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Teaching History 11-18 Husbands, Chris, Kitson, Alison, 2010-07-01 This book provides a comprehensive and radical guide to the challenges facing history and history teaching in contemporary schools

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Cross-Curricular Teaching and Learning in the Secondary School... Humanities Richard Harris, Simon Harrison, Richard McFahn, 2013-03 Drawing on case studies taken from a range of innovative secondary schools and interrogating the use of cross curricular approaches in UK schools Cross Curricular Teaching and Learning in Humanities constructs a research based pedagogy with practical steps for students and teachers as they consider how cross curricular approaches can be implemented in their own subject areas

Myths and Mythical Spaces Claudia Lichnofsky, Enriketa Pandelejmoni, Darko Stojanov, 2017-12-04 This volume addresses textbooks written in the Albanian language and in use in Albania Kosovo Macedonia and Serbia Political myths and mythical spaces play a key role in shaping processes of identity building concepts of self and other and ideas pertaining to the location of the self and nation within a post conflict context The Albanian case is particularly interesting because the majority of Albanians live outside the borders of Albania despite the existence of the nation state which gives rise to fascinating complexities regarding the shaping of national identities and myths surrounding concepts of self and other What textbooks teach is always of political interest as they represent society's intentions for its next generation This renders identity building processes via textbooks in this context a particularly fascinating topic for research here examined through the lens of myths and mythical spaces

Handbook on Peace Education Gavriel Salomon, Ed Cairns, 2011-02-25 This handbook encompasses a range of disciplines that underlie the field of peace education and provides the rationales for the ways it is actually carried out The discipline is a composite of contributions from a variety of disciplines ranging from social psychology to philosophy and from communication to political science That is peace education is an applied subject which is practiced in differing ways but must always be firmly based on

a range of established empirical disciplines The volume is structured around contributions from expert scholars in various fields that underpin peace education plus contributions from experts in applying peace education in a range of settings all complemented by chapters which deal with issues related to research and evaluation of peace education **Meeting the Needs of Your Most Able Pupils: History** Steve Barnes,2007-11-27 Featuring comprehensive appendices and online resources this book provides specific guidance on a range of aspects including planning differentiation and extension enrichment in history and teacher questioning skills **Creating Outstanding Classrooms** Oliver Knight,David Benson,2013-10-15 This timely new book outlines a whole school approach to embedding a sustainable model of teaching and learning that puts the learner at the heart of the system It provides an entire framework for ensuring all students achieve above their expectations incorporating school vision teacher professional development assessment models school culture leadership and management and core classroom practices It takes what the current research suggests does and does not work and builds it into a practical approach that has been tried tested and proven to work Each section incorporates the research a model of how this can be embedded across a school and then a training section that allows senior leaders in schools to teach the skill set to others to ensure it can be embedded and reviewed Covering all aspect of teaching and learning including curriculum design teacher practices assessment and leadership the book features a clear planning framework that is easy to implement subject based case studies to exemplify good practice diagrams to clarify and consolidate information training activities throughout each chapter also available to download at www.routledge.com 9780415831178 Designed to be used as a training tool for both new and established teachers this book is essential reading for senior leaders that want to equip their teachers with the skills and knowledge to create a school of outstanding classrooms **Addressing Special Educational Needs and Disability in the Curriculum: History** Richard Harris,Ian Luff,2017-04-11 The SEND Code of Practice 2015 has reinforced the requirement that all teachers must meet the needs of all learners This topical book provides practical tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils including those with special needs The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning Offering strategies that are specific to the context of history teaching this fully revised edition will enable teachers to Make history education accessible and engaging to pupils of all abilities Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture of learning Develop inclusive practical demonstration and role play techniques to aid conceptual understanding Set assessment objectives Deploy in class support effectively An invaluable tool for continuing professional development this text will be essential for teachers and their teaching assistants seeking guidance specific to teaching history to all pupils regardless of their individual needs This book will also be of interest to SENDCOs senior management teams and ITT providers In addition to practical activities

