School of Education

# EDST6783
# History & Geography (K-6)

Term 2 2021

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**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, Design & Architecture

School of Education

EDST6783 History and Geography (K-6) (6 units of credit)
Term 2 2021

## 2. STAFF CONTACT DETAILS


| | |
|---|---|
| Course Convenor: | Nicole Mayhew |
| Email: | nicole.mayhew@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 |

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.

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

- Tutorial time has been extended
- Blended (in person and online components) and fully online options are now available
- Re-designed for a more integrated approach to History and Geography over 6 weeks

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 cultures in the curriculum | 1, 2 |

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard | | Assessment/s |
|---|---|---|
| 1.2.1 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | 1, 2 |
| 1.3.1 | 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, 2 |
| 1.4.1 | 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 | 1, 2 |
| 1.5.1 | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities | 1, 2 |
| 2.1.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | 1, 2 |
| 2.2.1 | Organise content into an effective learning and teaching sequence | 1 |
| 2.3.1 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans | 1 |
| 2.4.1 | 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 | 1, 2 |
| 2.6.1 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students | 1, 2 |
| 3.1.1 | Set learning goals that provide achievable challenges for students of varying characteristics | 1 |

| | | |
|---|---|---|
| 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 |
| C. Information and Communication Technologies | 1-10 | 1, 2 |
| D. Literacy and Numeracy | 1-5, 8-10 | 1, 2 |
| E. Students with Special Educational Needs | 1-4, 6-8 | 1, 2 |
| F. Teaching Students from Non- English-Speaking Backgrounds | 2-7 | 1, 2 |

## 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- 6 History and Geography K-6 syllabuses. Students will develop and demonstrate the skills they need to plan programs, lessons and activities suitable for different learning styles and stages of learning.

## 5. TEACHING STRATEGIES

The course will run as an intensive 6-week program of study including lectures, practical hands-on tasks, structured and collaborative discussions, and on-line activities.

## 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 | **Teaching models and approaches to History**<br><br>**Readings and resources:**<br>• 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 http://syllabus.bos.nsw.edu.au/download/.<br>• BOSTES (2017). Guide to the new NSW Syllabuses. Sydney, Australia: BOSTES. Retrieved from http://syllabus.bos.nsw.edu.au/download/.<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com **Chapter 2, 3, 15**<br>• Mackenzie, A. (2012). Integrating year 6 history curriculum and the library. *Access, 26*(4), 32-33. |
| 2 | **Engaging students in History learning**<br><br>**Readings:**<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com **Chapters 9,10**<br>• Lupton, Mandy. Inquiry skills in the Australian curriculum [online]. *Access*, Vol. 26, No. 2, June 2012: 12-18 |
| 3 | **Addressing values and perspectives when teaching History**<br><br>**Readings:**<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com **Chapter 6, 7, 8**<br>• Cam, P. (2012) *Teaching Ethics in Schools: a New Approach to Moral* Education. Melbourne: ACER Press **Chapter 5** |
| 4 | **Teaching models and approaches to Geography**<br><br>**Readings/resources:**<br>• 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<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com **Chapters 1, 2 (focusing mostly on F-6 content) & 11 (p 248-262).** |
| 5 | **Engaging students in Geography learning**<br><br>**Readings:**<br>• Ültanır, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. *International Journal of Instruction, 5*(2), 195-212.<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com **Chapters 5 & 15** |

| | |
|---|---|
| 6 | **A closer look at the Geography syllabus, including cross-curriculum priorities**<br><br>**Readings:**<br>• Lee, C. E., & Lee, D. (2001). Kindergarten geography: Teaching diversity to young people. *Journal of Geography*, *100*(5), 152-157.<br>• Gilbert, R., & Hoepper, B. (2016). *Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum*. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com **Chapters 16, 17 and 18**<br>• Preston, L. (2015). The Place of Place-Based Education in the Australian Primary Geography Curriculum. *Geographical Education*, *28*, 41-49. |

## 7. RESOURCES

See Leganto on Moodle for access to required readings and additional recommendations.

## 8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | National Priority Area Elaborations Assessed | Due Date |
|---|---|---|---|---|---|---|
| Assessment 1<br>Your community | 2000 words | 40% | 1-6 | 1.2.1-1.5.1; 2.1.1-2.4.1; 2.6.1; 3.1.1-3.4.1; 5.1.1 | A1-8; B1, B3-7; C1-10; D1-5, D8-10; E1-4, E6-8; F2-7 | Friday 6th Aug by 5pm |
| Assessment 2<br>Lesson sequence | 2000 words (equiv) | 60% | 1-6 | 1.2.1-1.5.1; 2.1.1; 2.4.1; 2.6.1; 3.3.1; 3.4.1; 4.1.1; 5.1.1 | A1-8; B1, B3-7; C1-10; D1-5, D8-10; E1-4, E6-8; F2-7 | Friday 27th Aug by 5pm |

**Submission of assessments**

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/

**Assessment Details**

**Assessment 1: Your community as a resource for teaching and learning (40%)**
Learn about the history of 4 locations, persons, and/or institutions and connect what you learn to concepts from the syllabus. Submit a 2000-word critical synthesis that draws together the four reflections along with the appropriate literature.

See Moodle for a template and details.

**Assessment 2: Lesson sequence - Planning to teach Geography in context (60%)**

Choose a geography focus based on a geographical place where there are obvious impacts of the role of people and cultures, such as those seen in the teaching series. Your choice of geographical scale is important; you can select from a local, national, or global scale for your site choice. For example, if you choose a local scale, a site impacted by the 2019 Bushfires would be suitable.

See Moodle for a template and details.

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

Student Name: Student No.:

Assessment Task 1: **Your community**

| **SPECIFIC CRITERIA** | (-) ——————— (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• The main focus of the text is on conceptual learning in History | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Text uses evidence of your learning and the literature covered in the course to conduct a critical analysis that presents both points and counterpoints. | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Appropriate research references to support responses<br>• Sound range of research references | | | | | |
| **Structure and organisation of response**<br>• Logical and coherent structure (see template)<br>• Clear presentation of ideas and images to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)<br>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**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.**

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

Student Name: Student No.:

Assessment Task 2: **Lesson sequence**

| **SPECIFIC CRITERIA** | (-) ——————— (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Plans cover key ideas in Geography | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• 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**<br>• Appropriate research references to support responses<br>• Sound range of research references | | | | | |
| **Structure and organisation of response**<br>• Logical and coherent structure (see template)<br>• Clear presentation of ideas and images to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)<br>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer:** **Date:**
**Recommended: /20 (FL PS CR DN HD)** **Weighting: 60%**

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.**