



UNSW Course Outline

EDST6783 History and Geography (K-6) - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST6783

Year : 2024

Term : Term 2

Teaching Period : T2C

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate, Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course examines the syllabus, curriculum planning, assessment strategies, classroom management and development/selection of activities and resources relevant to the teaching of human society and its environment in the primary school classroom. Students will engage in

evaluation and selection/development/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. This includes 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); and 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).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms
CLO2 : Design successful learning experiences for primary students in History and Geography
CLO3 : Plan and sequence learning programs and develop resources suitable for Stages across K-6
CLO4 : Integrate History and Geography learning to other KLA(s)
CLO5 : Incorporate different types of learning experiences: project-based; strategies for local inquiry and using historical artifacts and resources as the basis for research
CLO6 : Include Aboriginal and Torres strait Islander histories and cultures in the curriculum in a respectful manner

Course Learning Outcomes	Assessment Item
CLO1 : Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence
CLO2 : Design successful learning experiences for primary students in History and Geography	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence
CLO3 : Plan and sequence learning programs and develop resources suitable for Stages across K-6	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence
CLO4 : Integrate History and Geography learning to other KLA(s)	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence
CLO5 : Incorporate different types of learning experiences: project-based; strategies for local inquiry and using historical artifacts and resources as the basis for research	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence
CLO6 : Include Aboriginal and Torres strait Islander histories and cultures in the curriculum in a respectful manner	<ul style="list-style-type: none"> • Teaching and Learning • Lesson sequence

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching strategies

The course will run as an intensive 6-week program of study including lectures, practical hands-on tasks, structured and collaborative discussions and on-line activities.

Rationale

The course structure allows students to explore and understand the content and organisation of the NSW K-10 History and Geography syllabus documents for Stages 1-3. Students will develop and demonstrate the skills they need to plan programs, lessons and activities suitable for different learning styles and stages of development.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
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 of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	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 abilities and 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
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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Teaching and Learning Assessment Format: Individual	40%	Due Date: See Moodle
Lesson sequence Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details

Teaching and Learning

Assessment Overview

Your community as a resource for teaching and learning History. Learn about the history of four locations, persons, and/or institutions and connect what you learn to concepts from the syllabus. 2000 words equivalent.

Course Learning Outcomes

- CL01 : Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms
- CL02 : Design successful learning experiences for primary students in History and Geography
- CL03 : Plan and sequence learning programs and develop resources suitable for Stages across K-6
- CL04 : Integrate History and Geography learning to other KLA(s)
- CL05 : Incorporate different types of learning experiences: project-based; strategies for local inquiry and using historical artifacts and resources as the basis for research
- CL06 : Include Aboriginal and Torres strait Islander histories and cultures in the curriculum in a respectful manner

Detailed Assessment Description

You are to learn about the history of four (4) locations, persons, and/or institutions, preferably from your local area. You are to connect what you learn to concepts from the syllabus and identify how you would utilise them for conceptual learning in History. Submit a 2000 word critical synthesis that draws together the four reflections along with the appropriate literature. It is worth 40%. You are encouraged to see Moodle for a template and further details.

Assessment Length

2000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST6783 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Teaching and Learning• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• The main focus of the text is on conceptual learning in History	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Text uses evidence of your learning and the literature covered in the course to conduct a critical analysis that presents both points and counterpoints	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Appropriate research references to support responses• Sound range of research references	
<ul style="list-style-type: none">• Structure and organisation of response• Logical and coherent structure (see template)• Clear presentation of ideas and images to enhance readability	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• 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:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<ul style="list-style-type: none">• 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 contextualise 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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Lesson sequence

Assessment Overview

Lesson sequence, planning to teach Geography in context. 2000 words equivalent.

