

Our school community is one with high expectations.  
We are collaborative and inclusive of all.  
We deliver a 21<sup>st</sup> century guaranteed and viable curriculum that results in outstanding student achievement.

**The Humanities Curriculum links directly to:**

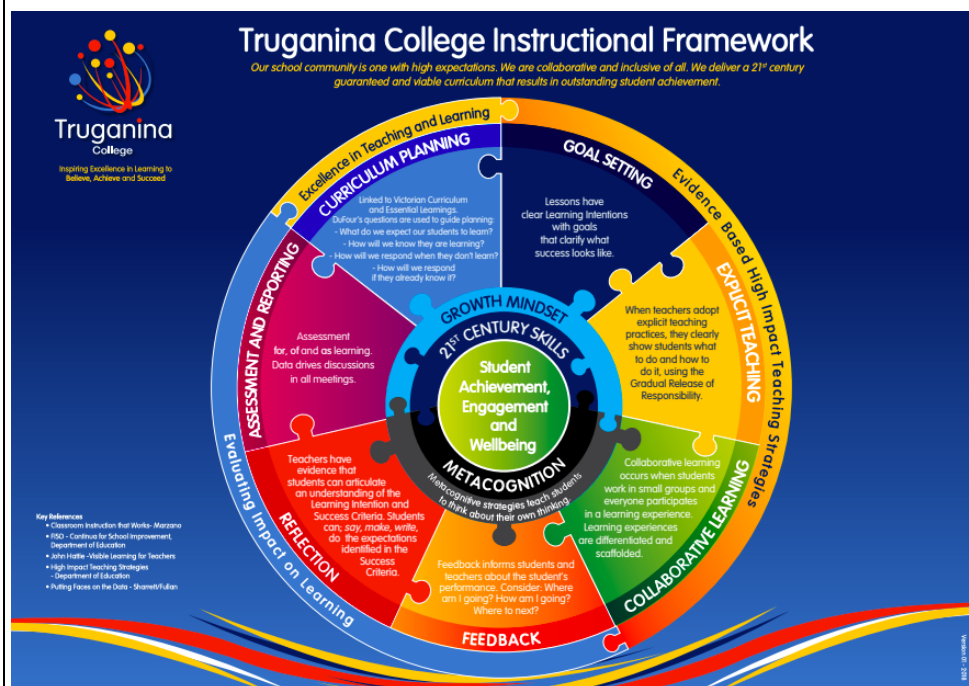
**HIGH IMPACT TEACHING STRATEGIES (HITS)**



The planning, teaching and learning of the Humanities Curriculum link directly to the College's Strategic Plan goals:

- Goal 1: To improve student learning outcomes in literacy and numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

**Instructional Framework      Reading Mantra      Reading Model**



**Curriculum Planning - Refer to DuFour's questions**

- What do we need our students to learn?
- How will we know they are learning?
- What will we do if they have already learned it?
- What will we do if they have not learned?

**Assessment & Reporting - Data drives discussion in all meetings**

**21st century learning**

- Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
- Ways of Working: Communication & Collaboration
- Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
- Tools for Working: Information Literacy, Information & Communication Technology

**Duke & Pearson Comprehension Strategies**

**Intercultural Capabilities Curriculum**

	Termly Overviews	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
RE-IGNITE: Components of the IGNITE Curriculum to be revisited				
Foundation	<b>Term 1</b> Personal and Family Histories	<a href="#">VCGGC057</a> - Features of places <a href="#">VCGGC060</a> - Collection and recording of geographical data and information <a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps <a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places <a href="#">VCGGK063</a> - Represent location of places and their features on maps and models <a href="#">VCGGK066</a> - Aboriginal/Torres Strait Islander Country/Place the school is located and its importance <a href="#">VCGGK069</a> - Reasons why places are special/important and how to look after these places <a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live <a href="#">VICCCD003</a> - Identify and discuss cultural diversity in the school and/or community	Visualising & Metacognition	<ul style="list-style-type: none"> <li>• Demonstrate my thinking aloud.</li> <li>• Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>• Role model the ideas, concepts and vocabulary involved.</li> </ul>
	<b>Term 2</b> Community Histories			
	<b>Term 3</b> My Personal World - Important Events			
	<b>Term 4</b> My Personal World - Important Events			
Year 1	<b>Term 1</b> Personal Events	<a href="#">VCGGC058</a> - Location of places and activities <a href="#">VCGGC060</a> - Collect and record geographical data and information <a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps <a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places <a href="#">VCGGK068</a> - Features of places and locations and their changes <a href="#">VCGGK067</a> - Weather and seasons and their descriptions by different communities <a href="#">VCGGK070</a> - Activities in local places and reasons for their location <a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live <a href="#">VICCCD003</a> - Identify and discuss cultural diversity in the school and/or community	Summarising & Predicting	<ul style="list-style-type: none"> <li>• Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>• Combine new knowledge with prior understandings.</li> <li>• Role model the ideas, concepts and vocabulary involved.</li> </ul>
	<b>Term 2</b> Personal Histories			
	<b>Term 3</b> The Past and Future - Direction and Location			
	<b>Term 4</b> The Past and Future - Direction and Location			
Year 2	<b>Term 1</b> Significant People in the Local Community	<a href="#">VCGGC058</a> - Location of places and activities <a href="#">VCGGC060</a> - Collect and record geographical data and information <a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps <a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places <a href="#">VCGGK068</a> - Features of places and locations and their changes <a href="#">VCGGK067</a> - Weather and seasons and their descriptions by different communities <a href="#">VCGGK070</a> - Activities in local places and reasons for their location <a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live <a href="#">VICCCD003</a> - Identify and discuss cultural diversity in the school and/or community	Questioning	<ul style="list-style-type: none"> <li>• Gather information from a text and use this to inform understandings.</li> <li>• Combine new knowledge with prior understanding and provides a summary of most key points.</li> </ul>
	<b>Term 2</b> Community Histories			
	<b>Term 3</b> Past and Present -Connections to Places - Describing places			
	<b>Term 4</b> Past and Present - Connections to places - Describing places			
Year 3	<b>Term 1</b> Rules in the Community/ Citizens in the Community	<a href="#">VCGGC071</a> - Characteristics of places in different locations <a href="#">VCGGC072</a> - Locations and spatial distributions and patterns <a href="#">VCGGC073</a> - Interconnections within and between places <a href="#">VCGGC074</a> - Geographical data and information from the field and other sources <a href="#">VCGGC075</a> - Data and location of places and their characteristics using mapping conventions <a href="#">VCGGC076</a> - Interpret maps and geographical data using mapping conventions <a href="#">VCGGK078</a> - Location of neighbouring countries and their characteristics <a href="#">VCGGK079</a> - States and territories in Australia and human and natural characteristics <a href="#">VICCCD007</a> - Explain the role of cultural traditions in the development of personal, group and national identities <a href="#">VICCCD008</a> - Identify how understandings between culturally diverse groups can be encouraged and achieved	Metacognition & Summarising	<ul style="list-style-type: none"> <li>• Gather information from a text and use this to inform understandings.</li> <li>• Ask questions to expand thinking.</li> </ul>
	<b>Term 2</b> Community, Remembrance and Celebrations			
	<b>Term 3</b> Diverse Communities, Places, and their Contributions- Location of states/ territories of Australia, & the location of Aboriginal and Torres Strait Islander countries/places			
	<b>Term 4</b> Diverse Communities, Places and their Contributions- Location of states/ territories of Australia, & the location of Aboriginal and Torres			

	Strait Islander countries/places			
Year 4	<b>Term 1</b> Roles of Local Government	<a href="#">VCGGC071</a> - Characteristics of places in different locations <a href="#">VCGGC072</a> - Locations and spatial distributions and patterns <a href="#">VCGGC073</a> - Interconnections within and between places <a href="#">VCGGC074</a> - Geographical data and information from the field and other sources <a href="#">VCGGC075</a> - Data and location of places and their characteristics using mapping conventions <a href="#">VCGGC076</a> - Interpret maps and geographical data using mapping conventions <a href="#">VCGGC077</a> - Location of major countries of Africa and South America and their major characteristics <a href="#">VCGGC080</a> - Countries/Places of Aboriginal and Torres Strait Islander peoples in Australia and the custodial responsibility <a href="#">VCGGC081</a> - Main climates of the world <a href="#">VCGGC082</a> - Significance of vegetation to the environment and sustainability <a href="#">VCGGC083</a> - Similarities and differences in individuals' and groups' feelings, perceptions, and the influence of these views <a href="#">VICCB006</a> - Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and other cultures <a href="#">VICCB005</a> - Compare their own and others cultural practices, showing how these may influence the ways people relate to each other	Metacognition & Questioning	<ul style="list-style-type: none"> <li>Gathers information by using table of contents, captions, index, headings, glossary, and references.</li> <li>Ask and explore questions to deepen understanding.</li> </ul>
	<b>Term 2</b> First Contacts			
	<b>Term 3</b> People, Places and Environment - Countries in the world and compass directions			
	<b>Term 4</b> People, Places and Environment - Countries in the world and sustainability			
Year 5	<b>Term 1</b> Three Levels of Government	<a href="#">VCEBR001</a> - Difference between needs and wants/why choices need to be made <a href="#">VCEBR003</a> - Types of resources/explore how societies use them <a href="#">VCEBC004</a> - Influences on consumer choices/strategies to make informed personal consumer and financial choices <a href="#">VCEBN009</a> - Nature and importance of enterprising behaviours and capabilities <a href="#">VCEBE010</a> - Advantages and disadvantages/form conclusions on economics, business event or issue <a href="#">VICCD011</a> - Identify barriers to and means of reaching understandings within and between culturally diverse groups.	Metacognition & Questioning	<ul style="list-style-type: none"> <li>Asks questions before, during and after reading a text.</li> <li>Construct open and closed questions based on the Question-Answer Relationship (QAR) model.</li> <li>Use think-aloud strategies to discuss the thinking process during reading.</li> </ul>
	<b>Term 2</b> The Australian Colonies			
	<b>Term 3</b> Interconnections- Environmental Disasters			
	<b>Term 4</b> Personal Finances - Economics & Financial Decision Making in Everyday Life			
Year 6	<b>Term 1</b> Australian Electoral Process	<a href="#">VCEBR002</a> - Concept of opportunity cost <a href="#">VCEBC005</a> - Effect of consumer and financial decisions on individuals <a href="#">VCEBB006</a> - Reasons why businesses exist/production and distribution of goods and services <a href="#">VCEBW007</a> - Nature and meaning of work <a href="#">VCEBW008</a> - Influences on the way people work <a href="#">VCEBN009</a> - Nature and importance of enterprising behaviours and capabilities <a href="#">VCEBE010</a> - Advantages and disadvantages/form conclusions on economics, business event or issue <a href="#">VICCB009</a> - Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced <a href="#">VICCB010</a> - Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures	Metacognition & Text Structure	<ul style="list-style-type: none"> <li>Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>Gathers information by using table of contents, captions, index, headings, glossary and references.</li> <li>Skims and scans to predict the key structural elements of a text e.g. problem/solution, cause/effect, compare/contrast, and chronological order.</li> </ul>
	<b>Term 2</b> Australia as a Nation [Federation]			
	<b>Term 3</b> Interconnections - Environments, Peoples & Cultures in Asia and the World			
	<b>Term 4</b> Business Choices & Scarcity in Business			



Year 7	<b>Term 1</b> Consumers, Workers & Producers Interdependence of Consumers & Producers	<a href="#">VCGGC099</a> – Explain processes that influence the characteristics of places <a href="#">VCGGC100</a> – Identify, analyse and explain spatial distributions, patterns and their implications <a href="#">VCGGC101</a> - Identify, analyse and explain interconnections within and between places <a href="#">VCGGC102</a> – Collect and record geographical data	Questioning & Metacognition	<ul style="list-style-type: none"> <li>• Uses a variety of ways to arrive at answers to questions i.e. skimming and scanning the text, inferring, sharing and discussing further research.</li> <li>• Asks questions to expand thinking, resolve and better understand complicated ideas and issues.</li> </ul>
	<b>Term 2</b> Australian Constitution/Responsibility and Freedom	<a href="#">VCGGC103</a> – Represent geographical data <a href="#">VCGGC104</a> - Analyse geographical data <a href="#">VCGGK105</a> – Classification of environmental resources and the forms that water takes as a resource <a href="#">VCGGK106</a> – Ways that flows of water connect places and the ways this affects places		
	<b>Term 3</b> Ancient Civilizations	<a href="#">VCGGK107</a> – The quantity and variability of Australia’s water resources compared to other continents <a href="#">VCGGK108</a> – Nature of water scarcity and the role of humans in creating and overcoming it <a href="#">VCGGK109</a> – The spiritual, economic, cultural and aesthetic value of water for people <a href="#">VCGGK110</a> - Causes of an atmospheric or hydrological hazard and its impacts on places <a href="#">VCGGK111</a> – Places and liveability		
	<b>Term 4</b> The World - Water in the world & Place and Livability	<a href="#">VCGGK112</a> – Influence of accessibility to services and facilities and environmental quality <a href="#">VCGGK113</a> – Environmental, economic and social measures used to evaluate places for liveability <a href="#">VCGGK114</a> – Influence of social connectedness and community identity on the liveability of places <a href="#">VCGGK115</a> - Strategies used to enhance the liveability of places <a href="#">VCICCB013</a> – Analyse own and others’ cultural practices <a href="#">VCICCB014</a> – Examine how cultural groups are represented <a href="#">VCICCD015</a> – Identify challenges and benefits in a culturally diverse society		

Year 8	<b>Term 1</b> Medieval Europe, Japan under the Shoguns & Renaissance Italy	<a href="#">VCEBR012</a> - Governments influence on the markets <a href="#">VCEBC013</a> - Rights and responsibilities of consumers and businesses <a href="#">VCEBW016</a> - Contribution of work to the individual and society <a href="#">VCEBW017</a> - Nature and influence on the work environment <a href="#">VCEBN018</a> - Role of enterprising behaviours and capabilities in the work environment <a href="#">VCEBE019</a> - Relationships and trends for an economic or business issue <a href="#">VCICCD016</a> - Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community	Metacognition & Monitoring Comprehension	<ul style="list-style-type: none"> <li>• Self-monitor comprehension when reading aloud or independently and use ‘fix it’ strategies.</li> <li>• Use information from graphics (e.g. maps, diagrams, charts, photos, illustrations) to self-monitor reading.</li> <li>• Self-monitors for understanding and asks questions when meaning is lost.</li> </ul>
	<b>Term 2</b> Landforms & Landscapes, Changing Nations			
	<b>Term 3</b> Participating in Change - Rights, freedoms, democracy and the law			
	<b>Term 4</b> The Market Successful Businesses & Entrepreneurial Behaviours			

Year 9	<b>Term 1</b> The Industrial Revolution, Making a Nation & WWI	<a href="#">VCEBR020</a> - Australia as a trading nation <a href="#">VCEBC023</a> - Managing financial risks and rewards in Australia and globally <a href="#">VCEBW025</a> - Change of the work environment in Australia and its implications <a href="#">VCEBW026</a> - Roles and responsibilities of participants <a href="#">VCEBB024</a> - Innovation and its impact on businesses <a href="#">VCEBN027</a> - Enterprising behaviours and capabilities to improve work environments <a href="#">VCEBE028</a> - Strategies to predict consequences of economic and business decisions <a href="#">VCICCD019</a> -Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world.	Metacognition & Questioning	<ul style="list-style-type: none"> <li>• Reflects on own use of questioning.</li> <li>• Uses a variety of ways to arrive at answers to questions i.e. skimming and scanning the text, inferring, sharing and discussing further research.</li> <li>• Asks questions to expand thinking, resolve and better understand complicated ideas and issues.</li> <li>• Construct open and closed questions based on the Question-Answer Relationship (QAR) model.</li> </ul>
	<b>Term 2</b> Biomes and Food Security, Geographies of interconnection			
	<b>Term 3</b> Australia to the Neighbouring Countries			
	<b>Term 4</b> Australia & Asia - The Australian Economy compared to Neighbouring Countries			

