


St Therese's Primary School, Cranbourne	System Update: 19.09.2019	
Version 0.1	Date of Next Review: 19.09.2021	

St Therese's Primary School

THE HUMANITIES POLICY

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CIVICS AND CITIZENSHIP

OVERVIEW


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

The Civics and Citizenship curriculum recognises that Australia is a secular democratic nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position, and obligations, and the role of the citizen today within an interconnected global world.

AIMS

Students at St Therese's develop understandings and skills to;

- engage with civic life as active and informed citizens in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- develop an understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in the Australian government and society

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- investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- participate in the civic life of their nation at a local, regional and global level using capacities and dispositions that model civility, equity, justice and responsibility

IMPLEMENTATION

- within the integrated-inquiry approach, sequenced lessons will provide students with knowledge and skills necessary to question, understand and contribute to the world in which they live and an appreciation of civic values and contemporary issues
- learning opportunities will be differentiated for needs of each student
- student's individual abilities will be monitored using a range of assessment strategies
- Civics and Citizenship is focused on each year in the context of learning about the Australian government
- student's individual abilities will be monitored using a range of assessment strategies and reported to parents within our 2-year learning and teaching cycle (Map of Entitlement)

GEOGRAPHY

OVERVIEW

The Geography curriculum is drawn from the Victorian Curriculum and presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.


Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments.

AIMS

Students at St Therese's develop understandings and skills to:

- deepen their geographical knowledge of their own locality, Australia, the Asia region and the world
- think geographically, using geographical concepts
- expand capacity to be competent, critical and creative users of geographical methods and skills
- 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.

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IMPLEMENTATION

- all students will study a geography course based on the outcomes contained within the Victorian Curriculum and implemented through Faith-Based inquiry learning provided by classroom teachers
- geography lessons will provide students with geographical understandings and skills; knowledge of our world, fostering STEM skills, involving different timelines and global issues
- geographical activities will support the integrated-inquiry approach to learning
- learning opportunities will be differentiated for the needs of each student
- student's individual abilities will be monitored using a range of assessment strategies and reported to parents within our 2-year learning and teaching cycle (Map of Entitlement)

HISTORY

OVERVIEW


History at St Therese's is a disciplined process of investigation into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times. It helps students to appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. It is explained by nature, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments.

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. Students 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 and the Catholic faith. This knowledge and understanding are essential for informed and active participation in Australia's diverse society.

AIMS

Students at St Therese's develop understandings and skills to;

- have an interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens

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- build knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society, the original owners of the land-Aboriginal and Torres Strait Islanders
- establish an understanding and use historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining the historical significance
- undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments

IMPLEMENTATION


- all students will study a history course based on the outcomes contained within the Victorian Curriculum and implemented through an integrated-inquiry learning sequence
- history lessons will provide students with historical understandings and skills; sequence events about personal and family history to create a chronological narrative about the past including the original owners of the land, describe the significance of Australian celebrations, symbols and emblems and the significance of the key figures and events that led to Australia's federation
- learning opportunities will be differentiated for the needs of each student
- student's individual abilities will be monitored using a range of assessment strategies and reported to parents within our 2-year learning and teaching cycle (Map of Entitlement)

ECONOMICS AND BUSINESS

OVERVIEW

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. 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 will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies.

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AIMS

Students at St Therese's develop understandings and skills to:

- develop enterprising behaviours and capabilities that are transferable into life, work and business opportunities
- understand the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understand the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular, the Asia region
- understand economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- develop knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as business-literate citizens

IMPLEMENTATION

At the senior level (years 5 and 6), students at St Therese's will;

- distinguish between needs and wants and explain why choices need to be made
- consider the effect that the consumer and financial decisions of individuals may have on themselves, their families and the broader communities
- explore the nature and meaning of work and why individuals choose to participate in work
- investigate and explain the importance of enterprising behaviours and capabilities
- learning opportunities will be differentiated for the needs of each student
- student's individual abilities will be monitored using a range of assessment strategies and reported to parents within our 2-year learning and teaching cycle (Map of Entitlement)