

Journal of Trainee Teacher Education Research

A case study exploring how Year 7 pupils' understanding of India can influence their conceptions of place

Megan Thorpe

(PGCE Secondary Geography, 2019-2020)

email: meganjanethorpe@hotmail.com

Abstract

This research explores how Year 7 pupils' understanding of India can influence their conceptions of place. Findings reveal that pupils expected to learn about distant place through comparison to their own experience, a customary technique in both primary and secondary geography education, which fosters a binary understanding of the world, reinforcing ideas of 'us and them'. By explicitly discussing the complexities of representation, place, and everyday life – concepts not usually addressed until A-level – pupils were able to dispel the idea of 'a single story', and began to develop empathetic understanding of the diverse reality of everyday life in distant places. India served as a contextual backdrop for their learning, and as they were exposed to more and more contemporary images and facts about India, the more they moved towards a continuum, rather than binary approach (Picton, 2008), and began to think in more relational terms (Martin, 2013).

A case study exploring how Year 7 pupils' understanding of India can influence their conceptions of place

Megan Thorpe

Introduction

This case study explores how Year 7 pupils' understanding of India can influence their conceptions of place. India became the focus of the scheme of work because a sequence of lessons focusing on India already formed part of the Key Stage 3 (KS3) curriculum at the school where the case study was carried out. Consequently, this study focuses on distant place, defined here as a location that pupils would not normally visit (Taylor, 2014).

For the purposes of this study, place is defined as 'location with meaning' (as opposed to undifferentiated space). Place is imbued in contextual meaning, history, and relationships, and is always being socially constructed and reconstructed (Gregory, Johnston, Pratt, Watts, & Whatmore, 2009, p.539). Place is a central concept in geography education (RGS, 2008). However, place as a concept is not often explicitly taught until A-level, in modules such as "Changing Places" (AQA, 2019) and "Changing Spaces; Making Places" (OCR, 2018). These modules cover aspects such as representation, meaning, and interdependence. The aim of this study is to investigate whether the explicit teaching of place to much younger pupils (aged 11-12) is both feasible and valuable in their geographic education.

Today more than ever is it necessary for our society to be well informed about locations and people outside of the local. We have never been more connected to, more reliant on, or more influenced by, the rest of the world. With this comes a responsibility for education systems to equip young people with the knowledge and critical thinking skills that will allow them to navigate this world. With this in mind, this study is situated within the framework of the capabilities approach (Walkington, Dyer, Solem, Haigh, & Waddington, 2018). This approach champions 'geo-capabilities', outlined as the "use of the geographical imagination; ...integrative thinking about society–environment relationships; spatial thinking; and the structured exploration of places" (p.7). This study aims to

provide guidance for future teaching on place to younger pupils, and to establish whether this approach can successfully aid pupils in developing an understanding of the complex and dynamic modern world in which they live.

It should be noted that the Covid-19 pandemic impacted heavily on this study. Much of the planned research could not be conducted, as trainees were withdrawn from school placements on 18th March 2020, and schools were closed to most pupils nation-wide from 23rd March 2020. Consequently, the limitations of the incomplete research are highlighted throughout this study, and conclusions drawn are tentative.

This study was undertaken at a large secondary school in Cambridgeshire with over one thousand pupils, aged 11 to 16 years old. The school is judged to be outstanding by Ofsted. The class taught in this study was a relatively high-ability Year 7 group, with 27 pupils. Within the class group; four pupils spoke English as an Additional Language (EAL), though did not require any differentiated resources; two were registered as Pupil Premium; and two were listed on the Special Educational Needs (SEN) register as having ‘Social, Emotional, and Mental Health needs’. While this pupil data did not explicitly impact my planning of the scheme of work, it is relevant to the class dynamics of the particular group, and also informed my approach to questioning with particular pupils. Prior to the lessons taught on India as part of this investigation, I had taught the class a short module on rivers.

The research questions (RQ) guiding this study grew firstly from a need to identify the challenges associated with learning about place, and as such the first research question is answered within the literature review. In order to address this primary question, I examined textbook modules on place as well as peer-reviewed research. Thus findings from RQ1 then formed the subsequent research questions, which seek to identify exactly how pupils learning on place developed in the context of India.

Research Questions

- RQ1 What should pupils learn about (distant) place in Key Stage 3? What is challenging about this?
- RQ2 How did pupils develop their understanding of India?
- RQ3 In what ways did pupils understand place through the study of India?
- RQ4 What are the implications for future practice and research?

Literature Review

What should pupils learn about (distant) place in Key Stage 3?

Statutory guidance issued on the *national curriculum in England: geography programmes of study* (DfE, 2013) state that one of the purposes of study is to “equip pupils with knowledge about diverse places” (opening paragraph) as well as “inspire in pupils a curiosity and fascination about the world and its people” (ibid.). The statutory guidance for what pupils should learn about place is summarized in Table 1 (below).

Knowledge of place at KS2	By the time pupils reach Year 7, they are assumed to have knowledge of named locations within Europe, North America, and South America. Pupils are expected to be able to use maps, atlases, globes and digital mapping to locate and describe the features of the countries they have studied. This type of ‘traditional’ geography is what most pupils expect to learn when they enter a geography classroom. Geography through this lens is one where ‘place’ is a specific example, a case study, or a named location.
Knowledge of place at KS3	Guidance for KS3 extends to involve developing “greater competence in using geographical knowledge, approaches and concepts... and geographical skills” (DfE, 2013). “Africa, Russia, Asia (including China and India), and the Middle East” (ibid.) are explicitly mentioned, and it is specified that lessons should focus on key physical and human characteristics, as well as major cities. While it is made clear that place-based exemplars should be used to illustrate a variety of physical and human processes, it is not specified that pupils should learn about the concept of ‘place’ independently, but rather it is integrated into other aspects of geography, and not usually explicitly defined.

Table 1: National curriculum guidance relating to the study of place

This statutory guidance is reflected in a selection of KS3 textbooks. In *Geography Matters 2* (Hopkin, 2001), units cover several place-based topics, including “Investigating Brazil” and “Crime and the Local Community”, situating geographical knowledge in named places, but without defining or discussing issues of place or representation. In *Geog.3* by Gallagher and Parish (2015), units on “Russia” and “The Middle East” are both broken down into the same formulaic sub-sections; Physical Geography, Climate, People, and finally Conflict/Contemporary Issues. These sub-sections demonstrate the customary format of learning about a ‘place’. As a result, this is the way that most pupils are prepared to receive place-based geography, and over time this influences their expectations of how human geography will be taught in the classroom. Pupils who go on to study geography at GCSE are faced with similar formats, where place-based examples are used to

illustrate processes in the form of case studies. It is only when pupils reach post-16 study of geography that they are then exposed to modules that directly address the concept of place.

In contrast to the customary teaching of place discussed above, this study aims to teach the concept of place to Year 7 pupils, with the aim of cultivating key geographical skills within the ‘capabilities framework’ (Walkington et al., 2018), which I interpret as teaching pupils *how* to learn, not *what* to learn. As such, this study works under the belief that these critical thinking skills are what is necessary to “inspire in pupils a curiosity and fascination about the world and its people” (DfE, 2013). Breaking away from the recognised pattern of learning about distant places will mean reorienting what pupils expect from geography as a discipline. In such a dynamic discipline it is vital that textbook geography does not stagnate and become the norm.

