The Australian curriculum is being implemented in New South Wales through new syllabuses developed by BOSTES for English, Mathematics, Science and Technology, History, and Geography.

The new K–10 syllabuses include agreed Australian curriculum content and content that clarifies learning in Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The syllabuses have been designed to be taught within the BOSTES recommended percentages for each key learning area in a typical school week.

Assessment for learning continues to be an essential component of the K–10 syllabuses.

The HSIE key learning area (KLA) includes the History K–10 Syllabus and the Geography K–10 Syllabus.

**WHAT IS THE PLAN FOR IMPLEMENTATION?**

The implementation timelines for the new syllabuses are:

**History K–10 Syllabus**

- **2015**: Optional to teach K–6
- **2016**: Start teaching K–6

**Geography K–10 Syllabus**

- **2016**: Familiarisation and planning
  - Optional to teach K–6
- **2017**: Start teaching K–6

The HSIE K–6 Syllabus (1998) will be replaced by the History K–10 and Geography K–10 syllabuses as they are implemented in K–6 schools.

In 2016, all K–6 schools will teach the new History syllabus in place of the Change and Continuity strand in the current HSIE K–6 Syllabus. When K–6 schools begin teaching the new Geography syllabus, it will be in place of the Cultures, Environments and Social Systems and Structures strands.

How can schools implement the new History and Geography syllabuses for K–6?

- Schools can choose a range of approaches to the programming of the History and Geography syllabuses in K–6 including:
  - an integrated approach to History and Geography
  - History and Geography integrated with other learning areas
  - subject-specific units.
The recommended percentage of teaching time of 6–10% of the typical school week for the HSIE key learning area in K–6 schools will remain unchanged.

When programming, teachers need to consider how syllabus concepts, skills and tools can be integrated with outcomes and content to provide meaningful learning experiences for students.

**WHAT WILL STUDENTS CONTINUE TO LEARN IN HSIE?**

Key concepts and content from the current HSIE learning area will continue to be taught in the new syllabuses.

The *History K–10 Syllabus* provides opportunities in K–6 to learn about **Change and Continuity**. Students continue to investigate their connections with the past through personal, family and local community history. They examine significant events and people that shaped Australian colonies and the nation.

**Cultures** is represented in both the *History K–10 Syllabus* and the *Geography K–10 Syllabus*. In History and Geography K–6, students continue to learn about the diverse cultures of Australia, including Aboriginal and Torres Strait Islander cultures. Students learn about the importance of intercultural understanding through examining the perspectives, beliefs and values of people, past and present.

**Environments** is predominantly represented in Geography K–6, where students explore the natural and human features of a range of places, across local and global scales. Students continue to learn about how and why places and environments change and how they can be cared for and managed in a sustainable way.

Learning opportunities for **Social Systems and Structures** continue to be provided through the content of the History and Geography syllabuses and through learning across the curriculum content. Students will continue to learn about the roles, rights and responsibilities people have within society and the development of Australian democracy. In History K–6, students examine the contribution of individuals and groups to Australian society in areas such as the economy, education and the arts.

Students explore how key figures and events influenced Australia’s system of law and government and they examine local, state and federal government structures and responsibilities. In Geography K–6, students investigate the diversity of places, including economic, demographic and social differences across countries. They explore business activities and trade connections across local and global scales and the effects of technologies and economic activities on people’s lives. Students examine how local and state governments organise and manage places.

**WHAT SUPPORT IS BOSTES PROVIDING?**

Many existing resources will continue to be useful and relevant. Current units can be modified to meet the requirements of the new syllabuses, and some existing units will form the bases of effective programs.

The syllabuses are available in an interactive online format. The syllabuses can be viewed by stage, outcomes and content, and provide links to support materials.

Support materials are available to assist teachers in understanding and implementing each syllabus and its associated assessment requirements.

Support materials include:

- this guide
- schools guide
- parents guide
- advice on assessment
- advice on programming
- sample scope and sequences
- sample units
- sample assessment activities
- Program builder.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools NSW, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabuses.
HISTORY K–6

WHAT IS SIMILAR?

Students will continue to:

- study familiar topics, such as:
  - personal, family and community histories in Early Stage 1
  - local community history in Stage 1
  - British colonisation and Indigenous peoples in Stage 2
  - the development of Australian democracy in Stage 3.

WHAT IS DIFFERENT?

- Key inquiry questions provide a focus for each topic.
- A more specific focus on the sources of history and the question ‘How do we know?’
- A more specific integration of historical concepts such as ‘cause and effect’ and ‘change and continuity’.
- More emphasis on specific historical skills such as sequencing time, source analysis and historical perspectives.
- New topics such as migration will be studied in Stage 3.
Features of the History K–6 content pages

**PRESENT AND PAST FAMILY LIFE**

**OUTCOMES**

A student:
- communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
- demonstrates skills of historical inquiry and communication HT1-4

**Key inquiry questions:**
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

**Historical concepts and skills**

The historical concepts and skills to be taught throughout Stage 1 are listed in the Overview of Teaching and Learning.

**CONTENT**

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)

Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. (ACHHK030)

Students:
- represent graphically the structure of their immediate family
- compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
- investigate the roles of present family members and compare with the roles of earlier generations using a range of sources
- discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources
- compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents

How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons. (ACHHK029)

Students:
- sequence days of the week, months and seasons of the year
- identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated
- define and use terms relating to time, sequencing objects or photographs from the past, eg then and now, past and present, a long time ago
GEOGRAPHY

WHAT IS SIMILAR?
Students will continue to:
- investigate environments and communities across local to global scales
- develop an understanding of being informed, responsible and active citizens
- undertake inquiry-based learning to explore and understand the world.

WHAT IS DIFFERENT?
- Key inquiry questions provide a focus for learning.
- An emphasis on contemporary geographical concepts such as place and sustainability.
- A more specific focus on geographical skills and tools, for example maps and spatial technologies.
- More emphasis on the role of fieldwork in geographical inquiry.
FEATURES OF PLACES

OUTCOMES
A student:
› describes features of places and the connections people have with places GE1-1
› identifies ways in which people interact with and care for places GE1-2
› communicates geographical information and uses geographical tools for inquiry GE1-3

KEY INQUIRY QUESTIONS
• What are the features of, and activities in, places?
• How can we care for places?
• How can spaces within a place be used for different purposes?

CONTENT FOCUS
Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

CONTENT
Features of places
Students:
• investigate features of places and how they can be cared for, for example: (ACHGK005) ST VR
  – description of the natural and human features of places
  – discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait
  – consideration of how a place can be cared for eg a park, farm, beach, bushland

Weather and seasons
Students:
• investigate the weather and seasons of places, for example: (ACHGK006) GS
  – description of the daily and seasonal weather patterns of a familiar place
  – comparison of the daily and seasonal weather patterns of places
  – examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars VR
  – discussion of how weather can affect places and activities eg leisure, farming

How places are organised
Students:
• investigate activities that occur within places, for example: (ACHGK007, ACHGK008) M F
  – discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall VR
  – examination of why various activities in an area are located where they are eg school, shops

Content is organised by topics.
Key inquiry questions provide a focus for teaching and learning.
The content focus and subheadings provide the scope of learning.
Content describes the intended learning.
Content examples clarify the intended learning.
Outcomes are coded and linked to content.
Learning across the curriculum content is incorporated and identified by icons.
Opportunities for geographical tools to be integrated are identified.
Australian curriculum content descriptions are identified by codes.