

# St Philip Neri Catholic School

## History Policy

### 1. INTRODUCTION

*St. Philip Neri Catholic School, Northbridge is part of the Diocese of Broken Bay and caters for boys and girls from Kindergarten to Year 6. Our school is mandated to follow the History Syllabus of the NSW Board of Studies. The syllabus is organised in four strands. These four key concepts and content are:*

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

The History Syllabus provides opportunities in K–6 to learn about:

- **‘Change and Continuity’**. Students continue to investigate their connections with the past through personal, family and local community history. They examine significant events and people that shaped Australian colonies and the nation.
- **‘Cultures’**. Students continue to learn about the diverse cultures of Australia, including Aboriginal and Torres Strait Islander cultures. Students learn about the importance of intercultural understanding through examining the perspectives, beliefs and values of people, past and present.
- **‘Environments’**. Students explore the natural and human features of a range of places, across local and global scales. Students continue to learn about how and why places and environments change and how they can be cared for and managed in a sustainable way.
- **‘Social Systems and Structures’**. Students will learn about the roles, rights and responsibilities people have within society and the development of Australian democracy.

In History K–6, students examine the contribution of individuals and groups to Australian society in areas such as the economy, education and the Students explore how key figures and events influenced Australia’s system of law and government and they examine local, state and federal government structures and responsibilities. In Geography K–6, students investigate the diversity of places, including economic, demographic and social differences across countries. They explore business activities and trade connections across local and global scales and the effects of technologies and economic activities on people’s lives. Students examine how local and state governments organise and manage places.

## **2. PURPOSE/ RATIONALE**

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

History as a discipline has its own methods and procedures. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

### **3. AIM**

The aim of this policy is to develop in students the values and attitudes, skills, and knowledge and understandings that: enhance their sense of personal, community, national and global identity and enable them to participate effectively in maintaining and improving the quality of their world. The teaching of History at St Philip Neri aims to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens

### **4. Historical Inquiry**

The Learning is done through a Historical Inquiry process:

- Posing questions around historical problems
- Gathering, analysing and interpreting historical sources
- Assembling historical evidence
- Assessing the trustworthiness of the evidence gathered and its usefulness to the inquiry
- Responding the questions posed
- Constructing a report or explanation grounded in evidence to explain the situation under investigation

### **5. KNOWLEDGE, UNDERSTANDING AND SKILLS**

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

### **6. VALUES AND ATTITUDES K–10**

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

## **7. BELIEFS ABOUT TEACHING AND LEARNING IN HISTORY**

### **Belief 1**

We believe all students have the capacity and the right to learn and the need to experience successful learning.

Therefore

Whole school programs need to be continually monitored and evaluated to ensure that the children have experience of quality programs and successful learning.

### **Belief 2**

We believe students are individuals who learn at different rates, with different strengths and with a variety of preferred learning styles.

Therefore

Class programs need to be based upon authentic assessment and knowledge of individual learning needs.

### **Belief 3**

Learning is life long, continuous, developmental and holistic; students need to learn how to learn and to actively evaluate their learning.

Therefore

Proficiency in History is best developed when skills and content are taught in a systematic, developmental, enquiry based, problem solving and holistic way.

### **Belief 4**

Teaching and learning need to take place in a context of high expectations and in a positive, supportive environment.

Therefore

The teacher needs to provide structures, scaffolds and challenging learning contexts where adequate and appropriate resources are provided and sufficient, dedicated time is allocated to the teaching and learning of History

### **Belief 5**

Effective learning occurs when students are engaged in learning contexts that are collaborative and draw upon prior experiences, knowledge, understandings and skills.

Therefore

Learning in History is best when it occurs within a collaborative environment that structures group work and allows for the supportive and critical mutual sharing of experiences, skills and ideas.

### **Belief 6**

Teaching and learning is informed by explicit assessment and feedback, which in turn will inform future learning pathways.

Therefore

Teaching programs are based on authentic assessment and evaluation.