What is challenging about teaching place?

Place is a challenging concept to teach to any age group. Taylor (2014) identifies two main complexities. Firstly, place has so many subjective meanings enfolded into it. This is not reflected in the way that ‘place’ and ‘location’ are often used interchangeably. Place is an abstract and highly theorised concept, with numerous academics contributing to the discourse from a range of disciplines. Perhaps most notable among them is Doreen Massey, whose essay *A Global Sense of Place* (1991) heavily shaped contemporary discourse on place, and subsequently framed the understanding of place discussed in the scheme of work created for this study. Secondly, the concept of place is political, and places are continually subjected to political processes of becoming, as well as being imbued with complex and ever-changing power relationships (Taylor, 2014, p.277). It is this latter aspect of place that can make it especially ‘troublesome’ knowledge (Meyer & Land, 2006), which, once learned, fundamentally changes pupils’ way of understanding geography.

In this way, place can be regarded as a ‘threshold concept’, defined by Meyer and Land (2006) as “a portal, opening up a new and previously inaccessible way of thinking about something” (p.3). Threshold concepts are transformative, representing a “way of understanding, or interpreting, or viewing something without which the learner cannot progress” (ibid.) Place, as a core concept of geography, meets the criteria that Cousin (2006, p.4) lays out for a ‘threshold concept’:

- Understanding place is both transformative and irreversible
- Once introduced, place is integrated into all other aspects of geography, and can serve to connect seemingly disparate fields
- Place constitutes ‘troublesome knowledge’, or “that which is counter-intuitive, alien or seemingly incoherent” (Heading & Loughlin, 2018, p.658), such as the aforementioned idea that places are not ‘fixed’ but rather continually subjected to political processes of becoming.

Sense of place is subjective, personal, and powerful. It is for these reasons that place is so challenging, but so necessary, to teach. It forms the basis of our understanding of the world around us, and as such how we represent, discuss, encounter and interact with it. Understanding place is therefore fundamental to our relationships with others. It follows that teaching pupils to ask questions about how we represent distant place, for instance, can serve to challenge hegemonic discourse produced about ‘the other’ (Said, 1978), and slowly bring into the mainstream the practices that academics have been using to champion knowledge that is often silenced.

There are of course risks here, and many opportunities for misconceptions, reinforcing of existing perceptions, potentially compounded by the fact that many educators may not have been to the distant places that they teach about. With these risks in mind, it is important to recognise that even “well-intentioned attempts to challenge received representations may not succeed” (Taylor, 2014, p.277). As such, this research aims to contribute to the body of knowledge that seeks to establish both the feasibility and value in teaching the concept of place so explicitly and relatively early in a pupil’s academic career.

Previous studies exploring the teaching of place

The taught lessons at the centre of Taylor’s (2014) study have similar aims to those of my own study. The class teacher expressed a desire for pupils to become ““global citizens’...[through] identifying and, where necessary, challenging students’ existing ideas” (Taylor, 2014, p282). The aim was to “challenge stereotypes and to encourage students to develop a more diverse and nuanced view of Japan” (ibid.). This aligns with the aim my own lessons had, albeit replacing Japan with India. The scheme of work in Taylor’s study was longer than my own (11 lessons/activities), and involved a greater emphasis on specific details about everyday life in Japan, something that I think

my own study lacked in regards to India. A decision was taken for detail and immersion in the culture to be sacrificed for the sake of study of the concepts of place, representation and everyday life in a more abstract way, with India functioning more as a background setting for the concepts. The class at the centre of Taylor's study also involved slightly older pupils aged 13-14, compared to aged 11-12 in my own.

Despite these differences, this study is applicable for reference in my own due to both the subject matter it sought to explore (distant place) and the methodology used (a case study). Taylor's research questions reveal her foci to be children's representations of distant place and how exactly their representations changed over the course of the lessons (2014, p.283). My own case study, exploring how Year 7 pupils' understanding of India can influence their conceptions of place, also follows the same pattern of investigation, asking how pupils develop their understandings of India and of place over the scheme of work.

From her study, Taylor concludes that while "individuals had a unique pattern of engagement... students' later representations of Japan were generally more diverse and nuanced, as they built knowledge" (Taylor, 2014, p.295). These findings were evidenced by observation of the students' reactions and comments during specific lesson activities, their classwork, as well as interviews with the students. Despite representations becoming more diverse and nuanced over the scheme of work, Taylor also highlights continued "essentialism" (ibid.), which she considers a reminder of the "need to challenge certain preconceptions, while also encouraging recognition and respect for difference" (ibid.). This balance of knowledge about a place and respect for difference is a vital one, and something that Harrison (2017) also reflects upon in light of his own study of empathy and intercultural understanding in the Australian geography curriculum.

Harrison (2017) notes that simply "studying how the other half lives will not stop students from judging others against themselves" (p.278). He argues that to achieve meaningful understandings of place and of difference, it is not enough to cultivate a fascination or curiosity of what is foreign; but rather there is a need to shift our frame of reference so that "we no longer immediately size everyone else up in terms of our own way of seeing and doing things" (Fink, 2007, p.4). Breaking the pattern of comparing the foreign to the known, as is commonly the technique when learning about distant place, is paramount for allowing the possibility of "other ways of knowing" (Harrison, 2017, p.278) to find a place in the classroom, rather than trying to shoehorn 'data' (sources of

knowledge of others) into prescribed positions and interpretations.

Martin (2013) shares similar views to Harrison (2017), critiquing the English national curriculum for embedding comparison as the primary approach to understanding different places, “with the UK being the benchmark against which similarities and differences are identified” (Martin, 2013, p.410). Martin’s research is based on data gathered from an Economic and Social Research Council project that took place between 2009 and 2013. The project “investigated what teachers... learn from their experiences during study visits to two contrasting areas of the world” (Martin, 2013, p.411). Martin focuses on data gathered from two UK study-visit groups (*ibid.*). Data was collected through “participant observation, supplemented by semi-structured interviews, learning journals, end-of-study-visit written evaluations and biographical questionnaires” (Martin, 2013, p.415), all of which generated rich qualitative data, which was subsequently coded and categorized into overarching themes (*ibid.*, p.416). Martin’s study highlights that which novelist Chimamanda Adichie (2009) calls the ‘danger of a single story’, as the epistemological basis for teaching about place in this comparative way “often unwittingly [creates] a standard from which difference is judged to be a deviation” (Martin, 2013, p.411). Being aware of exactly “how the stereotypes that are inherent in categorical thinking are perceived and acted on” (Martin, 2013, p.421) is vital when teaching distant place in the classroom. Martin suggests teachers should be critical of their sources when preparing lessons, and ask themselves “who has created the resource, whose lives are portrayed and from whose perspectives, what is the primary purpose of the resource and who is the intended audience?” (*ibid.*)

Drawing from Harrison (2017) and Martin (2013), my own scheme of work (designed for this case study) seeks to avoid essentialism and fetishisation of the foreign or ‘other’. The lessons focus on the concepts of representation, place, and everyday life. The scheme of work aims to ask pupils to recognise where their knowledge comes from, how they know something to be true, what may be influencing their knowledge, and to understand that knowledge is always socially constructed. However, in planning the short scheme of work, I found that this focus often required sacrificing specific detail about India, something that, if handled within the context of appreciating difference rather than fostering unhelpful comparisons, may have contributed significantly to pupils’ understanding of India. As the scheme of work for this study stands, understanding of place is prioritised over understanding of India.

