

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:

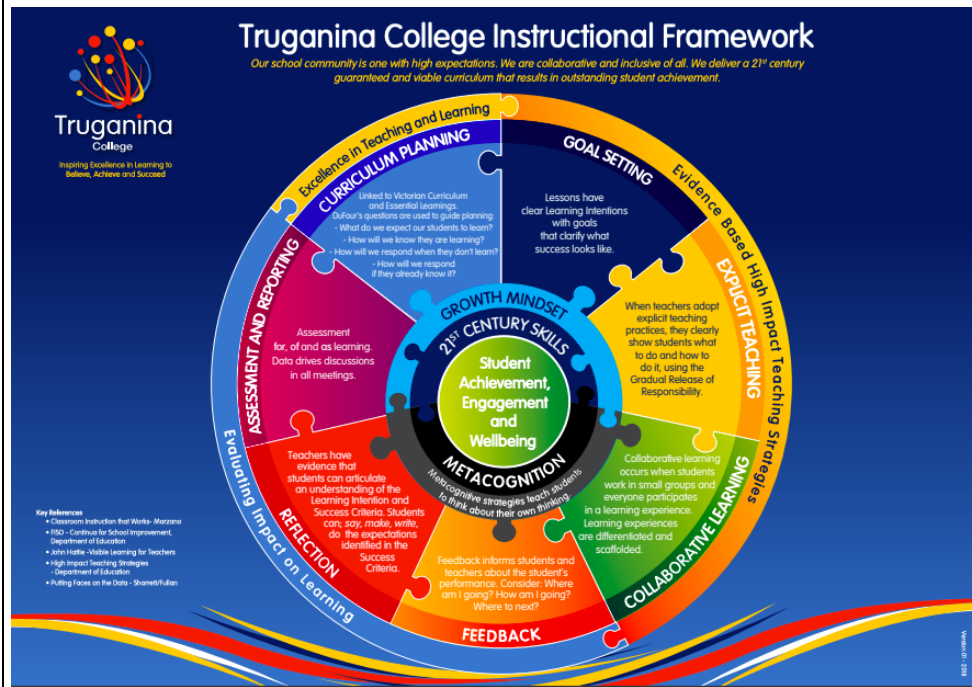
High Impact Teaching Strategies (HITS)



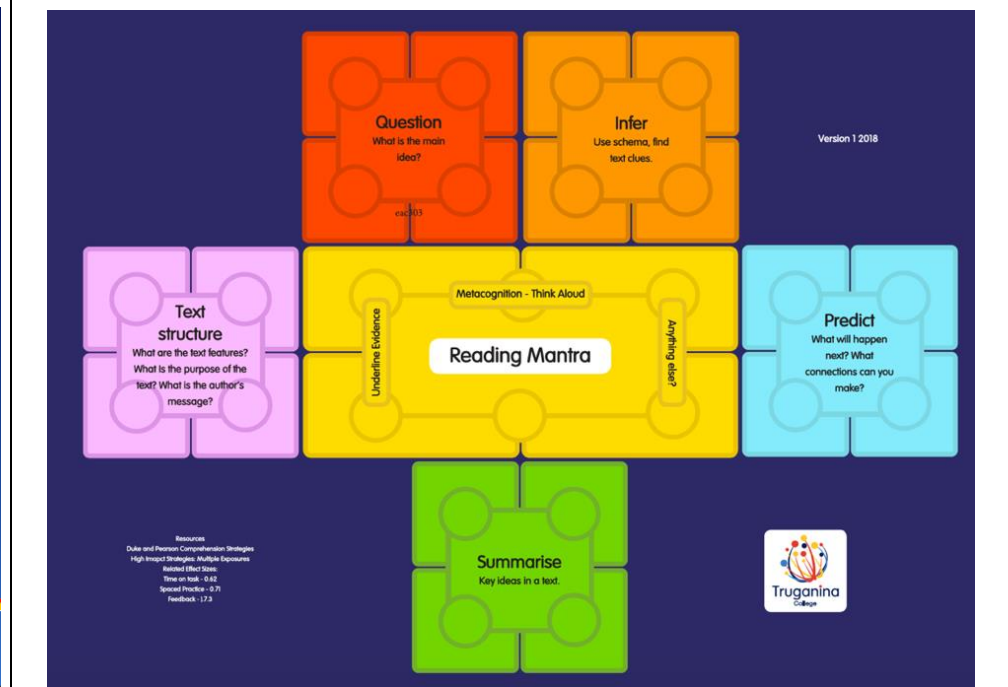
The planning, teaching and learning of the Humanities Curriculum link directly to the College's Strategic Plan goals:

- 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.

