

Grade 12 Geography Mapwork Test 14 May 2015

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this title provides a comprehensive account of how young children learn with maps and how teachers can best teach them a particular feature of the book is the integration of digital and conventional mapping

how up to date is your geographical thought are parts of your curriculum becoming tired and out dated effective innovation in the secondary geography curriculum will help training and practising secondary school teachers understand how to evaluate and refresh their curriculum in order to ensure that what they teach is relevant topical and creative considering the latest developments in both the school geography curriculum and the field of geography as an academic discipline this exciting new book explores how geography teaching and learning can be developed to engage secondary school pupils and better reflect contemporary society illustrated throughout with ideas and practical examples of how to update your curriculum easily and effectively key topics covered include understanding curriculum theory and development auditing and developing your own dynamic interactive curriculum critiquing textbooks and resources to ensure relevance constructing and analysing schemes of work incorporating the latest developments in the field into your teaching how to create innovative enduring curricula for human physical and environmental geographies providing insights into the latest thinking in geography in a concise and accessible manner effective innovation in the secondary geography curriculum will ensure motivating lively and successful

geography teaching and learning

in recent years there has been increased attention paid to the importance of assessment in geographical education the chosen subject for this book assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers to be effective assessment needs to be valid reliable and fair validity is about ensuring that we assess what we claim we are assessing reliability is about measuring performance and understanding in a consistent way without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do as geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master we need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning while there is a substantial literature on evidence based assessment in secondary school contexts research exploring best practice assessment in geography is rare this is a concern given the distinctive nature of geography and the important role of assessment in the learning process this scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography the chapters are written by leading researchers in geographical education from across the globe these chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across australia usa south korea germany switzerland and singapore what unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography providing scholarly examples of evidence based practices for assessing student s knowledge and skills

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