



THE HUMANITIES - HISTORY POLICY

Rationale:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Beliefs:

At Cana Catholic Primary School we believe that students should:

- develop an historical understanding of the world around them
- have an appreciation of the physical world in which we live.
- have an awareness that our society is organised through a system of laws

Goals:

The Humanities goals provide the students with a framework to pursue these important conceptual areas of knowledge:

- *Australia and all of its peoples* – the knowledge of the historic, economic, environmental, geographical, cultural and social development of Australia.
- *Civics and citizenship education* – the role of being a responsible member of Australian society. The knowledge of the development of the functioning of Australia's political, judicial, legal and electoral systems.
- *Environmental awareness* – the relationship with human populations, resource distributions and management and knowledge of ecological systems.
- *Global understanding* – knowledge of nature issues facing the community and especially Australia's nearest neighbors in Asia.
- *The economy* – knowledge of the major aspects of economics, structure of the economy, and the impact of economic decision making on society.
- *Enterprise Skills* – enterprise skills applicable in a wide range of situations in personal and professional life include collaborative decision making, problem solving, exploring issues and the creation of work and business opportunities.

These areas of knowledge will be explored through the inquiry approach to develop the skills to:

- identify, collect and process data
- reason and solve problems
- investigate, analyse data and form conclusions
- clarify values and attitudes about issues
- use Information Communication Technology to support learning.

Implementation:

The Humanities is an integral part of our integrated units. History is based on two interrelated strands using the outcomes from the Victorian Curriculum.

- **Historical Knowledge and Understanding** - This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.
- **Historical Skills** - This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

At our school all students will study a sequential Humanities course based on the outcomes contained within the Victorian Curriculum.

a. Teaching and Learning strategies

Our teaching and learning strategies are outlined:

- In our teaching and learning statement;
- Personal Development program, including Life Skills/Discipline Program

b. Reporting student achievement and progress to parents

- Parent Teacher Interviews (formal and informal)
- Term Overviews which provide Learning Intentions to be addressed each term as directed by the Scope and Sequence
- Written Reports which are sent home each semester
- Work samples share with families through See Saw.

c. Planning Structures

- Fortnightly facilitated Curriculum Planning
- Level Planning
- Planning Pro-forma (Inquiry Model)
- School based Scope and Sequence Chart – Year A & Year B cycle

d. Resources including Personnel

- Victorian Curriculum - Humanities
- Learning and Teaching Leader

Assessment:

- Follow assessment and reporting policy
- In Humanities we aim to use a variety of assessment tasks and strategies in conjunction with The Victorian Curriculum to cater for the needs of all children
- Students' progress will be monitored and recorded in a variety of ways such as observation, checklists, research tasks and presentations
- Teachers can use the information from assessment to identify students' strengths and weaknesses and to assist with the development and implementation of the unit.

This policy was last reviewed in March 2023.