

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 the High Impact Teaching Strategies (HITS)

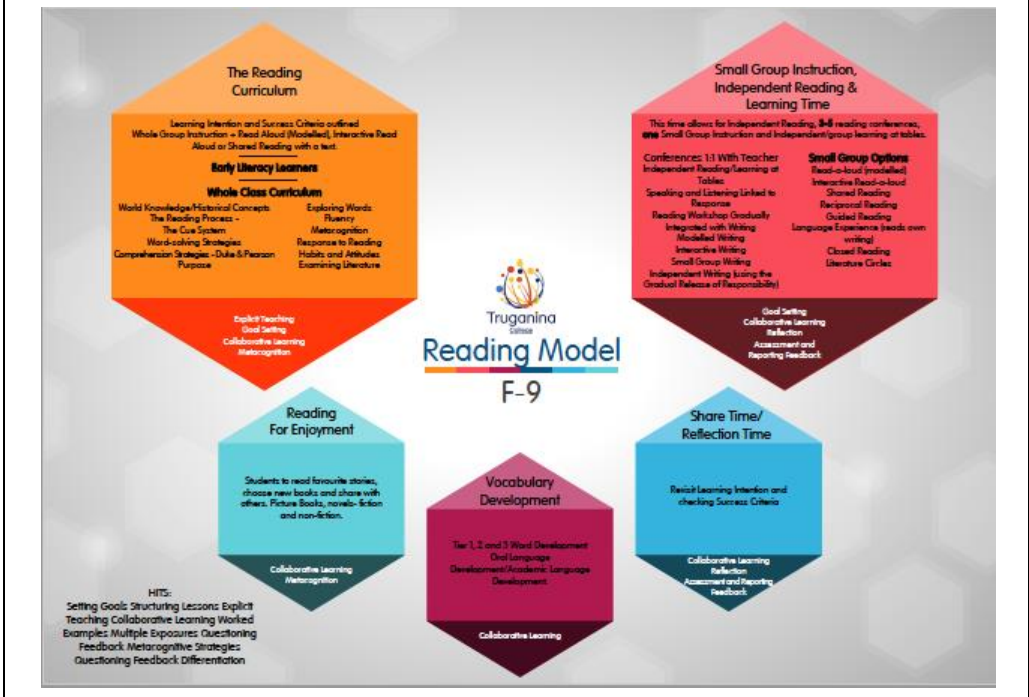
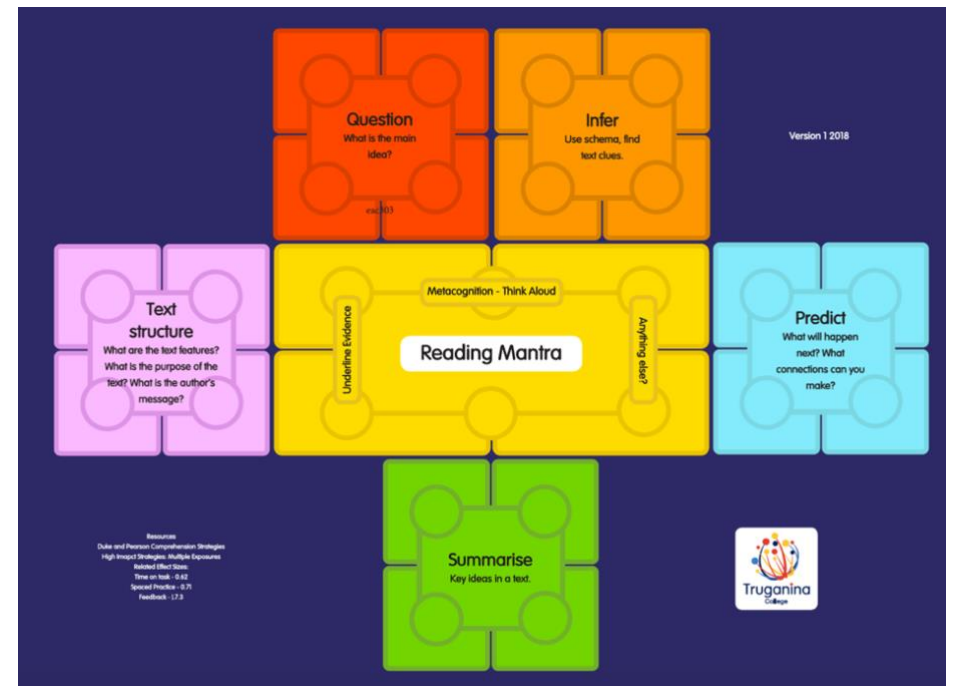
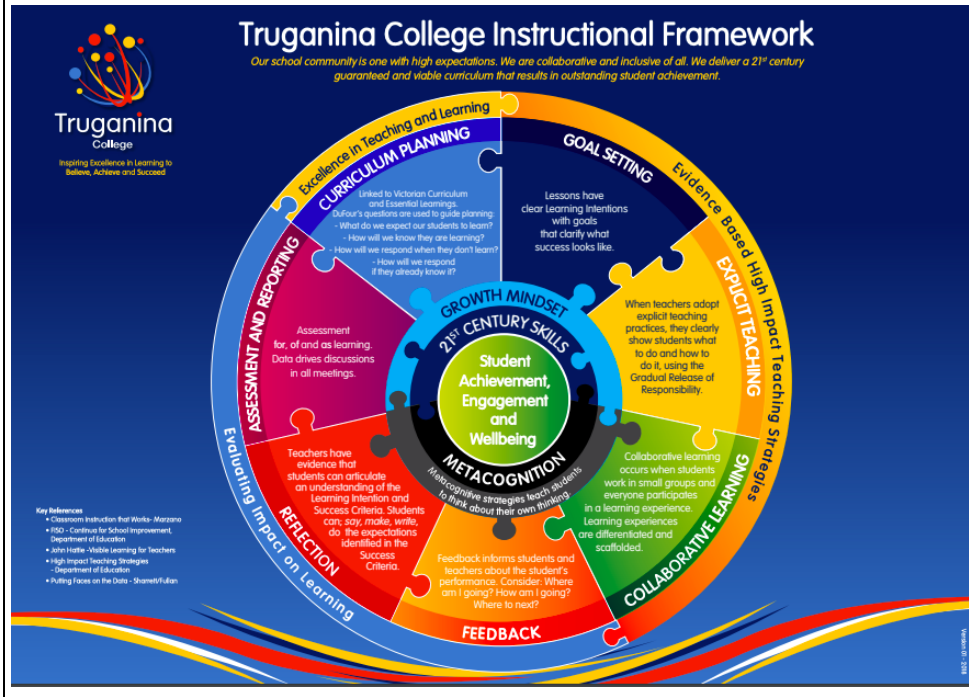


