



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6783: History and Geography  
(K-6)**

**Term T2C 2019**

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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 and Social Sciences  
School of Education  
EDST6783 History and Geography (K-6) (6 units of credit)  
Term 2 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator(s): Kellesi Gore  
Email: [k.gore@unsw.edu.au](mailto:k.gore@unsw.edu.au)  
Availability: Available via email

## 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	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a> Lectures: Tuesdays 4-530pm (10 weeks: 23 July to 24 September) Lecture location: Matraville Sports High School (UNSW Annex) Online: Required weekly activities (see Moodle for details)

### 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:

- The number of assessments has been reduced from three to two tasks.
- The course has been more closely integrated with the INSTEP component through the re-designed assessment tasks that enable students to design, teach and evaluate a series of three history or geography lessons.

## 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

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
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	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
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 curriculum. Students will develop and demonstrate the skills they need to plan programs, lessons and activities suitable for different learning styles and stages of development.

#### 5. TEACHING STRATEGIES

The course will run as a series of workshops including lecturer input, practical hands-on tasks and structured and collaborative discussions based on the required readings for each week. Students will also plan, teach and evaluate lessons for their INSTEP school students.

## 6. COURSE CONTENT AND STRUCTURE

Module/Date	Lecture Topic/Readings
1 23 July	<p><b>Introduction</b> to the structure, organisation and content of the <i>History K-10</i> (NESA) Syllabus and <i>Geography K-10</i> (NESA) Syllabus documents Required readings:</p> <p>Chapter 1 (Start at page 11)</p> <p>Geography syllabus: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10</a> p1-34</p> <p>History syllabus: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10</a> p1-31</p> <p><i>Please have these downloaded or printed to enable you to access them at all times during lectures.</i></p>
2 30 July	<p>Teaching models and approaches when teaching History or Geography. Required readings:</p> <p>Chapter 3 Planning for critical inquiry Chapter 15 Integrating the curriculum</p>
3 6 August	<p>What do I need to know to enable me to engage my students in History? Required readings:</p> <p>Chapters 9 History in the Australian Curriculum Chapter 10 Teaching historical inquiry</p>
4 13 August	<p>What do I need to know to enable me to engage my students in Geography? Required readings:</p> <p>Chapter 11 Geography in the Australian Curriculum Chapter 12 Teaching geographical thinking</p>
5 20 August	<p>How can I address the range of values and perspectives? Required readings:</p> <p>Chapter 2 Our globalizing world: The context for studying the Australian Curriculum Chapter 6 Values, ethical understanding and controversial issues</p>
6 27 August	<p>Teaching History and Geography across the early stages (K-2) Required reading:</p> <p>Chapter 16 Aboriginal and Torres Strait Islander histories and cultures</p>
7 3 Sept	<p>Teaching History and Geography in Stage 2 Required reading:</p> <p>Chapter 17 Asia and Australia's engagement with Asia</p>
8 10 Sept	<p>Teaching History and Geography in Stage 3 Required readings:</p> <p>Chapter 18 Sustainability Chapter 19 Global education</p>

<p>9 17 Sept</p>	<p>How can I effectively differentiate and assess my students for learning? Required readings: Chapter 4 Planning for student learning Chapter 5 Assessment for student learning</p>
<p>10 24 Sept</p>	<p>The importance of practical 'hands-on' learning in History and Geography Self and peer evaluation of teaching sequence Reflection (hurdle requirement) Course evaluation</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. & Hoeppe, B. (2016). Teaching Humanities and Social Sciences: History, Geography, Economics & Citizenship in the Australian Curriculum (6<sup>th</sup> ed). South Melbourne: Cengage Australia.

E-book Accessible via UNSW library: <https://ebookcentral.proquest.com>

### Further Readings

Taylor, T., Fahey, C., Kriewaldt, J. and Boon, D. (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				Monday 22 July by 5pm
Assessment 1 Lesson Sequence	2000 words	40%	1, 2, 3, 4, 5, 6	1.1, 1.2, 2.3, 3.6	A1,5-8; B1,4-7; C1-12; D1-19; E6-8; F5-6	Friday 9 Aug by 5pm
Assessment 2 Evaluation of student learning in lesson sequence	2000 words	60%	1, 2, 3, 4, 5, 6	1.5, 2.6, 4.5	A1, 4-5,8; B1, 4, 6-7; C1-12; D1-E1-4; 19; F2-7	Friday 27 Sept by 5pm
Reflection: Student impact, knowledge extensions or gaps	~500 words	(Hurdle)				Wednesdy 2 Oct 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**

#### **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: Lesson Sequence (40%)**

1. Negotiate with your INSTEP teacher(s) to plan a sequence of three lessons during your INSTEP visits in School Term 3. It is very important that you use a topic in History OR Geography from their existing scope and sequence. It is not appropriate to impose a lesson sequence that is not in their school plans.
2. Conduct formative assessment of the History OR Geography knowledge of three students in one class at your INSTEP school
3. Design a sequence of three lessons for this class of students in your INSTEP school
4. Annotate your plans to demonstrate where you have met each of the graduate standards listed in the table above for assessment task 1 (footnotes will work).
5. Justify your choice of assessment, teaching and learning activities through reference to the literature, syllabus documents and other credible professional resources. Most importantly, make reference to the existing ability of the students you will be teaching.

## **Assessment 2: Evaluation of student learning in lesson sequence (60%)**

1. Teach the lesson sequence you planned in Assessment 1. You are encouraged to make changes to the lessons sequence as you see fit. Show these changes in your text by using pull out boxes or track changes
2. Collect evidence of student learning from the three students you focused on in task 1
3. Modify your lesson plans in response to the student learning evidence you gather from each lesson. Show these changes in your text by using pull out boxes or track changes
4. Modify your teaching in each lesson in response to student learning needs. Justify these changes in relation to student learning
5. Write a critical evaluation of the student learning in these three lessons using the evidence you collected, with reference to your teaching practice and planning as well as the literature covered in this course.
6. As a professional it is up to you to decide which method you will use to structure this text. Use the assessment criteria in the rubric to guide the choices you make.

*An alternate option is included here if, for some reason, you do not have the opportunity to teach the lessons you planned (in Assessment 1) for History OR Geography during school Term 3:*

### **Alternate Option for Assessment 2**

1. Examine the school scope and sequence in History OR Geography
2. Identify three units of work that integrate connections over time (e.g., with environments, culture, resources, etc.) and citizenship in our multicultural society (e.g., roles, responsibilities).
3. Explain the relationship of these two skills in these units (with reference to peer-reviewed literature)
4. Evaluate the three units and comment (with reference to peer-reviewed literature) on the extent to which the skills are integrated and ways in which this could be strengthened
5. Modify these three units and justify your changes (with reference to peer-reviewed literature)

### **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.

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

Student Name:  
Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-)	□	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• Plans make reference to the formative assessment of three students prior to the lesson</li> <li>• Plans cover key ideas in History or Geography</li> </ul>			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>• Plans use the literature and the syllabus to justify the choice of learning activities</li> </ul>			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>			
Structure and organisation of response <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> <li>• Accurate annotations of the graduate standards</li> </ul>			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>			
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:  
Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-)	□	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• The main focus of the text is on student learning</li> </ul>			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>• Text uses evidence of student learning and the literature covered in the course to conduct a critical analysis that presents both points and counterpoints.</li> </ul>			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>			
Structure and organisation of response <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

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.**