# History and geography sample scope and sequence – small school Early Stage 1 and Stage 1

Early Stage 1 and Stage 1 small school.

## Contents

[Introduction 2](#_Toc69119804)

[Overview of history 3](#_Toc69119805)

[Overview of geography 3](#_Toc69119806)

[History – Year A, semester 1 4](#_Toc69119807)

[History outcomes 4](#_Toc69119808)

[Historical concepts 4](#_Toc69119809)

[History content 4](#_Toc69119810)

[Key inquiry questions 5](#_Toc69119811)

[Historical skills 5](#_Toc69119812)

[Geography – Year A, semester 2 6](#_Toc69119813)

[Geography outcomes 6](#_Toc69119814)

[Geographical concepts 6](#_Toc69119815)

[Geography content 6](#_Toc69119816)

[Key inquiry questions 7](#_Toc69119817)

[Geographical tools 7](#_Toc69119818)

[History – Year B, semester 1 8](#_Toc69119819)

[History outcomes 8](#_Toc69119820)

[Historical concepts 8](#_Toc69119821)

[History content 8](#_Toc69119822)

[Key inquiry questions 9](#_Toc69119823)

[Historical skills 9](#_Toc69119824)

[Geography – Year B, semester 2 10](#_Toc69119825)

[Geography outcomes 10](#_Toc69119826)

[Geographical concepts 10](#_Toc69119827)

[Geography content 10](#_Toc69119828)

[Key inquiry questions 11](#_Toc69119829)

[Geographical tools 11](#_Toc69119830)

[Support for history and geography programming 12](#_Toc69119831)

[Additional history resources 12](#_Toc69119832)

[Additional geography resources 12](#_Toc69119833)

[Sources 13](#_Toc69119834)

[Primary sources 13](#_Toc69119835)

[Secondary sources 13](#_Toc69119836)

[Concepts 15](#_Toc69119837)

[What are historical concepts? 15](#_Toc69119838)

[What are geographical concepts? 15](#_Toc69119839)

## Introduction

It is suggested that schools plan for a semester of geography, and a semester of history each year, timetabling an average of 90 minutes per week. This sample small school scope and sequence has been developed as a two-year cycle, allowing and catering for cross stage settings.

This sample semester based HSIE (history and geography) scope and sequence allows for conceptual teaching and learning across Early Stage 1 and Stage 1, usinghistorical and geographical concepts. The content and skills for Early Stage 1 and Stage 1 is taught through a conceptual lens.

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. The aim of the history syllabus is to stimulate students’ interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Through the study of geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach, students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world.

Knowledge and understanding, concepts, skills and tools are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

[History K–10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/history-k10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

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## Overview of history

|  |  |  |
| --- | --- | --- |
| Syllabus | Year A | Year B |
| Outcomes | **The-1**  **The-2**  **HT1-1**  **HT1-4** | **The-1**  **The-2**  **HT1-2**  **HT1-3**  **HT1-4** |
| Content | Early Stage 1 – Personal and family histories.  Stage 1 – Present and past family life. | Early Stage 1– Personal and family histories.  Stage 1 – The past in the present. |
| Concepts | * continuity and change * cause and effect * perspectives * empathetic understanding * significance. | * continuity and change * cause and effect * perspectives * empathetic understanding * significance. |

## Overview of geography

|  |  |  |
| --- | --- | --- |
| Syllabus | Year A | Year B |
| Outcomes | **Gee-1**  **Gee-2**  **GE1-1**  **GE1-3** | **Gee-1**  **Gee-2**  **GE1-1**  **GE1-2**  **GE1-3** |
| Content | Early Stage 1 – People live in places  Stage 1 – People and places. | Early Stage 1 – People live in places  Stage 1 – Features of places. |
| Concepts | * place * space * environment * interconnection * scale. | * place * space * environment * interconnection. |

## History – Year A, semester 1

### Outcomes

**HTe-1** communicates stories of their own family heritage and the heritage of others.

**HTe-2** demonstrates developing skills of historical inquiry and communication.

**HT1-1** communicates an understanding of change and continuity in family life using appropriate historical terms.

**HT1-4** demonstrates skills of historical inquiry and communication.

### Concepts

Continuity and change – changes and continuities in their own lifetime and that of their families and local communities.

