

HSIE K–6

GUIDE TO THE NSW HISTORY AND GEOGRAPHY SYLLABUSES

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

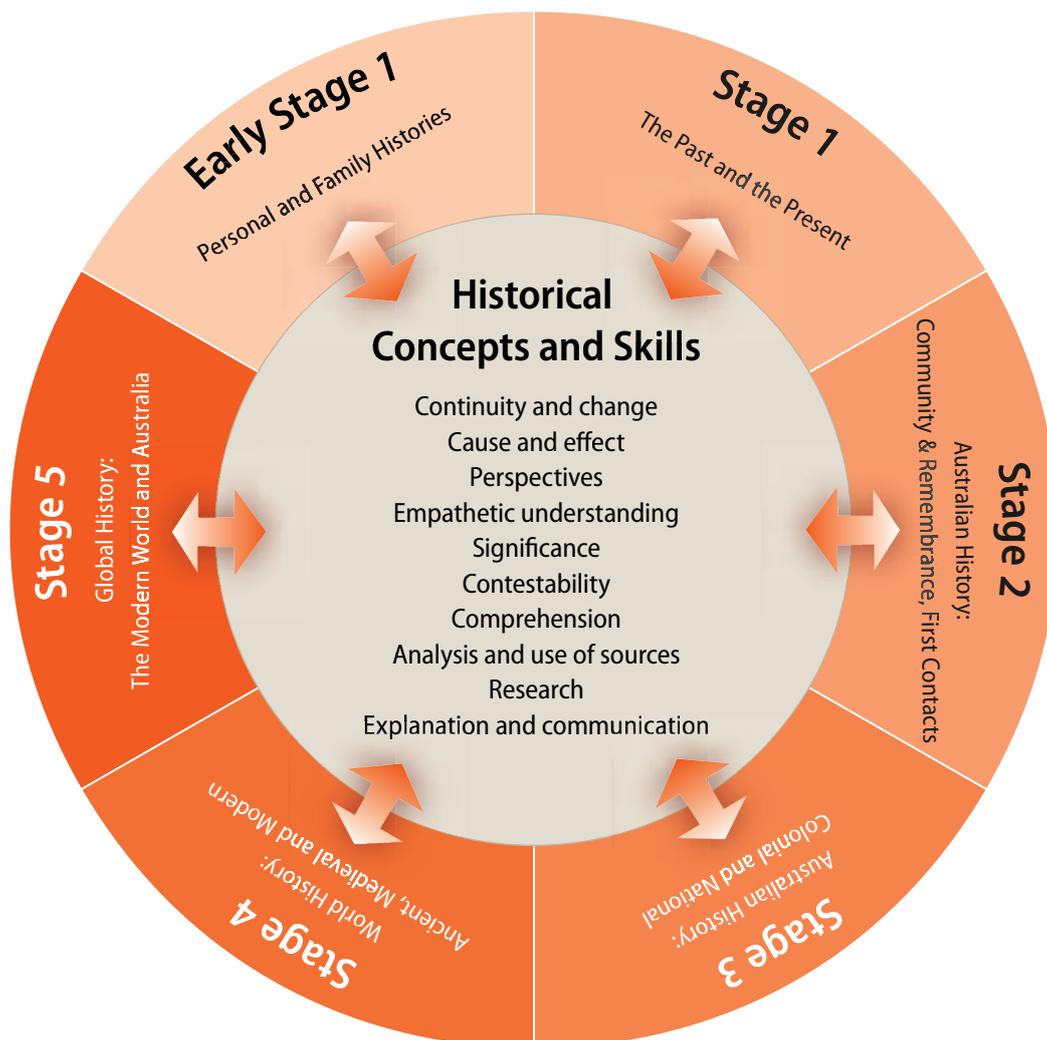
WHAT IS SIMILAR?

