



The Teaching of Science in Primary Schools

By Wynne Harlen OBE, Anne Qualter

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The fifth edition of this bestselling textbook provides an up-to-date discussion of the many aspects of teaching primary science, maintaining its strong focus on constructivist learning and the role of social interaction in learning. With emphasis on the child-centred approach, the book also promotes the importance of fostering motivation for learning through enjoyment and giving children some control of their activities.

The fifth edition has been updated to reflect:

- the move towards a cross-curricular approach in primary schools
- recent developments in the use of ICT by teachers and pupils
- how assessment and records can be used to help learning
- what recent studies of the brain can tell us about learning
- the widespread emphasis on teaching and learning through inquiry
- the recognition of the importance of discussion, dialogue and argumentation
- changes in curriculum management and planning.

The book opens with multiple case studies, four of which are new to this edition, offering cross-curricular examples of primary science in action. Each chapter is framed by an introduction and summary points. Suggestions for further reading are provided and there are numerous references to useful websites.

Combining theory and practice, *The Teaching of Science in Primary Schools* helps the reader to understand the rationale behind the practice. It continues to be essential reading for all trainee and practising primary school teachers, including students on PGCE Primary, BEd, BA Primary, Education Studies courses and those studying for further qualifications in education.

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Editorial Review

Review

Discussions of the nature of science, of the problems of organising group work, and of the principles and practicalities of formative assessment are strengths which other books do not rival...it is to be hoped that others can follow her example in being willing to keep on thinking and learning. This book will give a clear basis for such endeavours.' *The Times Educational Supplement*

About the Author

Wynne Harlen OBE has been involved in teaching and research in science education, evaluation and pupil assessment throughout her long career. She has been Sidney Jones Professor of Science Education at the University of Liverpool, UK, and Director of the Scottish Council for Research in Education and is now Visiting Professor at the University of Bristol, UK.

Anne Qualter has wide experience in research and professional development in science. She is Head of the Department of Education at the University of Liverpool, UK.

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