## 8. RELIGIOUS DIMENSION

Our Catholic tradition is embedded within our culture and is in dialogue with cultures other than our own. As Catholic disciples we are called to evangelise and build the kingdom of God. Discipleship is inclusive of all who accept the call. This History policy acknowledges the importance of children developing positive values and attitudes, knowledge and understanding and skills in regard to cultural diversity, the care of the environment, a sense of our history and shared identity and the structures and institutions of our nation. To do this, students need to be able to make informed decisions and become active participants in society and also be able to draw upon the tradition and beliefs of our faith. This is truly human as God intended us to be.

## 9. DIVERSITY OF LEARNERS

St Philip Neri during the learning and teaching of the *History K–10 Syllabus* ensures that it is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, students learning English as an additional language and students learning Standard English are all active participants in the learning process of History.

## 10. OUTCOMES

Outcomes are statements of the specific learning and are explicitly stated by the syllabus. All History teaching programs at St. Philip Neri Catholic Primary School use outcomes from the NSW Board of Studies syllabus.

### **Outcomes for Students:**

6.1 Develop values and attitudes, skills and knowledge as articulated in the NSW Board of History syllabus. In doing, so they will

- accept and value cultural diversity,
- value and care for the environment.
- have an understanding of the past in order to develop a shared future
- develop a concept of democratic structures within the Australian community

6.2 Individually progress through the stages as defined in the NSW Board of Studies syllabus through participation in class programs.

### **Outcomes for Teachers:**

6.3 Develop History programs based on this policy and the NSW Board of Studies History syllabus which reflect the individual needs of students.

6.4 Inform students and parents on individual progress and achievement in History.

6.5 Identify and plan for students with special needs in History.

6.6 Continue professional development in History.

### **Outcomes for Parents:**

6.7 Value History learning at home and support their child's learning

6.8 Demonstrate a supportive approach to History learning

6.9 Increase understandings about class programs, school policies and History development.

## **11. PROGRAMS**

*Teaching and learning are a record of planned learning experiences. The programs at St. Philip Neri:*

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- may include adjustments for students with special education needs
- can reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

*When programming teachers at St. Philip Neri need to:*

- Plan for effective learning and assessment
- Design effective learning and assessment
- Differentiate programming
- Have clear learning and assessment intentions
- Integrate ICT capability

### LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *History K–10 Syllabus*.

#### Cross-curriculum priorities

	Aboriginal and Torres Strait Islander histories and cultures
	Asia and Australia's engagement with Asia
	Sustainability

