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## THE PATCH PRIMARY SCHOOL

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### Humanities

In the Victorian Curriculum the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to understand the challenges that have shaped the modern world and our connections to each other and our environment.

At the Patch Primary School we are working towards integrating the Humanities into our curriculum through a biennial cycle of open-ended provocative questions which lead to deep understanding.

We recognise that the Humanities offer us a brilliant opportunity to develop our students' capabilities as they involve creative and critical thinking; the opportunity to learn about working in a variety of teams as well as to develop the skills and attitudes needed in-depth individual work; the chance to consider and talk about the kind of society we want and how we should act individually and as a group to achieve this; and the knowledge and skills to live in a diverse world.

The Humanities will support our determination over the seven years of primary schooling to help parents in shaping and guiding students so they are open minded problem solvers with the skills to live fulfilling lives and make good choice

#### **Evaluation:**

This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

**References:** <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**Principal**



**School Council President**



## History

### Rationale

History involves the investigation into the past in a way that develops students' curiosity and imagination. Historical knowledge is fundamental to understanding ourselves and others and events that have shaped humanity from earliest times. It helps students appreciate not only how the world and its people have changed, but also what remains the same.

History is different from other ways of understanding human experience being based on evidence from remains of the past. It requires interpretation, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop critical and creative thinking skills, such as the ability to explore questions, imagine possibilities and construct arguments.

The history curriculum looks at Australian history as a part of world history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. They develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture.

### Aims

History aims to ensure that students develop:

- A sense of curiosity about how our modern world developed.
- A fascination with history and a willingness to be informed and active citizens.
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.
- An understanding and use of historical concepts and skills including sequencing; using historical evidence; identifying continuity and change; analysing cause and effect; determining significance and being able to explain and communicate a point of view.

### Implementation

- History is an essential part of the Humanities learning area of the Victorian Curriculum. At the Patch Primary School, students from Foundation to Year Six will study History as part of a sequential curriculum based on essential questions.
- Our programme will use an inquiry method, which will demand student engagement and deep thinking. It will incorporate the Victorian Curriculum Capabilities as well as a significant focus on both indigenous and environmental concerns.
- A students' individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards and learning opportunities must be provided to meet the identified needs of all students.

## Geography

### Rationale

Geography gives a structured and distinctive way of exploring and understanding the characteristics of the places that make up our world. It uses the concepts of place, space, environment, interconnection, sustainability, scale, change and time. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed. They develop an understanding of the connections of Aboriginal and Torres Strait Islander peoples to the land.

Geography integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. It incorporates spatial thinking and geospatial technologies and aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM).

In Geography, students collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

### Aims

The Geography curriculum aims to ensure that students develop:

- A sense of wonder, curiosity and respect for places, people, cultures and environments.
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world.
- The ability to think geographically, using geographical concepts and the capacity to be competent, critical and creative users of geographical methods and skills.
- The capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

### Implementation

- Geography is an essential part of the Humanities learning area of the Victorian Curriculum.
- At the Patch Primary School, students from Foundation to Year Six will study Geography as part of a sequential curriculum based on essential questions. Our programme will use an inquiry method, which will demand student engagement and deep thinking. It will incorporate the Victorian Curriculum Capabilities as well as a significant focus on both indigenous and environmental concerns.
- A students' individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards and learning opportunities must be provided to meet the identified needs of all students.

## Civics and Citizenship

### Rationale

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

In Civics and Citizenship students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live. Students understand the rights and responsibilities of citizens and develop their connections to the school and community.

The Civics and Citizenship curriculum recognises that Australia is a secular, democratic nation with a multicultural and multi-faith society, and promotes students' understanding of broader values such as respect, civility, equity, justice, freedom, tolerance, inclusion and responsibility.

It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander peoples and their identities within contemporary Australia. It also encourages reflection on the role of the citizen today within an interconnected global world.

### Aims

Civics and Citizenship aims to ensure students develop:

- A lifelong sense of belonging and engaging as an active and informed citizen in Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society.
- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's democratic government and law, and the role of citizens.
- The skills, particularly the critical thinking, necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in the civic life of their nation at a local, regional and global level.

### Implementation

- Civics and Citizenship is an essential part of the Humanities learning area of the Victorian Curriculum.
- At the Patch Primary School, students from Year Three to Year Six will study Civics and Citizenship as part of a sequential curriculum based on essential questions. Our programme will use an inquiry method, which will demand student engagement and deep thinking. It will incorporate the Victorian Curriculum Capabilities as well as a significant focus on both indigenous and environmental concerns.
- A students' individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards and learning opportunities must be provided to meet the identified needs of all students.

## Economics and Business

### Rationale

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions about the allocation of resources.

It helps students understand economic and business decision-making and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students apply economic and business reasoning and interpretation to solve problems. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures.

Students learn to contribute to the development of prosperous, sustainable and equitable Australian and global economies and to face the future with optimism and confidence.

### Aims

The Economics and Business curriculum aims to develop students':

- Enterprising capabilities that are transferable into life and that let students contribute ethically to the development and prosperity of individuals and society.
- Understanding of the ways society shares limited resources to satisfy needs and wants, and how people participate as consumers, workers and producers.
- Understanding of the work and business environments in creating a prosperous, sustainable and equitable economy within Australian and our interactions and relationships with the global economy, in particular the Asia region.
- Reasoning and interpretation skills to evaluate information, make informed decisions and use problem-solving skills to respond to economics and business issues and events.

### Implementation

- Economics and Business is an essential part of the Humanities learning area of the Victorian Curriculum.
- At the Patch Primary School, students in Year Five to Year Six will study Economics and Business as part of a sequential curriculum based on essential questions. Our programme will use an inquiry method, which will demand student engagement and deep thinking. It will incorporate the Victorian Curriculum Capabilities as well as a significant focus on both indigenous and environmental concerns.
- A students' individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards and learning opportunities must be provided to meet the identified needs of all students.