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The Guided Reader to Teaching and Learning History draws on extracts from the published work of some of the most influential history education writers, representing a range of perspectives from leading classroom practitioners to academic researchers, and highlighting key debates surrounding a central range of issues affecting secondary History teachers. This book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms. Each extract is accompanied by an introduction, a summary of the key points and issues raised, questions to promote discussion and suggestions for further reading to extend thinking. Taking a thematic approach and including a short introduction to each theme, the chapters include: The purpose of history education; Pupil perspectives on history education; Assessment and progression in history; Inclusion in history; Diversity in history; Teaching difficult issues; Technology and history education; Change and continuity; Historical Interpretations; Professional development for history teachers. Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications, as well as existing teachers, this accessible, but critically provocative text is an essential resource for those that wish to deepen their understanding of History Education.

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