#### General capabilities

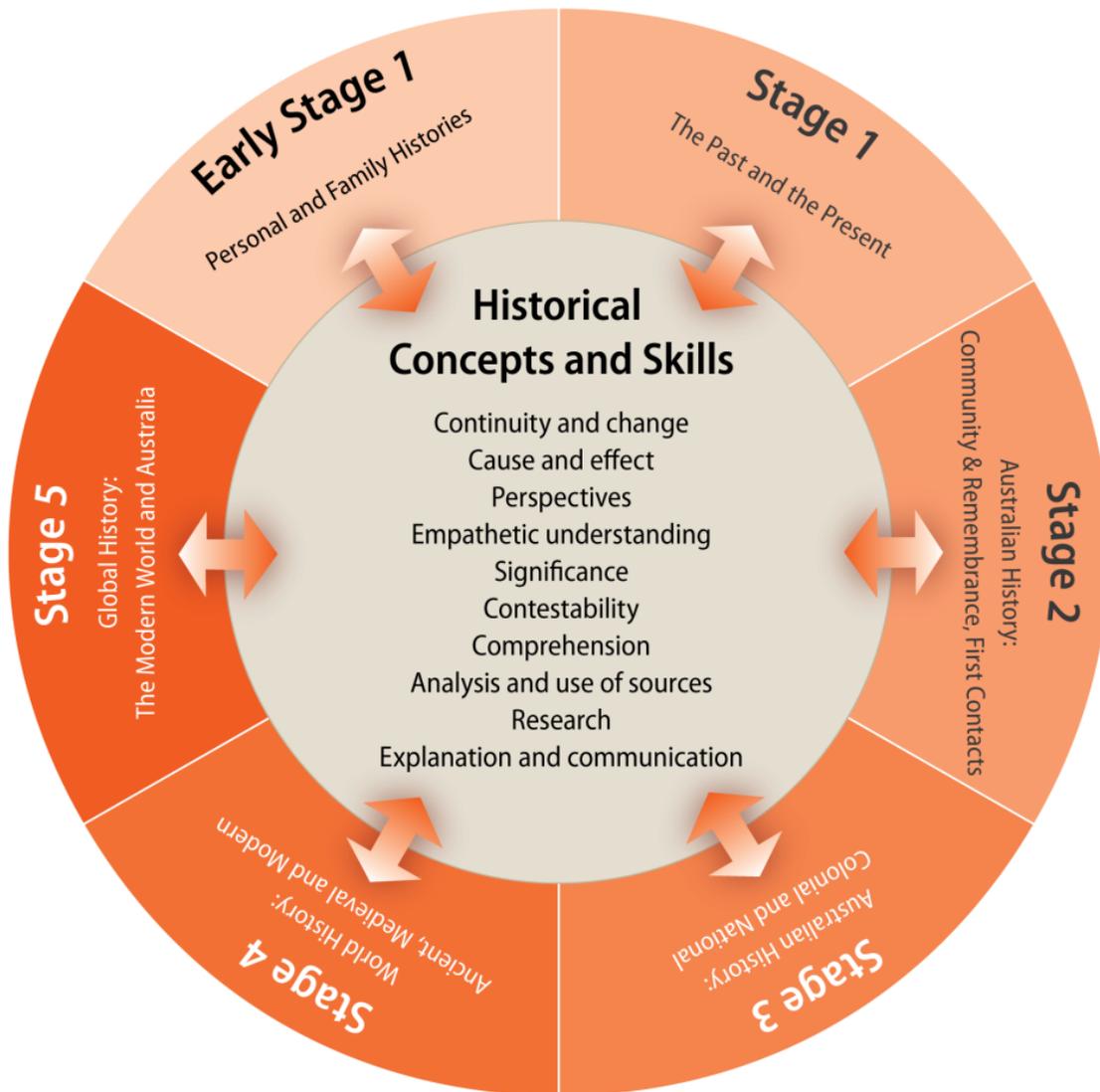
	Critical and creative thinking
	Ethical understanding
	Information and communication technology capability
	Intercultural understanding
	Literacy
	Numeracy
	Personal and social capability

#### Other learning across the curriculum areas

	Civics and citizenship
	Difference and diversity
	Work and enterprise

**ORGANISATION OF CONTENT**

For Kindergarten to Year 6 at St. Philip Neri Catholic School, the History educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. The diagram below indicates how the content of the History Curriculum is organised across the stages of learning.



<p><b>Early Stage 1</b> Personal and Family Histories</p>	<p><b>Stage 1</b> Present and Past Family Life The Past in the Present</p>
<p><b>Stage 2</b> Community and Remembrance First Contacts</p>	<p><b>Stage 3</b> The Australian Colonies Australia as a Nation</p>

### ICT Capability in History

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. Competence in ICT is most evident in historical skills associated with

- locating,
- processing
- communicating historical information.

This includes the use of information technologies to access a growing range of digitised online materials such as:

- multimedia creation tools, including cameras, microphones and audio editing programs
- programming tools
- game-based learning and game development opportunities
- online collaboration tools, including blogs and wikis
- web 2.0 and web 3.0 tools
- GPS, geo-tagging, geographic information systems
- simulations
- electronic portfolios
- productivity tools, including word processing, databases, spreadsheets, graphic editing
- interactive manipulatives, such as interactive geometry applications
- contextualised learning experiences, including robotics, 3D modelling, virtual learning environments (including field trips), web quests.