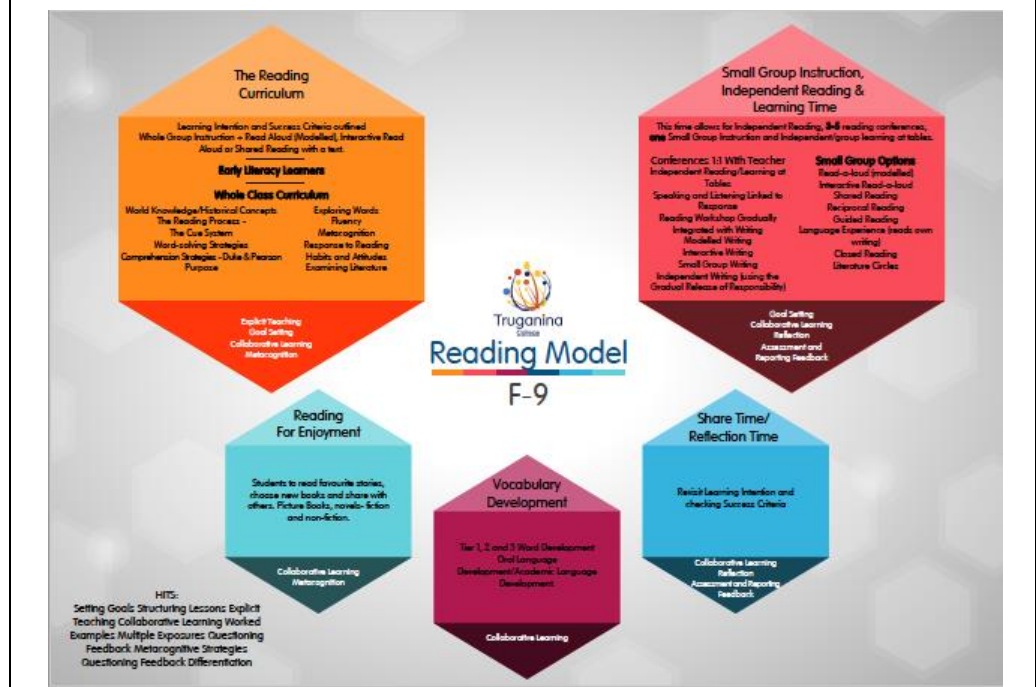
Instructional Framework



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

	Termly Overviews	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
RE-IGNITE: Components of the IGNITE Curriculum to be revisited				
Foundation	Term 1 Personal and Family Histories	<p>VCGGC057 - Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently</p> <p>VCGGC058 - Describe and explain where places and activities are located</p> <p>VCGGC060 – Collect and record geographical data and information from the field and other sources</p> <p>VCGGK066 – Discuss why Country/Place is important to Aboriginal and Torres Strait Islander peoples and how they maintain special connections to particular Country/Place</p> <p>VCGGK069 – Describe reasons why some places are special and important to people and how they can be looked after</p> <p>VCICCB002 – Describe their experiences of intercultural encounters in which they have been involved</p> <p>VCICCD004 – Imagine and explain what their responses might be if they were placed in a different cultural situation or setting</p>	<p>Retelling & Summarising</p> <p>Metacognition</p>	<ul style="list-style-type: none"> • Shares familiar and different ways culturally diverse individuals and families live. • Understands that English is only one of the many spoken languages in Australia. • Remembers order of events in a simple story and talk about them after reading.
	Term 2 Community Histories			
	Term 3 My Personal World - Features of Places			
	Term 4 My Personal World - Important Events			
Year 1	Term 1 Personal Events	<p>VCGGC057 - Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently</p> <p>VCGGC060 – Collect and record geographical data and information from the field and other sources</p> <p>VCGGC061 – Represent data and the location of places and their features by constructing tables, plans and labelled maps</p> <p>VCGGC062 - Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far</p> <p>VCGGK063 – Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia</p> <p>VCGGK069 - Reasons why some places are special and some places are important to people and how they can be looked after</p> <p>VCICCB002 - Describe their experiences of intercultural encounters in which they have been involved</p>	Think aloud - Metacognition	<ul style="list-style-type: none"> • Role models the idea, concepts and vocabulary involved. • Discusses aloud thinking, ideas, opinions and questions when reading a text.
	Term 2 Personal Histories			
	Term 3 The Past and Future - Significant Places and Maps			
	Term 4 The Past and Future - Direction and Location			
Year 2	Term 1 Significant People in the Local Community	<p>VCGGC062 - Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far</p> <p>VCGGK064 – Definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales</p> <p>VCGGK065 – Connections of people in Australia to other places in Australia and across the world</p> <p>VCGGK066 Discuss why Country/Place is important to Aboriginal and Torres Strait Islander peoples and how they maintain special connections to Country/ Place</p> <p>VCGGK067 - Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them</p> <p>VCGGK070 – Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places</p> <p>VCICCD003 – Identify and discuss cultural diversity in the school and/or community</p>	<p>Retelling & Summarising</p> <p>Metacognition</p>	<ul style="list-style-type: none"> • Makes connections between students’ own experiences and texts. • Combines new knowledge with prior understanding and provides a summary of most key points.
	Term 2 Community Histories			
	Term 3 Past and Present - Connections to Places - Describing places			
	Term 4 Past and Present - Representing and interpreting data			
Year 3	Term 1 Rules in the Community/ Citizens in the Community	<p>VCGGC071 – Identify and describe the characteristics of places in different locations at a range of scales</p> <p>VCGGC072 – Identify and describe locations and spatial distributions and patterns</p> <p>VCGGC073 - Identify and explain interconnections within places and between places</p> <p>VCGGC074 – Collect and record relevant geographical data and information from the</p>	<p>Questioning</p> <p>Metacognition</p>	<ul style="list-style-type: none"> • Asks questions to expand their understanding and knowledge on the idea. • Asks questions before, during and after 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	field and other sources <u>VCGGC075</u> – Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale <u>VCGGK078</u> – Locate Australia’s neighbouring countries and characteristics of their places <u>VCGGK079</u> – Representation of Australia as states and territories, and Australia’s major natural and human characteristics <u>VCICCB006</u> – Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for cultures		
