEOGRAPHY STD 2 - 5

ASPECTS WHICH RELATE TO LOERIE DAM NATURE RESERVE

STANDARD 2

	CONTENT	COMMENTS (ELABORATION)	LOERIE DAM NATURE RESERVE CONTEXT
2.1.3	The Poultry Farm	Types of poultry, the activities on a chicken farm. The need for eggs and meat	Contact the manager Eggland (Pty) Ltd, Longmore Road. Tel: (04212) 731 9 km from Loerie on way to Reserve.
2.2.3	The Fruit Farm	Types of fruit. The observation and discussion of local examples. Activities such as planting, pruning, irrigation, spraying and harvesting	On site at Loerie Dam Nature Reserve. Mr Naas Moolman (Geelhoutboom): Tel: (04211) 695 and Mr F G Marx: Tel: (04211) 658 have offered their farms for groups of pupils to visit.
2.2.5	The Vegetable Farm	The importance of vegetables. Types of vegetables, packaging and crating, etc. Production and marketing.	On site at Loerie Dam Nature Reserve. Mr Moolman and Mr Marx (see above).
2.3.1	Different kinds of mines in the neighbourhood	The names of mines and the minerals they produce.	
2.3.3	What a mine looks like	Simple diagram or sketch of a mine, the headgear, levels, etc. Activities above and below ground.	All possible at the Cement Works at Loerie - approximately 3 km from Loerie Dam Nature Reserve.
2.4.4	Forestry and the use of wood	A few well known varieties of trees, furniture factories, paper matches, sawn timber, boxes and cardboard cases.	Contact Otterford State Forest - 9 km from Loerie Dam Nature Reserve. Tel: (04211) 680.
2.5.1	Freshwater fish	A few types, habitats and the breeding of fish.	On site - pamphlets on the local fishes of Loerie Dam Nature Reserve to be provided. Tel: (041) 561000.

STANDARD 3

	CONTENT	COMMENTS	LOERIE DAM NATURE RESERVE CONTEXT
1.2	Weather conditions, compilation of a wind rose and weather chart	Practical observation and recording of temperature, rainfall and prevailing winds. Simple graphic tabulations.	On site. Weather instruments will be recording on a regular basis for the Reserve.
1.3	Day and night	The practical observation and recording of the varying times of sunrise and sunset. Observing the movement of the position of the sun at sunrise and sunset, by making use of observation points in the locality, etc.	The Reserve with its high vantage points lends itself to the recording of day and night observations.
3.6	Most important rivers	.....Gamtoos River	9 km from the Reserve on tar road.
5.	Natural vegetation	Influence of climate on vegetation (tie up with 1.2)	All possible at Loerie Dam Nature Reserve.
6.	Water resources of our country and their preservation	The relative scarcity of water and its restricting influence. The conservation of water, etc.	The actual Loerie Dam is part of the water supply for Port Elizabeth. For a study of the Treatment Works of the Loerie Dam (alongside dam wall) contact Port Elizabeth Municipality treatment works officer (04211) 711.
7.3	Forestry	Bark, wood for furniture, fencing posts and other uses.	Otterford State Forest (04211) 680. 9 km from Loerie Dam Nature Reserve.
8.2	Explanation of our transport network	Reasons why specific traffic routes were developed and the influence of routes on the development of our country.	In a small way the reason for the 2' gauge railway to Loerie and Patensie was to open up the area for fruit farming (The Apple Express). Maybe a ride on the express ..S A Transport Services Stationmaster at Loerie. Tel: (04211) 622.

WESTERING PRIMARY SCHOOL

EDUCATIONAL EXCURSION

AIM: .....

.....

.....

VENUE: .....

DATE: ..... TIME DEPART: ..... RETURN: .....

CLASS(ES) INVOLVED: ..... NO. OF PUPILS: .....

TEACHER(S)-IN-CHARGE: .....

TRANSPORT ARRANGEMENTS: .....

INDEMNITY/PARENTS PERMISSION: .....

PREPARATION: .....

.....

.....

.....

.....

FOLLOW-UP WORK (ASSIGNMENTS): .....

.....

.....

.....

.....

.....

CLASS TEACHER(S): ..... DATE: .....

PERMISSION GRANTED/DECLINED: .....

HEADMASTER: ..... DATE: .....

A P P E N D I X J

PRINCIPAL'S REPORT ON A CLASS VISIT

NB 1. At your earliest convenience please come and discuss this report with the Principal.

