

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.

Unlock your full potential with this revision guide which focuses on the key content and skills you need to know for AQA GCSE Schools History Project. Written by experienced teachers, this series closely combines the content of AQA GCSE Schools History Project with revision activities and advice on exam technique. Each section has a model answer with exam tips for you to analyse and better understand what is required in the exam. – Makes revision manageable by condensing topics into easy-to-revise chunks – Encourages active revision by closely combining content with a variety of different activities – Helps improve exam technique through tailor-made activities and plenty of guidance on how to answer questions – Includes access to quick quizzes at www.hodderplus.co.uk/myrevisionnotes

The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much, too fast. Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system. GCSEs need "significant improvements" in order to restore public confidence in the exam system, but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair. MPs are also concerned about the impact of the changes on subjects outside the English Baccalaureate, where students will be taking GCSEs for some time to come, according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils, who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under-achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re-think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run, but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide-ranging stakeholder opposition to many of the Government's proposals.

Encouraging Learning

A companion to school experience

Germany, 1918–45 Sb 2013

Policy, Agency and Teacher Voice

Deep History and the Tory Theme in British Foreign Policy, 1679–2014

CCEA GCSE Single Award Science 2nd Edition

Political decisions are never taken in a vacuum but are shaped both by current events and historical context. In other words, long-term developments and patterns in which the accumulated memory of what came earlier, can greatly (and sometimes subconsciously) influence subsequent policy choices. Working forward from the later seventeenth century, this book explores the 'deep history' of the changing and competing understandings within the Tory party of the role Britain has aspired to play on a world stage. Conservatism has long been one of the major British political tendencies, committed to the defence of established institutions, with a strong sense of the 'national interest', and embracing both 'liberal' and 'authoritarian' views of empire. The Tory party has, moreover, at several times been deeply divided, if not convulsed, by different perspectives on Britain's international orientation and different positions on foreign and imperial policy. Underlying Tory beliefs upon which views of Britain's global role were built were often not stated but assumed. As a result they tend to be obscured from historical view. This book seeks to recover and reconsider those beliefs, and to understand how the Tory party has sought to navigate its way through the difficult pathways of foreign and imperial politics, and why this determination outlasted Britain's rapid decolonisation and was apparently remarkably little affected by it. With a supporting cast from Pitt to Disraeli, Churchill to Thatcher, the book provides a fascinating insight into the influence of history over politics. Moreover it argues that there has been an inherent politicisation of the concept of national interests, such that strategic culture and foreign policy cannot be understood other than in terms of a historically distorted political debate.

Unlock your full potential with this revision guide which focuses on the key content and skills you need to succeed in Edexcel (B) GCSE Schools History Project. It covers the popular topics of Medicine and Health through Time for Unit 1; the American West 1840–95 and Germany 1918–45 for Unit 2; and The Transformation of Surgery c1845–c1918 for Unit 3. How this revision guide helps you: – It condenses each topic into easy-to-revise chunks with tick boxes to track your progress. – There is a revision task for each chunk of content to make sure you have understood and learnt the key information. – Key term boxes help you learn the essential vocabulary – Exam Practice provides sample exam-style questions for each topic and you can check your answers online – Exam tips explain how to approach each kind of sample question and help you avoid the most common mistakes people make in their exams. – For each topic there are also quick quizzes online at www.hodderplus.co.uk/myrevisionnotes. This second edition is for the revised specification for first examination in 2015.

Think more deeply and work more independently at A level History through a carefully thought-out enquiry approach from SHP. Enquiring History: It makes you think! The OFSTED report on school history suggests that the current generation of A Level students have been poorly served by exam-based textbooks which spoon-feed students while failing to enthuse them or develop deeper understandings of studying History The Schools History Project has risen to this challenge with a new series for the next generation. Enquiring History is SHP's fresh approach to Advanced Level History that aims: – To motivate and engage readers – To help readers think and gain independence as learners – To encourage enquiry, and deeper understanding of periods and the people of the past – To engage with current scholarship – To prepare A Level students for university Key features of each Student book – Clear compelling narrative – books are designed to be read cover to cover – Structured enquiries – that explore the core content and issues of each period – 'Insight' panels between enquiries provide context, overview, and extension – Full colour illustrations throughout Web-based support includes – lesson planning tools and guidance for teachers available from the SHP website <http://www.schoolshistoryproject.org.uk/Publishing/BooksSHP/BooksALVLEHS.html> – eBooks for whole class teaching or individual student reading available from eBook retailers

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.