Other studies relevant to this exploration of how Year 7 pupils' understanding of India can influence their conceptions of place include those of Picton (2008) and Reynolds and Vinterek (2016). The scope of this study limits a fuller review and critique on these studies, however a brief summary of their arguments is given here:

Picton's (2008) findings illustrate a common pattern in teaching on place; "children initially deploy stereotypes when they imagine and construct distant places... generic images and understandings of poverty and rural living" (p.227). Then, as the learning process unfolds, "these stereotypes diversify to binary contrasts between self and other, and between different aspects of distant places, for example, urban rich and urban poor" (ibid.). As a result of these findings, Picton also reaches a similar conclusion to Harrison (2017) and Martin (2013), highlighting the necessity of "understanding how constructions of place are socially and culturally derived" (Picton, 2008, p.227), and emphasizing the responsibility of teachers to encourage pupils to critically engage with the sources of their learning.

Reynolds and Vinterek (2016) highlight the fact that knowledge of distant places does not only come from the geography classroom, but also from media and popular culture. They stress the need for classroom practice to "include some discussion of current issues in the world as well as media events, social media sites and computer games" (p.80). As young people are increasingly learning about the world in unguided and informal ways, they must be equipped with the skills needs to interpret what they are exposed to, further reiterating the need for a 'capabilities approach' (Walkington et al., 2018) to geography education.

This literature review has addressed RQ1: *What should pupils learn about (distant) place in Key Stage 3? What is challenging about this?* Through collating information from the English national curriculum and textbooks, I have been able to identify what pupils 'should' be taught by the time they reach, and throughout, Key Stage 3. By synthesizing peer-reviewed research, I have highlighted what is challenging about the teaching of place in geography education, and furthermore identified relevant studies to contextualize my own research and provide comparative analysis in the later discussion section of this study. The following section will detail the methodology used for this study.

Methodology

This project uses case study methodology to investigate how Year 7 pupils' understanding of India can influence their conceptions of place. This approach was chosen as it “enables the researcher to drill down so that they can develop a deeper understanding of a complex issue” (Demetriou, 2017, p.124). Yin (2012) highlights that in a case study, data is likely to be derived from multiple sources of evidence (p.4), as this is what allows for the complexity of the real-world classroom to be examined in such depth. A variety of methods also allow findings to be triangulated (Evans, 2017), and this holistic approach to data collection allows participants a range of ways to express their thoughts, knowledge and understanding. Case study methodology is therefore well suited to this type of small-scale, localized research that is highly specific to the school, year group and particular class. However, all conclusions taken from this method of research must be appropriately tentative, as they are highly specific to the research environment.

Research Methods

Interviews

Short, structured interviews were conducted with a small sample of pupils before the scheme of work began, with the aim of establishing the prior knowledge and perceptions pupils would be bringing into the classroom. Each pupil was asked the same four open-ended questions:

1. What do you know about India?
2. What do you expect to learn about India?
3. What does ‘place’ mean to you?
4. How do you think learning about India might change how you see the world?

Four pupils were chosen for interview via purposive sampling, a strategy in which participants are chosen on an *a priori* basis (before the study is conducted) to be typical of the cohort (Thomas, 2010, p.322). These pupils were chosen according to their ‘Meeting the Grade’ (MTG) designation - a lettered grade that corresponds to national expectations - in order to ensure a range of responses that were representative of the wider cohort. As such, one pupil from each MTG designation was chosen to participate, as detailed in Table 2 below. I furthermore selected pupils that would be forthcoming in an interview setting:

Pupil	Gender	MTG designation
1	Male	Working towards national expectations (W)
2	Male	Inline with national expectations (I)
3	Male	Above national expectations (A)
4	Female	Exceeding national expectations (E)

Table 2: Interview participants

Interviews have the potential to be intimidating for young pupils, possibly limiting the quality of data collected. To alleviate this, pupils were asked to participate during morning form time. A further potential limitation is that the complexities and nuances of topics (such as place) can often be miscommunicated or misinterpreted (Wilson, 2017, p.194). In order to mitigate this, I took detailed notes as each pupil was speaking, noting down their responses verbatim and processing this information as soon as possible after the interviews took place, to avoid any interpretation of their responses (Appendix 1). Despite these potential limitations, interviews were chosen as a method of data collection as they served the aims of the study well, providing a snapshot of the prior knowledge and current thought processes of the class.

Reflective diaries

At the start and end of each lesson in the scheme of work, pupils responded to prompt questions in the form of a ‘reflective diary’ (Appendix 2). Wilson (2017) suggests diaries or journals as a good way to record “observations, impressions, feelings and analyses, and self-reflection” (p.197). This method aimed to collect data at consistent points throughout the longitudinal study, monitoring the development of pupils’ understanding of India and the concept of (distant) place.

At the start of the lesson, the prompt questions introduced the lesson focus, while at the end the prompt questions asked pupils to reflect on the lesson. In this way, this method was not only a means of data collection, but also provided a means for pupils to track their own thoughts throughout the scheme of work. As such, the reflective diary seeks to establish introspective reflection as an integral part of education. Every pupil in the class was asked to complete the reflective diaries, as to only focus on the four pupils selected for interview would have been unethical. Furthermore, due to logistical restraints, these reflective diaries were completed as part of class time.

Concept maps

Concept maps use visual and spatial organization to help pupils to draw connections between ideas (O'Brien, 2002). They allow "the organization of thinking and the development of concepts" (Wilson, 2017, p.197) to be made visible. Much like the reflective diaries, concept maps were used as a learning activity within class time, encouraging pupils to make links between the apparently discrete areas of focus, bringing them together in order to appreciate the holistic nature of the scheme of work.

Concept maps were originally planned for use at a later stage in the scheme of work. However, due to the University's response to Covid-19, I decided to bring forward the concept mapping activity, giving it out to a few students when they had completed their work, in lieu of an extension activity.

The concept maps took the form of 'fill-in-the-map' (Ruiz-Primo, Schultz, Li, & Shavelson, 2001, p.262), which asked pupils to draw and explain the connections between the phrases 'Representation', 'Place', 'India', 'Slum', 'Maps', and 'Everyday life', all of which had been explicitly discussed in class time. This form of mapping, with some structure already given, was chosen in order to give an age-appropriate framework to support pupils' learning. Using a concept map in this way sought to both record and enhance the development of pupils' understanding of place, as the 'map' is "processual *and* representational, that is, never complete" (Gieseeking, 2013, p.713). The processual element of these maps means that revisiting them over time would have been an especially valuable activity if circumstances had permitted; pupils could have added new connections, or greater detail to established connections.

The limitation of this method within the context of this study is that not all pupils completed them, meaning I only have a biased selection of responses from those that finished classwork quickly. Despite this limitation, concept maps have remained in the study as they provide a valuable source of rich qualitative data within the situated context of their collection point.

