



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	HISTORY CURRICULUM 1
<b>Course ID:</b>	EDBED3032
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Pass in 3 History Courses)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDDDE3011)
<b>ASCED:</b>	070301

## Description of the Course:

This course is designed to introduce pre-service teachers to the History curriculum 7 -10 and prepares them to use curriculum frameworks to design teaching sequences and effective teaching and learning approaches when teaching History. It includes a focus on the pedagogical approaches used to plan, teach and assess in History. Pre-service teachers will learn about historical concepts and the nature of historical inquiry and ways to assess student learning in History.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

**K1.** Explore the content, concepts and structure of the History curriculum.

- K2.** Demonstrate how to select and organize content to plan for learning in History.
- K3.** Examine key approaches for teaching History, including strategies used to support literacy and numeracy development.
- K4.** Recognise historical research principles, differing perspectives on History and methods of historical inquiry including the role of primary and secondary sources.
- K5.** Recognise strategies for assessing student learning, including the role of data and reporting processes.

**Skills:**

- S1.** Design effective curriculum design, pedagogy and assessment approaches that develop learner's understandings and skills as identified in current curriculum policies and frameworks.
- S2.** Apply literacy and numeracy strategies in the teaching of History.
- S3.** Organise content into an effective learning and teaching sequence that includes assessment strategies.
- S4.** Apply effective teaching strategies and practices, including those that cater for the needs of diverse learners, and use ICT to expand curriculum learning opportunities for students.
- S5.** Make informed judgements about student work and how to provide feedback.
- S6.** Critically reflect on teaching practice and engage in discussion about how to effectively support student learning in History.

**Application of knowledge and skills:**

- A1.** Inquire into an issue related to teaching and learning in History and present implications for teaching.
- A2.** Teach a lesson demonstrating knowledge and understanding of the content and teaching strategies of the History discipline and include a critical self-reflection that draws on feedback.
- A3.** Design and present a curriculum unit, including lesson plans, that applies planning skills, content knowledge, pedagogical understandings, assessment strategies and policy knowledge.

**Course Content:**

## Topics to be covered

- Curriculum, assessment and reporting knowledge for teaching History.
- An examination of the content and teaching strategies used in History and ways to plan learning sequences and lessons.
- Understanding of historical concepts such as: historical inquiry; chronology; timelines; interpretation and perspectives; and analysis and use of primary and secondary sources in the classroom.
- Strategies for supporting literacy and numeracy teaching in History.
- Approaches for differentiating teaching in History to meet the learning needs of students.
- Examination of the resources, including ICT, that can be used to expand curriculum learning opportunities for students to engage them in History.
- Inquiry into contemporary educational issues and debates about the teaching of History.

**Values:**

- V1.** Promote an appreciation of history among students through an understanding of its context within local, regional and global narratives.
- V2.** Demonstrate openness and critical attention to considering diverse viewpoints.
- V3.** Critically reflect on teaching and learning.

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1, A1	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S6, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S4	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3, S5	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4, S6, A1. APST 2.1	Inquire into an issue related to teaching and learning in History and present implications for teaching.	Essay	20-30%
K1, K2, K3, S1, S2, S4, S6, A2. APST 2.1, 2.3, 3.1, 3.3, 3.5 4.1 4.2	Teach a lesson, or component of a lesson, demonstrating knowledge and understanding of the content and teaching strategies of the History discipline and include a critical self-reflection that draws on feedback.	Teaching presentation and written self-reflection	25-30%
K1, K2, K3, K4, K5, S1, S3, S4, S5, A3. APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 5.1	Design a curriculum unit, including lesson plans, that applies planning skills, content knowledge, selection of resources including ICT, pedagogical understandings and assessment strategies.	Curriculum Design	40-50%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced

#### 4. Create and maintain supportive and safe learning environments

##### 4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

Yes

Advanced

##### 4.2 Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions.

Yes

Advanced

#### 5. Assess, provide feedback and report on student learning

##### 5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Yes

Advanced

##### 5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Yes

Advanced