

Humanities and Science Policy

(Ratified by School Council: June 2025)

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;

- Student Voice and Agency
- Our Guiding Statements
- Our definition of Global Citizenship
- The Global Goals for Sustainable Development
- DET Guidelines (Department of Education and Training)
- The Victorian Curriculum 2.0 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; Science, Humanities, Health, The Arts and The Capabilities in Terms 1-4 over a two-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 2.0 guidelines.

- 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).
- strategically planning learning experiences through the perspectives of global citizenship, among people, their ideas and actions between humans and the environment; as per the Council of International Schools' standards and continuum of development.
- 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 human-related systems and processes that have shaped the world. Through the Humanities, students investigate people's interconnections with society, groups and other individuals and with built and natural environments.

In the Victorian Curriculum 2.0 F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

Civics and Citizenship

In Civics and Citizenship, students learn about and participate in the systems that contribute to society, including those political, legal and civic institutions and systems of Australia and the world that promote democracy and democratic values, laws and citizenship. Students investigate and respond to civics and citizenship issues, evaluate democratic institutions and systems, and participate in civic processes, supporting them to become active, informed and responsible citizens.

Economics and Business

In Economics and Business, students explore the financial, business, economic and work systems, processes and interconnections that shape contemporary society in Australia and around the world. They are exposed to knowledge and skills that equip them to function as citizens, consumers, business owners and workers. They explore issues relevant to economics, business work and financial literacy.

Geography

In Geography, students learn about the interconnected relationships between people, places and environments in Australia and around the world. They explore geographical diversity, collect and analyse data, and consider how human impacts on natural environments can be managed sustainably at different scales. Students develop the skills to engage in geographical inquiry, including fieldwork, applying geographical concepts and identifying actions and strategies to respond to geographical phenomena, issues and challenges.

History

In History, students learn about the events and actions that have shaped and continue to shape different societies and cultures in Australia and around the world. Students learn to appreciate the common humanity shared across time and distance and to evaluate the ways humans have faced and continue to face diverse challenges. Students develop the skills to think historically, by asking questions about the past, using chronology to observe causation and change, using historical sources, and applying the historical concepts of continuity and change, cause and consequence, and historical significance to develop evidence-based arguments.

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 is a dynamic, collaborative and creative human endeavour arising from our curiosity and desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science is an empirical way of asking and answering questions about the changing world we live in, which is undergoing both natural and human-induced changes. Scientific knowledge is revised, refined and extended as new evidence arises and in response to peer review.

Science comprises 3 interrelated strands, each containing substrands (as set out below):

- Science as a Human Endeavour
 - Nature and development of science
 - Use and influence of science
- Science Understanding
 - Biological sciences
 - Chemical sciences
 - Earth and space sciences
 - Physical sciences
- Science Inquiry.
 - Questioning and predicting
 - Planning and conducting
 - Processing, modelling and analysing
 - Evaluating
 - Communicating

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

IMPLEMENTATION:

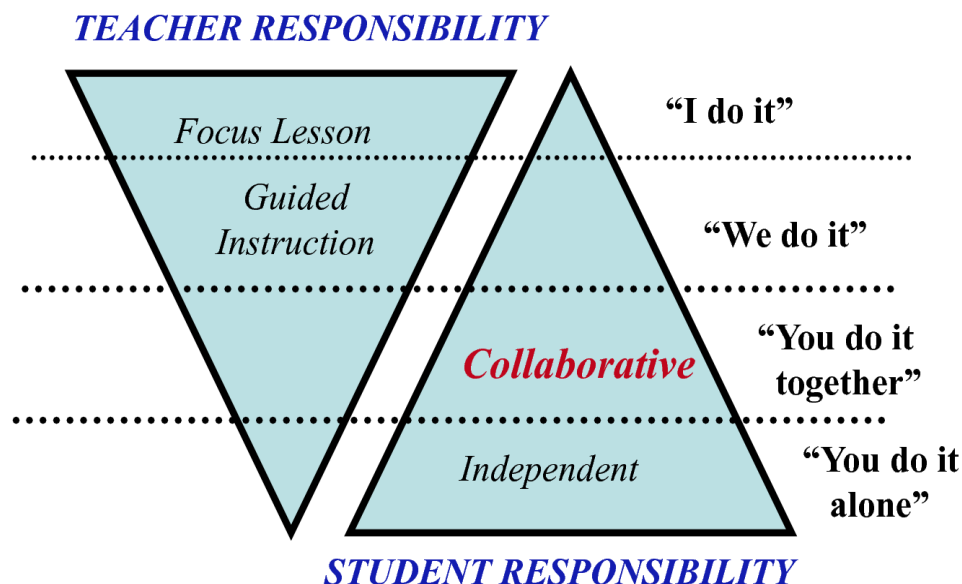
Whole School Planning

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

1. *Gathering student voice* – this includes collecting data on what students want to learn through sharing their current knowledge, in addition to views and vision for the unit of learning in both the pre-planning phase and to influence change throughout the unit as student knowledge deepens.
2. *Analysing data* – this includes students' achievements and learning needs
3. *Planning for improvement* – this includes breadth, balance and depth in Curriculum planning
4. *Teaching and learning* – this includes Whole School pedagogy, explicit learning outcomes and adaptive content
5. *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 school's Inquiry Scope and Sequence document and the Gradual Release of Responsibility Model; Furthermore, Learning Intentions and Success Criteria will be explicitly expressed in all teaching and learning environments.



A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

RELATED LEGISLATION:

Victorian Curriculum and assessment Authority (VCAA)
<https://vcaa.vic.edu.au/Pages/HomePage.aspx>

The Victorian Curriculum F – 10 Version 2.0
[Home - Victorian Curriculum F–10](#)

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;

- *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
Assistant Principal - Curriculum, every two years.

DUE DATE FOR REVIEW:

Due for review in June 2027.