

need to have a stronger understanding of the importance of visuals and why they are so addictive, especially in the era of TikTok and Facebook social media platforms converting society to visual communication.

*Picture pedagogy* explores a variety of different social issues not only significant in geography, but also delves into the realms of the arts, languages, English, STEM and social studies suitable for middle and senior school curriculums.

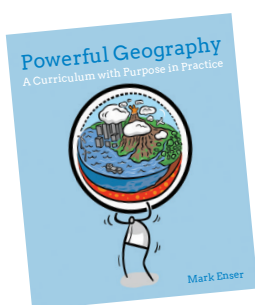
The book is engaging from beginning to end, exploring the notions of still photography, film, media representations, infographics, visual literacy, genres and visual culture as an ever-expanding topic of debate and social change. Duncum explores how in the classroom you can unpack the notions of visual seduction and aesthetics in graphics to consume the viewer and establish the difference between glancing and analysing the messages behind graphics ranging from the Art of the Renaissance to the Art of Film and importance of story in the world cinema.

Students of 2021 are visual learners and in a world of such frequent and ever-changing social media, teachers need to understand the importance of the power in visuals communicating information. As social beings, we learn not just through words, but through body language, interpretations and engagement, most of which is learned through the eyes and senses, which is why visual culture is the focus of this text.

At the end of each chapter there are guiding questions and activities you can use with your students based on any of the 10 topics highlighted in the text. If you teach geography, this resource would be relevant to the Australian Curriculum looking at the notions and ideas of interconnections, visual literacy, culture and social responses, ethical agendas and the aesthetics essential to conveying knowledge and ideas to others.

#### Michael Pretty

Salisbury East High School, South Australia



### ***Powerful geography: a curriculum with purpose in practice.***

**By Mark Enser. Crown House Publishing, 2021,**

**182 pages, soft cover,  
ISBN 9781785835117**

**<https://www.crownhouse.co.uk/>**

Mark Enser's book is a thought-provoking and challenging call to arms for geography teachers.

It demands of them, in Part 1, that they identify the *purpose* behind their teaching of geography and, in Part 2, that they fulfill this purpose through the means by which they deliver the geography curriculum in *practice*.

Neither of these tasks is simple but, for geography teachers burdened by overly prescriptive and constantly changing

national curricula, micro-managerialism, and pedagogical and political fads and fashions, this volume offers teachers both a partial explanation of the maelstroms in which they currently operate and some suggestions on how they might regain some agency and coherence in their own teaching practice.

Part 1 Purpose homes in on the geography curriculum through a consideration of what schools are for (Chapter 1), approaches to knowledge (Chapter 2), the historical development of school geography (Chapter 3) and “the shift in the ownership of curriculum creation from academic geographers through curriculum experts to politicians” (p.53), a process through which the subject of geography is all but lost sight of (Chapter 4), before articulating, in Chapter 5, a purpose for the geography curriculum. This purpose is based on the discipline's *big ideas* (e.g., space, place, scale etc.) and the (geo)capabilities (e.g., a better understanding of the natural and social worlds, the ability to go beyond the limits of one's personal experience etc.) that it can offer to those who study it.

Part 2 Practice begins by contending that the content (Chapter 6) of geographical curricula should impart *powerful knowledge* which provides new ways of thinking, helps pupils to explain and understand the world, gives them power over what they know, enables them to join in conversations and debates, and gives them knowledge of the world. This requires a purposive selection of the places chosen for study (Chapter 7), of the sequencing (Chapter 8) of the topics included in the curriculum, and of the activities (Chapter 9, Doing geography), such as fieldwork, that the students undertake. In Chapter 10 (Geography for the 21st century), Enser acknowledges that geography curricula are constantly changing in a changing world but, as he argues in his conclusion (Chapter 11), it is only through the purposeful imparting of powerful knowledge that the process of “putting the (geography) teacher back into education” (p.169) can occur.

Although this work is written from a British perspective, the issues and concepts raised therein are equally relevant in the Australian context and the work of Australian geographer-educators such as Alaric Maude and David Wadley are extensively cited.

*Powerful geography* is a stimulating and provocative read which should give any Australian geography teacher considerable food for thought and, ideally, action.

#### Professor Roy Jones

Curtin University, Perth