

School of Education

EDST6783

History &

1. LOCATION

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

3.4.1	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

6. COURSE CONTENT AND STRUCTURE

Module/Date	Lecture Topic/Readings
1	<p data-bbox="209 174 831 212">Our Globalising World and Teaching History K-6</p> <p data-bbox="209 237 1337 300">Always have the required readings downloaded or printed to enable you to access them during tutorials.</p> <p data-bbox="209 329 443 367">Required reading:</p> <p data-bbox="209 396 1337 497">Gilbert, R., & Hoeppe, 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>

Accessible via UNSW library: <https://ebookcentral.proquest.com> **Chapter 7**

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> **Chapter 8**

Introduction to the structure, organisation and content of the Australian Curriculum HASS Syllabus (ACARA) and the NSW Geography K-10 (NESA) Syllabus documents.

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

10

Course evaluation

Required reading:

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> **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.

People. *Journal of Geography*, 100(5), 152-157. doi:10.1080/00221340108978442

Lupton, M. (2014). Inquiry skills in the Australian Curriculum v6: A birdzom

8. ASSESSMENT

Assessment Task

**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 ~ The main focus of the text is on conceptual learning					
Depth of analysis and/or critique in response to the task ~ Text uses evidence of your learning and the literature covered in the course					

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

Student Name:

Student No.:

Assessment Task 2: **Lesson sequence**

SPECIFIC CRITERIA	(-) ————— □ (+)
--------------------------	-----------------