Revised for the 2013 specification, student book has been written to support Unit 3A of the GCSE course.

The Government's Proposals for Reform, Eighth Report of Session 2012–13, Vol. 1: Report, Together with Formal Minutes; and Appendices

A History of Language Education, Assessment and Policy in Britain

Forward with Classics

A Study in Educational Politics

Unit 2C USA 1919–41 SB 2013

Transforming Teaching and Learning

Taking a comprehensive, critical, and theoretical approach to the role of Shakespeare in educational policy and pedagogy from 1989 (the year compulsory Shakespeare was introduced under the National Curriculum for English in the United Kingdom), to the present, Shakespeare Valued explores the esteem afforded Shakespeare in the British educational system and its evolution in the twentieth century and into the twenty-first. Sarah Olive offers an unparalleled analysis of the ways in which Shakespeare is valued in a range of educational domains in England, making this important book essential reading for students and teachers of English and Shakespeare.

If historical culture is the specific and particular ways that a society engages with its past, this book aims to situate the professional practice of public history, now emerging across the world, within that framework. It links the increasingly varied practices of memory and history-making such as genealogy, podcasting, re-enactment, family histories, memoir writing, film-making and facebook histories with the work that professional historians do, both in and out of the academy. Making Histories asks questions about the role of the expert and notions of authority within a landscape that is increasingly concerned with connection to the past and authenticity. The book is divided into four parts: 1. Resistance, Rights, Authority 2. Memory, Memorialization, Commemoration 3. Performance, Transmission, Reception 4. Family, Private, Self The four sections outline major themes emerging in public history across the world in the 21st century which are all underpinned by the impact of new media on historical practice and our central argument for the volume which advocates a more capacious definition of what constitutes 'public history'.

Muslim Active Citizenship in the West investigates the emergence and nature of Muslims' struggle for recognition as full members of society in Australia, Great Britain and Germany. What actions have been taken by Muslims to achieve equal civic standing? How do socio-political and socio-economic factors impact on these processes? And how do Muslims negotiate their place in a society that is often regarded as sceptical – if not hostile – towards Muslims' desire to belong? This book sheds new light on Muslims' path towards citizenship in Australia, Great Britain and Germany. Existing research and statistics on Muslims' socio-economic status, community formation, claim-making and political responses, and the public portrayal of Islam are systematically examined. These insights are tested 'through the eyes of Muslims', based on in-depth interviews with Muslim community leaders and other experts in all three countries. The findings offer unique perspectives on Muslim resilience to be recognised as equal citizens of Islamic faith in very different socio-political national settings. Pursuing an interdisciplinary and comparative approach, this book examines the country-specific interplay of historical, institutional, political, and identity dimensions of Muslims' active citizenship and will be invaluable for students and researchers with an interest in Sociology, Religious Studies and Political Science.

A University Guide: Choosing A Course and Getting In, is the book produced by the Getting-In team to give you all the information you need to know about applying to UK universities using the UCAS system, and making sure you get the place you want. This book includes:- up-to-date league tables and other statistics- explanations of common terms and jargon used by university admissions departments - an examination of why people go to university- the right criteria for choosing a subject, institution and degree- specialist interview advice for medical degrees, Oxford and Cambridge colleges, and other courses you're likely to need an interview for- a guide to non-A level examinations required by some university courses, and how to cope with these extra requirements- a step-by-step guide through and timetable of the UCAS process- detailed advice on writing a winning personal statement, supported by years of experience from the Getting-In team- an explanation of the changes to student finance made in 2011, and how to use them to your best advantage- a guide to the Clearing and Adjustment systems used for students whose grades aren't what they expect- a history of universities and their development in the UKWith years of experience in getting students into top universities, the Getting-In team has produced a definitive guide to university applications. Written in clear language that any seventeen-year-old can easily understand, this book is designed to allow students consider every angle before making decisions that could shape the rest of their lives.Product DescriptionA University Guide: Choosing A Course and Getting In is produced by the team behind popular university applications advice website Getting-In.com. This website provides tailored personal statement help and advice for young people applying to university. Now, this non-fiction guide takes students through the process of applying to UK universities using the UCAS system, and making sure that they get the places that they want. Written in clear language that any seventeen-year-old can easily understand, this book also caters for mature and gap-year students. Although Getting-In runs its own successful advice website, a selection of other online and offline resources are also included here so that students can get the most extensive advice possibly. A University Guide: Choosing A Course and Getting In is designed to allow students consider every angle, before making decisions that could shape the rest of their lives. It offers not just practical advice, but detailed guidance and counselling on how to choose a subject and a university, taking into account your ambitions, priorities, best-loved subjects and personal habits.

