

# St Francis Xavier Primary School

## Humanities Policy

### Rationale

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In *Civics and Citizenship* and *Economics and Business*, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In *History and Geography*, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

### Civics and Citizenship

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

### Geography

The Geography curriculum aims to ensure that students develop:

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical methods and skills
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

### History

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

### Economics and Business

The Economics and Business curriculum aims to develop students':

- enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region

- reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

(Reference: **Victorian Curriculum and Assessment Authority** – Victorian Curriculum Foundation – 10)

### **Purpose:**

At St Francis Xavier Primary School we aim for our students to:

- Discover information about the traditional owners of the area in which our school is located.
- Know about their place in the world – where they live, where they come from.
- Appreciate and value their own stories and the stories of others.
- Be informed about their local neighbourhood, Australia and the global neighbourhood.
- Learn how they can contribute to making a better future for the world.
- Know about a variety of issues which affect our world – e.g. social issues, environmental issues, justice issues.
- Learn about the inter-connectedness and interdependence of all things – know how to make links.
- Learn how to access information.
- Appreciate that there are diverse ways of doing, being and seeing - diverse voices and views.
- Know about authentic historical perspectives – whose perspective?
- Develop an appreciation of the beauty of the world we live in.

The knowledge which is the basis of the Humanities curriculum is accompanied by the development of skills which enable students to:

- Identify, collect and process data from a range of sources, including electronic media
- Use the inquiry process to plan an investigation, analyse data, and form conclusions supported by evidence
- Reason and solve problems to assist them in making meaning of their society and environment
- Clarify values and attitudes about issues affecting society and the environment, in particular tolerance of people from many cultures and commitment to the democratic process
- Participate in activities that enhance community life, particularly in making decisions about civic projects and in ways of achieving ecologically sustainable development
- Use information technology to support learning about society and environment and in investigating and communicating ideas.

### **Implementation:**

At St Francis Xavier Primary School, we utilise a variety of teaching strategies which include the following:

- All Prep to Year 6 students at our school will work on yearly Humanities Inquiry units based upon the content descriptions contained within the Victorian Curriculum Science learning area and the St Francis Xavier School Inquiry Map.
- All teachers use the Inquiry Model to develop and implement Humanities Inquiry units.
- Excursions and incursions are incorporated to enhance the students' learning.
- Use of community resources – speakers, facilities, environment, storytelling etc.
- Use of a variety of teaching and learning strategies to deliver units of work.
- We use a range of formal and informal assessment and evaluation strategies for student reporting.
- Teachers use a range of pre and post assessment strategies to evaluate students learning.
- Use of the Arts – Visual, Performing, Media.
- Use of Digital Technologies
- Allow opportunities for students to present their work in a variety of ways.
- Allow opportunities for student input into planning and direction.
- Resources for Humanities Inquiry are provided for from the Learning and Teaching budget

### **Evaluation:**

This policy will be revisited on the odd years (e.g. 2025, 2027 etc.), reviewed as part of the school's review cycle or as changes are made to the Victorian curriculum.