Students will continue to:

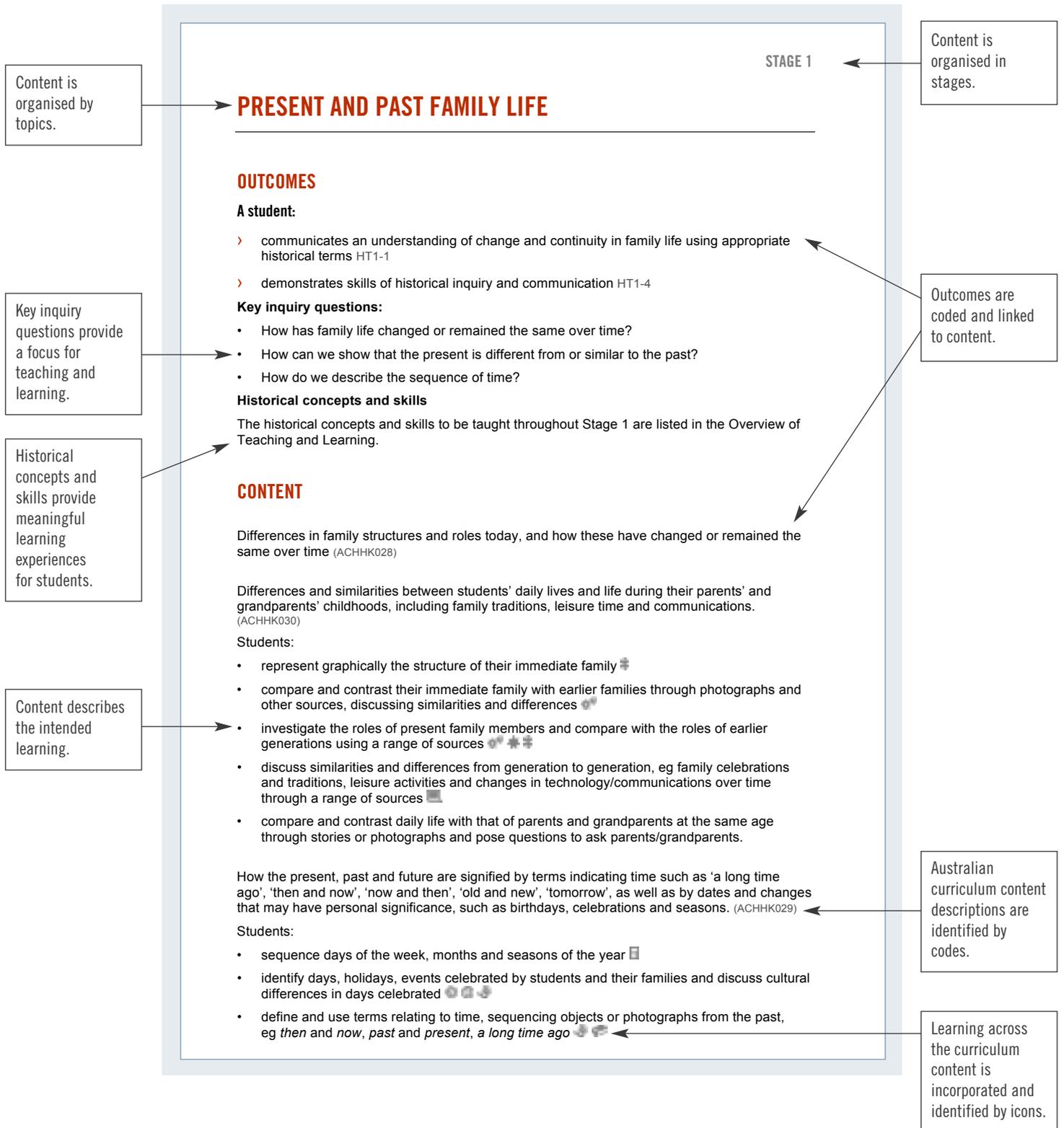
- study familiar topics, such as:
 - personal, family and community histories in Early Stage 1
 - local community history in Stage 1
 - British colonisation and Indigenous peoples in Stage 2
 - the development of Australian democracy in Stage 3.

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



Content is organised by topics.

Content is organised in stages.