Cause and effect – simple cause and effect in the past and present, reasons for change in people’s lives over time and the results.

Perspectives – exploration of a point of view and understanding that stories may vary depending on who is the narrator, a point of view within an historical context.

Empathetic understanding – differences and similarities between individuals and families in the past and present, people in the local community who may have lived differently.

Significance – important events in their own lives; the meaning of special days/holidays, reasons why a local person or site is regarded as important.

### Content

* Early Stage 1 – Personal and family histories.
* Stage 1 – Present and past family life.

The study of Personal and family histories and Present and past family life will allow students to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. Students will study present and past family life within the context of their own world. They will learn about similarities and differences in family life by comparing the present with the past and will begin to explore the links, and the changes that occur, over time. Students will be introduced to the use of historical sources.

### Key inquiry questions

Early Stage 1 –What is my history and how do I know? What stories do other people tell about the past and how can stories of the past be told and shared?

Stage 1 – How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past and how do we describe the sequence of time?

### Historical skills

**Comprehension – chronology, terms and concepts:**

* respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories
* discuss and recount stories of family and local history
* sequence familiar objects and events
* distinguish between past, present and future.

**Analysis and use of sources:**

* explore and use a range of sources about the past
* identify and compare features of objects from the past and present.

**Perspectives and interpretations –** explore a point of view within an historical context.

**Empathetic understanding:**

* recognise differences and similarities between individuals and families in the past and present
* recognise that people in the local community may have lived differently in the past.

**Research –** pose questions about the past using sources provided.

**Explanation and communication:**

* develop a narrative about the past
* use a range of communication forms (oral, graphic, written, role play) and digital technologies.

## Geography – Year A, semester 2

### Outcomes

**GEe-1** identifies places and develops an understanding of the importance of places to people.

**GEe-2** communicates geographical information and uses geographical tools.

**GE1-1** describes features of places and the connections people have with places.

**GE1-3** communicates geographical information and uses geographical tools for inquiry.

### Concepts

Place – places students live in and belong to and why they are important, location and features of local places and other places in the world.

Space – location of a place in relation to other familiar places, where activities are located and how spaces can be organised.

Environment – how and why places should be looked after, natural and human features of a place, daily and seasonal weather patterns of places.

Interconnection – local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

Scale – various scales by which places can be defined such as local suburbs, towns and large cities.

### Content

* Early Stage 1 – People live in places.
* Stage 1 – People and places.

The study of People live in places and People and places will allow students to explore the places they live in and belong to. They will develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places and explore how the location of places can be represented. Students explore places across a range of scales within Australia and Australia’s location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people’s accessibility to places.

### Key inquiry questions

Early Stage 1 – What are places like and what makes a place special? How can we look after the places we live in?

Stage 1 – Where are places located in Australia? How are people connected to places and what factors affect people’s connections to places?

### Geographical tools

**Maps –**pictorial maps, largescale maps, world map, globe.

**Fieldwork –** observing, collecting and recording data, conducting surveys.

**Graphs and statistics –** tally charts, pictographs, data tables, column graphs, simple statistics.

**Spatial technologies –**virtual maps, satellite images.

**Visual representations –** photographs, illustrations, diagrams, story books, multimedia, web and app tools.

## History – Year B, semester 1

### Outcomes

**HTe-1** communicates stories of their own family heritage and the heritage of others.

**HTe-2** demonstrates developing skills of historical inquiry and communication.

**HT1-2** identifies and describes significant people, events, places and sites in the local community over time.

**HT1-3** describes the effects of changing technology on people’s lives over time.

**HT1-4** demonstrates skills of historical inquiry and communication.

### Concepts

Continuity and change – changes and continuities in their own lifetime and that of their families and local communities.

