

1. Record Nr.	UNINA9910809315503321
Autore	Harris Richard <1966-, >
Titolo	Cross-curricular teaching and learning in the secondary school : humanities : history, geography, religious studies and citizenship // Richard Harris, Simon Harrison and Richard McFahn
Pubbl/distr/stampa	Milton Park, Abingdon, Oxon ; ; New York : , : Routledge, , 2012
ISBN	1-136-73318-3 1-283-46091-2 9786613460912 1-136-73319-1 0-203-81801-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (174 p.)
Collana	Cross-curricular teaching and learning in the secondary school
Classificazione	EDU000000EDU025000EDU029050
Altri autori (Persone)	HarrisonSimon <1971-> (Simon P.) McFahnRichard
Disciplina	370.11/2
Soggetti	Education, Humanistic Humanities - Study and teaching (Secondary) Citizenship - Study and teaching (Secondary) Education, Secondary - Curricula Interdisciplinary approach in education Education, Secondary - Curricula - Great Britain Interdisciplinary approach in education - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (pages 150-155) and index.
Nota di contenuto	Front Cover; Cross-Curricular Teaching and Learning in the Secondary School... Humanities; Copyright Page; Contents; List of figures; List of tables; List of abbreviations; Acknowledgements; 1. What are the humanities and what is the context for cross-curricular teaching and learning?; 2. Cross-curricular approaches to the humanities: how might a school shape its curriculum?; 3. Approaches to teaching and learning in the humanities and beyond; 4. Promoting enquiry and independent learning; 5. Using talk to support thinking in the humanities; 6. Teaching controversial and sensitive topics 7. Assessment and progression within the humanities8. Future

Sommario/riassunto

"What is the role of the humanities in the modern school? Should geography, history, RE and Citizenship teachers remain faithful to long-standing subject cultures and pedagogies? Or is there another way to consider how the curriculum, and the notion of individual subjects and teachers' pedagogy, could be constructed? 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. Key features include: - Clear theoretical frameworks for cross-curricular processes of teaching and learning in the humanities - Lively and engaging text that blends key issues with stories of current practice - An analysis of the use of assessment, enquiry, and pupil talk as key components in building a cross-curricular approach to the humanities - Practical and reflective tasks that enable to reader to apply their reading to day to day practice, alongside links to professional standards - Summaries of key research linked to suggestions for further reading - Professional development activities to promote cross-curricular dialogue Part of the Cross Curricular Teaching and Learning in the Secondary School series, this timely interdisciplinary textbook is essential reading for all students on Initial Teacher Training courses and practising teachers looking to holistically introduce cross-curricular themes and practices in secondary Humanities teaching"--