Survey of trainee perceptions

Due to the inability to teach the remaining two lessons in the scheme of work, lesson plans and resources for Lessons 3 and 4 were shared with other Secondary Geography Postgraduate Certificate in Education (PGCE) trainees at the University of Cambridge. The trainees were asked

to complete a questionnaire on their perceptions of how pupils may have reacted to these lessons. The questionnaire predominantly consisted of open questions, designed to “ask respondents to construct answers using their own words... [generating] rich and candid data” (Wilson, 2017, p.189). The application ‘Google Forms’ was used to distribute the questionnaire and collate the responses. The limitations of this method are that it draws data from a very small sample of individuals, and that the qualitative data generated from the open questions is difficult to code. However, these limitations are outweighed by the fact that this data will allow a more holistic discussion of the scheme of work as a whole, and will draw on multiple perspectives to establish potential outcomes from the untaught lessons.

Ethical Considerations

This research was planned through discussion with my subject lecturer as well as my placement school mentor, in accordance with both British Educational Research Association (BERA) guidelines (BERA, 2018) and Faculty policy. Table 3 below lists the ethical considerations taken into account and each mitigating action that was taken to address them.

Ethical Consideration	Mitigating Action
Informed consent	<p>Pupils selected for interview were verbally informed of the reason for the interview, and asked if they would be happy to participate. They gave verbal agreement, and were further informed that they could withdraw at any time, as well as ask any questions about the study.</p> <p>As the topic and general content of the scheme of work was the same as the school’s own sequence of lessons on India, the school did not require me to seek any additional consent from parents.</p>
Confidentiality, data storage and security	All information pertaining to the school and names of the pupils has been anonymised. All mark book data and named class work is kept securely in accordance to the schools’ GDPR policy. Where possible, data has been digitized and kept on password-protected devices, to avoid less secure paper copies being needed.
Selection of participants	Pupils were selected for interview according to their MTG designation. In all other data collection methods, the entire class was given equal opportunity to participate.
Timing and location of interviews, avoidance of participant feeling uncomfortable	Interviews were kept short, taking no more than 5 minutes, and were carried out during morning form time. Using form time to conduct the interviews minimised disruption to the pupil’s day, as well as seeking to ensure that they were in a comfortable environment.

Ethical Consideration	Mitigating Action
Responsibility to deliver informative lessons that adhere to the school's prescribed curriculum	The scheme of work was modelled on an existing sequence of lessons that sought to teach Year 7 pupils about the people, physical characteristics, slums, and tourist industry of India. Place was not explicitly addressed in the original sequence, so the lessons were modified and emphasis shifted in order to accommodate this. However, the overall aims of the module were kept the same, so as not to disadvantage this particular teaching group compared to their peers.

Table 3: Ethical considerations and mitigating actions taken

Scheme of Work

Tables 4a and 4b (next two pages) summarize the scheme of work in terms of Learning Objectives and Learning Activities, along with their associated Data Collection methods, for Lessons 1 & 2 that were taught and Lessons 3 & 4 that were planned but not taught, respectively.

Findings and Discussion

This case study seeks to explore how Year 7 pupils' understanding of India can influence their conception of place. Consequently, this section will integrate findings and discussion of research questions two and three: investigating how pupils' understanding of India developed over the scheme of work, and analysing how this understanding of India influenced pupils' understanding of place. Evidence will be presented chronologically, with emerging themes identified and discussed in regards to India and place. The section will conclude by addressing research questions two and three individually.

Pre-lesson understanding

Before the scheme of work began, short interviews were conducted with four pupils (Appendix 1). Pupils demonstrated a variety of prior-knowledge levels about India, ranging from "nothing" (pupils 1 and 4), to more detailed responses: "It's a relatively poor country, it's not very environmentally safe, because there are factories and not very clean air, and it's dirty. They have a different religion" (pupil 3). From this small sample of the class, I was able to establish that differences in culture and religion are the main aspects that come to mind for pupils learning about a distant place - an indication of binary thinking in terms of the 'other' (Martin, 2013).

	Lesson	Learning Objectives	Learning Activities	Data Collection
Taught	1	<ul style="list-style-type: none"> To investigate the human and physical characteristics of India Use map skills to investigate the geography of India To understand the different representations of India, and how that influences our perceptions of it 	<ul style="list-style-type: none"> Reflective diary entries (starter and plenary) Video comparison and class discussion on representation Drawing a floor plan and then explaining it to a partner – discussion on voice in representation Creating a map of India using an atlas and questioning how valuable this process is for learning about India as a distant place 	<ul style="list-style-type: none"> Pupil reflective diaries Personal reflection and evaluation Lesson plan and resources
	2	<ul style="list-style-type: none"> To be able to recognize the diversity of daily life experiences in India To understand and explain that people have different perceptions of the same place 	<ul style="list-style-type: none"> Reflective diary entries (starter and plenary) Introduction to the idea of Place and Sense of place. Card sort of key characteristics of different states within India. Key idea: diversity of experience, heterogeneity. Describing and analysing a graph of Indias income distribution – discussion of poverty line Think-pair-share: why live in a slum? Video on life in the slum, related to portrayal of such in the film Slumdog Millionaire. Discussion on how this relates to key concepts of representation, (sense of) place, everyday life. Create: news report style investigating a day in the life of a chosen resident of Dharavi slum Concept maps 	<ul style="list-style-type: none"> Pupil reflective diaries Concept maps Personal reflection and evaluation Lesson plan and resources Class teacher observation notes

Table 4a: Outline of scheme of work for Lessons 1 & 2 (taught)

	Lesson	Learning Objectives	Learning Activities	Data Collection
Planned (Unable to teach due to Covid-19)	3	<ul style="list-style-type: none"> To be able to define and explain 'globalisation' To understand how globalisation impacts 'sense of place' and everyday life 	<ul style="list-style-type: none"> Reflective diary entries (starter and plenary) Pupils to think of global brands they have come into contact with today. Key idea: illustrate interconnectedness and give memorable examples of globalization Pupils take a virtual tour of Bangalore, with images pertaining to the global influences. Create a mind map of evidence of globalisation in Bangalore After reading interviews with local residents, pupils to fill in a 'globalisation matrix' of pros and cons of globalisation in Bangalore Writing task: Overall, does globalisation have a positive or a negative impact in Bangalore? 	<ul style="list-style-type: none"> Survey of trainees' perceptions (on how pupils may have responded to the rest of the untaught scheme of work, and how it may have influenced both their conceptions of India and of place)
	4	<ul style="list-style-type: none"> To be able to draw and explain connections between Representation, Place, and Globalisation in India To evaluate the impact of these key words on our understanding of everyday life in India 	<ul style="list-style-type: none"> Reflective diary entries (starter and plenary) 'Fill-in-the-map' concept maps Connecting the dots final activity: pupils work in groups of three to create a large (A2) annotated map of the world, focusing on India, which illustrates what they have learned about representation, sense of place, globalisation, and how these concepts influence everyday life in India. Groups to present to each other Debrief discussion 	<p><i>NB: It should be noted that the study originally intended to collect further data after the scheme of work had been completed, however, due to the Covid-19 pandemic, this was not possible. As a result, conclusions are drawn from only two taught lessons, and supported by the survey of trainee's perceptions on the remainder of the lessons</i></p>

Table 4b: Outline of scheme of work for Lessons 3 & 4 (planned but not taught)

