

# TERANG COLLEGE

## Humanities

### POLICY (Students)

## 1. RATIONALE

### 1.1 History:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, and provides an understanding of the significant continuities that exist to the present day.

### 1.2 Geography:

Geography is the study of physical and human environments from a spatial perspective. It provides students with the skills and knowledge to observe and describe places on the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions.

Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources.

Geographers use a number of spatial concepts as tools to help them investigate, interpret and explain patterns on the surface of the Earth and the processes that created them. These spatial concepts provide a unique conceptual structure and framework of ideas for a geographic investigation of phenomena and provide the key to determining measures of the spatial variation between places.

### 1.3 Economics:

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behavior: the behavior of the individuals and the interaction among them.

### 1.4 Civics and Citizenship:

Civics and Citizenship provides students with knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society.

## 2. AIMS

The Victorian Curriculum:

### 2.1 History:

History aims to ensure that students develop:

2.1.1 Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.

2.1.2 Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.

2.1.3 Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

2.1.4 Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

### 2.2 Geography:

The essence of the Geography domain is that it is an enquiry-based approach which focuses on questions of what, where, how, why, what impact and ought. The essential skills students develop in Geography are the ability to:

2.2.1 Identify and collect evidence from primary sources and fieldwork.

2.2.2 Use secondary sources, including maps, photographs, satellite images and statistical data.

2.2.3 Use Information and Communication Technology based resources.

- 2.3 **Economics:**
- 2.3.1 The study of Economics assists students to better understand how wealth is generated and distributed, and to understand:
    - 2.3.1.1 microeconomic concepts that explain how businesses and markets operate
    - 2.3.1.2 macroeconomic concepts that help explain how a nation's economy works.
  - 2.3.2 Economics provide students with the knowledge and skills to engage with economic matters and to consider the effects of alternative economic decisions on themselves and others. They are in a better position to:
    - 2.3.2.1 act rationally and ethically when making economic and personal financial decisions.
    - 2.3.2.2 appreciate the complexity of economic decision making
    - 2.3.2.3 understand the economic decisions made by others.
  - 2.3.3 Learning Economics means students can manage their personal affairs better. They can be more effective members of society as they are capable of making reasonable judgments on public policy issues that have a bearing on their personal prospects and those of the nation.
- 2.4 **Civics and Citizenship:**
- Civic and Citizenship aims to ensure all students;
- 2.4.1 Have the knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society.
  - 2.4.2 Have a knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding.
  - 2.4.3 Understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality.
  - 2.4.4 Education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities.
  - 2.4.5 Develop an appreciation for the uniqueness and diversity of Australia's multicultural society and the efforts of individuals and groups to achieve political rights and equality.

### 3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Ministerial Orders and Acts.
- 3.2. Students in years P-10 will study a sequential course based upon the learning focus statements contained within the Victorian Curriculum for History, Geography, Economics and Civics & Citizenship. Students in VCE have the opportunity to complete History, Geography, Economics and Civics & Citizenship based subjects.
- 3.3. The Victorian Curriculum: History, Geography, Economics and Civics & Citizenship is organized into two interrelated strands; Knowledge and Understanding.
- 3.4. Humanities teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a viable course for all students. They will implement student needs based lessons using planning templates, lesson structures and the use of ICT based resources in the classroom.
- 3.5. The College will appoint a Humanities coordinator who will oversee and coordinate the Humanities program.
- 3.6. Students' individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- 3.7. Student progress in all strands of Humanities will be reported in half and end of year academic reports.
- 3.8. A program budget that provides for the needs of the Humanities program will be developed by the Humanities coordinator and will be resourced by the College.
- 3.9. The Humanities KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

### 3 EVALUATION

- 4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.

*Approved by College Council on 20/08/2018*