2020  
2021  
2022  
2023  
2024

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 it?

**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> - Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently	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	<a href="#">VCGGC060</a> - Collect and record geographical data and information from the field and other sources <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		
	<b>Term 3</b> My Personal World – Features of Places	<a href="#">VCGGK066</a> - Discuss why Country/Place is important to Aboriginal and Torres Strait Islander peoples and how they maintain special connections to particular Country/Place <a href="#">VCGGK069</a> - Describe reasons why some places are special and important to people and how they can be looked after		
	<b>Term 4</b> My Personal World - Important Events & Places	<a href="#">VICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live <a href="#">VICCD003</a> - Identify and discuss cultural diversity in the school and/or community		
Year 1	<b>Term 1</b> Personal Events	<a href="#">VCGGC058</a> - Describe and explain where places and activities are located <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> - Identify natural, managed and constructed features of places, their location and how they change <a href="#">VCGGK067</a> - Compare the weather and seasons and how different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them	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	<a href="#">VCGGK070</a> - Identify and investigate the 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 <a href="#">VICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live		
	<b>Term 3</b> The Past and Future - Significant Places and Maps	<a href="#">VICCD003</a> - Identify and discuss cultural diversity in the school and/or community		
	<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> - Describe and explain where places and activities are located <a href="#">VCGGC060</a> - Collect and record geographical data and information <a href="#">VCGGC061</a> - Represent data and the location of places and their features by constructing tables, plans and labelled maps <a href="#">VCGGC062</a> - Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far <a href="#">VCGGK068</a> - Identify natural, managed and constructed features of places, their location and how they change <a href="#">VCGGK067</a> - Compare the weather and seasons and how different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them	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	<a href="#">VCGGK070</a> - Identify and investigate the 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 <a href="#">VICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live		
	<b>Term 3</b> Past and Present - Connections to Places - Describing places	<a href="#">VICCD003</a> - Identify and discuss cultural diversity in the school and/or community		
	<b>Term 4</b> Past and Present - Representing and interpreting data			
Year 3	<b>Term 1</b> Rules in the Community/ Citizens in the Community	<a href="#">VCGGC071</a> – Identify characteristics of places in different locations <a href="#">VCGGC072</a> – Identify and describe locations and spatial distributions and patterns <a href="#">VCGGC073</a> – Identify and explain interconnections within and between places <a href="#">VCGGC074</a> – Collect and record geographical data and information from the field and other sources <a href="#">VCGGC075</a> – Represent data and the 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> – Identify and describe the location of neighbouring countries and their characteristics <a href="#">VCGGK079</a> - Identify and describe states and territories in Australia and human and natural characteristics	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	<a href="#">VICCD007</a> -Explain the role of cultural traditions in the development of personal, group and national identities <a href="#">VICCD008</a> - Identify how understandings between culturally diverse groups can be encouraged and achieved		
	<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 - Cultural Identities			