Course Learning Outcomes

- CL01 : Articulate and demonstrate understanding of why History and Geography is taught in primary classrooms
- CL02 : Design successful learning experiences for primary students in History and Geography
- CL03 : Plan and sequence learning programs and develop resources suitable for Stages across K-6
- CL04 : Integrate History and Geography learning to other KLA(s)
- CL05 : Incorporate different types of learning experiences: project-based; strategies for local inquiry and using historical artifacts and resources as the basis for research
- CL06 : Include Aboriginal and Torres strait Islander histories and cultures in the curriculum in a respectful manner

Detailed Assessment Description

- 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. 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 Australian Bushfires would be suitable.
- Expand that focus into a sequence of three lessons (should be the first three lessons of the unit) using the UNSW lesson template, focusing on a Stage of your choice (ES1/Stage 1, Stage 2 or Stage 3).
- 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.
- The task is worth 60% and should be 2000 words in length. You are encouraged to see Moodle for a template and further details.

Assessment Length

2000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST6783 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Lesson Sequence• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Plans cover key ideas in Geography	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Rationale use the literature and the syllabus to justify the choice of learning, teaching, and assessment activities	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Appropriate research references to support responses• Sound range of research references	
<ul style="list-style-type: none">• Structure and organisation of response• Logical and coherent structure (see template)• Clear presentation of ideas and images to enhance readability	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• 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:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<p>• 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 contextualise 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.</p>	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work

for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	<ul style="list-style-type: none"> Teaching models and approaches to History Readings/resources: 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 https://educationstandards.nsw.edu.au/wp-content/uploads/2012/08/nsw-syllabus-for-the-australian-curriculum-history-k-10-syllabus-k-6-section.pdf Gilbert, R., & Hoepper, B. (2016). Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 2, 3, 15. Additional tutorial week 1: Unpacking History Syllabus Content K-2.
2	Lecture	<ul style="list-style-type: none"> Engaging students in History learning Readings/resources: Gilbert, R., & Hoepper, B. (2016). Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 9, 10. Lupton, Mandy. Inquiry skills in the Australian curriculum [online]. Access, Vol. 26, No. 2, June 2012: 12-18.
3	Lecture	<ul style="list-style-type: none"> Addressing values and perspectives when teaching History Readings/resources: Gilbert, R., & Hoepper, B. (2016). Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 6, 7, 8. Cam, P. (2012) Teaching Ethics in Schools: a New Approach to Moral Education. Melbourne: ACER Press, Chapter 5. Mackenzie, A. (2012). Integrating Year 6 History curriculum and the library. Access, 26(4), 32-33. Additional tutorial week 3: Unpacking History Syllabus Content 3-6.
4	Lecture	<ul style="list-style-type: none"> Teaching models and approaches to Geography Readings/resources: NESA (2015). NSW syllabus for the Australian curriculum: Geography K-10 syllabus (K-6 section). Sydney, Australia: NESA. https://educationstandards.nsw.edu.au/wp-content/uploads/2015/08/nsw-syllabus-for-the-australian-curriculum-geography-k-10-syllabus-k-6-section.pdf Gilbert, R., & Hoepper, B. (2016). Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 1, 2 (focusing mostly on F-6 content) & 11 (p 248-262).
5	Lecture	<ul style="list-style-type: none"> Engaging students in Geography learning Readings/resources: Preston, L. (2015). The Place of Place-Based Education in the Australian Primary Geography Curriculum. Geographical Education, 28, 41-49. Ültanır, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. International Journal of Instruction, 5(2), 195-212. Gilbert, R., & Hoepper, B. (2016). Teaching humanities and social sciences: History, geography, economics & citizenship in the Australian curriculum. Cengage Australia. E-book via UNSW library: https://ebookcentral.proquest.com Chapters 5 and 15. Additional tutorial week 5: Examining Geography Units of Work.
6	Lecture	<ul style="list-style-type: none"> A closer look at the Geography syllabus, including cross-curriculum priorities Readings/resources: Lee, C. E., & Lee, D. (2001). Kindergarten geography: Teaching diversity to young people. Journal of Geography, 100(5), 152-157. 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 Chapters 16, 17 and 18. Salter, P., & Maxwell, J. (2020). Cross-curriculum priorities and geography. Geographical Education (Online), 33, 5-7.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

See Leganto on Moodle for access to required readings and additional recommendations.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Nicholas Johnson				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/>

[protocols-guidelines](#) for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externaleltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977

- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>