

# TEAC 5013 HISTORY CURRICULUM 1

**Credit Points** 10

**Legacy Code** 102867

**Coordinator** Daryl Le Cornu ([https://directory.westernsydney.edu.au/search/name/Daryl Le Cornu/](https://directory.westernsydney.edu.au/search/name/Daryl%20Le%20Cornu/))

**Description** The subject will examine and model effective contemporary classroom practice in teaching History in Stages 4 and 5. The subject will provide opportunities to engage with the inquiry pedagogy. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabuses and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying History teaching to develop innovative lesson and subject planning, choose relevant and creative texts and how to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of historical inquiry, concepts and skills will be presented.

**School** Education

**Discipline** Teacher Education: Secondary

**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** Postgraduate Coursework Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND  
TEAC 7004 AND  
TEAC 7032

**Restrictions**

Students in program 1714 must have a relevant History Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

## Learning Outcomes

- Demonstrate understanding of NSW Education Standards Authority Stage 4 and 5 syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
- Demonstrate understanding of socio-cultural perspectives and pedagogical theories and approaches used in History, including a critical understanding of historical experiences of different cultural groups including Aboriginal and Torres Strait Islander peoples
- Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
- Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning.
- Design and select innovative teaching resources that apply a critically reflective approach to teaching History and include opportunities to develop students' inquiry skills.
- Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
- Reflect and research professional learning to develop the discipline of History teaching.

## Subject Content

- What is the nature of History in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
- How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of History?
- In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in History?
- How are lessons planned, units written and learning scoped and sequenced in History?
- Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
- How do teachers keep students safe during the teaching of History?
- How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in History?
- How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching History?
- What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
- In what ways has educational research contributed to the teaching and student learning of History?
- What options are open to pre-service teachers to continue to learn about History?

## 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.

Type	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2012) History K-10 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/>)

Teaching Periods

## Autumn (2022)

### Penrith (Kingswood)

**Day**

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5013\\_22-AUT\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5013_22-AUT_KW_D#subjects))

## **Autumn (2023)**

### **Penrith (Kingswood)**

#### **On-site**

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