

BOARD OF STUDIES
NEW SOUTH WALES

Human Society & Its Environment K-6

Introducing the
HSIE K-6 Syllabus
to Parents and School
Community Members



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Purpose and use of this document

The purpose of *Introducing the HSIE K–6 Syllabus to Parents and School Community Members* is to provide information for parents and community members about the *Human Society and Its Environment K–6 Syllabus* and what children will learn about in the Human Society and Its Environment key learning area in primary school. The book can be used for parent association meetings, parent information sessions or as part of ongoing support for parents. The material is designed to be presented by parents and/or school staff. Consequently, the book is divided into two sections:

Section 1 **Background information** — to be read before running the parent workshop in Section 2.

This section is also useful for parents and community members who are interested in reading about the *Human Society and Its Environment K–6 Syllabus*.

Section 2 **Parent workshop information** — to be used by workshop presenters.

An appendix, **HSIE K–6: An overview**, is provided as an alternative to the workshop materials in Part 5 and Part 6 (Section 2). It includes a set of overhead/handout sheets with summarised information about the syllabus, for groups who may wish to run a briefer meeting or for those who may require less written material when conducting parent workshops with the assistance of language interpreters.



Section 1

Background Information

Part 1 Human Society and Its Environment K–6 Syllabus: An overview

What is a syllabus?

A syllabus is a document that gives teachers an outline of what students are to be taught in a specific learning area. There are syllabuses to guide teachers in each of the six key learning areas.

What is the Human Society and Its Environment key learning area?

Human Society and Its Environment is one of the six key learning areas in the primary curriculum. Before being expanded in 1990, it was known as Social Studies. The other five key learning areas in primary education are English; Mathematics; Science and Technology; Personal Development, Health and Physical Education; and Creative and Practical Arts.

HSIE K–6 is the key learning area where students learn about the people and the social and physical environments in Australia and other parts of the world.

HSIE K–6 develops particular skills in acquiring information, using an inquiry process and in social and civic participation. HSIE K–6 also contributes to the development of skills from other key learning areas, such as reading, writing, graphing, designing and making, and visually representing an idea or viewpoint.

HSIE K–6 encourages students to develop positive values and attitudes about themselves, others, the world that they live in and their future.

What is the aim of Human Society and Its Environment K–6?

The aim of HSIE K–6 is to develop in students values and attitudes, skills, and knowledge and understandings that:

- enhance their sense of personal, community, national and global identity;
- enable them to participate effectively in maintaining and improving the quality of their society and environment.

What are outcomes and indicators?

Outcomes are milestones of achievement towards which your child will work. Outcomes are organised by stages. Other than Early Stage 1 (Kindergarten), each stage covers two years of primary schooling. It is expected that most students will achieve:

- Early Stage 1 outcomes by the end of Kindergarten;
- Stage 1 outcomes by the end of Year 2;
- Stage 2 outcomes by the end of Year 4;
- Stage 3 outcomes by the end of Year 6.

Some students, however, will progress faster or slower in achieving the outcomes.

Indicators are what teachers look for to show how well students are progressing towards achieving an outcome. They are statements that describe the different ways in which students will show what they know and what they can do.

Outcomes and indicators help teachers to plan what and how they will teach, and to assess what each student understands and has learnt. They help your child's teacher to monitor the progress of students in the class and to provide learning programs to meet your child's needs.

Children as learners in HSIE K–6

Children come to school with different experiences, skills, backgrounds and needs.

The experiences, skills and backgrounds that children bring to the classroom provide valuable learning opportunities for them to better understand and appreciate human society. For example:

- children who speak a language other than English, and have an understanding of another culture, can contribute to students' understanding of the world;
- children who are members of an Aboriginal community and who speak an Aboriginal language and/or Aboriginal English can contribute to the way students understand Australia's heritage and the diversity of languages within Australia;
- children who have an intellectual or physical disability can contribute to students' understanding of the diversity of people in the world;
- children who can interact or communicate with other children from diverse home backgrounds can share stories, experiences and understandings and thereby contribute to one another's understandings that people are both alike and different;
- children who have keen observation skills, and an ability to communicate ideas readily, can share information with others in the class and explore issues of human society and its environment in a depth appropriate to their understanding.

The syllabus provides opportunities for all students to work together, enabling them to better understand the diverse nature of people in the classroom, school, broader community and the world.

Links to other key learning areas

Literacy skills are important in acquiring and communicating information in this key learning area.