Cause and effect – simple cause and effect in the past and present, reasons for change in people’s lives over time and the results.

Perspectives – exploration of a point of view and understanding that stories may vary depending on who is the narrator, a point of view within an historical context.

Empathetic understanding – differences and similarities between individuals and families in the past and present, people in the local community who may have lived differently.

Significance – important events in their own lives; the meaning of special days/holidays, reasons why a local person or site is regarded as important.

### Content

* Early Stage 1 – Personal and family histories.
* Stage 1 – The past in the present.

The study of Personal and family histories and The past in the present will allow students to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. Students will explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved. What remains of the past are important to the local community and why? How have changes in technology shaped our daily life?

### Key inquiry questions

Early Stage 1 – What is my history and how do I know? What stories do other people tell about the past and how can stories of the past be told and shared?

Stage 1 – What aspects of the past can you see today and what do they tell us? What remains of the past are important to the local community and why? How have changes in technology shaped our daily life?

### Historical skills

**Comprehension – chronology, terms and concepts:**

* respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories
* discuss and recount stories of family and local history
* sequence familiar objects and events
* distinguish between past, present and future.

**Analysis and use of sources:**

* explore and use a range of sources about the past
* identify and compare features of objects from the past and present.

**Perspectives and interpretations –** explore a point of view within an historical context.

**Empathetic understanding:**

* recognise differences and similarities between individuals and families in the past and present
* recognise that people in the local community may have lived differently in the past.

**Research –** pose questions about the past using sources provided.

**Explanation and communication:**

* develop a narrative about the past
* use a range of communication forms (oral, graphic, written, role play) and digital technologies.

## ****Geography – Year B, semester 2****

### Outcomes

**GEe-1** identifies places and develops an understanding of the importance of places to people.

**GEe-2** communicates geographical information and uses geographical tools.

**GE1-1** describes features of places and the connections people have with places.

**GE1-2** identifies ways in which people interact with and care for places.

**GE1-3** communicates geographical information and uses geographical tools for inquiry.

### Concepts

Place – places students live in and belong to and why they are important, location and features of local places and other places in the world.

Space – location of a place in relation to other familiar places, where activities are located and how spaces can be organised.

Environment – how and why places should be looked after, natural and human features of a place, daily and seasonal weather patterns of places.

Interconnection – local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

### Content

* Early Stage 1 – People live in places.
* Stage 1 – Features of places.

The study of People live in placesand Features of places will allow students to explore the places they live in and belong to. They will develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places and explore how the location of places can be represented. Students will investigate the natural and human features of places and explore activities occurring in places. They will explore how the spaces within places can be used for different purposes. Students will describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places.

### Key inquiry questions

Early Stage 1 – What are places like and what makes a place special? How can we look after the places we live in?

Stage 1 – What are the features of, and activities in, places? How can spaces within a place be used for different purposes? How can we care for places?

### Geographical tools

**Maps –** pictorial maps, largescale maps, world map, globe.

**Fieldwork –** observing, collecting and recording data, conducting surveys.

**Graphs and statistics –** tally charts, pictographs, data tables, column graphs, simple statistics.

**Spatial technologies –** virtual maps, satellite images.

**Visual representations –**photographs, illustrations, diagrams, story books, multimedia, web and app tools.

## Support for history and geography programming

### Additional history resources

The following resources may assist in teaching and learning for history:

* [History K-6 sample learning sequences](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/HSIE-early-stage-13/history/resources)
* [Environmental and zoo education centres](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/environmental-zoo-centres) (EZEC)
* [Endeavour – Eight days in Kamay](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/endeavour---eight-days-in-kamay)
* [State Library of NSW](https://www.sl.nsw.gov.au/learning/schools-and-teachers)
* [Parliamentary Education Office](https://peo.gov.au)
* [Australian War Memorial](https://www.awm.gov.au/learn/schools)
* [Australian Museum](https://australian.museum/learn/teachers/)
* [National Museum of Australia](https://www.nma.gov.au/learn)

