**RATIONAL**

The Humanities in Prep to Year 6 involves the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

At St Joseph’s School the Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

In Years 5 and 6 the Humanities further divides into the disciplines of History, Geography and Economics.

**Geography** is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students’ evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

**History** is the study of the past from ancient civilisations to today’s news. Learning in the History domain provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire.

The study of history encompasses the broad time sweep of human history from ancient and medieval times to today. It develops in students an understanding of cultures, ideas and values that are important to other societies as well as their own. It considers the way societies have changed and also the significant continuities which exist. Key concepts include time, continuity, change, motivation, cause and effect as well as concepts that relate to particular historical contexts.

Students learn that all history, including Australian history, reflects multiple influences and connections to an array of other countries, cultures and times. They learn about the key events in the history of the Australian nation and how it has evolved over time. Aboriginal and Torres Strait Islander (ATSI) history is an integral perspective within Australian history.

**Economics** is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

**BELIEF STATEMENTS**

At St Joseph’s we believe that through Humanities teachers and students may:

- Discover information about the traditional owners of the area in which our school is located.
- Know about their place in the world – where they live, where they come from.
- Appreciate and value their own stories and the stories of others.
- Be informed about their local neighbourhood, Australia and the global neighbourhood.
- Learn how they can contribute to making a better future for the world.
Humanities Policy

- Know about a variety of issues which affect our world – e.g. social issues, environmental issues, justice issues.
- Learn about the inter-connectedness and interdependence of all things – know how to make links.
- Learn how to access information.
- Appreciate that there are diverse ways of doing, being and seeing - diverse voices and views.
- Know about authentic historical perspectives – whose perspective?
- Develop an appreciation of the beauty of the world we live in.

AIMS

The knowledge which is the basis of the Humanities domain is accompanied by the development of skills which enable students to:

- Identify, collect and process data from a range of sources, including electronic media
- Use the inquiry process to plan an investigation, analyse data, and form conclusions supported by evidence
- Reason and solve problems to assist them in making meaning of their society and environment
- Clarify values and attitudes about issues affecting society and the environment, in particular tolerance of people from many cultures and commitment to the democratic process
- Participate in activities that enhance community life, particularly in making decisions about civic projects and in ways of achieving ecologically sustainable development
- Use information technology to support learning about society and environment and in investigating and communicating ideas.

IMPLEMENTATION

At St Joseph’s School Humanities is taught within the context of our Integrated Curriculum. In our planning we take into account several perspectives which include the following:

- Indigenous Perspectives
- Asian Perspectives
- Cultural and Linguistic Perspectives
- Civics and Citizenship Education
- Global Perspectives
- Environmental Education.
- Information and Communications Technology
- Ethical and Moral Perspectives.
- Gender Perspectives.

Our school has also appointed an Indigenous Education Co-ordinator who is responsible for staff and whole-school development in this area.

For further information please refer to the Integrated Curriculum Policy and Scope and Sequence for St Joseph’s School.

STRATEGIES

At St Joseph’s School the teaching of Humanities is incorporated into our Integrated Curriculum.

The units of work developed by teachers at St Joseph’s School cater for the needs of a range of students.

In particular:

- Learning activities incorporate strategies, approaches and processes based on Gardner’s Multiple Intelligence Model, Bloom’s Taxonomy of Cognitive Processes and de Bono’s ‘Six Thinking Hats’
- The range of questions, and open-ended tasks allow students of different abilities to participate in the classroom program.
At St Joseph’s School we utilise a variety of teaching strategies which include the following:

- Concept mapping
- Inquiry Approach
- Research and Investigation
- Project Work
- Independent inquiry and self-discovery.
- Interviews
- Drama
- Use of the Arts – Visual, Performing, Media.
- Use of excursions and incursions to gain first hand experience.
- Visiting speakers and specialists
- Stories
- Information Technology – Use of CD Roms, Internet etc.
- Multi-media

ASSESSMENT

At St Joseph’s School, assessment in Humanities takes a variety of forms. These may include the following:

**Ongoing records**
- Anecdotal records
- Annotated class lists
- Checklists
- Teacher diaries and logs

**Proforma list of learning outcomes**
- Records of progress towards learning outcomes
- Checklist of stages in achieving learning outcomes

**Observation of students**
- Informal observation
- Checklists and notes
- Watching work in progress
- Systematic observation
- Presentations;
  - To the class or other classes
  - At assembly

**Student records**
- Student folios
- Student journals
- Work-in-progress folders
- Learning log-record in during each lesson, assess at the end of the unit
- Diaries
- Contracts

**Talking with students**
- Informal conversations
- Conferences (keep a log of the conference)
- Interviews
- Questioning
  - Individuals
  - Class
  - Small group
- Asking open-ended questions

**Keeping a record of practical work**
- Three-dimensional models
- Work samples
- Class and group projects

**Media**
- Photographs of work
Humanities Policy

- Videotaping students at work, plays, presentation, practical work
- Audiotaping of student discussions, presentations

**Student self-assessment**
- Student-devised Class and group projects
- Self-assessment formats
- Group discussion
- Concept mapping
- Peer assessment

**RESOURCES**

At St Joseph’s School we use a wide range of resources to enhance the teaching of Humanities. These fall into the following broad categories:

**VELS**
Inclusive and Diverse Literature,
Non-Fiction Materials from our School Library
Posters
Maps
Multi Media Resources and CD Roms.
Internet
Teacher Developed Kits and Resources.
Excursions and Incursions
Visiting Speakers
Local Community Resources – e.g. Carringbush Library.

To support the inclusion of Indigenous Perspectives, Civics and Citizenship and the Studies of Asia we have purchased or have been given Books, Kits and Multi Media resources and have a good selection of these in our school Library.

**REPORTING**

Reporting on individual children’s programs and progress is made available to parents and relevant parties as appropriate, regularly throughout the year.

Opportunities for reporting take place through:
- Twice yearly written reports
- Curriculum nights
- Formal and informal parent/teacher interviews
- Parent education sessions
- Formal/informal displays.

**RECORDING**

The Integrated Curriculum Planning Sheet is used to record the strands, outcomes and learning experiences covered in each class program.

**EVALUATION**

The evaluation of our Humanities program and policy will consist of the following components:
- Further professional development for staff that examines current practice in the light of most recent theories of learning related to this Domain and the inclusion of multiple perspectives.
- A critical examination of the current policy, it’s relationship to other policies and in the light of information gained from the components in the evaluation process.
- A full review of the planning process used within our Integrated Curriculum.
- The ongoing review and monitoring of our School Improvement Plan.