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Nota di contenuto	1 Introduction: Historical Knowing and the 'Knowledge Turn' -- 2 How Helpful is the Theory of Powerful Knowledge for History Educators? -- 3 Inferentialism in History Education: Locating the 'Power' and the 'Knowledge' by Thinking About what it is for a Concept to have Meaning in the First Place -- 4 Powerful Knowledge Building and Conceptual Change Research: Learning from Research on 'Historical Accounts' in England and Cyprus -- 5 Disciplinary Knowledge Denied? -- 6 The Power of Knowledge: The Impact on History Teachers of Sustained Subject-Rich Professional Development -- 7 Two Concepts of Power: Knowledge (Re)production in English History Education Discourse -- 8 Powerful Knowledge for What? History Education and 45-Degree Discourse -- 9 Ka Mura, Ka Muri [Look to the Past to Inform the Future]: Disciplinary History, Cultural Responsiveness and Maori Perspectives of the Past -- 10 The Stories We Tell Ourselves: History Teaching, Powerful Knowledge and the Importance of Context -- 11 Powerful Knowledge or the Powers of Knowledge: A Dialogue with History Educators.
Sommario/riassunto	Knowing History in Schools explores how we can best understand knowledge-building in history education and aims to navigate the challenges that knowledge-building processes pose for learning history in schools.