



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6783

History & Geography (K-6)

Term 2C 2020

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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 2C 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Cheryl Gajda
Email: c.gajda@unsw.edu.au
Course Coordinator: Nicole Mayhew
Email: n.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	Online during Term 2 (T2C) Starts 23 July 2020 http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

The History and Geography (K-6) course will examine and understand the practical and theoretical meanings of both respective NSW syllabuses (NESA). This will help develop skills in curriculum planning, assessment, classroom management and pedagogy. The Geography syllabus focuses on the seven key concepts: Place, Space, Environment, Interconnection, Scale, Sustainability and Change. These concepts will be applied to real-life phenomena and then understood using geographical inquiry skills and tools.

Students will engage in the selection, development and 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 the effective and authentic teaching of human society and its environment.

The History modules (Module 1 to 5) will focus on the how to teach primary aged students to develop a critical understanding of the past and to develop the critical skills of historical inquiry. We will look at integrating the history curriculum, how to plan a history unit and the teaching of controversial issues and Aboriginal and Torres Strait Islander histories and cultures. Students will consider the role of language in history and the opportunities that information communication technologies play in the teaching and learning of history.

The underpinnings for the Geography modules (Module 6 to 10) is concentrated on relevant, contextual, and hands-on learning experiences sourced from stakeholders from different communities with vast perspectives and experiences. This sharing of knowledge known as the Community of Practice model, will be used to further develop geographical understandings in an inquiry-based method. 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 also 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. Student teachers will see that geographical content, skills and tools exist in a learning continuum across the development stages from K-6.

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

- The course has been redesigned for a completely online learning environment.

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: inquiry/project-based; strategies for local inquiry and using geographical case studies, 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
1.1.1	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 in teaching	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 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 a series of workshops including lecturer input, practical hands-on tasks and structured and collaborative discussions based on the required readings for each week.

6. COURSE CONTENT AND STRUCTURE

Module/Date	Lecture Topic/Readings
1	<p>Our Globalising World and Teaching History K-6</p> <p>Always have the required readings downloaded or printed to enable you to access them during tutorials.</p> <p>Required reading:</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 2</p> <p>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/.</p> <p>BOSTES (2017). Guide to the new NSW Syllabuses. Sydney, Australia: BOSTES. Retrieved from http://syllabus.bos.nsw.edu.au/download/.</p>
2	<p>Teaching models and approaches when teaching History or Geography</p> <p>Required reading:</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 3</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 15</p> <p>Mackenzie, A. (2012). Integrating year 6 history curriculum and the library. <i>Access</i>, 26(4), 32-33.</p>
3	<p>Engaging students in history learning</p> <p>Required reading:</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapters 9 & 10</p> <p>Lupton, Mandy. Inquiry skills in the Australian curriculum [online]. <i>Access</i>, Vol. 26, No. 2, June 2012: 12-18</p>
4	<p>Addressing values and perspectives when teaching history</p> <p>Required reading:</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 6</p> <p>Cam, P. (2012) <i>Teaching Ethics in Schools: a New Approach to Moral Education</i>. Melbourne: ACER Press Chapter 5</p>
5	<p>Resourcing the teaching of history</p> <p>Required reading:</p> <p>Gilbert, R., & Hoepper, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book</p>

	<p>Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 7</p> <p>Gilbert, R., & Hoeffler, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 8</p>
6	<p>Introduction to the structure, organisation and content of the Australian Curriculum HASS Syllabus (ACARA) and the NSW Geography K-10 (NESA) Syllabus documents.</p> <p>Required reading:</p> <p>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</p> <p>Gilbert, R., & Hoeffler, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapters 1, 2 (focusing mostly on F-6 content) & 11 (p248-262).</p>
7	<p>What do I need to know to enable me to engage my students in Geography? The importance of practical ‘hands-on’, inquiry and contextual learning opportunities. Thinking creatively when assessing.</p> <p>Required reading:</p> <p>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.</p> <p>Gilbert, R., & Hoeffler, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapters 5 & 15</p>
8	<p>A deep dive into the Geography syllabus Early stage 1/Stage 1; My people, my places, exploring my country with CCP links to Aboriginal and Torres Strait Islander histories and cultures – An integrated Community of Practice model (assisted by the Australian Botanic Gardens).</p> <p>Required reading:</p> <p>Lee, C. E., & Lee, D. (2001). Kindergarten geography: Teaching diversity to young people. <i>Journal of Geography</i>, 100(5), 152-157.</p> <p>Gilbert, R., & Hoeffler, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 16</p>
9	<p>A deep dive into the Geography syllabus Stage 2; Earth; its environment and its humans. An integrated Science and Geography approach to understanding Sustainability- An integrated Community of Practice model (assisted by Reptile Encounters).</p> <p>Required reading:</p> <p>Preston, L. (2015). The Place of Place-Based Education in the Australian Primary Geography Curriculum. <i>Geographical Education</i>, 28, 41-49.</p> <p>Gilbert, R., & Hoeffler, B. (2016). <i>Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum</i>. Cengage Australia. E-book Accessible via UNSW library: https://ebookcentral.proquest.com Chapter 18</p>