Build your students' scientific thinking and practical skills with this Second Edition textbook, developed specifically for the 2017 GCSE specifications, from the No. 1 publisher for CCEA GCSE Science. – Develop understanding with clear Examples, Tips and Practical activities. – Prepare students for assessment with Test Yourself questions, Maths practice and Exam-style questions throughout. – Supports Foundation and Higher-tier students in one book.

Eduqas GCSE (9-1) History The USA: A Nation of Contrasts 1910-1929

Teaching History in a Neoliberal Age

Edexcel GCSE History a the Making of the Modern World

My Revision Notes Edexcel (B) GCSE Schools History Project

Learning to Teach History in the Secondary School

Unit 3B War and the Transformation of British Society C1931-51 SB 2013

Exam board: Eduqas Level: GCSE Subject: History First teaching: September 2016 First exams: June 2018 Endorsed by Eduqas Help every student to achieve their best, with bespoke support for Eduqas GCSE History from the leading History publisher for secondary schools. Structured around the key questions in the 2016 specification, this book: br” Develops in-depth subject knowledge through clear and detailed coverage of the important issues, events and conceptsbrbr” Builds students' historical skills and thinking as they progress through a range of activities and questionsbr

This book explores the politics of the 'Great History Debate' and explains why history became so controversial. It also provides a case study of how late 20th century education policy was conceived, created and contested. Consuming History examines how history works in contemporary popular culture. Analysing a wide range of cultural entities from computer games to daytime television, it investigates the ways in which society consumes history and how a reading of this consumption can help us understand popular culture and issues of representation. In this second edition, Jerome de Groot probes how museums have responded to the heritage debate and how new technologies from online game-playing to internet genealogy have brought about a shift in access to history, discussing the often conflicted relationship between 'public' and academic history and raising important questions about the theory and practice of history as a discipline. Fully revised throughout with up-to-date examples from sources such as Wolf Hall, Game of Thrones and 12 Years a Slave, this edition also includes new sections on the historical novel, gaming, social media and genealogy. It considers new, ground-breaking texts and media such as YouTube in addition to entities and practices, such as re-enactment, that have been underrepresented in historical discussion thus far. Engaging with a broad spectrum of source material and comparing the experiences of the UK, the USA, France and Germany as well as exploring more global trends, Consuming History offers an essential path through the debates for readers interested in history, cultural studies and the media.

Essential Theory for Primary Teachers is a succinct, accessible introduction to the key theories, concepts and policies that have shaped primary education as we know it, and underpin our practice in the classroom. Written with the ever busy training and practising teacher in mind, this straightforward guide offers the foundations for a solid understanding of how we teach and learn effectively, and how we develop as professionals. Together with key further reading highlights, a glossary of acronyms, and an at-a-glance timeline of the major events, acts and policies in education it explains core topics: A short history of the education system What is education for? Inequality and education Special educational needs and inclusion Child development How children learn Theories of motivation Behaviour for learning Assessment for learning Understanding and using research evidence Undertaking your own action research project Essential Theory for Primary Teachers brings together in one volume theory and knowledge that stands the test of time, it guides you through what others have said about them and will help you relate them to your own practice. A much-needed source of guidance for training and newly-qualified-teachers, it will support you as you develop the skills you need to teach confidently and help your learners succeed.

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 pupil's historical understanding, and practical approaches to teaching history to 11-18 level pupils are explored.

Education in a Federal UK

Handbook of Practical Second Language Teaching and Learning

MasterClass in History Education

My Revision Notes AQA GCSE Schools History Project 2nd Edition

Teaching History

Britain in the 1990s

New for the 2013 specification, this student book has been written to support Unit 2B. The engaging content thoroughly covers the material in the 2013 specification while the contemporary design, with a variety of sources throughout, appeals to students from a range of ability levels.

My Revision Notes: OCR GCSE (9-1) History B: Schools History Project

History Teaching, Nationhood and the State

A Classless Society

Practice and Policy

Unit 2B Russia 1914-39 SB 2013

Consuming History