Year 4	Term 1 Roles of Local Government	<u>VCGGC071</u> – Identify and describe the characteristics of places in different locations at a range of scales <u>VCGGC072</u> – Identify and describe locations and spatial distributions and patterns <u>VCGGC073</u> - Identify and explain interconnections within places and between places <u>VCGGC074</u> – Collect and record relevant geographical data and information from the field and other sources <u>VCGGC076</u> - Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance <u>VCGGK080</u> – The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability <u>VCGGK083</u> - Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places <u>VCICCD007</u> – Explain the role of cultural traditions in the development of personal, group and national identities	Text Structure Metacognition	<ul style="list-style-type: none"> • Gathers information from texts and uses this to inform understanding. • Gathers and uses information from illustrations, photographs, diagrams, graphs.
Term 2 First Contacts				
Term 3 People, Places and Environment - Countries in the world and compass directions				
Term 4 People, Places and Environment - Countries in the world and sustainability				
Year 5	Term 1 Three Levels of Government	<u>VCGGC085</u> – Describe and explain diverse characteristics of places in different locations from local to global scales <u>VCGGC089</u> – Represent the location of places and other types of geographical data and information in different forms including diagrams and maps that conform to cartographic conventions of border, scale, legend, title, north point and source <u>VCGGC090</u> - Interpret maps and other geographical data and information using digital and spatial technologies, to develop descriptions, explanations and conclusions that use geographical terminology <u>VCGGK091</u> – Identify the location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continents <u>VCGGK094</u> – Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places <u>VCGGK095</u> – Impacts of bushfires or floods on environments and communities, and how people can respond <u>VCGGK096</u> – Investigate and compare environmental and human influences on the location and characteristics of places and the management of spaces within them <u>VCICCB009</u> - Analyse how aspects of their own and others lifestyle, behavior, attitudes and beliefs can be culturally influenced.	Text Structure Metacognition	<ul style="list-style-type: none"> • Gathers and uses information from illustrations, photographs, diagrams and graphs. • Gathers information by using table of contents, captions, index, headings, glossary and references. • Compares the text structure of two different text types of a similar genre e.g. compares a persuasive poster with a letter to the editor, compares a fantasy novel with a picture story book. • Skims and scans to predict the key structural elements of a text e.g. problem/solution, cause/effect, compare/contrast, and chronological order.
Term 2 The Australian Colonies				
Term 3 Interconnections – Environmental and human influences				
Term 4 Personal Finances - Economics & Financial Decision Making in Everyday Life				
Year 6	Term 1 Australian Electoral Process	<u>VCGGC086</u> – Identify and describe locations, spatial distributions and patterns <u>VCGGC087</u> - Describe and explain interconnections within places and between places, and the effects of these interconnections <u>VCGGC088</u> – Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols <u>VCGGC090</u> - Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions,	Text Structure Metacognition	<ul style="list-style-type: none"> • Gathers and uses information from illustrations, photographs, diagrams and graphs. • Gathers information by using table of contents, captions, index, headings, glossary and references. • Compares the text structure of two different text types of a similar genre e.g. compares a
Term 2 Australia as a Nation [Federation]				

