Reflections on the Kilkelly curriculum artefact

**Subject**

- Which specific place(s) are studied?
  - Kilkelly, south-west Ireland.
- Where is the contextual geographical ‘core knowledge’?
  - British Isles, North Atlantic.
  - Nineteenth century rural economy.
- Where is the powerful geographical knowledge?
  - Push-Pull migration model.
  - Interaction (e.g., flows and counter flows).
  - Society (e.g., age and gender discrimination in migration).
- What are the ways in which geographical thinking deepens or extends understanding of the theme, issue or place?
  - Information diffusion is important (e.g., that working on the railway was dangerous).
  - Remittances back home are highly significant.
  - Distance matters (e.g., Michael returned from England; John dis not return from North America).

**Students**

- In what ways are the students’ prior experience/knowledge accessed and taken into account?
  - In London, very few students do not have a family migration story.
- In what ways are the theme, issue or place made ‘accessible’ to the students?
- The song can be played with or without text – or both.
- An atlas should be used to locate Kilkelly.
- In what ways are students challenged to think beyond their current (or ‘everyday’) understandings?
- The song has an affective /emotional dimension.
- The analysis builds to an abstract model (Push-Pull).
- Is it possible to say how students’ learning progresses?
- The students have the means to make some generalisations about migration, and make critical observations about impact (both on destination and original locations).
- How does this theme, issue or place study contribute to the wider curriculum aims (in the UK: the ‘big picture’)
- Using the ‘historical distance’ of this case study students may be able to make better sense of contemporary migration stories.

Teacher

- What has the teacher done to generate a ‘need to know’, enthusiasm or motivation?
  - Using a song is unusual.
  - Listening and ‘mapping’ what you hear is also novel.

In what ways have the teacher supplied data for students to assimilate, process, transform and communicate?

- The mapping activity is challenging, but is this that becomes the data to be analyzed.
- Maps can be compared, redrawn, displayed.

- How is the content sequenced – and how is this justified?
- This lesson is inductive. The generalisation (the abstract model) comes from the empirical ‘story’. This is more powerful than presenting the model first (like a ‘fact’ to be learned) to be illustrated with examples (in other words a deductive approach).

- How does the teacher lead the learning (including exposition), and how is this balanced by more ‘pupil centred’ learning activity?

- The teacher carefully sets up the activity with the students to make it achievable.
- The teacher is vital in guiding the interrogation and analysis of the data, through questions and discussion.