

1. Record Nr.	UNINA9910765993503321
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Titolo	Subject learning in the primary curriculum : issues in English, science, and mathematics // edited by Patricia Murphy ... [et al.]
Pubbl/distr/stampa	London ; ; New York, : Routledge Milton Keynes [England], : In association with the Open University, 1995
ISBN	1-134-80161-0 1-280-15038-6 9786610150380 0-203-99024-2
Descrizione fisica	1 online resource (331 p.)
Altri autori (Persone)	MurphyPatricia <1931->
Disciplina	372.190941 372.941
Soggetti	Education, Elementary - Curricula - Great Britain Language arts (Elementary) - Curricula - Great Britain Science - Study and teaching (Elementary) - Great Britain - Curricula Mathematics - Study and teaching (Elementary) - Great Britain - Curricula Education, Elementary - Curricula
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Supports students studying the course E832 ... a module of the Open University's taught MA in Education." "E832 reader."
Nota di bibliografia	Includes bibliographical references (p. [320]-321) and indexes.
Nota di contenuto	Book Cover; Half-Title; Title; Copyright; Contents; Introduction; Part I Curriculum influences; Chapter 1 Introduction; Chapter 2 The aims of primary education in member states of the Council of Europe; CHILDREN AS INDIVIDUALS; The range of the educational programme; The balance between first-hand and second-hand sources; Literacy and numeracy; Social development; The place of foreign languages; Physical development; A child should achieve as much as he or she can; Taking children as far as they can now go; Individual differences; The balance between personal need and community membership THE REQUIREMENTS AND CONSTRAINTS OF SOCIETYSOME REFLECTIONS; NOTE; REFERENCES; Chapter 3 Knowledge for the

masses; BACKGROUND; HYPOTHESES; DATA; DATA FRAME AND COVERAGE; RESULTS; SUMMARY AND DISCUSSION; NOTES; REFERENCES; Chapter 4 Education, Majorism and 'the curriculum of the dead'; RESTORATIONISM AND POLICY INFLUENCE IN THE UK; The curriculum; Music; Geography; History; Assessment; Pedagogy; COMMON SENSE AND VICTORIANISM; REFERENCES; GLOSSARY; Actors; Agencies; Chapter 5 The problem of good primary practice; THE QUEST: PRACTITIONER VIEWS; THE QUEST: THE APPEAL TO AUTHORITY THE INVISIBLE CRITERION PROBLEM THE NOTION OF GOOD PRACTICE: WHAT DO WE MEAN BY 'GOOD'?; THE NOTION OF 'GOOD PRACTICE': WHAT DO WE MEAN BY 'PRACTICE'?; A FRAMEWORK FOR CONCEPTUALIZING PRACTICE; WHERE IS GOOD PRACTICE TO BE FOUND?; GOOD PRACTICE: THE PRIMACY OF VALUES AND EVIDENCE; NOTE; REFERENCES; Part II English: literacy practices in the primary classroom; Chapter 6 Introduction; REFERENCES; Chapter 7 The schooling of literacy; LITERACY WITHOUT SCHOOLING; LITERACY IN THE COMMUNITY AND IN THE SCHOOL; PROCESSES OF PEDAGOGIZATION; OBJECTIFYING LANGUAGE; SPACE LABELLING; PROCEDURES HOMOGENIZATION OR VARIATION? CONCLUSION; REFERENCES; Chapter 8 What counts as reading in this class? Children's views; SHARED READING: MODELLING OR MYSTIFICATION?; CHILDREN'S EXPECTATIONS AND INTERPRETATIONS; REFERENCES; Chapter 9 Disciplining English: the construction of a national subject; KINGMAN AND THE QUESTION OF GRAMMAR; KINGMAN AND THE QUESTION OF ENGLISH; CITIZENSHIP AND NATIONHOOD (1): ENGLISH AND MINORITY LANGUAGES; CITIZENSHIP AND NATIONHOOD (2): STANDARD ENGLISH; KINGMAN, ENGLISH AND EDUCATION; THE COMMON CULTURE; REFERENCES Chapter 10 Young children's writing: from spoken to written genre GENRE DEFINED; A WRITING NEGOTIATION GENRE; THE RELATIONSHIP OF THE WRITTEN GENRES TO THE CURRICULUM GENRE; REFERENCES; Chapter 11 Planning for writing across the curriculum; PLANNING THE CONTEXT; THE FIELD; THE MODE; THE TENOR; PUTTING IT INTO PRACTICE; LANGUAGE ACCOMPANYING ACTION; RECOUNT; CLASSIFICATION ACTIVITY; EXPERIMENTING; Hammering test; TEXT TALK; THE BIG BOOK; Part III Science: views of the domain and learning; Chapter 12 Introduction; Chapter 13 Constructivism and quality in science education; EXPLAINING THE TITLE THE EMERGENCE OF PERSONAL CONSTRUCTIVISM

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### Sommario/riassunto

The emphasis on subject knowledge in primary curricula is a world-wide phenomenon and has become increasingly the focus of attention in England, with the introduction of the National Curriculum and the appointment of subject co-ordinators in schools. Yet what exactly constitutes a subject and its practice remains controversial. The book is organised into five parts. Part one examines the general aims of primary education, in order to give a background for a more detailed exploration of UK curriculum development. Parts two, three and four examine the core subjects of English, science and ma

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