	Term 3 Interconnections - Environments, Peoples & Cultures in Asia and the World	explanations and conclusions that use geographical terminology <u>VCGGK092</u> – Location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region <u>VCGGK093</u> – Differences in the demographic, economic, social and cultural characteristics of countries across the world <u>VCGGK097</u> – Factors that influence people’s awareness and opinion of places <u>VCGGK098</u> - Australia’s connections with other countries and how they change people and places <u>VCICCB010</u> – Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others’ cultures <u>VCICCD012</u> – Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups		persuasive poster with a letter to the editor, compares a fantasy novel with a picture story book. <ul style="list-style-type: none"> Skims and scans to predict the key structural elements of a text e.g. problem/solution, cause/effect, compare/contrast, and chronological order.
	Term 4 Business - Choices & Scarcity in Business			
Year 7	Term 1 Consumers, Workers & Producers Interdependence of Consumers & Producers	<u>VCHHC097</u> – Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes <u>VCHHC098</u> – Describe and explain the broad patterns of change over the period from the Ancient to the Modern World <u>VCHHC099</u> – Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability <u>VCHHC100</u> – Analyse the different perspectives of people in the past <u>VCHHC101</u> – Explain different historical interpretations and contested debates about the past <u>VCHHC102</u> – Identify and explain patterns of continuity and change in society to the way of life <u>VCHHC103</u> – Analyse the causes and effects of significant events that caused change and/or a decline over the period <u>VCHHC104</u> – Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress	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.
	Term 2 Australian Constitution/Responsibility and Freedom	<u>VCHHK109</u> – How physical features influenced the development of the civilisation <u>VCHHK110</u> – Changes in society and the perspectives of key groups affected by change including the influence of law and religion <u>VCHHK111</u> – Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs <u>VCHHK112</u> – Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs <u>VCHHK113</u> – The role and achievements of a significant individual in an ancient society <u>VCHHK114</u> – The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery <u>VCICCD016</u> - 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		
	Term 3 Ancient Civilizations - China			
	Term 4 Water in the world & Place and Liveability			
Year 8	Term 1 Medieval Europe, Japan under the Shoguns & Renaissance Italy	<u>VCCCC019</u> – Discuss the freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement. <u>VCCCC020</u> – Explain how citizens can participate in Australia’s democracy including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action <u>VCCCC025</u> – Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’ <u>VCCCC026</u> – Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others	Questioning & Metacognition	<ul style="list-style-type: none"> Asks questions to expand thinking, resolve & better understand complicated ideas & issues. Explore how ideas and viewpoints from different historical, social and cultural contexts reflect or challenge the values of individuals and groups.
	Term 2 Landforms & Landscapes, Changing Nations			
	Term 3 Participating in Change - Rights, freedoms, democracy, and the law			

	<p>Term 4 The Market Successful Businesses & Entrepreneurial Behaviours</p>	<p>and others' perception of them VCCCC027 – Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives VICCB014 - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations VICCCD015 - Identify the challenges and benefits of living and working in a culturally diverse society VICCCD016 - 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>		
Year 9	<p>Term 1 The Industrial Revolution, Making a Nation</p>	<p>VCGGC127 – Predict changes in the characteristics of places over time and identify the possible implications of change for the future VCGGC128 – Identify, analyse, and explain significant spatial distributions, patterns and implications, over time and at different scales</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.
	<p>Term 2 Australia & Asia - The Australian Economy compared to Neighbouring Countries</p>	<p>VCGGC129 – Identify, analyse, and explain significant interconnections within and between places and between places over time and at different scales, and evaluate the resulting changes and further consequences</p>		
	<p>Term 3 Australia to the Neighbouring Countries</p>	<p>VCGGC130 – Collect and record geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources VCGGC131 – Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate</p>		
	<p>Term 4 Food Security, Geographies of interconnection</p>	<p>VCGGK136 – Analyse human alteration of biomes to produce food, industrial materials and fibres, and effects of these alterations VCGGK137 – Investigate land and resource management strategies used by Aboriginal or TSI peoples to achieve food security over time VCGGK138 – Consider challenges in feeding current and projected populations and responses to challenges VCGGK141 – Explore ways that places and people are interconnected with other places through trade VCGGK142 – Reflect on the effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia VICCB018 - Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviors, and how they are manifested in various contexts. VICCCD019 - Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world.</p>		