2. This document must be filed in your instruction file.

DATE: _____ TEACHER: _____ CLASS: _____ SUBJECT: _____

1. CLASSROOM:

1.1 Atmosphere _____
1.2 Arrangement of Furniture _____
1.3 Display of Ed Mat. _____
1.4 Relevance _____
1.5 Notice Board
1.5.1 C.E.D. _____
1.5.2 Time Table _____
1.5.3 Homework T/Table _____

2. CLASS CONTROL:

_____

_____

3. PREPARATION:

3.1 Scheme of Work _____
3.2 Record of Work _____
3.3 Lesson According to Prep _____
3.4 Prep Book _____
3.5 Lesson According to T/Table _____
3.6 General Comment _____

4. PRESENTATION OF LESSON:

4.1 Language & Voice _____
4.2 Differentiation _____
4.3 Integration _____
4.4 Use of Ed Aids _____
4.5 Class Response _____
4.6 Drill & Repetition _____
4.7 Effectiveness _____

5. CLASS ACTIVITY:

_____

_____

6. GENERAL:

6.1 Condition of Teacher's Table _____
6.2 Class using official school pen/pencil _____
6.3 Exercise books regularly controlled _____
6.4 Room litter-free and area outside room _____

COMMENTS: _____

_____

_____

TEACHER'S COMMENTS: _____

_____

SIGNATURES: 1. TEACHER: _____ 2. PRINCIPAL: _____

PORT ELIZABETH TEACHERS' CENTRE

REPORT BACK FORM

TEACHER'S NAME: .....

MEETING/SEMINAR ATTENDED ON: .....

TOPIC: .....

APPLICABLE TO WHICH STANDARD(S): .....

PRESENTER(S): .....

.....

.....

SUBJECTIVE EVALUATION OF MEETING/SEMINAR: (Kindly tick)

VERY GOOD [ ] GOOD [ ]

AVERAGE [ ] WEAK [ ]

VERY WEAK [ ]

GENERAL:

Did you learn new skills/techniques which you can apply in your daily teaching practice? [YES] [NO]

Did your knowledge/perception/insight of the subject content increase? [YES] [NO]

Did this Meeting/Seminar assist your growth as a professional teacher? [YES] [NO]

FURTHER COMMENTS:

.....

.....

.....

.....

.....

SIGNED

DATE

A P P E N D I X K

GEOGRAPHY STUDY GROUP MEETING

GREENWOOD PRIMARY SCHOOL ..... 28 APRIL I986

A G E N D A

I. Work tempo. Pupils' workbook 'check' during week I9-23 May I986.

2. Record of work completed.

3. Mid-year examinations

   3.I Exam. date (first week during June)

   3.2 Volume of work to be tested

   3.3 Physical lay-out of examination paper

   3.4 Moderation of exam. papers by Subject Head ... 08h00 on Tuesday, 6 May I986

   3.5 Composition of Pupils' report marks

4. Input : THE USE OF QUESTIONS IN THE TEACHING OF GEOGRAPHY IN THE PRIMARY SCHOOL

5. General

   5.I Marking pupils' workbooks (Tick ... date ... initial ... then P R A I S E)

   5.2 .....

   5.3 .....

   5.4 .....

N.R. Kaschula
Subject Head

WESTERING PRIMARY SCHOOL
CONTROL OF WORK BY SUBJECT HEAD

1. Teacher: ..... 2. Date: .....

3. Class: ..... 4. Subject: .....

5. Preparation of work: .....

.....

6. Planning of work: .....

.....

7. Report on marking: (Regularity, Adaquacy, Accuracy, Quality) .....

.....

8. Appearance of books: .....

Quantity of work done: .....

10. Differentiation of written work: .....

11. Comments on pupils' work: .....

11.1 Neatness: .....

11.2 Quality of writing: .....

11.3 Correlation between exercise books, planning preparation and scheme:

.....

11.4 Numbering of exercises, dating of work, underlining, ruling off, corrections:

.....

12. Evaluation of progress: .....

13. Evaluation of level reached by pupils: .....

14. General comments: .....

.....

.....

.....

15. Aspects teacher would like to record: .....

.....

.....

.....

....

SUBJECT HEAD CLASS TEACHER HEADMASTER

A P P E N D I X L

PRIMARY SCHOOL TEXTBOOKS

BESTER, C.G.F. et al. (1982) : Understanding our World, Maskew Miller Longman, Cape Town.

BEYERS, M. et al. (1980) : Geography, Nasou, Goodwood.

COLE, J.P. and BENYON, N.J. (1976) : New ways in Geography, Camelot Press, Southampton.

CATLING, S. et al. (1987) : Outset Geography, Oliver and Boyd, Edinburgh.

DELANEY, B.A. et al. (1986) : Travel your World, Maskew Miller Longman, Cape Town.

EARLE, J. et al. (1980) : The world around us, Juta, Kenwyn.

EARLE, J. (1985) : New window on the World, Juta, Kenwyn.

EVANS, H. (1979) : The Young Geographer, Pergamon Press, Oxford.

GILLARD, K. (1987) : Countries of the World, Longman, London.

HATTINGH, L.L. et al. (1980) : Our new World, Maskew Miller Longman. Cape Town.

HOLMES, R.D. (1974) : Window on the World, Juta, Kenwyn.

IRVIN, P. and Powell, M. (1982) : Discovering Geography, Lincroft Books, Pietermaritzburg.

KNOETZE, F.L. et al. (1985) : Junior Geography, Nasou, Goodwood.

NICHOLSON, J.M. et al. (1981) : Man's Environment, Shuter and Shooter, Pietermaritzburg.

PETERSEN, S.V. and PHILANDER, P.J. (1979) : Geography : our Homeland. South Africa, Nasou, Goodwood.

QUEREE, C. et al. (1987) : People making Geography, Longman, London.

YOUNG, E.W. (1975) : Places and People, Edward Arnold, London.