



Humanities and Science Policy

(Ratified by School Council: June 2021)

PURPOSE:

This policy is written to support the ongoing development and revision of the Inquiry Curriculum Documentation and content at Glen Waverley Primary School (GWPS).

GWPS regularly reviews Curriculum in response to current research and data. Curriculum Documentation and revisions are developed as a whole school to maximise scaffolding and transition from year to year.

Curriculum decisions are guided by;

- Our Guiding Statements
- Our definition of Global Citizenship
- The Global Goals for Sustainable Development
- DET Guidelines (Department of Education and Training)
- The Victorian Curriculum as published by Victorian Curriculum and Assessment Authority (VCAA)
- The Council of International Schools (CIS) Accreditation Standards

GUIDELINES:

Units of Inquiry

At Glen Waverley Primary School, we plan for a Whole School Inquiry focus on;

- In Level 3-6: Science, Humanities, Health and Personal capability in Term 1-4 over a two-year cycle and;
- Foundational Years (P-2) Science, Humanities, Health and Personal Capability in Terms 1-4 over a three-year cycle.

These units of Inquiry are planned to meet the needs of each learner while;

- adhering to, and maximising the potential of DET legislation
- adhering to, and maximising the potential of Victorian Curriculum Assessment Authority (VCAA) and Victorian Curriculum guidelines.



Glen Waverley Primary School

Established 1960

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- utilising school data to inform our Whole School approach to high quality development of teaching and learning, pedagogy and curriculum.
- facilitating effective assessment for learning (ref; Assessment and Reporting Policy GWPS).
- matching in principle the Council of International Schools' standards and their continuum of development. GWPS has a commitment to the implementation of international and intercultural perspectives within our Curriculum.
- effectively utilising Digital Learning within the curriculum to support and enhance teaching and learning outcomes.
- differentiating curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, different genders, additional learning needs, disabilities, impairments, English as an Additional Language and intervention programs.
- incorporating student voice. We are mindful of the need to maximise student agency by involving students by valuing their prior knowledge, and incorporating students' interest, data literacy, input into planning, reflections and self-assessment.
- Using explicit Learning Intentions and Success Criteria to facilitate student metacognition.

Humanities

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.

The Humanities Domain is organised as follows:

- The Humanities: History Levels P-6
- The Humanities: Geography P-6
- The Humanities: Civics and Citizenship 3-6
- The Humanities: Economics and Business Levels 5-6



Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The *Science Understanding* strand comprises five sub-strands.

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences
- Science as a Human Endeavour

The *Science Inquiry Skills* strand also comprises five sub-strands.

- Questioning and predicting
- Planning and conducting
- Recording and Processing
- Analysing and Evaluating
- Communicating

IMPLEMENTATION:

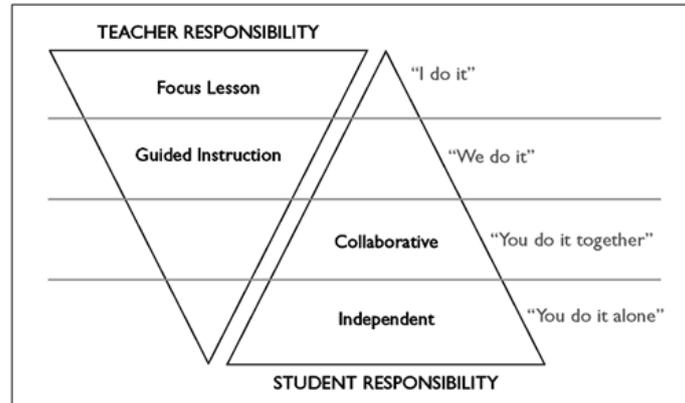
Whole School Planning

School planning at Glen Waverley Primary School is an integral part of the improvement process involving four key stages.

1. *Gathering and analysing data* – this includes students' achievements, learning needs and Student Voice
2. *Planning for improvement* – this includes breadth, balance and depth in Curriculum planning
3. *Teaching and learning* – this includes Whole School pedagogy, explicit learning outcomes, and adaptive content
4. *Assessment and reporting* – as outlined in the GWPS Assessment and Reporting Policy

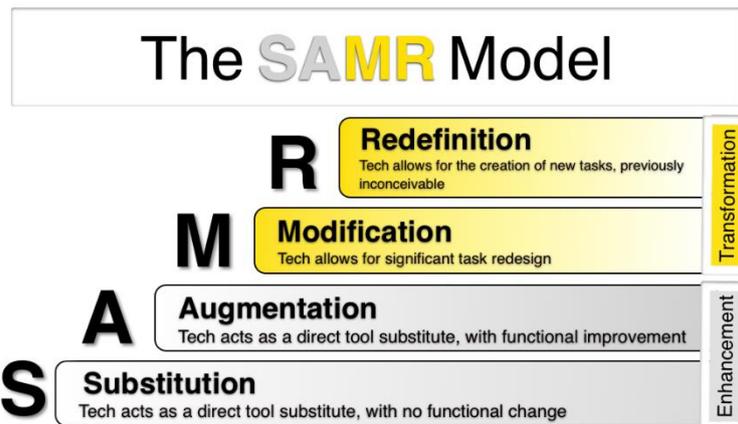
A model for success for all students

Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Success Criteria will be explicitly expressed in all teaching and learning environments.



Digital Learning implementation

Digital Learning will be integrated across all Curriculum areas and guided by the SAMR Model, maximising scaffolded development of both skill and application.



RELATED LEGISLATION:

Victorian Curriculum and assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

Victorian Curriculum and Assessment and Reporting Authority (ACARA)

<http://victoriancurriculum.vcaa.vic.edu.au/>

Council of International Schools (CIS)

<http://www.cois.org/>

RELATED POLICIES:

This policy is to be read in conjunction with the following Curriculum based policies at Glen Waverley Primary School;



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- *Art Policy*
- *Assessment and Reporting Policy*
- *English as an additional language Policy*
- *English Policy*
- *Health and Physical Education Policy*
- *Home Learning Policy*
- *Languages Other Than English (L.O.T.E.) Policy*
- *Mathematics Policy*
- *Information and Communication Technology (ICT) Policy*
- *Music Policy*
- *Curriculum Policy*
- *ICT as a Teaching and Learning Tool Policy*

POLICY EVALUATION:

Evaluation will be conducted by the Leading Teacher – Engagement and Wellbeing, every two years.

DUE DATE FOR REVIEW:

Due for review in June 2023.