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Follow a knowledge-led approach to British history from the arrival of the Anglo-Saxons to the Battle of Bosworth. Perfect for Year 7, embracing the latest KS3 history curriculum, and laying the groundwork for the new history GCSE.

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.

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Explores empires of medieval west Africa.

Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.

Five years in the writing by one of science fiction's most honored authors, *Doomsday Book* is a storytelling triumph. Connie Willis draws upon her understanding of the universalities of human nature to explore the ageless issues of evil, suffering and the indomitable will of the human spirit. For Kivrin, preparing an on-site study of one of the deadliest eras in humanity's history was as simple as receiving inoculations against the diseases of the fourteenth century and inventing an alibi for a woman traveling alone. For her instructors in the twenty-first century, it meant painstaking calculations and careful monitoring of the rendezvous location where Kivrin would be received. But a crisis strangely linking past and future strands Kivrin in a bygone age as her fellows try desperately to rescue her. In a time of superstition and fear, Kivrin—barely of age herself—finds she has become an unlikely angel of hope during one of history's darkest hours. Praise for *Doomsday Book* “A stunning novel that encompasses both suffering and hope. . . . The best work yet from one of science fiction’s best writers.”—The Denver Post “Splendid work—brutal, gripping and genuinely harrowing, the product of diligent research, fine writing and well-honed instincts, that should appeal far beyond the normal science-fiction constituency.”—Kirkus Reviews (starred review) “The world of 1348 burns in the mind’s eye, and every character alive that year is a fully recognized being. . . . It becomes possible to feel . . . that Connie Willis did, in fact, over the five years *Doomsday Book* took her to write, open a window to another world, and that she saw something there.”—The Washington Post Book World

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