



UNSW
SYDNEY

Arts & Social
Sciences

School of Education

EDST6783:
Human Society and its Environment

Year 1, Semester 2

Contents

1. LOCATION	3
2. STAFF CONTACT DETAILS	3
3. COURSE DETAILS	3
Summary of Course	3
Aims of the Course	3
Important Information	3
Student Learning Outcomes	4
Graduate Attributes (AITSL Professional Graduate Teaching Standards)	4
National Priority Area Elaborations	5
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	5
5. TEACHING STRATEGIES	5
6. COURSE CONTENT AND STRUCTURE	5
7. RESOURCES	7
8. ASSESSMENT	7

IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6783 Human Society and its Environment (6 units of credit)
Semester 2

2. STAFF CONTACT DETAILS

Course Coordinator: Kellesi Denzel
Contact: education@unsw.edu.au

3. COURSE DETAILS

Course Name	Human Society and its Environment
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Lecture	Thursdays (Week 2-10) 3:30-5pm off-site

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 1-3 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.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments and Hurdle Requirements can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms	1, 3
2	Design successful learning experiences for primary students in History and Geography	1
3	Plan and sequence learning programs and develop resources suitable for Stages across K-6	1, 3
4	Demonstrate ability to integrate History and Geography learning with other KLA(s)	1, 2, 3
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 cultures in the curriculum	1, 2

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 3
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2, 3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1
2.2	Organise content into an effective learning and teaching sequence	1
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1
3.3	Include a range of teaching strategies	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2

4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	3
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 3

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1-8	1, 2, 3
B. Classroom Management	1, 3-7	1, 2, 3
C. Information and Communication Technologies	1-10	1, 3
D. Literacy and Numeracy	1-5, 8 - 10	1, 2, 3
E. Students with Special Educational Needs	1-4, 6-8	1, 3
F. Teaching Students from Non-English Speaking Backgrounds	2-7	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course structure allows students to explore and understand the content and organisation of the NSW K-10 History and Geography syllabus documents for Stages 1-3. Students will, both individually and through group tasks, develop and demonstrate the skills they need to plan programs, lessons and activities suitable for different learning styles and stages of development. Teaching and assessment tasks provide opportunities to develop resources and design teaching programs for both subject-specific and integrated units of work. The importance of literacy and numeracy skills for HSIE is demonstrated, along with strategies to integrate literacy and numeracy skills into History and Geography lessons.

5. TEACHING STRATEGIES

The course will run as a series of workshops including lecturer input, practical hands-on tasks, structured and collaborative discussions and on-line activities. Students will also critically observe and evaluate lessons on-site with school students.

6. COURSE CONTENT AND STRUCTURE

Date (Week)	Lecture and Tutorial Topic (Weeks 2-10)
2 August (Week 2)	<p>Introduction to the structure, organisation and content of the <i>History K-10</i> (BOSTES) Syllabus and <i>Geography K-10</i> (BOSTES) Syllabus documents</p> <p>Teaching Models and Approaches: an integrated approach to History and Geography; History and Geography integrated with other learning areas; subject-specific units.</p> <p>Key themes across both History and Geography: exploring local, national and global perspectives; Australian diversity and multiculturalism; citizenship and the story of democracy.</p> <p>Using key inquiry questions as a focus for each topic, including 'How do we know that?'; looking for cause and effect; Exploring values: respect for all Australians</p>

