

TEAC 3055 HISTORY CURRICULUM 7-10

Credit Points 10

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Description The subject will examine and model effective contemporary classroom practice in teaching History in Stages 4 and 5. The unit 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 unit planning, choose relevant sources 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 Aboriginal perspectives, historical inquiry, key concepts and skills will be presented.

School Education

Discipline Curriculum Studies

Student Contribution Band

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2004

Restrictions

Students must be enrolled in 1939 Bachelor of Education (Secondary).

Assumed Knowledge

Successful completion of 40 credit points of History subjects in the Secondary Modern or Ancient Education major.

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Demonstrate understanding of NSW Education Standards Authority Years 7-10 syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. 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.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which consider the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design and select innovative teaching resources that apply a critically reflective approach to teaching History and include opportunities to develop students' inquiry skills.
6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.

7. Reflect and research professional learning to develop the discipline of History teaching.

Subject Content

1. 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?
2. 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?
3. 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?
4. How are lessons planned, units written and learning scoped and sequenced in History?
5. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
6. How do we maximise student learning and maintain safety during site studies?
7. 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?
8. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching History?
9. 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)?
10. In what ways has educational research contributed to the teaching and student learning of History?
11. What options are open to pre-service teachers to continue to learn about History?

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> (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/>)