

Starting Science... Again?



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'The structure [of this book] encourages active participation via reflective activity boxes which further allows for the engagement and consolidation of ideas...Evidence based research is cited resulting in the author suggesting a number of practical activities to encourage progression and continuity in science' - ESCalate. 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.

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