<p>9 August (Week 3)</p>	<p>History Stage 1: present and past family life and heritage; finding the past in the present; similarities and differences between families and telling stories from different points of view; family celebrations across different cultures. Importance of asking questions (of themselves and others) and comparing features of objects from past and present. Identify and describe significant people, events, places and sites in the local community over time, especially those relating to technological change.</p> <p>Language used to sequence and connect events: articulate sequences of events using appropriate connectives and tenses; connect events using appropriate language to indicate cause and effect; using modality (adverbs and verbs) to describe past ways of life; asking questions (and suggesting answers) about the past prompted by illustrations and picture books.</p>
<p>16 August (Week 4)</p>	<p>Geography Stage 1: identify significant places at the personal, local and national level and represent this information using words, maps and pictures. Explore scales on maps and diagrams and how to articulate what they represent; represent a journey on a map and describe it using appropriate geographical language.</p> <p>Planning a lesson: investigate the way a local space is organised and how to represent the space and its range of uses visually (diagram, table, map). Describe how the site may be used differently depending on changes in the weather and the season.</p>
<p>23 August (Week 5)</p>	<p>Integrating a range of KLAs across a Stage 1 unit of work: examine the sample program on Toys. In groups, design a similar integrated unit for Schools. https://syllabus.bostes.nsw.edu.au/assets/global/files/integrated_s1_samples1.pdf</p>
<p>30 August (Week 6)</p>	<p>Integrating History and Geography across Stage 2: Adapt the sample History program 'Community and Remembrance' on BOSTES website so that it integrates key aspects of Stage 2 Geography as well: eg influences of seasonal changes and food supply, places people come together; geographical challenges, understanding maps and interpreting tables with relevant data. https://syllabus.bostes.nsw.edu.au/assets/global/files/history_s2_sampleu1.pdf</p>
<p>6 Sept (Week 7)</p>	<p>Addressing values: talking about colonisation in Stage 2; recognising different perspectives on the arrival of the British in Australia. Importance of empathetic understanding for different ways of life e.g. early convict/ escaped convict living with local Indigenous group. Problems faced by Aboriginal Australians today, including linguistic, geographical and economic challenges.</p>
<p>13 Sept (Week 8)</p>	<p>Integrating History and Geography in Stage 3: democracy and citizenship since colonisation, determining geographical state and territorial boundaries and changes in population size and distribution since Federation. Effects of major natural disasters and development programs on local and regional communities.</p> <p>*Students present their group case study to demonstrate the interconnection of history and geography eg the relocation of the town of Jindabyne, choosing the site of our national capital, changes to the Murray-Darling Basin, the Great Barrier Reef – past, present and future.</p>
<p>20 Sept (Week 9)</p>	<p>Assessment for Learning and Differentiation Strategies in HSIE: AfL - importance of learning intentions and success criteria, questioning, specific feedback and providing an opportunity for students to improve their standard of work. Differentiation: catering for all students by making adjustments to suit a variety of student backgrounds and specific learning needs.</p>
<p>27 Sept (Week 10)</p>	<p>The role of observation in History and Geography: noticing social and environmental changes; roles and responsibilities of government in addressing past and present social issues e.g. Australian citizenship, voting rights and responsibilities, migration, constitutional recognition; arrival of refugees.</p>

7. RESOURCES

Required Readings

History K-10 (2012) and Geography K-10 (2015) Syllabuses (NESA) can be accessed at: <https://syllabus.bostes.nsw.edu.au/>

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW.

Gilbert, R & Hoeffler, B (eds) 5th ed., 2014. *Teaching Humanities and Social Sciences: History, Geography, Economics and Citizenship in the Australian Curriculum*, 5th, South Melbourne: Cengage Australia.

Further Readings

Taylor, T., Fahey, C., Kriewaldt, J. and Boon, D., 1st ed. (2012). *Place and Time. Explorations in Teaching Geography and History*. Pearson Education.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Pre-assessment: Explore the Little Bay community as resource for learning	~500 words	Hurdle	1,5, 6	2.1, 2.4, 3.4		1 Aug @5pm
Assessment 1: An integrated unit of work for English and History and Geography.	2 000 words	40%	1, 2, 3, 4, 5, 6	1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 5.1	A5-8; B1,3-7; C3-10; D1-5; E6-8; F5-6	31 Aug @5pm
Assessment 2: Group presentation of an integrated history/geography case study	In class	20%	4, 5, 6	1.2, 1.4, 1.5, 3.3, 3.4,	A4-5,8; B6-7; D8-10; F6-7	13 Sept (in class)
Assessment 3: Designing a rich task which demonstrates differentiation and inquiry-based learning.	3000 words	40%	1, 3, 4	1.3, 1.5, 2.6, 3.1, 4.1, 5.1	A1-5; B1,5-6; C1-5; D1-5; E1-4; F2-6	4 Oct @5pm
Reflection: Student impact, knowledge extensions or gaps	~500 words	Hurdle	2	5.1		5 Oct @5pm

