



School of Education

EDST6783
History & Geography (K-6)

Term 2 2022

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1. LOCATION

Faculty of Arts, Design & Architecture

School of Education

EDST6783 History and Geography (K-6) (6 units of credit)

Term 2 2022

2. STAFF CONTACT DETAILS

Course Convenor: Liz Sheldon

Email: e.sheldon@unsw.edu.au

Availability: Post course enquiries on the course forum. Email is for confidential communications.

3. COURSE DETAILS

Course Name	History and Geography (K-6)
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6783T2C T2C – Tuesdays 16:30-18:30 T2C – Wednesday 16:30 – 18.30 for weeks 1, 3, 5

SUMMARY OF COURSE

This course examines the syllabus, curriculum planning, assessment strategies, classroom management and development/selection of activities and resources relevant to the teaching of human society and its environment in the primary school classroom. Students will engage in evaluation and selection/development/evaluation of activities and resources relevant to the teaching of key concepts in human society and its environment, in particular Stages ES1-3 of the *History K-10 (2012)* and *Geography K-10 (2015)* Syllabuses (NESA), in the primary (K-6) classroom:

Change and Continuity: personal, family, local, community and colonial history

Cultures: diverse Australian cultures, including those of Aboriginal and Torres Strait Islander people

Environments: natural and human features of places on local and global scales; change and sustainability

Social Systems and Structures: roles, rights, and responsibilities of people within societies and development of Australian society and democracy (including economy, education, and the arts).

AIMS OF THE COURSE

The aim of the course is to develop knowledge, understandings, skills, values, and attitudes relevant to teaching human society and its environment in general and the syllabus. We will look at patterns of human interaction across different times at local, national, regional, and global levels. Prospective teachers will be encouraged to think about connections between environments, change, continuity, culture, identity, resources, and power over time. They will think critically about the roles and responsibilities of citizenship in a multicultural society and how to develop values of fairness and equity in their future students.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Increase in course duration

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1 Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms	1, 2
2 Design successful learning experiences for primary students in History and Geography	1, 2
3 Plan and sequence learning programs and develop resources suitable for Stages across K-6	1, 2
4 Demonstrate ability to integrate History and Geography learning with other KLA(s)	1, 2
5 Demonstrate understanding of different types of learning experiences: project-based; strategies for local inquiry and using historical artifacts and resources as the basis for research	1, 2
6 Demonstrate respectful inclusion of Aboriginal and Torres strait Islander histories and 46.64/F1 10.02 Tf1 0 0 1 313.18 558.16 Tm0 g0 C	

3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1
3.3.1	Include a range of teaching strategies in teaching.	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1-8	1, 2
B. Classroom Management	1, 3-7	1, 2

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 6-week program. This is an *indicative* topic schedule/reading plan. Refer to Moodle for the most current schedule and readings. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Module	Lecture Topic/Readings
1	<p>Teaching models and approaches to History Readings and resources: NSW Board of Studies. (2012). NSW syllabus for the Australian curriculum: History K-10 syllabus (K-6 section). Sydney, Australia: NSW Board of Studies. Retrieved from https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10 Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapter 2, 3, 15 <i>Additional Tutorial Focus: Unpacking History syllabus content K-2</i></p>
2	<p>Engaging students in History learning Readings: Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 9,10 Lupton, Mandy. Inquiry skills in the Australian curriculum [online]. Access, Vol. 26, No. 2, June 2012: 12-18</p>
3	<p>Addressing values and perspectives when teaching History Readings: Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapter 6, 7, 8 Cam, P. (2012) <i>Teaching Ethics in Schools: a New Approach to Moral Education</i>. Melbourne: ACER Press Chapter 5 Mackenzie, A. (2012). Integrating year 6 history curriculum and the library. Access, 26(4), 32-33. <i>Additional Tutorial Focus: Unpacking History syllabus content 3-6</i></p>
4	<p>Teaching models and approaches to Geography Readings/resources: NESA (2015). NSW syllabus for the Australian curriculum: Geography K-10 syllabus (K-6 section). Sydney, Australia: NESA. https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10 Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 1, 2 (focusing mostly on F-6 content) & 11 (p 248-262).</p>
5	<p>Engaging students in Geography learning Readings: Ültanır, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. <i>International Journal of Instruction</i>, 5(2), 195-212. Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 5 & 15 <i>Additional Tutorial Focus: Examining Geography Units of Work</i></p>

A closer look at the

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**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6783 HISTORY AND GEOGRAPHY (K-6)**

Student Name:

Student No.:

Assessment Task 1: **Your**

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Student Name:

Student No.:

Assessment Task 2: **Lesson sequence**

SPECIFIC CRITERIA	(-) ————— □ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Plans cover key ideas in Geography 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Rationale use the literature and the syllabus to justify the choice of learning, teaching and assessment activities 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					

Structure and organisation of response

- Logical and coherent structure (see template)
- Clear presentation of ideas and images G[()] TJETQ72.78 444.7 3: