

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

The Humanities Curriculum links directly to:

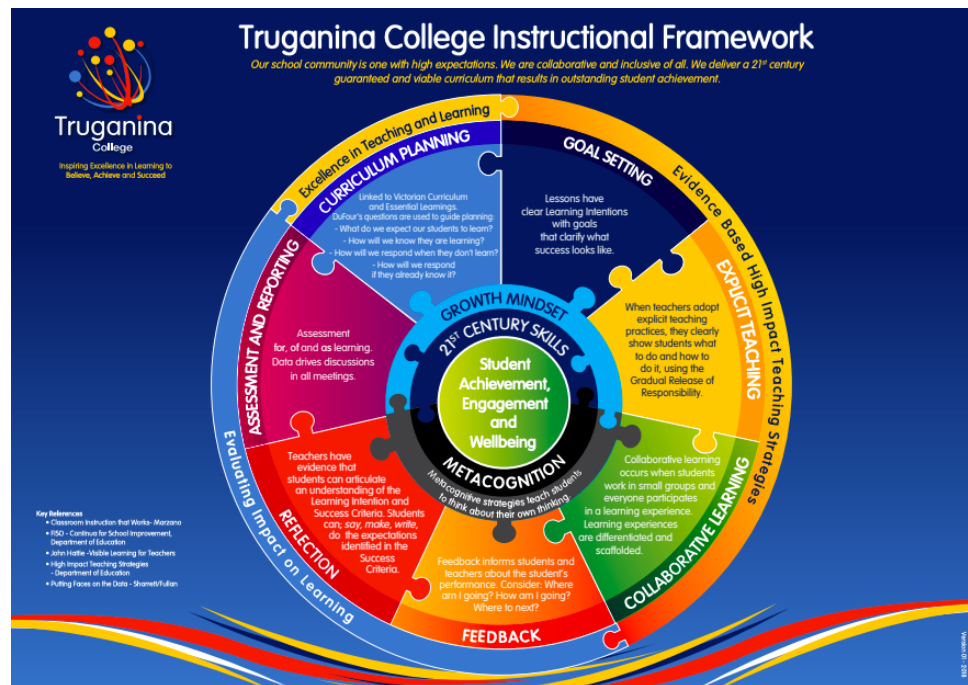
HIGH IMPACT TEACHING STRATEGIES (HITS)



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

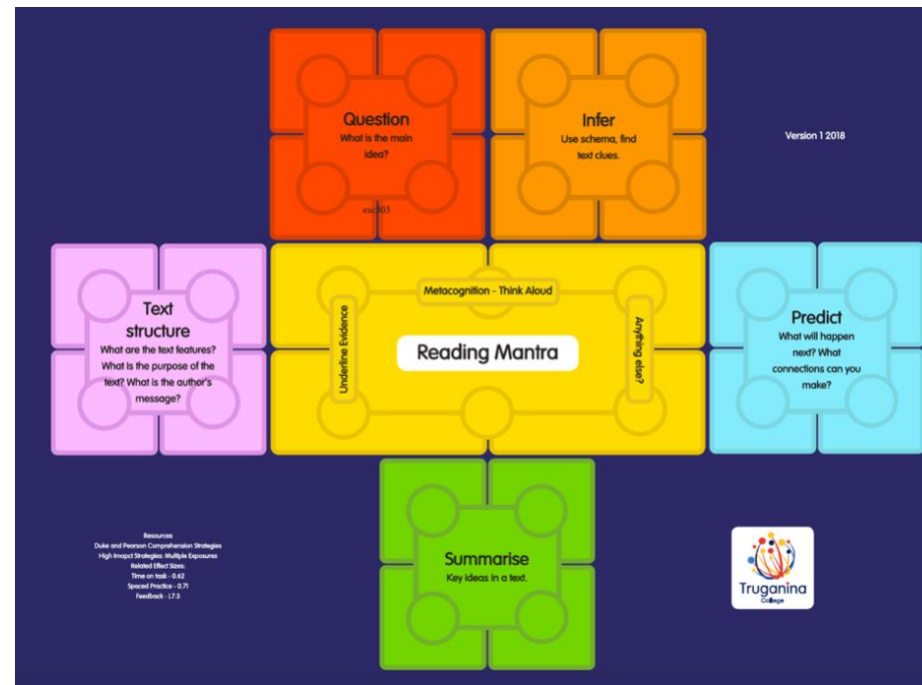
- Goal 1: To improve student learning outcomes in literacy and numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

Instructional Framework Reading Mantra Reading Model

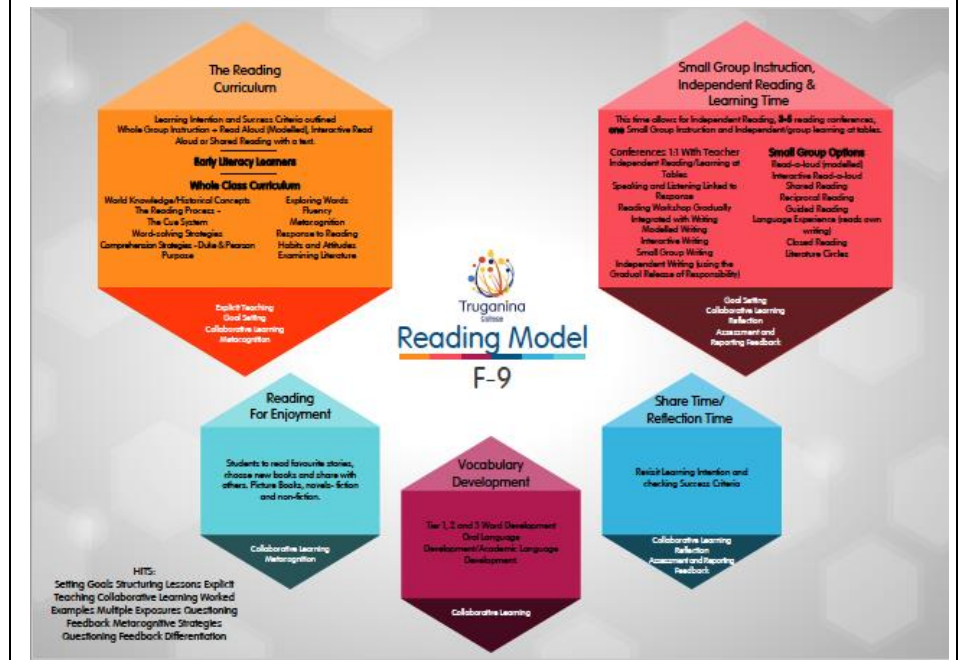


Curriculum Planning - Refer to DuFour's questions
What do we need our students to learn?
How will we know they are learning?
What will we do if they have already learned it?
What will we do if they have not learned?

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

	History	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
RE-IGNITE [Inquiry of Goals, New Ideas & Truganina's Expectations] Curriculum to be revisited				
Foundation	Term 1 Personal and Family Histories	<p>VCHHK062 – Commemorate past events that are important</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCICCB001 – Identify what is familiar and different in the ways culturally diverse individuals and families live</p>	Questioning & Metacognition	<ul style="list-style-type: none"> • With prompting, poses questions to wonder, question & investigate information & ideas. • Makes connections between texts & students' own experiences
	Term 2 Community Histories			
	Term 3 My Personal World - Important Events			
	Term 4 My Personal World - Important Events			
Year 1	Term 1 Personal Events	<p>VCHHK060 – Indicate & describe time about the past, present & future</p> <p>VCHHK061 – Differences, Similarities & Perspectives of life</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCHHC057 – Identify significance of person, place in the local community</p> <p>VCICCB001 – Identify what is familiar and different in the ways culturally diverse individuals and families live.</p>	Retelling Summarising Metacognition	<ul style="list-style-type: none"> • Discusses key information after reading. • Makes connections between texts & students' own experiences
	Term 2 Personal Histories			
	Term 3 The Past and Future - Direction and Location			
	Term 4 The Past and Future - Direction and Location			
Year 2	Term 1 Significant People in the Local Community	<p>VCHHK064 – Significance of an historical site of importance</p> <p>VCHHK065 – Effect of technology on people's lives</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCHHC057 – Identify the significance of a person or a place</p> <p>VCICCD03 - Identify and discuss cultural diversity in the school and/or community</p>	Inferring & Metacognition	<ul style="list-style-type: none"> • Infers the 'big ideas' or theme of a text. • Recognises moral lessons in a text.
	Term 2 Community Histories			
	Term 3 Past and Present -Connections to Places - Describing places			
	Term 4 Past and Present - Connections to Places - Describing places			
Year 3	Term 1 Rules in the Community/ Citizens in the Community	<p>VCHHK072 – Significance of Country & Place to Indigenous Peoples</p> <p>VCHHK073 – Significant example of change & continuity</p> <p>VCHHK074 – Role of people from diverse backgrounds in the community</p> <p>VCHHK075 – Significant narrative, myth or celebration</p> <p>VCHHK076 – Significant days & weeks celebrated or commemorated in Australia, Importance of symbols & emblems</p> <p>VCHHK077 – Significance of celebrations & commemorations around the world</p> <p>VCHHC067 – Identify origin & content features of primary sources</p> <p>VCHHC068 – Describe perspectives of people from the past</p> <p>VCHHC066 – Sequence significant events in order</p> <p>VCHHC071 – Describe significance of Australian celebrations</p> <p>VCICCB0005 – Compare their own and others cultural practices, showing how these may influence the ways people relate to each other</p> <p>VCICCD007 - Explain the role of cultural traditions in the development of personal, group and national identities</p>	Text Structure & Metacognition	<ul style="list-style-type: none"> • Gathers & uses information from illustrations, photographs, diagrams & graphs. • Reflect & apply your prior knowledge while reading a text.
	Term 2 Community, Remembrance and Celebrations			
	Term 3 Diverse Communities, Places and their Contributions - Location of states and territories of Australia, and the location of Aboriginal and Torres Strait Islander countries/places			
	Term 4 Diverse Communities, Places, and their Contributions - Location of states and territories of Australia, and the location of Aboriginal and Torres Strait Islander countries/places			
Year 4	Term 1 Roles of Local Government	<p>VCHHK078 – Diversity & longevity of Australia's first peoples & their connections to Country & Place</p> <p>VCHHK079 – Journey(s) of a world navigator, explorer or trader</p> <p>VCHHK080 – Stories of the First Fleet</p> <p>VCHHK081 – Nature of contact between Indigenous Peoples</p> <p>VCHHC066 - Sequence significant events in order</p> <p>VCHHC067 - Identify origin & content features of primary sources</p> <p>VCHHC068 - Describe perspectives of people from the past</p>	Monitoring Comprehension & Metacognition	<ul style="list-style-type: none"> • Demonstrates the ability to skim & scan while reading to search for information quickly. • Demonstrates an understanding of the difference between fact and opinion.
	Term 2 First Contacts			
	Term 3 People, Places and Environment - Countries in the world and compass directions			

