

This book is the first to consider teaching and learning History and Geography as interconnected disciplines in the South African context. Drawing on prodigious research, experts in the fields impart recommendations for education students and teachers in social sciences programmes on how to teach, understand and assess these subjects purposefully. Dealing with both specific needs of the History and Geography syllabi and the broader curricula, the book guides readers through developments in these fields, new focus areas and teaching possibilities unlocked by technology.

Elize van Eeden is a Professor at North-West University and chairs the subject group History in the School of Social Sciences. She served as chairperson of the South African Society for History Teaching (2009-2017) and is board member of the International Society for History Didactics. She has authored 12 History books, more than 80 peer-reviewed articles, and chapters in 18 books as either co-writer or editor. In 1999 her acclaimed and widely used textbook *Didactical guidelines for teaching history in a changing South Africa* was published.

Pieter Warnich is a senior lecturer in History and Social Sciences Education at North-West University. As chairperson of the subject group History and Social Sciences Education, his main areas of specialisation are teaching, learning and assessment and History Education curriculum studies development. He has published widely in these fields where he authored numerous peer-reviewed articles and chapters in books. He is the editor and co-editor of books of which the latest one is *Outcomes-based assessment for South African teachers* (2012).

Table of contents

The Social Sciences: History and Geography

1. Unpacking the Curriculum and Assessment Policy Statement Social Sciences – Rob Siebörger
2. Reflections on writing and teaching History in South Africa – Elize van Eeden

Part A History

Section 1: Facing History

3. Textbooks, history and teaching – Barry William Firth
4. Practicalising local and regional histories in History curricula – Elize van Eeden
5. Feeling like a historian – Helen Ludlow
6. Teaching controversial issues in History – Johann Wasserman
7. The Miracle Rising® as source for teaching and learning controversial issues in History – Elize van Eeden

8. Facing the emotions and controversies of the past and present in South African Social Sciences and History classrooms – Siobhan Glanvill-Miller

Section 2: Teaching, doing and assessing History

9. Thinking historically: beyond names and dates towards historical understanding – Karen Horn
10. Cognitive development strategies within the History classroom – Byron J Bunt
11. Enhancing History teaching through the integration of technological devices and online teaching – Rika Odendaal-Kroon, Ionka Poole
12. Assessment and the History teacher: Classroom-based performance assessment in action with role-play and debating as examples – Pieter Warnich

Part B Geography

Section 1: Space, place and maps

13. Space and place for Geography teaching in the twenty-first century – Nomanesi Madikizela-Madiya
14. Mapping and maps in Social Sciences' Geography teaching – Joan Fairhurst

Section 2: Facing Geography

15. Issues-based teaching and learning in Geography – Di Wilmot
16. The Social Sciences and environmental education: an interdisciplinary reflection – Luiza O de Sousa and Chaik P Raath
17. Indigenous knowledge systems and teaching Geography – JM Dreyer

Section 3: Teaching, doing and assessing Geography

18. Field work excursions in the Social Sciences – L Louw
19. GPS, GIS, Google Earth and Google Map as resources and their application in Geography teaching – Christo van der Westhuizen and Elfrieda M-L Fleischmann
20. Teaching and learning styles and strategies in Geography education – Aubrey Golightly
21. Assessment in Geography teaching – JM Dreyer