and supporting material contained in the book there are also free online resources for readers to download and use in the preparation of successful inclusive lessons for all pupils Teaching a Diverse Primary Curriculum Karin Doull,2022-06-23 Without conscious consideration of diversity in the curriculum there is a danger that teachers fall back on a narrow syllabus Trainee and new teachers need support to expand their knowledge and understanding of the curriculum to enable them to make active choices to ensure diversity in what they teach This book explains why and how diversity can be taught through the primary National Curriculum It includes practical examples of good practice and realistic straightforward ideas and resources to support new teachers to go into the classroom ready to bring diverse voices and learning to their teaching

The Nation on Screen Enric Castelló,Alexander Dhoest,2020-07-24 But we can still rise now runs a line of Scotland's unofficial national anthem Flower of Scotland and be the nation again who defeated the English King Edward II in 1314 at the Battle of Bannockburn These short lines tell us much about the concept of the nation Firstly the pronoun of the nation is we Secondly nationhood remains aspirational for some while it is entirely taken for granted for others Thirdly nations often trace their origins back to an implausibly dim and distant past Finally it points to the fundamentally discursive nature of the nation the nation appears not as something which simply is but as something which can be called into existence through talk official documents official and unofficial national anthems ceremonies and parades monuments and statutory press coverage and increasingly television This book which arose out of a conference held in Tarragona in 2007 focuses on the complex discourses of the nation to be found in the television systems of twelve different countries examining how these circulate in fiction in news and documentary including re enactment formats and in entertainment programmes adverts and the coverage of large scale sporting events The nation which emerges is everywhere and nowhere talked about endlessly but never finally grasped repeatedly staged and re enacted but lacking a foundational script In short it is a site of struggle The stakes are high since the nation when mobilised is a force to be reckoned with and the on going attempts to define it are many varied and often highly creative This book details many such events from the high drama of war reporting to the self mocking irony of ten second commercial spots Effective Medium-term Planning for Teachers Lee Jerome,Marcus Bhargava,2015-01-21 Effective medium term planning is the holy grail of planning Once teachers are able to conceptualise learning over a longer period of time they are empowered to achieve outstanding learning as part of their everyday teaching This book explains why medium term plans are important and how to go about constructing them Key coverage includes Practical guidance to support teachers to build their own effective medium term plans Examples of planning in action exploring key principles that can be applied to your own practice Theoretical and practical justifications for the importance of medium term planning Exploration of the links between raising attainment and effective medium term planning This is essential reading for initial teacher education students on university based and school based courses preparing to teach in primary and secondary education and early career teachers seeking to continue their professional learning **The History Teacher's Handbook**

Neil Smith,2010-09-02 This comprehensive handbook combines up to date research including Ofsted reports and pupil surveys with road tested classroom techniques to suggest how you can make your classroom a dynamic and productive learning environment Advice is given on all aspects of history teaching from how to plan for successful outcomes and maximise meaningful assessment through to exciting ways to examine evidence and develop pupil interest outside of the classroom The chapter on making effective use of ICT to teach history tackles one of the biggest challenges for teachers today how to ensure new technologies are utilised to improve learning without allowing the technology to detract from the history being taught This book is perfect for trainee teachers and NQTs but will also help experienced history teachers to make lessons inspiring and accessible to pupils with a range of specific educational needs including pupils for whom English is not their first language and those who are regarded as being gifted and talented

Religion and Development in Southern and Central Africa: Vol 2 Amanze, James N.,Masango, Maake,2020-01-19 This book is a result of a joint conference which was held from 18th 22nd July 2017 under the theme Religion Citizenship and Development Southern African Perspectives The theme of the conference was adopted in order to underline the importance and significance of religion in the socio economic development of people in the world generally and in Southern and Central Africa in particular The papers in the book are divided into two volumes Volume one consists of papers which directly discuss religion and development in one form or another The second volume contains papers that discuss religion and other pertinent issues related to development The papers are grouped into sub themes for ease of reference These include Citizenship and Development Migration and Development Disability and Development Pentecostal Churches and Development and Religion and Society All in all despite a divergence of sub themes in volume two all point to issues to do with the role of religion in development in Southern and Central Africa today