	<p>Term 4 People, Places and Environment - Countries in the world and sustainability</p>	<p>VCHHC069 – Identify & describe continuity & change VCHHC070 – Identify & explain causes & effects of European settlement & exploration VCICCD007 - Explain the role of cultural traditions in the development of personal, group and national identities</p>		
Year 5	<p>Term 1 Three Levels of Government</p>	<p>VCHHK088 – Social, economic & political causes & reasons of British colonies VCHHK089 – Nature of convict & colonial presence VCHHK090 – Effects of significant development /event in a colony VCHHK091 – Causes & reasons for migration to Australia from Europe & Asia VCHHK092 – Role of a significant individual or group in the colony VCHHC082 – Sequence significant events & lifetimes of people VCHHC083 – Identify origin, content features & purpose of historical sources VCHHC084 – Describe perspectives & identify ideas, beliefs & values VCHHC085 – Identify & describe patterns of continuity & change VCHHC086 – Explain causes of significant events that shaped Australian colonies VCICCD011 - Identify barriers to and means of reaching understandings within and between culturally diverse groups.</p>	Text Structure & Metacognition	<ul style="list-style-type: none"> Recognise that people experience things differently due to their social/cultural beliefs and their life experiences. Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.
	<p>Term 2 The Australian Colonies</p>			
	<p>Term 3 Interconnections- Environmental Disasters</p>			
	<p>Term 4 Personal Finances - Economics & Financial Decision Making in Everyday Life</p>			
Year 6	<p>Term 1 Australian Electoral Process</p>	<p>VCHHK093 - Significance of key figures & events that led to Federation VCHHK094 – Experiences & Perspectives of Australian democracy & citizenship VCHHK095 – Stories & perspectives of people who migrated to Australia VCHHK096 – Contributions of individuals & groups VCHHC082 – Sequence significant events & lifetimes of people VCHHC083 – Identify origin, content features & purpose of historical sources VCHHC084 – Describe perspectives & identify ideas, beliefs & values VCHHC086 – Explain causes of significant events that shaped Australian colonies VCHHC087 – Explain significance of an event & an individual or group that influenced change. VCICCB010- Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures.</p>	Text Structure & Metacognition	<ul style="list-style-type: none"> Recognise that people experience things differently due to their social/cultural beliefs and their life experiences. Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.
	<p>Term 2 Australia as a Nation [Federation]</p>			
	<p>Term 3 Interconnections - Environments, Peoples & Cultures in Asia, and the World</p>			
	<p>Term 4 Business Choices & Scarcity in Business</p>			
Year 7	<p>Term 1 Consumers, Workers & Producers Interdependence of Consumers & Producers</p>	<p>VCCCG018 – Key features of government VCCCG021 – Describe process of constitutional change VCCCL022 – Explain Australia’s legal system VCCCL023 – Compare how laws are made VCCCO024 – Describe how Australia is a secular nation VCCCO026 – Explain how groups express their identities VCCCO027 – Examine national identity VCICCB014 - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations VCICCD016 - 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</p>	Inferring & Metacognition	<ul style="list-style-type: none"> Infer the writer’s messages in some texts that have serious and mature topics and challenging themes and ideas: e.g. war, racism, family problems, bullying. Investigate vocabulary of extended and academic texts and the role of abstract nouns.
	<p>Term 2 Australian Constitution/Responsibility and Freedom</p>			
	<p>Term 3 Ancient Civilizations</p>			
	<p>Term 4 Water in the world & Place and Liveability</p>			
Year 8	<p>Term 1 Medieval Europe, Japan under the Shoguns & Renaissance Italy</p>	<p>VCGGC099 – Explain processes that influence the characteristics of places VCGGC100 – Identify, analyse and explain spatial distributions, patterns and their implications VCGGC101 - Identify, analyse and explain interconnections within and between places VCGGC102 – Collect and record geographical data VCGGC103 – Represent geographical data VCGGC104 - Analyse geographical data VCGGK116 – Different types of landscapes and their distinctive landform features VCGGK117 – Geomorphic processes that produce landforms VCGGK118 – The differences in landforms in Australia compared to other places</p>	Predicting & Metacognition	<ul style="list-style-type: none"> Uses content knowledge in the natural and social disciplines to interpret the information in texts and use it to predict the meaning of further content. Makes predictions based on knowledge of underlying text structures e.g. cause and effect, compare and contrast, problem/solution. Uses text clues to form predictions before and during reading.
	<p>Term 2 Landforms & Landscapes, Changing Nations</p>			