Key inquiry questions provide a focus for teaching and learning.

Outcomes are coded and linked to content.

Historical concepts and skills provide meaningful learning experiences for students.

Content describes the intended learning.

Australian curriculum content descriptions are identified by codes.

Learning across the curriculum content is incorporated and identified by icons.

GEOGRAPHY

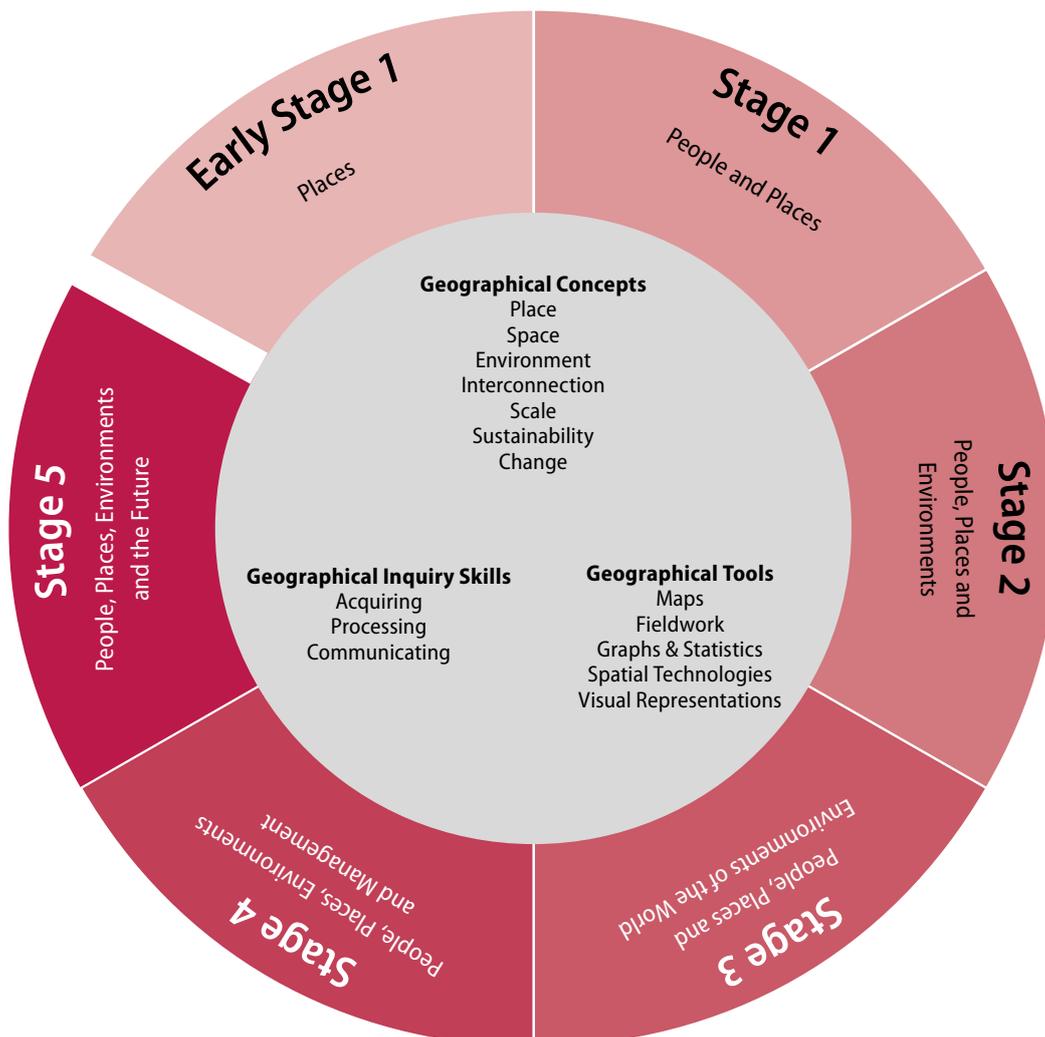
WHAT IS SIMILAR?

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 the Geography K-6 content pages

