

St Aloysius Catholic Primary School

Chisholm



History & Geography Policy

Last Reviewed

2017

Next Review

2019

ST ALOYSIUS CATHOLIC PRIMARY SCHOOL VISION

At St Aloysius Catholic Primary School we are called to be the face of Christ through living, loving and learning together. We dare to empower all to wonder, hope, thrive and be proud witnesses of our faith.

RATIONALE:

At St Aloysius the study of History and Geography enables our students K-6 to develop the knowledge, understanding, skills, values and attitudes necessary to become active, informed and responsible citizens.

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. The study of History at *St Aloysius* provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication. (Adapted from NSW Syllabus for the Australian Curriculum History K-6 P.13)

Geography is the study of places and the relationships between people and their environments. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Catholic Dimension:

Catholic Schools have a particular task of offering quality education in all areas of the curriculum and presenting that quality education as an expression of the Catholic worldview. Every curriculum area that is taught within a Catholic School has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills and fostering attitudes and values that are life-giving and that assist young people to search for meaning and truth.

The Catholic worldview is a comprehensive perception of the universe revealed in Jesus that provides insights into the meaning of life and how to live it.

The Catholic worldview is experiencing life through the eyes of our Catholic faith.

Catholic Schools transform the individual by informing the student about, and forming the student in, the Catholic vision and story. Catholic Schools offer opportunities for students to apply that worldview to all aspects of school life, and life outside school. The task for the teacher in the Catholic School is to ensure that all pedagogical and pastoral decisions in all key learning areas are founded in the Gospel of Jesus Christ and Catholic Social Teaching and offer students the experience and knowledge necessary to develop a distinctive Catholic way of being in and seeing the world.

Human Society and its Environment provides students with an opportunity to learn about different cultures. Students will be encouraged to be tolerant and open to accepting people from different cultural backgrounds. They will learn about the history of people, places and events. Students will be encouraged to participate in social justice initiatives and develop an appreciation and understanding of different groups in our society that they can be of service to.

AIMS:

At St Aloysius History and Geography are taught to:

- stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.
- stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens

OBJECTIVES:

Through the study of **History** students K-6 will develop :

- knowledge and understanding about the nature of history and key changes and developments from the past

- knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Through the study of **History** students K-6 will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Through the study of **Geography** students K-6 will:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.
- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Through the study of **Geography** students K-6 will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

IMPLEMENTATION:

Personnel

- Each class teacher is responsible for the implementation of Human Society and Its Environment as per the school scope and sequence. The Teacher Librarian may be allocated the teaching of HSIE for a term depending on teacher RFF allocations.
- The Teacher Librarian assists with the allocation of resources for the teaching of HSIE

Time Allocation

It is expected that teachers allocate 6-10% of time (1-2 hours per week) to teaching this KLA.

Procedures

In 2015 teachers are implementing the History Syllabus content in place of the Change and Continuity strand of HSIE. Additional units of work are planned from the remaining strands of the HSIE Syllabus (Environments, Social Systems and Structures and Cultures).

RESOURCES

- NSW Syllabus for the Australian Curriculum History K-6
- NSW Syllabus for the Australian Curriculum Geography K-6
- NSW BOSTES K-6 HSIE Syllabus and support documents (1998)
- NSW BOSTES HSIE Units of work (1998)
- Resources accessed from the library collection
- National Digital Learning Resources Network (www.scootle.edu.au)
- Resources accessed from the Internet
- Excursions and Incursions
- Historical sites
- Artefacts
- Newcastle University
- Members of the community

ASSESSMENT

Assessment is based on the learning outcomes and content of the Geography K-6 Syllabus and the History K-6 Syllabus and specifies what students know, understand and are able to do. Opportunities for assessment for, as and of learning should be included throughout units of work providing opportunities for:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills

Assessment tasks in units of work in Geography and History may include:

- Summative assessment of learning tasks e.g. labelling a diagram or model, written and spoken texts, data collection and graphing, research tasks, timelines and visual texts. Such assessment tasks will be analysed and assessed against success criteria
- Written or spoken responses to visiting presenters. Evidence may include teacher observation, questioning, peer evaluation and self-evaluation.
- Students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples

Teachers will maintain a record of student achievement. These assessment data records are to be maintained for the calendar year. Assessments will align with the outcomes. They will be graded against a rubric and/or 1-3 grade.

REPORTING

Reporting takes place each Semester and students are awarded an A-E grade in History and Geography

BUDGET

Appropriate funds will be allocated annually from the school budget to allow for the successful implementation of this policy. Staff will prioritise the purchase of resources that are necessary to effectively implement the Science and Technology Syllabus.

EVALUATION

This policy will be reviewed every four years in keeping with the school policy review schedule or when Board of Studies or system requirements require a review.