Historical Discourse Caroline Coffin,2009-03-01 An important analysis of the language of time cause and evaluation in historical texts studied by students at secondary school looking at the implications for making meaning in historical writing

The Critical Global Educator Maureen Ellis,2015-09-07 An acknowledged challenge for humanitarian democratic education is its perceived lack of philosophical and theoretical foundation often resulting in peripheral academic status and reduced prestige A rich philosophical and theoretical tradition does however exist This book synthesises crucial concepts from Critical Realism Critical Social Theory Critical Discourse Studies neuro psycho socio and cognitive linguistic research to provide critical global educators with a Cultural Historical Activity Theory CHAT framework for self and negotiated evaluation Empirical research spanning six years involving over 500 international teachers teacher educators NGO and DEC administrators and academics traces the personal and professional development of the critical global educator Analyses of surveys focus groups and interviews reveal factors which determine development translating personal transformative learning to professional transaction and transformational political efficacy Eight recommendations call for urgent conceptual deconstruction expansion and redefinition mainstreaming Global

Citizenship Education as Sustainable Development In an increasingly heteroglossic world this book argues for relevance for Critical Discourse Studies if educators mediating and modelling diverse emergent disciplines are to honestly and effectively engage a learner's consciousness The Critical Global Educator will appeal to researchers academics and postgraduate students in the fields of citizenship development global education sustainability social justice human rights and professional development

Learning to Teach History in the Secondary School Terry Haydn, Alison Stephen, 2021-11-22 In some hands history can be an inspirational and rewarding subject yet in others it can seem dry and of little relevance Learning to Teach History in the Secondary School now in its fifth edition and established as one of the leading texts for all history student teachers enables you to learn to teach history in a way that pupils will find interesting enjoyable and purposeful It incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice The fifth edition has been thoroughly updated in the light of recent developments in the field of history education The book contains chapters on Purposes and benefits of school history Planning strategies Teaching approaches and methods Developing pupils historical understanding Ensuring inclusion New technologies in the history classroom Assessment and examinations Your own continuing professional development Each chapter includes suggestions for further reading weblinks to useful resources and a range of tasks enabling you to put learning into practice in the classroom Written by experts in the field Learning to Teach History in the Secondary School offers all training and newly qualified teachers comprehensive and accessible guidance to support the journey towards becoming an inspirational and engaging history teacher

Teaching Humanities and Social Sciences Rob Gilbert, Brian Hoeppe, 2016-12-19 Teaching the Humanities and Social Sciences 6E prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10 It successfully blends theory with practical approaches to provide a basis for teaching that is engaging inquiry based and relevant to students lives Publisher's website

Reflective Teaching of History 11-18 Robert Phillips, 2002

Understanding History Teaching Chris Husbands, Alison Kitson, Anna Pendry, 2003-09-16 Understanding History Teaching is an enjoyable read with a logical and flowing structure It lives up to its goal of appealing to both academic and professional readers with both academic depth and real insights and opportunities for the professional teacher to draw from It presents its data and interpretations in a manner which does not avoid the issues revealed within the research but has an uplifting effect on the reader and leaves them feeling optimistic about the quality of History teaching in UK secondary schools Robert Wyness Student De Montfort University Leicester UK Why do we teach and learn about the past How is history taught in schools What are the influences on the way teachers teach and pupils learn about the past History is one of the most ideologically disputed of school subjects Over the past generation the subject has experienced fundamental changes in content pedagogy and approach This book is the first detailed account of the way history is taught in schools to be published for 30 years Drawing on fieldwork in comprehensive schools and on research studies worldwide the authors pose fundamental questions

about the way teachers teach and learners learn They consider its purposes on teaching about the past in a world of accelerating change The book sets out to explore the realities of classroom history teaching and to offer pointers for the development on the subject in a new century

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