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Starting Science ...Again?

Making Progress in Science Learning

Martin Braund



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**Making Progress in Science
Learning**

Martin Braund
University of York

Why do pupils' learning and motivation slow down markedly as they move from primary to secondary school? Why is this situation worse in science than in any other curriculum subject?

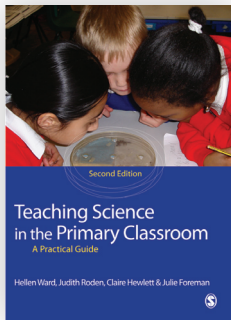
This book combines reports of and reflection on best practice in improving progression and continuity of teaching and learning in science – particularly at that transition stage between primary and secondary school. Presenting the views of teachers and pupils on progression, learning and application of science, the book suggests practical ways of improving teaching and learning in science. Each

chapter includes examples of learning materials with notes on how these might be used or adapted by teachers in their own classroom settings.

Science teaching in secondary schools is often based on assumptions that children know or can do very little, so the job in the secondary school becomes one of showing pupils how to start 'doing science properly', as if from scratch. The damage that this false view can do to pupils' learning, motivation and confidence is clear. This book will help teachers to assess children's prior knowledge effectively and build meaningful and enjoyable science lessons.



October 2008 • 184 pages
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Teaching Science in the Primary Classroom

Second Edition

Hellen Ward, Judith Roden, Claire Hewlett and Julie Foreman
all at Canterbury Christ Church University

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'This is an excellent book not only for student teachers (probably its main target audience) but for anyone involved in science lessons in the primary school. It is easy to read and gives clear practical advice including suggestions for effective classroom organisation. A real strength of the resource is that the writers have a wide range of experience in teaching science in the primary school'
– *Primary Science Review*

'Teaching Science in the Primary Classroom is a great resource that will help you turn the theory into straightforward fun science lessons. Well worth the money for students in training and experienced teachers needing some new inspiration' – *Child Education*

This exciting new edition of a popular book offers the reader the following new elements:

- explicit advice on how to link science to cross-curricular learning
- updated advice on planning and assessment
- guidance on how to accommodate personalised learning within science
- more on games to use in science
- more on creativity
- more on questioning techniques, an important aspect of scientific enquiry
- a whole new chapter on using ICT to teach science.

There are lots of practical examples, and clear guidance on how to turn theory into creative and lively science lessons and activities. Examples of children's work are included, and there are plenty of helpful case studies.



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