Year 4	<b>Term 1</b> Roles of Local Government	<a href="#">VCGGC071</a> – Identify and describe characteristics of places in different locations <a href="#">VCGGC072</a> – Identify and explain locations and spatial distributions and patterns <a href="#">VCGGC073</a> – Identify and explain interconnections within and between places <a href="#">VCGGC074</a> – Collect and record geographical data and information from the field and other sources <a href="#">VCGGC075</a> – Represent data and the 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> – Identify the location of major countries of Africa and South America and their major characteristics including the types of vegetation and native animals in at least two countries for both continents <a href="#">VCGGC080</a> – Investigate how Aboriginal and Torres Strait Islander peoples’ ways of living were adapted to the resources of their Country/Place <a href="#">VCGGC081</a> – Discuss and compare the main climates of the world <a href="#">VCGGC082</a> – Explore and explain types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably <a href="#">VCGGC083</a> – Discuss similarities and differences in individuals’ and groups’ feelings, perceptions about places, and how they influence views about the protection of these places <a href="#">VCICCB006</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="#">VCICCB005</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> – Describe the difference between needs and wants and explain why choices need to be made <a href="#">VCEBR003</a> – Identify types of resources and explore how societies use them in order to satisfy the needs and wants of present and future generations <a href="#">VCEBC004</a> - Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices <a href="#">VCEBN009</a> – Investigate the nature and importance of enterprising behaviours and capabilities <a href="#">VCEBE010</a> - Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event <a href="#">VCICCD011</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 and human influences			
	<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> – Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs <a href="#">VCEBC005</a> - Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment <a href="#">VCEBB006</a> – Identify reasons why businesses exist and investigate the different ways they produce and distribute goods and services <a href="#">VCEBW007</a> - Explore the nature and meaning of work and why individuals choose to participate in work <a href="#">VCEBW008</a> - Investigate the influences on the ways people work and explore factors affecting work now and into the future <a href="#">VCEBN009</a> - Investigate the nature and explain the importance of enterprising behaviours and capabilities <a href="#">VCEBE010</a> - Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event <a href="#">VCICCB009</a> - Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced <a href="#">VCICCB010</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 and patterns and identify and explain their implications <a href="#">VCGGC101</a> - Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections <a href="#">VCGGC102</a> – Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols <a href="#">VCGGC103</a> – Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate <a href="#">VCGGC104</a> - Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology <a href="#">VCGGC105</a> – Classify environmental resources and the forms that water takes as a resource <a href="#">VCGGC106</a> – Explain ways that flows of water connect places and the ways this affects places <a href="#">VCGGC107</a> – Investigate the quantity and variability of Australia’s water resources compared to other continents <a href="#">VCGGC108</a> – Investigate the nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa <a href="#">VCGGC109</a> – Examine The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places <a href="#">VCGGC110</a> – Explain the causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future <a href="#">VCGGC111</a> – Factors that influence the decisions people make about where to live and their perceptions of the liveability of places <a href="#">VCGGC112</a> – Investigate the influence of accessibility to services and facilities and environmental quality <a href="#">VCGGC113</a> – Compare the environmental, economic and social measures used to evaluate places for liveability <a href="#">VCGGC114</a> – Discuss the Influence of social connectedness and community identity on the liveability of places <a href="#">VCGGC115</a> - Explain the 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	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			
	<b>Term 3</b> Ancient Civilizations - China			
	<b>Term 4</b> Water in the world & Place and Livability			

Year 8	<b>Term 1</b> Medieval Europe, Japan under the Shoguns & Renaissance Italy	<a href="#">VCEBR012</a> - Identify why and how markets may be influenced by government <a href="#">VCEBC013</a> - Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making <a href="#">VCEBW016</a> - Consider the ways in which work can contribute to individual and societal wellbeing <a href="#">VCEBW017</a> - Describe the nature and investigate the influences on the work environment <a href="#">VCEBN018</a> - Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them <a href="#">VCEBE019</a> - Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions <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> Making a Nation 1788 - 1901	<a href="#">VCGGC127</a> – Predict changes in the characteristics of places over time and identify the possible implications of change for the future <a href="#">VCGGC128</a> – Identify, analyse, and explain significant spatial distributions, patterns and implications, over time and at different scales <a href="#">VCGGC129</a> – 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	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> Australia & Asia - The Australian Economy compared to Neighbouring Countries			

	<p><b>Term 3</b> Australia – Systems of Government and Democracy</p>	<p><b>VCGGC130</b> – Collect and record geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources</p>		
	<p><b>Term 4</b> Food Security, Geographies of interconnection</p>	<p><b>VCGGC131</b> – 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><b>VCGGK136</b> – Analyse human alteration of biomes to produce food, industrial materials and fibres, and effects of these alterations</p> <p><b>VCGGK137</b> – Investigate land and resource management strategies used by Aboriginal or TSI peoples to achieve food security over time</p> <p><b>VCGGK138</b> – Consider challenges in feeding current and projected populations and responses to challenges</p> <p><b>VCGGK141</b> – Explore ways that places and people are interconnected with other places through trade</p> <p><b>VCGGK142</b> – 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</p> <p><b>VCICCB018</b> - 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.</p> <p><b>VCICCD019</b> - Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world.</p>		
<p>Last Updated: 16 September 2024</p>				