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'Good teachers use an appropriate range of teaching strategies to promote good learning' and 'Outstanding teachers use well-judged and often imaginative teaching strategies... " whereas inadequate teaching is where 'teachers fail to use resources or teaching strategies which secure effective geographical learning.' "

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know very well, reviewing the national curriculum is never a simple matter: it is not simply a matter of updating the content (see for example the discussion by Winter 2009; 2011; Some of the analysis in this article is taken from Hopkin J (2013) 'Framing the geography national curriculum' in *Geography*, 98, 2: 60-67.

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This book informs an international audience of teachers, scholars and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world. The book represents an important contribution to learning progressions research and practice. The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography. The book compares educational

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systems and how teachers and curriculum developers use the concept of "learning progression" to guide educational practices. As an approach to educational research, learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards. The book analyzes the general conditions of learning progressions within the context of a globalized world. Important themes are addressed such as: knowledge acquisition in formal

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education; measuring learning progressions in informal settings; learning progressions for one curriculum standard or several standards; conditions to assess progression in the learning of facts, concepts, and skills; and multiple pathways for understanding or learning geography. The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries. The book appeals to K-12 teachers, school administrators, policymakers, researchers in geography education,

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professors and lecturers at universities around the world.

The first fifteen years of the 21st century have thrown into sharp relief the challenges of growth, equity, stability, and sustainability facing the world economy. In addition, they have exposed the inadequacies of mainstream economics in providing answers to these challenges. This volume gathers over 50 leading scholars from around the world to offer a forward-looking perspective of economic geography to understanding the various building blocks,

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trajectories in the world economy. The perspective is at the same time grounded in theory and in the experiences of particular places. Reviewing state-of-the-art of economic geography, setting agendas, and with illustrations and empirical evidence from all over the world, the book should be an essential reference for students, researchers, as well as strategists and policy makers. Building on the success of the first edition, this volume offers a radically revised, updated, and broader approach to economic

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Geography. With the backdrop of the global financial crisis, finance is investigated in chapters on financial stability, financial innovation, global financial networks, the global map of savings and investments, and financialization.

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theoretical and conceptual innovations of the last fifteen years, including evolutionary economic geography and the global production networks approach. Addressing the dangers of inequality, instability, and environmental crisis head-on, the volume concludes with strategies for growth and new ways of envisioning the spatiality of economy for the future.

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Developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). The comprehensive Learner's Book: * provides activities that develop learners' skills and understanding of each of the modules specified by the CAPS curriculum * includes good-quality illustrations, photographs and diagrams in full colour * offers current and relevant content clearly set out according to the curriculum document. The innovative Teacher's Guide includes: * step-by-step guidance on the teaching of each lesson and activity as well as each form of

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historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are

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most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge

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and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education

Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

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This book outlines how good teaching of primary geography can extend children's world awareness and help them make connections between their environmental and geographical experiences. Chapters offer guidance on important learning and teaching issues as well as the use and creation of resources from the school environment to the global context. It covers all the key topics in primary geography including:

- understanding places
- physical and human geography
- environmental sustainability
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citizenship and social justice. Summaries, classroom examples and practical and reflective tasks are included throughout to foster understanding and support the effective teaching of primary geography.

PASS Geography provides a comprehensive overview of the curriculum to help you prepare for the exam. It contains:

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"Keywords: assessments, CCSS, CD-ROM, Common Core standards, Common Core State Standards, children, classrooms, content areas, curriculum, education, elementary, geography, instruction, learning, methods, middle, pedagogy, schools, science, secondary, social studies, spatial-thinking skills, standards, students, teachers, teaching

This widely adopted teacher resource and course text explains basic geographic principles and demonstrates how to bring them to life in engaging, challenging instruction for grades K/n-/12. Accessibly written,

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the book is packed with instructional materials, teaching tips, and more than 100 maps and other graphics. Together with the companion CD-ROM, it presents effective ways to promote students' spatial-thinking skills while teaching them about the land, climate, economy, and cultures of places around the world. The Companion CD-ROM The CD-ROM features more than 225 reproducible student activities; a Model Curriculum; PowerPoint slides of the book's figures and discussion guides that focus on important concepts in each chapter; specially designed K-2 resources;

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teaching notes with links to Common Core State Standards and Geography Standards; and more. New to This Edition *Chapter on geography in the curriculum. *Chapter appendix on the neuroscience of spatial reasoning. *CD-ROM features additional graphics, many new activities, and a Model Curriculum. *Discusses ways to align instruction with the Common Core State Standards. "--

This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the

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Conditions and processes that support such learning, and examines how ESD in schooling can improve the quality and relevance of education. The quality of education has been defined internationally as a key concern for educational institutions around the world, including schools in Africa. The models of quality are often limited to performance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and/or inclusion. The chapters explain how ESD

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brings a new relevance to education in Africa, and at the same time, sounds the beginning of a new concept of quality education. The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

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