Pre-assessment: Communities as resources for learning

Identify and describe the key demographic, historical and geographical features of the Little Bay community. How has the composition of the community changed over time, and why? In what ways can you draw on this demographic, historical and geographical in your teaching? Upload your 500 word response to Moodle before the beginning of the course.

Assessment 1: An integrated unit of work for English, History and Geography (40%)

Select a text of historical fiction suitable for Stage 2 or 3. Design an integrated unit of work to cover approximately 12 lessons. You need to include outcomes from History, Geography and English which can be taught and assessed simultaneously. Note you do not need to cover the whole text in the series of lessons.

Assessment 2: Presentation of activity for integrated History and Geography learning (20%)

As a group, select an Australian example of how a man-made or natural event has caused significant changes for the local community. You need to present your event as a case study which includes relevant historical information and perspectives as well as geographical representation and information. Suggest ways you could teach this case study as part of a thematic unit of work. You must also include Indigenous perspectives.

The presentation should be less than 15 minutes, including explanation of how aspects of history and geography interconnect and examples of learning activities for your chosen stage.

Assessment 3: Designing a rich task which demonstrates differentiation and inquiry-based learning. (40%)

Using features of rich tasks and enquiry-based learning, design a research task which investigates an aspect of local history or geography. If appropriate, your task could include both historical and geographical aspects. You need to

- specify the KLA(s) and the relevant syllabus outcomes.
- provide clear instructions outlining the scope of the project using language suitable for the Stage of students
- include differentiation strategies to allow a range of students to engage in the task
- provide assessment criteria so students know the critical features they need to include
- explain how peer assessment can be provided at different stages of the project
- include examples of how the research could be presented e.g. using ICT, building a model, comparing interviews. If wished, a completed example could be provided to use as a model for future students.

Reflection: Student impact, knowledge extensions or gaps

Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. Upload your 500 word response to Moodle before the end of the course.

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6783 HISTORY AND GEOGRAPHY

Student Name:
Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Identified an Australian example of how a man-made or natural event has caused significant changes for the local community • Presented the event as a case study by including relevant historical information and perspectives as well as geographical representation and information. • You must also include Indigenous perspectives 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Suggested ways you could teach this case study as part of a thematic unit of work • Explanation of how aspects of history and geography interconnect and examples of learning activities for your chosen stage 					
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 <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance understanding 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation through presentation materials • Maximum 15 minutes 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6783 HISTORY AND GEOGRAPHY

Student Name:
Assessment Task: 3

Student No.:

SPECIFIC CRITERIA	(-) → (+)					
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Designed a research task which investigates an aspect of local history or geography. If appropriate, your task could include both historical and geographical aspects. Specified the KLA(s) and the relevant syllabus outcomes. Provided clear instructions outlining the scope of the project using language suitable for the Stage of students Included differentiation strategies to allow a range of students to engage in the task 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Included features of rich tasks and enquiry-based learning provide assessment criteria so students know the critical features they need to include explain how peer assessment can be provided at different stages of the project 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Appropriate research references to support responses Sound range of research references 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> Appropriate nature of structural organisation Logical and coherent structure Clear presentation of ideas to enhance readability 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Included examples of how the research could be presented e.g. using ICT, building a model, comparing interviews. If wished, a completed example could be provided to use as a model for future students Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>						

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**