A deep dive into the Geography syllabus Stage 3; A diverse and connected world with Asia and Australia's engagement with Asia (assisted by Mr Simon Edwards - Primary Classroom teacher).

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Course evaluation

Required reading:

Gilbert, R., & Hoeppe, 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> **Chapter 17**

7. RESOURCES

Required weekly readings

Cam, P. (2012). *Teaching ethics in schools : a new approach to moral education*. Camberwell, Vic. :: ACER Press.

Gilbert, R. (2016). *Teaching Humanities and Social Sciences : History, Geography, Economics & Citizenship in the Australian Curriculum* (6th edition. ed.). Melbourne :: Melbourne :: Cengage Australia; Cengage Australia.

Lee, C. E., & Lee, D. (2001). Kindergarten Geography: Teaching Diversity to Young People. *Journal of Geography*, 100(5), 152-157. doi:10.1080/00221340108978442

Lupton, M. (2014). Inquiry skills in the Australian Curriculum v6: A bird's-eye view. *Access (Online)*, 28(4), 8-29.

Mackenzie, A. (2012). Integrating Year 6 History Curriculum and the library. *Access*, 26(4), 32-33.

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>

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/>.

Preston, L. (2015). The Place of Place-Based Education in the Australian Primary Geography Curriculum. *Geographical education*, 28, 41-41.

Ultanir, E. (2012). An Epistemological Glance at the Constructivist Approach: Constructivist Learning in Dewey, Piaget, and Montessori. *5*(2), 195-212.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Your community	2000 words	40%	1-6	1.1.1-1.5.1; 2.1.1-2.4.1; 2.6.1; 3.1.1- 3.4.1; 3.6.1; 5.1.1	A1-8; B1, B3-7; C1-10; D1-5, D8- 10; E1-4, E6-8; F2-7	24 August by 5pm
Assessment 2 Lesson Sequence	2000 words	60%	1-6	1.1.1-1.5.1; 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	28 September by 5pm
Reflection: Student impact, knowledge extensions or gaps	~500 words	(Hurdle)				<i>Post on Moodle during last week of the course</i>

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%)

1. Learn about the history of one location, person, or institution per week for each of the first four weeks of the course.
2. Connect what you learn to concepts from the syllabus
3. Each week: Post images (e.g., photos or sketches) associated with each along with a 300-word reflection of your historical and geographical learning during Weeks 2, 3, 4, and 5 (see Moodle for designated forums).
4. Each reflection may examine your previous and current conceptions of your community/local area, the nature of related excursions and feasibility as a classroom activity for 25 students.
5. Submit a 2000-word critical synthesis that draws together the four reflections along with the appropriate literature.

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

1. 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.
2. Expand that focus into a sequence of three lessons using the [UNSW lesson template, focusing on a Stage of your choice \(ES1/Stage 1, Stage 2 or Stage 3\)](#).
3. [There needs to be evidence of integration of one of the three Cross Curriculum Priorities \(CCP's\), the General Capabilities, as well as cross-KLA integration. Please remember that authenticity is key, not too much or too little.](#)
4. [Please remember to include the applicable Geography outcomes and those integrated cross-KLA outcomes.](#)
5. Annotate your plans to demonstrate where you have met each of the graduate standards listed in the table above for assessment task 2 (footnotes will work).
6. Write a 500-word rationale where you justify your choice of assessment, teaching and learning activities through reference to the literature, syllabus documents and other credible professional resources.
7. Reference all materials as per APA 7th Edition (photos, tables, figures and resources).

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:

Student No.:

Assessment Task 1: **Your community**

SPECIFIC CRITERIA	(-) _____ □ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> The main focus of the text is on conceptual learning 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> 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 <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 readability 					
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 and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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 <ul style="list-style-type: none"> Plans cover key ideas in History and/or 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 <ul style="list-style-type: none"> Appropriate nature of structural organisation Logical and coherent structure Clear presentation of ideas to enhance readability Accurate annotations of the graduate standards 					
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 and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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.