This trope of pupils understanding the world as a dichotomy of rich/poor, clean/dirty, modern/traditional was also seen in the first entries of the reflective diaries, at the start of Lesson 1. Pupils used a variety of language to describe India before the lessons began, both positive and negative. Terms with negative connotations such as “hot, dry, busy, overcrowded” (diary entry 1), “LIC - Lower Income Country, poverty” (diary entry 2), were seen alongside terms with positive connotations, such as “cultural, unique” (diary entry 3) and “colorful traditions” (diary entry 4). These mental images of India that the pupils described in their first entries are consistent with findings presented in Disney’s 2005 study, in which pupils drew pictures of what they thought India would look like. While there was a mixture of stereotypically traditional and more complex images of India, Disney highlights that the pupils in her study “did not include representations of any form of modern technology” (ibid., p.331), something also conspicuously absent from the descriptions in the reflective diaries of my own study. In the pre-lesson interviews, pupil 4 even commented that learning about India “might change how we see the world because we know about modern things, but in India it is different, sometimes drastically” (Appendix 1). While some pupils demonstrated understanding of heterogeneity in India, for example that there are a range of religions (“Christian, Hinduism, etc.”), and that not everyone lives in poverty (“some in poverty”), overall the diary entries show that pupils regard India as ‘other’ and distant, demonstrating a binary understanding of the world, reiterating the findings of Picton (2008).

This is compounded by the findings of the second interview question ‘What do you expect to learn about India?’ to which pupil 1 responded, “how the poor live verses the rich” (Appendix 1), and pupil 4 responded that they expected to learn “about the culture, it is different to ours maybe... How it is different economically”. These responses support the assertion that “there is a tradition of teaching about distant places by making comparisons between the pupils’ own locality and the contrasting place” (Martin, 2013, p.411), which paves the way for a dichotomous view of the world. When asked how they thought learning about India might change how they viewed the world, pupil 3 cemented this comparative-centered approach, by responding: “It will change how I think about other countries and how lucky I am compared to others”. It is with this understanding of the pupils’ initial knowledge of India that the lessons attempted to disrupt this binary way of thinking, and teach about India in away that would help pupils to understand the concept of place more holistically.

Lesson 1: All about India

Lesson 1 in the scheme of work focused on representation. Two contrasting videos were shown, one an advert for tourism, and one depicting a busy street in New Delhi. Pupils discussed these, focusing on the disparity between material that had been produced for a specific purpose and material that more accurately portrayed everyday life in urban India. Many pupils commented in their reflective diaries that this exercise allowed them to expand their conception of India: “It surprised me on how ‘modern’ it is” [*sic*] (diary entry 1), “At first I thought India was mostly in poverty however some of it is very urbanised” (diary entry 2). Many drew connections to the fact that there may be different motivations to portray a place in different ways; “many of the bad parts are hidden by adverts” (diary entry 4). The lesson then proceeded to explicitly discuss representation, using the example of a floor plan of the pupils’ bedrooms to explain the difference in knowledge that can be understood from a simple map verses an in-depth discussion – critiquing the usual technique of introducing distant places by drawing maps of them. Pupils picked up on this critique: “just looking at a map cannot tell you much about India’s culture or lifestyle” (diary entry 3).

From this first lesson, it can already be seen that pupils began to develop their understanding of India and grasp of how distant places are portrayed and perceived. Using words such as “surprised” in their reflective diaries, it can be seen that showing contemporary images of India and emphasizing that source material is always created with an underlying purpose has allowed many pupils to start to think about what everyday life is like in India. These images highlighted the complexity of the country as real, rather than the location of a story or a myth. Here, empathy emerges as a key way of knowing about India (Harrison, 2017), and can be enfolded into the ‘capabilities approach’ (Walkington et al., 2018) that seeks to equip pupils with the skills to break down and critique new knowledge or new approaches independently. Harrison (2017) stresses the significance of “how students learn to ‘find out’... and learn that there is more to knowledge production than students discovering prescribed content” (p.278). Learning about representation in this way allowed most pupils to question their initial conceptions of distant place.

In Lesson 1, I felt that learning on India was curtailed, overshadowed by an emphasis on learning about representation and critiquing the way that distant place is usually taught. While it is clear that pupils developed their understanding of representation, allowing them to see India from a different perspective,

it is also evident that not much new knowledge on India was presented: “haven’t really learnt a lot about India” reads diary entry 5.

Lesson 2: Everyday life in India

Lesson 2 centred on everyday life and experience of place. It began with defining place as a key word, and discussing it with examples relevant to the pupils’ lives. The definition of place used in the lessons: ‘location with meaning’, sought to highlight that many people can have different experiences of the same location. As such, the lesson then proceeded with a card-sort activity detailing characteristics of a selection of Indian states. Pupils were then asked to imagine they were in one of the states, and write to a friend about what they could see. This activity aimed to further develop pupils’ understanding of India as diverse, modern, and complex. As a result of the activity, pupils remarked that they previously didn’t know that India was divided into states, and observation feedback confirmed that the activity was “well used to interpret and analyse how life in the same place [India] can vary”.

Unfortunately, owing to an abrupt end to school placements due to the Covid-19 pandemic, I do not have examples of the pupils’ classwork; however, from my evaluation written immediately after the lesson, I can discern that this activity allowed pupils to develop their appreciation for diversity and heterogeneity within India, consolidating work from the previous lesson. At this stage, the pupils are beginning to step towards thinking of India, and of experience of place, as more of a ‘continuum’ rather than in binary terms (Picton, 2008).

The lesson went on to focus on the Dharavi Slum in Mumbai, the setting for the film *Slumdog Millionaire*. Pupils watched a video that first explained what life is like in the slum, and then explored Mumbai residents’ negative reactions to the film, which the class then discussed with reference to the key word ‘representation’ that had been introduced in the previous lesson. It is evident that this discussion consolidated the previous lessons’ knowledge; one pupil noted that “places can be seen differently depending on who is looking at other places” (diary entry 6), with another stating that some places are represented in a way that “people don’t want it to be portrayed” (diary entry 7). Once more, the reflective diaries produced by pupils lack an indication of factual knowledge learned about India, but do however display an empathy that comes as a result of understanding the reality of daily life experiences. Learning about the realities of ‘life in the slum’, including both positive and negative aspects, serves to deconstruct “imaginings about place, ...[enabling] children to start to question ideas of certainty, assumptions, identity, representation and truth” (Picton, 2008, p.245). This deconstruction can also be seen to “help

pupils develop empathy for people in distant places” (ibid.); as one pupil wrote: “a ‘place’ isn’t always what you think it is and you have to look deeper to find the ‘real place’ [*sic*]” (diary entry 8).

Having been informed that trainees were to be withdrawn from placement an hour before Lesson 2 was taught, I took the decision to bring forward the concept map activity to the end of this lesson. As a result, only those pupils who had already finished their classwork completed the concept maps. Findings from these maps are therefore not generalizable, but rather serve to demonstrate what some pupils in the class were able to create after the two taught lessons. Nonetheless, these concept maps show a move towards a more relational approach, “in which difference is understood as a relation, rather than a distinction” (Martin, 2013, p.411). In Figure 1, the concept map displays a pupils’ ability to make connections between the lessons’ key words. Notably, the pupil demonstrates a firm understanding that ‘representation’ is all about perception, explaining that maps don’t tell you “what the world is like”, and “people want India to look good”, as well as connecting ‘Place’ and ‘India’ with the assertion that “people’s views might be different in different places of India”. The pupil also shows an appreciation of diversity of experience, connecting key terms ‘India’ and ‘Everyday Life’ with the explanation: “different depending where you live” (Figure 1, below).