### Additional geography resources

The following resources may assist in teaching and learning for geography:

* [Geography K-6 sample learning sequences](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/HSIE-early-stage-13/geography/programming)
* [Environmental and zoo education centres (EZEC)](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/environmental-zoo-centres)
* [Infrastructure NSW](https://www.infrastructure.nsw.gov.au/)
* [National Geographic](https://www.nationalgeographic.com/)
* [NSW Rural Fire Service (RFS)](https://www.rfs.nsw.gov.au/resources/schools)
* [NSW National Parks and Wildlife Service](https://www.nationalparks.nsw.gov.au/)
* [Australian Government Bureau of Meteorology (BOM)](http://www.bom.gov.au/)
* [Water NSW](https://www.waternsw.com.au/)

## Sources

Historians get their information from two different kinds of sources: primary and secondary. In history, a source is anything that can be used to investigate the past. Historians base their research on sources that are relevant to their inquiry. They need to analyse them to discover if they hold any evidence that will be relevant to their historical inquiry. The evidence is the information contained in the source and historians can retrieve it by asking relevant questions. Thus, a source is not the same as evidence. A source becomes evidence if it is used to answer a question on the past. It may be evidence for one aspect of history but not for another. Some sources contain useful information but often not all the evidence that is needed in the inquiry.

### Primary sources

Primary sources are interesting to read or interpret as they give us firsthand ‘you are there’ insights into the past. Historians use primary sources as an important tool for developing an understanding and knowledge of an event. Primary sources serve as the evidence a historian uses in developing an interpretation and in building an argument to support that interpretation. It is important to note that primary sources are not inherently superior to secondary sources – they are simply one way to gather information about the past.

Examples of primary sources that we may use are:

* Personal sources such as letters, diaries, personal narratives, photographs (after 1850s), paintings, memoirs and oral history.
* Official sources such as newspapers, government publications and archives, speeches, birth and death certificates, shipping lists, court records, council records, maps, military records such as enlistment papers.
* Artefacts such as gravestones, buildings, war memorials, foundation plaques, war medals, tools, household implements.

### Secondary sources

Secondary sources are those sources produced after the period or event under investigation. They may include histories written over one hundred years after the event, later newspaper accounts, biographies, documentaries, political commentaries and encyclopaedias.

Secondary sources may provide an overview of an event or issue, different opinions and/ or interpretations of events, access to statistics, photographs, maps and other sources that may provide the latest research and scholarship on a particular historical subject.

To help interpret secondary sources the following questions can help:

* Who wrote it?
* When was it written?
* What sources were used to write it?
* Are these sources reliable?
* What has been omitted?
* Why was it written?
* Who was the intended audience?
* Have any facts been omitted?
* Have emotive phrases or words been used?
* Has the writer got an agenda or underlying motive?

Students can ascertain the usefulness and reliability of secondary sources by considering the following elements:

* critical audience
* access to a range of sources
* able to be corroborated
* benefit of hindsight
* emotional detachment.

## Concepts

### What are historical concepts?

The NSW History K-10 syllabus describes 6 specific key [historical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills): change and continuity, cause and effect, perspectives, empathetic understanding, significance, and contestability (stage 3). These key historical concepts are developed across a continuum of learning K-10. The continuum of concepts in the history K-10 syllabus supports teachers to differentiate student learning in history, by referring to the description of each concept for higher or lower stages of learning to meet the learning needs of specific students.

### What are geographical concepts?

The NSW Geography K-10 syllabus describes 7 specific key [geographical concepts](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts/concepts-continuum): place, space, environment, interconnection, scale, sustainability and change. These concepts are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically. The K–10 geographical concepts continuum provides an overview of when each concept is introduced to students and examples of how students’ understanding of concepts may be developed across their stages of learning.