### **ASSESSMENT STANDARDS**

Syllabus outcomes in History contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

At St Philip Neri we ensure that assessment is an integral part of teaching and learning. It is well-designed and is central with engaging students and is closely aligned to the outcomes within a stage. Assessment is integrated into teaching and learning programs with the aim to increase student engagement in student learning leading to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning.

### **REPORTING**

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of assessment for learning into their assessment of learning. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in History provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content

### Collaborative Planning and Use of ICLT

The school librarian actively supports the History curriculum at St Philip Neri Catholic School.

All classes attend a 1 hour Library lesson once a week. The Librarian focuses on literacy, research and ICLT skills.

Cooperative planning time is provided at the end of each term with the librarian. This time may be used to:-

- determine resource needs for the classroom.
- plan the content of library lessons to support the History and Geography Units.
- plan internet lesson tasks to support the History and Geography Units.

The use of ICLT is essential in History. The children's usage of the internet as an information source must be in accordance with the school ICLT internet usage policy.

ICLT is used to **organise**, **locate** and **select** information and to **organise** and **present** information and work.

## Appendix 6

The following Stage Statements are indicative of the information needs of children in each stage as described by the NSW Board of Studies Syllabus. These statements are suggestive of how ICLT ought to be integrated into the HSIE classroom.

### **STAGE STATEMENTS**

#### **EARLY STAGE 1**

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

#### **STAGE 1**

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

#### **STAGE 2**

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They

recognise different points of view. Students develop and present texts, including narratives, using historical terms.

### **STAGE 3**

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Scope and Sequence

Stage	TERM 1- History	TERM 2- Geography	TERM 3- History	TERM 4- Geography
<p>Early Stage 1</p>	<p><b>Personal and Family History</b></p> <p><u>Outcomes:</u>  <b>HTe-1-</b> Communicates stories of their own family heritage and the heritage of others  <b>HTe-2-</b> Demonstrates developing skills of historical inquiry and communication</p> <p><b>Key inquiry questions:</b>            What is my history and how do I know?            What stories do other people tell about the past?  <b>Historical Content Focus:</b>            Who the people in their family are, where they were born and raised and how they are related to each other?            How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums?</p>	<p><b>People live in Places</b></p> <p><u>Outcomes:</u>  <b>GEe-1-</b> Identifies places and develops an understanding of the importance of places to people  <b>GEe-2-</b> Communicates geographical information and uses geographical tools</p> <p><b>Key Inquiry Questions</b>            What are places like?            What makes a place special?            How can we look after the places we live in?  <b>Geographical Content Focus:</b>  <b>Important places:</b> investigate the importance of places they live in and belong to  <b>Locating places:</b> investigate how the location of places can be represented</p>	<p><b>Personal and Family History</b></p> <p><u>Outcomes:</u>  <b>HTe-1-</b> Communicates stories of their own family heritage and the heritage of others  <b>HTe-2-</b> Demonstrates developing skills of historical inquiry and communication</p> <p><b>Key inquiry questions:</b>            What stories do other people tell about the past?            How can stories of the past be told and shared?  <b>Historical Content Focus:</b>            The different structures of families and family groups today, and what they have in common            How they, their family and friends commemorate past events that are important to them</p>	<p><b>People live in Places</b></p> <p><u>Outcomes:</u>  <b>GEe-1-</b> Identifies places and develops an understanding of the importance of places to people  <b>GEe-2-</b> Communicates geographical information and uses geographical tools</p> <p><b>Key Inquiry Questions</b>            How do places provide for the needs of people?            How can we look after the places we live in?  <b>Geographical Content Focus:</b>  <b>Aboriginal and Torres Strait Islander places:</b> investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples  <b>Locating Places:</b> investigate how the location of places can be represented</p>

