RATIONALE

History is the study of the past. It is an essential characteristic that identifies how the world and its people have changed over time. Human civilisation is marked by a preservation of the past in oral memory, documents, artefacts, monuments and traditions.

AIMS

- To provide knowledge, understanding and appreciation of previous events, people, practices and ideas.
- To know the past in order to enrich the present so as to illuminate the future.
- To deepen our understanding of humanity, creativity, purposes and values.
- To enable students to develop and justify views about issues related to our world.
- To develop an appreciation of our own and other cultures.

ORGANISATION

This Core Capability is divided into:

- **Historical Knowledge**, which is fundamental to understanding ourselves and others.
- **Historical Understanding**, which helps us to make sense of past events.
- **Historical Inquiry** involves the retrieval, comprehension and interpretation of sources, and judgment, guided by principles that are intrinsic to the discipline.
- **Historical skills** are the skills associated with the identification, comprehension and interpretation of sources, use of chronology, and research and communication, which need to be developed.

IMPLEMENTATION

- Through the process of Inquiry students begin to understand themselves and others and the influence of the past.
- The learning acquired by students in history contributes to learning in other areas. Planning for student learning needs to identify the links or opportunities to build cross curriculum learning, including digital technologies.
- Student interest and enjoyment of history is enhanced through a range of different
approaches such as the use of artefacts, museums, historical sites and hands-on activities.

- Historical narrative is used so that students experience the ‘story’ in the history, which can sit alongside or be further extended into investigations of cause and consequence, historical significance or contestability.

- Teaching is based on what students already know, using the language that is familiar to them, with connections being made to more sophisticated historical terms and concepts.

- Connections are made between past events and circumstances and modern-day parallels to make learning more meaningful for students and to help students make sense of key ideas.

- Teachers provide opportunities for students to engage in the analysis, interpretation and evaluation of historical sources.

- The students progressively engage in higher order tasks, for example, building an historical argument using evidence.

- The skills of historical inquiry are developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise.

- An evaluation will be carried out at the conclusion of each topic.

**EVALUATION**

This policy will be reviewed as part of the school’s three year cycle.