

# TEAC 3012 HUMANITIES IN EARLY CHILDHOOD

**Credit Points** 10

**Legacy Code** 102675

**Coordinator** Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

**Description** This unit explores the key concepts of learning and teaching in the areas of history, geography, civics and citizenship, and incorporates place studies, sustainability and environmental education. Aboriginal and Torres Strait Islander studies in birth to 5 years early childhood settings are a focus in this unit. The unit will explore a broad, complex and engaging field of study which reflects people as social beings who interact together and with the environment through and over time. Perspectives including those of Aboriginal and Torres Strait Islander peoples, socio-cultural influences and place-based pedagogies will be investigated. Students will be encouraged to explore their own place in Australian society and the way in which this contributes to their professional identity and teaching practice.

**School** Education

**Discipline** Teacher Education: Early Childhood

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Restrictions**

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

## Learning Outcomes

1. Investigate local and global policies that respect cultural identity, rights and sustainability of marginal groups within society.
2. Explain the central concepts and a range of strategies for teaching history, geography, civics and citizenship, social and environment education and their relevance for early childhood settings.
3. Design curriculum and assessment, that incorporates family and community contexts and theories of place and place pedagogies, Aboriginal and Torres Strait Islander histories and contemporary perspectives on culture, diversity and inclusion.
4. Recommend appropriate community and educational resources to support children's deep engagement with society.
5. Identify appropriate resources to assist children to express their understandings of society, place and culture.
6. Describe the critical role of research in broadening their own professional knowledge and the knowledge of their students.

## Subject Content

1. Theory related to teaching history, geography, civics and citizenship, social and environmental education
2. Contemporary Aboriginal and Torres Strait Islander perspectives
3. Cultural Identity and social policy
4. History, geography, civics and citizenship in the early childhood curriculum

5. Sustainability education and nature play in childhood
6. The role of professional research in understanding history, geography, civics and citizenship and curriculum development

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,000 words	25	N	Individual
Report	1,300 words	35	N	Individual
Professional Task	1,600 words	40	N	Individual

Teaching Periods