<p><b>Stage 1</b> <b>Year 1</b></p>	<p><b><u>Present Past and Family Life</u></b></p> <p><b><u>Outcomes:</u></b>  <b>HT1-1-</b> Communicates an understanding of change and continuity in family life using appropriate historical terms  <b>HT1-4-</b> Demonstrates skills of historical inquiry and communication</p> <p><b><u>Inquiry Questions</u></b>  How has family life changed or remained the same over time?  How do we describe the sequence of time?</p> <p><b><u>Historical Content Focus</u></b>  Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p>	<p><b><u>Features of Places</u></b></p> <p><b>GE1-1-</b> Describes features of places and the connections people have with places  <b>GE1-2-</b> Identifies ways in which people interact with and care for places  <b>GE1-3-</b> Communicates geographical information and uses geographical tools for inquiry</p> <p><b><u>Inquiry Questions</u></b>  What are the features of, and activities in, places?  How can we care for places?</p> <p><b><u>Geographical Content Focus</u></b>  <b>Features of Places:</b> investigate features of places and how they can be cared for</p>	<p><b><u>Present and Past family life</u></b></p> <p><b>HT1-1-</b> Communicates an understanding of change and continuity in family life using appropriate historical terms  <b>HT1-4-</b> Demonstrates skills of historical inquiry and communication</p> <p><b><u>Inquiry Questions:</u></b>  *How can we show that the present is different from or similar to the past?  *How do we describe the sequence of time?</p> <p><b><u>Historical Content Focus</u></b>  Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p> <p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p>	<p><b><u>Features of Places</u></b>  <b>GE1-1-</b> Describes features of places and the connections people have with places  <b>GE1-2-</b> Identifies ways in which people interact with and care for places  <b>GE1-3-</b> Communicates geographical information and uses geographical tools for inquiry</p> <p><b><u>Inquiry Questions:</u></b>  How can we show that the present is different from or similar to the past?  How do we describe the sequence of time?</p> <p><b><u>Historical Content Focus</u></b>  Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p> <p><b><u>Geographical Content Focus</u></b>  <b>Features of Places:</b> investigate features of places and how they can be cared for</p>
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<p><b>Stage 1</b> <b>Year 2</b></p>	<p><b>History</b> <b>The Past in the Present</b></p> <p><b>Outcomes</b> HT1-2-identifies and describes significant people, events, places and sites in the local community over time HT1-4--demonstrates skills of historical inquiry and communication</p> <p><b>Inquiry Questions:</b> <i>What aspects of the past can you see today?</i> <i>What do they tell us?</i></p> <p><b>Historical Content Focus</b> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.</p>	<p><b>Geography</b> <b>People and Places</b></p> <p><b>Outcomes</b> GE1-1- describes features of places and the connections people have with places GE1-3- communicates geographical information and uses geographical tools for inquiry</p> <p><b>Inquiry Questions</b> <i>Where are places located in Australia?</i> <i>How are people connected to places?</i></p> <p><b>Geographical Content Focus</b> Australian places: investigate places across a range of scales within Australia <b>Australia's location:</b> investigate Australia's location in the world</p>	<p><b>History</b> <b>The Past in the Present</b></p> <p><b>Outcomes</b> HT1-3-describes the effects of changing technology on people's lives over time HT1-2-identifies and describes significant people, events, places and sites in the local community over time HT1-4--demonstrates skills of historical inquiry and communication</p> <p><b>Inquiry Questions</b> <i>What remains of the past are important to the local community? Why?</i> <i>How have changes in technology shaped our daily life?</i></p> <p><b>Historical Content Focus</b> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial The impact of changing technology on people's lives</p>	<p><b>Geography</b> <b>People and Places</b></p> <p><b>Outcomes</b> GE1-1- describes features of places and the connections people have with places GE1-3- communicates geographical information and uses geographical tools for inquiry</p> <p><b>Inquiry Questions</b> <i>What factors affect people's connections to places?</i></p> <p><b>Geographical Content Focus</b> <b>People's connections to places:</b> investigate people's connections and access to places <b>Local and global connections:</b> investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places</p>
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## **REFERENCES**

- NSW Board of Studies syllabus and support documents
- Board of Studies Teaching and Educational Standards NSW
- School based scope and sequence
- School based yearly overviews
- Individual programs of specialist teachers

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***Principal's Name: Ms. Sue Bevan***

***Date: 26/11/15***