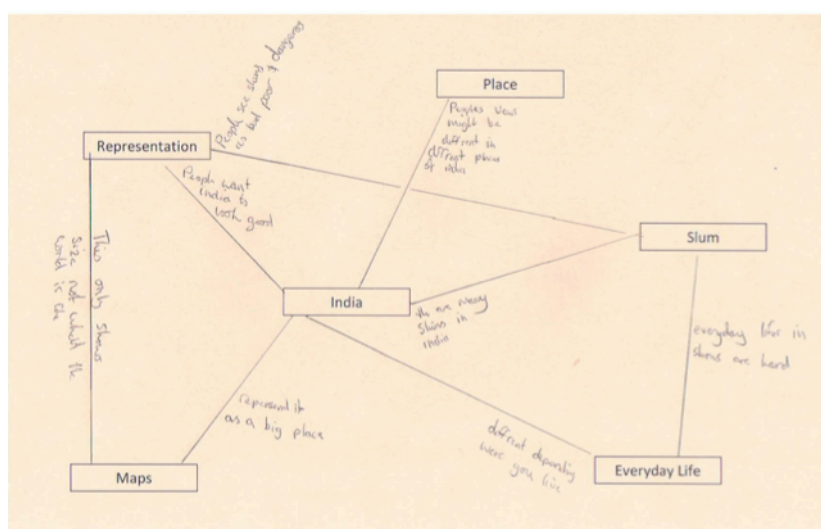


Figure 1: Concept map completed at the end of Lesson 2

Taking the concept map as a whole, it is clear to see a relational approach developing, with the pupil able to connect discrete terms and expand fully on their reasoning. The pupil has been able to interpret and bring together knowledge from a range of sources, and effectively illustrate the dynamism of the concepts introduced in the lessons. The concept map can be seen to indicate “developing understandings based on

multiple perspectives and multiple points of view” (Martin 2013, p.421). It suggests the formation of the foundations needed to reject a binary sense of ‘us and them’ that ‘others’ distant places, and instead foster “the capacity to think and feel oneself into the inner life of another person” (Fink, 2007, p.2). This capacity allows pupils to understand place as unique, meaningful, complex, and as significant to others as it is to them.

To me, this concept map, along with responses in the reflective diaries, provides evidence of pupils developing a more nuanced understanding of both India and sense of place. These findings are consistent with those of Taylor (2014, p.295), who noted that by the end of the scheme of work, the pupils generally produced more diverse, nuanced, and complex representations of Japan. Had the rest of the scheme of work proceeded as planned, I believe that these findings would have been supported further with more evidence, which would have allowed me to make a firmer assertion of the outcomes of these lessons on how pupils’ understandings of India influenced their conceptions of place.

How might pupils have responded to further activities aimed at developing their understanding of India and place?

As the remaining lessons in the scheme of work were unable to proceed due to the Covid-19 pandemic, I will now briefly outline the trajectory of the rest of the scheme of work, coupled with Secondary Geography PGCE trainee evaluations of how these lessons may have helped pupils to further develop their understanding of India and conception of place (Table 5 next page).

Overall, trainees agreed that “a challenging series of concepts has been addressed in an accessible, interesting and engaging manner” (questionnaire 14/4/20), and that “a variety of learning resources and activities provides students with different ways to engage with abstract ideas” (questionnaire 7/4/20). Furthermore, when asked ‘do you believe it is useful to teach these concepts to pupils at the very start of their geographical learning?’ one trainee responded (Figure 2):

Yes - Introducing complex ideas/theories early is necessary to allow students the time to fully develop their understanding of such concepts.

Students can start connecting ideas earlier and this will support their learning as they progress through education.

Geographical learning should not just be about introducing content when the national curriculum dictates, rather, concepts and theories need to be introduced early within education as they underpin the key units found in KS4/5 and beyond.

Figure 2: Excerpt of trainee questionnaire response

	Lesson Content / Learning Activity	Trainee comments
Lesson 3	Lesson 3 would have gone on to focus on globalisation, highlighting the interconnected nature of all places, and how this may impact have an impact on individual's sense of place. Within the lesson, pupils go on a virtual tour of Bangalore, viewing images that highlight the international and interdependent nature of the city.	These images “show more 'everyday' scenes of Bangalore (rather than images used to promote the place to tourists etc.), giving a more meaningful insight into the everyday experiences of life in Bangalore” (questionnaire 8/4/20).
		This virtual tour was also evaluated as being vital for pupils “to visualise a 'distant place'... important as it is unlikely that students will have visited such a place or will have the opportunity to whilst at school” (questionnaire 7/4/20).
		Reflective diary exercise at the beginning and end of lesson prompted “students to relate their learning to their own experiences... [and that] giving time for this personal reflection highlights the subjectivity of the concept of place” (questionnaire 8/4/20).
Lesson 4	<p>Would have sought to draw together the learning on India and on the concept of place, and would have first asked pupils to create a concept map linking the key terms of the scheme of work (which some pupils did at the end of lesson two).</p> <p>Aimed to allow pupils to evaluate the impact of representation, sense of place, and globalization on their understanding of everyday life in India, through the creation of an annotated map of the world, centred on India. This would have been done in small groups, with emphasis placed on making the final presentations personal and reflective.</p>	This approach “emphasises that personal opinions are important sources of information that can reveal interesting insights into experiences of place. Contributes to themes throughout the SOL which have highlighted the drawbacks of scientific, factual representations of place such as statistics and maps” (questionnaire 8/4/20).

Table 5: Trainee perceptions on Lessons 3 and 4

This response strongly aligns with my own view of teaching place to Year 7 pupils, and provides a fitting testament to the aims of this exploration into how teaching using a named location can influence pupils' conceptions of place. This response also highlights that teaching the concepts of place and representation relatively early on in their education can impact pupils' 'geographical imagination'. It must be acknowledged that pupils are always in the process of learning about distant place, both formally and informally, and as such “carry with them mental images of places... [so] it is important that pupils recognise that there are many images of places, some of which may conflict with their own” (Picton, 2008, p.229). I argue that it is part of the responsibility of Geography to teach concepts such as place and representation, as they form part of an essential set of skills for interpreting all other aspects of not only

geography, but also all new information that may impact an individual's sphere of influence. It is for this reason that place can be regarded as a threshold concept, because "as a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view" (Meyer & Land, 2006, p.3).

Research question 2: How did pupils develop their understanding of India?

Through analysis of pupils' reflective diaries, concept maps, and in-class discussion, the findings of this study suggest that India "provided a context for students to engage with real-world complexity" (Taylor, 2014, p.295). Their understanding of India became slightly more nuanced, and previously held images of 'a single story' (Adichie, 2009) of an homogenous, widely impoverished and 'dusty' country were disrupted, and replaced with the realization that India is diverse, and that those who live and work in India have a range of everyday life experiences. This understanding of diversity, and disruption of a binary view of the world which located India as firmly 'other', was achieved through learning activities such as the card-sort of India's different states (Lesson 2), which highlighted the different characteristics and plethora of experiences in individual Indian states, emphasizing the disparity in religions, customs, affluence, and climate. This would have been further consolidated by exposure to images of a modern and globally connected Bangalore in Lesson 3.

