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Constructing History 11-19 Hilary Cooper, Arthur Chapman, 2009-07-09 This book describes and exemplifies strategies for teaching history across the 11 19 age range in rigorous and enjoyable ways It illustrates active learning approaches embedded in pupil led enquiries through detailed case studies which involve students in planning and carrying out historical enquiries creating accounts and presenting them to audiences in ways that develop increasingly sophisticated historical thinking The case studies took place in a number of different localities and show how practising teachers worked with pupils during each year from Y6 7 to Y 13 to initiate plan and implement enquiries and to present their findings in a variety of ways Each case study is a practical example which teachers can use as a model and modify for their own contexts showing how independent learning linked to group collaboration and peer assessment can enhance learning Social constructivist theories of learning applied to historical thinking underpin the book with particular emphasis on links between personalised and collaborative learning and e learning

A Practical Guide to Teaching History in the Secondary School Dan Keates, Matt Stanford, Corinne Goullée, 2025-04-09 A Practical Guide to Teaching History in the Secondary School offers comprehensive advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary history classroom Covering all aspects of history teaching it is designed for you to dip in and out of and to enable you to focus on specific areas of teaching your programme or pupils learning This completely revised edition has been rewritten with new chapters reflecting recent work into curriculum thought different types of historical knowledge designing enquiry questions and decolonising the curriculum Emphasising the importance of pedagogy detailed subject knowledge a well informed and

diverse curriculum evidence informed practice and a focus on building long term student understanding in the subject the chapters cover Curriculum design Teaching causation and consequence Teaching interpretation and significance Using evidence Delivering a more inclusive and representative history curriculum Progress and assessment Packed with ideas resources and practical teaching activities and underpinned by the latest research this is an essential companion for all training and early career history teachers

MasterClass in History Education Christine Counsell, Katharine Burn, Arthur Chapman, 2016-10-06 MasterClass in History Education draws on international research and practice to present effective and engaging approaches for history teachers who want to explore the ways in which reading research and reflection can support the development of history teaching and learning in the classroom At the heart of the book is a series of professional enquiries carried out by experienced history teachers working in a range of contexts Each history teacher addresses clear questions arising from their practice and together they illustrate various approaches to data collection data analysis and argument These history teachers also show how they drew on diverse scholarship in history and history education including many publications by other history teachers In eight further chapters other experts ranging from practitioner scholars to researchers in diverse fields such as history history education teacher education teacher research and curriculum theory reflect on the distinctive insights that these teachers offer and explore connections with their own fields The combination of perspectives and the depth of knowledge of the varied contributors reveal the importance of different kinds of relationship between theory and practice The links between classroom realities and research and the critical use of different kinds of text will support history teachers in developing their practice and professional voice

Teaching History Hilary Bourdillon, 2013-10-31 Against a background of controversy surrounding the teaching of history this reader gathers the current thoughts of the leading practitioners The development of school history up to the national curriculum and beyond is traced and the main issues concerning history teachers today are examined These issues include access to history the definition of British history in a multicultural society gender and the place of history with the humanities Progression and attainment are discussed as is the development of pupils' historical understanding and practical approaches to teaching history to 11-18 level pupils are explored

Knowing History in Schools Arthur Chapman, 2021-01-07 The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building Knowing History in Schools explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young's powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding The book builds towards a clarification of how we can best conceptualise knowledge

building in history education Crucially it aims to help history education students history teachers teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools

Teaching History Ian Phillips,2008-05-19 Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University

Histories of Everyday Life Laura Carter,2021-07-22 Histories of Everyday Life is a study of the production and consumption of popular social history in mid twentieth century Britain It explores how non academic historians many of them women developed a new breed of social history after the First World War identified as the history of everyday life The history of everyday life was a pedagogical construct based on the perceived educational needs of the new mass democracy that emerged after 1918 It was popularized to ordinary people in educational settings through books in classrooms and museums and on BBC radio After tracing its development and dissemination between the 1920s and the 1960s this book argues that history of everyday life declined in the 1970s not because academics invented an alternative new social history but because bottom up social change rendered this form of popular social history untenable in the changing context of mass education Histories of Everyday Life ultimately uses the subject of history to demonstrate how profoundly the advent of mass education shaped popular culture in Britain after 1918 arguing that we should see the twentieth century as Britain s educational century

International Yearbook of History Education A. Dickinson,P. Gordon,P. Lee,J. Slater,2013-11-19 This international academic and professional yearbook contains articles and reviews on matters of interest to all concerned with history in education from contributors throughout the world The yearbook will encourage rigorous exploration or philosophical psychological sociological and historical perspectives upon history in education and their relation to practice where appropriate The theme of the first edition is centralisation and decentralisation of national curricula

Hodder GCSE History for Edexcel: Medicine Through Time, c1250-Present Ian Dawson,2016-06-06 Exam Board Pearson Edexcel Level

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Teaching History in a Neoliberal Age Mary Woolley, 2019-09-04 This book explores changing practice in history classrooms from the autonomy of the 1980s through the introduction of GCSEs and the National Curriculum to the prescription of the National Strategies and the pervasive influence of league tables in the first decade of the twenty first century It uses individual narratives from history teachers to shed light on a changing profession Showcasing research that is crucial reading for leaders in education it uses oral accounts from 13 experienced teachers to provide a rich testimony of the constraints and affordances acting on history teachers The book offers a unique perspective to show how teachers experienced steady but substantial changes in policy and autonomy and how this affected their practice this detail enhances an analysis of policy and curricular documents across three decades The findings are crucial for educational settings today facing crises of teacher recruitment and teacher retention This book will be of great interest to academics and higher degree research students in history education history of education and education policy It will also be of interest to beginning history teachers and senior school leaders responsible for teacher development and curriculum

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