	<p>Term 3 Participating in Change - Rights, freedoms, democracy, and the law</p> <p>Term 4 The Market Successful Businesses & Entrepreneurial Behaviours</p>	<p>VCGGK119 – Human causes of landscape degradation, the effects, and the implications VCGGK120 – Spiritual, cultural, and aesthetic value of landscapes and landforms for people VCGGK121 - Causes of a geomorphological hazard and its impacts on places and human responses VCGGK122 – The causes and consequences of urbanisation VCGGK123 - The causes and consequences of urban concentration and urban settlement patterns VCGGK124 - The reasons for and effects of international migration to Australia VCGGK125 – The reasons for and effects of internal migration in Australia and China VCGGK126 - The challenges of managing and planning Australia’s urban future VCICCB013 – Analyse our own and others’ cultural practices VCICCB014 – Examine how cultural groups are represented VCICCD015 – Identify challenges and benefits in a culturally diverse society</p>		
Year 9	<p>Term 1 The Industrial Revolution, Making a Nation & WWI</p> <p>Term 2 Biomes and Food Security, Geographies of interconnection</p> <p>Term 3 Australia to the Neighbouring Countries</p> <p>Term 4 Australia & Asia - The Australian Economy compared to Neighbouring Countries</p>	<p>VCGGC127 – Predict changes in the characteristics of places over time VCGGC128 – Identify, analyse, and explain significant spatial distributions, patterns and implications VCGGC129 – Identify, analyse, and explain significant interconnections within and between places VCGGC130 – Collect and record geographical data VCGGC131 – Organise and represent geographical data VCGGC132 - Analyse and evaluate geographical data VCGGK133 – Distribution and characteristics of biomes VCGGK134 – Environmental, economic and technological factors that influence crop yields VCGGK135 – The interconnection between food production and land and water degradation VCGGK136 – Human alteration of biomes to produce food, industrial materials and fibres, and effects VCGGK137 – Land and resource management strategies used by Aboriginal or TSI peoples VCGGK138 – Challenges in feeding current and projected populations and responses to challenges VCGGK139 – Perceptions that people have of place, and how it influences their connections to places VCGGK140 – How transportation and information and communication technologies connect people VCGGK141 – Ways that places and people are interconnected with other places through trade VCGGK142 – Effects of the production and consumption of goods on places and environments VCGGK143 - Effects of people’s travel, recreational, cultural or leisure choices on places VCICCB017-Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices</p>	Questioning & Metacognition	<ul style="list-style-type: none"> • Reflects on own use of questioning. • Uses a variety of ways to arrive at answers to questions i.e. skimming and scanning the text, inferring, sharing and discussing further research. • Asks questions to expand thinking, resolve and better understand complicated ideas and issues. • Constructs open and closed questions based on the Question-Answer Relationship (QAR) model.
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