Reflecting on my lessons, I do however judge that learning about India – in terms of factual information about culture, religion, politics, history, traditions, customs, food, and physical geography – was sidelined in favour of explicit discussions and explorations of the concepts of place, representation, and everyday life. If I were to teach this scheme of work again, I would look to secure a longer period in which to teach it, and extend the lesson content on India, while teaching the more abstract concepts throughout. I feel if I were to extend the scheme of work to one that more resembles the one taught in Taylor's (2014) study, with 10 lessons as well as a full off-timetable 'Japan day' (p.281), pupils would benefit from much greater insight into everyday life in India, which would in turn create a better foundation for their conception of (distant) place and issues of representation.

Research question 3: In what ways did pupils understand place through the study of India?

The findings of this study demonstrate that most pupils were able to comprehend the often abstract, and always complex, concept of place. Through the setting of India, and discussion of how we form our opinions through consumption of a range of media produced for different purposes (such as the two

videos from Lesson 1, and *Slumdog Millionaire* in Lesson 2), pupils were able to contextualize the concept of place, and ultimately understand that it is complex, multi-layered, and experience of place is always subjective. Diary entry 8 reflected this: “a ‘place’ isn’t always what you think it is and you have to look deeper to find the ‘real place’ [*sic*]”. However, this statement does present further issues of what is ‘real’ – exposing pupils’ learned desire to find the ‘right answer’. Picton (2008) reflects on similar issues in his study concerning Brazil; “such statements assume that there is a ‘true’ idea about a place/an ‘authentic place’... it is arguably not possible to talk about the ‘real’ Brazil / an ‘authentic’ / ‘unbiased’ Brazil [*sic*]” (p.246). Here, Picton highlights the necessity of dispelling the idea of a single truth, and goes on to emphasize the importance of understanding issues of representation; “All cultures and the texts they generate are multiple, hybrid, unevenly developed, characterised by multiple historical trajectories... However, questionings of ‘truths’, authenticity and paradigms to assess distant places and people mean that difference becomes a shifting concept with a revival in ‘otherness’ in new forms” (Picton, 2008, p.247). This stresses that care must be taken that in dispelling one binary, we are not creating another. I may perceive development in understanding from the work that the Year 7 class produced, interpreting their more complex and nuanced views of India as evidence of understanding of place, however they may be forming new assumptions that translate into ‘otherness’ in new forms, as Picton discussed.

Learning activities such as the ‘floor plan’ exercise, and subsequent application of this concept to a map of India, allowed pupils to develop a firm grasp of the concepts of place and representation; as illustrated by the connection of the key words ‘Map’ and ‘Representation’ with the explanation: [This doesn’t show] “what the world is like” (see Figure 1 – concept map). This, among further responses in the reflective diaries, demonstrates a much more nuanced understanding of place and everyday life, meeting the aims of this study.

The findings also demonstrate that using a named location or case study such as India as a background to learning about place is highly beneficial. Assessing factual knowledge about such a named location can give an indication of progress. Furthermore one trainee reflected “using specific case study examples puts things into context for pupils and helps them to engage with the topic in more depth. I feel it also makes it more accessible and interesting” (questionnaire 14/4/20). I concur that using a specific location can contextualize these concepts, and is a useful way to lay the foundations for understanding these concepts, which can then be addressed in more abstract ways as the pupils move through their geography education.

By way of conclusion for this section, it must be noted that the limitations of these findings stem from the fact that they will never be unbiased, as this study has been carried out for a specific purpose, and with a specific audience in mind. It stands to reason that the findings and subsequent discussion presented in this section must be received as tentative, having been significantly impacted by both the unavoidable positionality of the researcher/teacher and the curtailing of research due to Covid-19. Meaningful reflection included throughout this study has sought to rectify these limitations.

Conclusion

Summary of findings and implications for future practice

This case study has explored how Year 7 pupils' understanding of India can influence their conceptions of place. Findings revealed that pupils expected to learn about distant place through comparison to their own experience, a customary technique in both primary and secondary geography education, which fosters a binary understanding of the world, reinforcing ideas of 'us and them'. By explicitly discussing the complexities of representation, place, and everyday life – concepts not usually addressed until A-level – pupils were able to dispel the idea of 'a single story' (Adichie, 2009), and began to develop empathetic understanding of the diverse reality of everyday life in distant places. India served as a contextual backdrop for their learning, and as they were exposed to more and more contemporary images and facts about India, the more they moved towards a continuum, rather than binary approach (Picton, 2008), and began to think in more relational terms (Martin, 2013).

Overall the learning about India was negligible; pupils did not learn many 'facts' about Indian culture, history, physical geography *etc.*. This was, however, largely intentional, as by allowing time for personal reflection at the beginning and end of each lesson, as well as dedicating significant lesson time to class discussion on these concepts, pupils were able to begin to recognise some of the gaps that are often left when distant place is taught in a more traditional formula of location, culture, conflict. Personal reflection allowed pupils to instead understand the subjectivities of place, and that there are multiple ways of knowing. I believe that this is a more sustainable way of learning about place, as in time, this approach to teaching distant place seeks to dismantle the fallacy that there is a hierarchy in types of knowledge, and that only some types of knowledge can claim to champion what is 'true' and 'authentic', as this perpetuates a dichotomous understanding of the world. This is incredibly valuable, as it equips pupils with the transferable skills needed to apply this critical understanding to other distance places.

Aboud (1988) notes “prejudice is based on an egocentric judgement that only one way of experiencing the world is the correct way. Learning the many ways of being right reduces prejudice” (p.132). By breaking down these ways of knowing, and discussing representation of distant place openly, this scheme of work has sought to advocate that the aim of geographical education should be “to assist and enable students to critically engage with their own and others’ ideas about distant places and the way that different and distant places are represented” (Picton, 2008, p.247). I believe geography must strive to equip pupils with certain ‘geo-capabilities’ (Walkington et al., 2018) such as developing geographical literacy. I support Picton’s assertion that “the ability to deconstruct representations of place should be a key skill” (2008, p.247). Though an ambitious task with Year 7 pupils, this study has demonstrated that even at the start of their secondary school education, pupils are more than capable of engaging with complex concepts. This engagement should be maintained throughout secondary school, and as a result I believe that pupils will be much better equipped to be critical, informed, and conscientious learners, forging a path away from essentialist and reductive views of the ‘other’.

Evaluation of research design and implications for future research

If this study were to be carried out again, it would be preferable that there was a longer time-span available for the unit, as well as restrictions on content lifted. Furthermore, with such a subjective concept such as sense of place, it would have been ideal to take a more participatory approach, involving the pupils’ lived experiences to an even greater degree. The methodology of such an approach would appreciate the child as a “social agent with the right to hold and express an opinion... and includes consideration of the child as participant and co-researcher” (Pike & Clough, 2005, p.357). Methods could include participatory mapping, where pupils draw personal maps, detailing emotions, perceptions and opinions to elicit their conception of place. By listening to children’s voices, we can build up a more complete picture of children’s ideas about learning about distant places in geography. We can identify how and where they learn about distant places, and start to adjust formal teaching to reflect the needs of all learners. In one participatory study, Pike and Clough (2005) concluded that children were “very articulate about how they learnt best. They were able to express ideas about types of methodologies in geography and about progression in their learning” (p.362). This type of research could therefore open the door for increased enthusiasm and effectiveness for teaching about distant place, involving the pupil and placing them as central to the topic; a topic that exists not only in the formal learning environment, but as a lived experience each and every day.

References

- About, F. (1988). *Children and Prejudice*. Oxford: Wiley-Blackwell.
- Adichie, C. N. (2009). The Danger of a Single Story. Talk given at TEDGlobal, Retrieved April 13, 2020, from https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story
- AQA (2019). A-level Geography, specification 7037 for A-level exams June 2018 onwards. Version 1.2 2 September 2019.
- British Educational Research Association (BERA). (2018). *Ethical Guidelines for Educational Research*, (4th ed.). London.
- Cousin, G. (2006). An Introduction to Threshold Concepts. *Planet*. 17(1), 4–5.
- Demetriou, H. (2017). The Case Study. In E. Wilson (Ed.), *School-based research: a guide for education students* (3rd ed.) (pp. 124 – 138). London: Sage.
- Department for Education (DfE) (2013). National curriculum in England: geography programmes of study. Retrieved April 10, 2020, from <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>
- Disney, A. (2005). Children's Images of a Distant Locality. *International Research in Geographical and Environmental Education*, 14(4), 330-335.
- Evans, M. (2017). Reliability and Validity in Qualitative Research by Teacher Researchers. In E. Wilson (Ed.), *School-based research: a guide for education students* (3rd ed.) (pp.202 – 216). London: Sage.
- Fink, B. (2007). *Fundamentals of psychoanalytic technique: A Lacanian approach for practitioners*. New York: Norton.
- Gallagher, R. & Parish, R. (2015). *Geog.3: Geography for Key Stage 3* (4th ed.). Oxford: OUP
- Gieseeking, J. J. (2013). Where We Go From Here: The Mental Sketch Mapping Method and Its Analytic Components. *Qualitative Inquiry*, 19(9), 712–724.
- Gregory, D., Johnston, R., Pratt, G., Watts, M. J., & Whatmore, S. (2009). *The Dictionary of Human Geography* (5th ed.). Wiley-Blackwell.

- Harrison, N. (2017). Putting oneself in the shoes of another: issues of empathy and intercultural understanding in the Australian geography curriculum. *International Research in Geographical and Environmental Education*, 26(4), 269-280.
- Heading, D. & Loughlin, E. (2018). Lonergan's insight and threshold concepts: students in the liminal space. *Teaching in Higher Education*, 23(6), 657-667.
- Hopkin, J. (Ed) (2001). *Geography Matters 2*. Pearson Education.
- Martin, F. (2013). Same old story: the problem of object-based thinking as a basis for teaching distant places. *Education 3-13*, 41(4), 410-424.
- Massey, D. (1991, June). A Global Sense of Place. *Marxism Today*, 24 – 29.
- Meyer, J. & Land, R. (Eds.) (2006). *Overcoming barriers to student understanding: threshold concepts and troublesome knowledge*. Abingdon: Routledge.
- O'Brien, J. (2002). Concept Mapping in Geography. *Teaching Geography* 27(3), 126-130.
- OCR (2018). *A LEVEL Specification GEOGRAPHY: H481 For first assessment in 2018, Version 1.2 (August 2018)*.
- Picton, O. J. (2008). Teaching and Learning About Distant Places: Conceptualising Diversity. *International Research in Geographical and Environmental Education*, 17(3), 227-249.
- Pike, S. & Clough, P. (2005). Children's Voices on Learning about Countries in Geography. *International Research in Geographical and Environmental Education*, (14)4, 356-363.
- Reynolds, R. & Vinterek, M. (2016). Geographical locational knowledge as an indicator of children's views of the world: research from Sweden and Australia. *International Research in Geographical and Environmental Education*, (25)1, 68-83.
- Royal Geographical Society (RGS) (2008). *Key Stage Three curriculum*. Royal Geographical Society with the Institute of British Geographers. Retrieved April 13, 2020, from <https://www.rgs.org/schools/teaching-resources/key-stage-three-curriculum/>
- Ruiz-Primo, M, A., Schultz, S. E., Li, M., & Shavelson, R. J. (2001). Comparison of the reliability and validity of scores from two concept mapping techniques. *Journal of Research in Science Teaching*, 38(2) 260-278.
- Said, E. (1978). *Orientalism*. London: Routledge & Kegan Paul.

- Taylor, L. (2014). Diversity between and within: approaches to teaching about distant place in the secondary school curriculum. *Journal of Curriculum Studies*, 46(2), 276-299.
- Thomas, G. (2010). *How to Do Your Research Project: A Guide for Students*. London: Sage.
- Walkington, H., Dyer, S., Solem, M., Haigh, M., & Waddington, S. (2018). A capabilities approach to higher education: geocapabilities and implications for geography curricula. *Journal of Geography in Higher Education*, 42(1), 7-24.
- Wilson, E. (2017). Data Collection. In E. Wilson (Ed.), *School-based research: a guide for education students* (3rd ed.) (pp.175 – 201). London: Sage.
- Yin, R. K. (2012). *Applications of Case Study Research* (3rd ed.). Sage

Appendix 1

Interview questions and responses

	Pupil 1 (W)	Pupil 2 (I)	Pupil 3 (A)	Pupil 4 (E)
1. What do you know about India?	Nothing.	They have big temples. Was there a war there a while ago?	It's a relatively poor country, it's not very environmentally safe, because there are factories and not very clean air, and it's dirty. They have a different religion.	Nothing. It's in Asia.
2. What do you expect to learn about India?	How the poor live verses the rich.	The people, culture. Maybe some buildings.	Types of food, society, religion, oh and child labour.	About the culture, it is different to ours maybe. Where India is. How it is different economically.
3. What does 'place' mean to you?	A town or something.	Somewhere where there is something. School is a place.	An area of land that is there.	An area on a map, or in a country, or on a continent.
4. How do you think learning about India might change how you see the world?	Not sure.	Maybe something is there that people here might not understand, and people might disagree with it.	It will change how I think about other countries and how lucky I am compared to others, we might be one of the luckiest countries in the world, and might want to do something about it and help in some way.	It might change how we see the world because we know about modern things, but in India it is different, sometimes drastically.

Appendix 2

Reflective diaries

Reflective Diary: Lesson 1

Before the lesson:

Over the next few lessons, we are going to learn about India. What kind of place is India? Use as many descriptive words as you can.

After the lesson:

What did you think of today's lesson? Were there any parts that surprised you? What are your current thoughts about India? What has made you think this way?

Reflective Diary: Lesson 3

Before the lesson:

How is India connected to the rest of the world? How is the UK connected to India? Might these connections have any impact on peoples 'sense of place'?

After the lesson:

What have you learned about 'globalisation'? How might globalisation impact your 'sense of place'? How does learning about globalisation influence the way we see India?

Reflective Diary: Lesson 2

Before the lesson:

What is daily life like for people in India? Does everyone living in India have the same experience? Can the same be said in the UK?

After the lesson:

What have you learned about 'place'? Can you apply the way that geographers think about place to our learning about India?

Reflective Diary: Lesson 4

Before the lesson:

How can we make connections between our key words over the last few lessons: Representation, Place, and Globalisation? How do you now picture everyday life in India?

After the lesson:

Listening to other groups present, do you think there were any differences in the ways that you each thought about India? What have these lessons taught you about learning about far away places?