The English language skills of reading, writing, talking and listening will be utilised and enhanced through learning experiences in the HSIE key learning area.

Learning experiences in the units of work that teachers use for programming also provide opportunities for teachers to draw on and contribute to the development of skills in the other key learning areas of Mathematics; Science and Technology; Personal Development, Health and Physical Education; and Creative and Practical Arts.

Part 2 How teachers plan learning and teaching in HSIE K–6

Syllabus content

Knowledge and understandings

The syllabus is divided into four knowledge and understandings strands as a way of organising its content. Through these four strands, students will learn about:

Change and continuity in their own lives, the lives of others, in communities and in places in Australia and other parts of the world, including significant events and people that have affected the lives of Australians;

Cultures — including traditions, religions, beliefs and customs of people in Australia and other parts of the world, both past and present;

Environments — natural and built environments in their local area, Australia and other parts of the world, including locating these environments on different maps and responsible environmental practices;

Social systems and structures that help to meet the needs of people in Australia, including the government systems of Australia and the principles of democracy.

Study of the syllabus content will form the basis for students' future learning in secondary school subjects such as History, Geography, Commerce and Aboriginal Studies. It will also lay the foundation for their lifelong inquiry into the world in which they live.

As well as the above strands, the content in the syllabus includes the following perspectives:

- Aboriginal
- civics and citizenship
- environmental
- gender
- global
- multicultural
- work.

Perspectives are points of view that allow different ways of looking at the subject matter.

Skills

Through study of the four strands outlined above, students will develop skills that will continue to be built on in the secondary school and which will assist in lifelong learning. These skills are:

Acquiring information — which includes things such as using literacy skills and information technology to locate and select information, considering both the usefulness and accuracy of the information;

Using an inquiry process — which includes identifying and gathering information, analysing, organising and storing information, synthesising and communicating information and applying this information in new situations;

Social and civic participation — which includes listening to others, cooperating and negotiating, and accepting roles and responsibilities.

Values and attitudes

The values and attitudes that are included in the content of the syllabus give your child opportunities to develop informed and responsible attitudes towards people, cultures, societies and environments. This is to assist them in participating as active, informed, responsible citizens.

The values and attitudes promoted in Human Society and Its Environment K–6 are:

Social justice — which includes valuing fairness and a concern for the welfare of others;

Intercultural understanding — which includes respecting different viewpoints and cultural differences;

Ecological sustainability — which includes acting responsibly towards the environment;

Democratic processes — which includes participating responsibly in decision-making;

Beliefs and moral codes — which includes understanding and appreciating different spiritual and religious traditions;

Lifelong learning — which includes being curious about the world.

Decisions about the way the content is delivered, the resources used and the choice of learning experiences will differ from teacher to teacher. This is in order to meet the needs of all students in the class.

It is expected that schools will cover the content for the students in each stage and provide learning experiences that will assist your child to achieve the stage outcomes.

Stage statements

The stage statements below give an overview of the learning and teaching across the four strands of Change and Continuity, Cultures, Environments, and Social Systems and Structures. Included are the knowledge and understandings, skills and values and attitudes appropriate to each stage of learning.

Early Stage 1

Students in Kindergarten are usually in this stage

Students who have achieved Early Stage 1 are beginning to draw connections between their own lives and the lives of students around them. They identify physical and other changes in their own lives and talk about events that have happened and the people involved. They have explored their immediate environment and associate places important to them with activities that occur there. They participate in activities to maintain and care for their personal and class environment and are beginning to be environmentally responsible.

Students are becoming aware of their own unique characteristics as well as those that they may share with others. They identify some of their basic needs and ways of satisfying these needs. They accept responsibility for classroom tasks and roles. They have participated in activities designed to help them understand basic assumptions of mapping.

Students use language associated with time, change and place. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts. They communicate their understandings orally and through writing and drawing, and by constructing models.

Stage 1

Students in Years 1 and 2 are usually in this stage

Students who have achieved Stage 1 identify the groups to which they belong as well as their own roles in various group situations, eg student, family member, school member, peer group member. They recount important family and community traditions and practices. They sequence a number of events in the past and put forward ideas about future events. They explain changes in their lives, in their community and other communities, including when special days occur.

Students differentiate between and describe natural and built features in their community. They understand that feelings can be associated with particular places. They identify and discuss changes in the environment in their community and have participated in waste management programs at school level. Students have explored the composition of a number of groups in their community and recognise that groups have specific identifying features. They communicate their knowledge of the customs, practices, symbols, religion, language and traditions of some community groups, including those of their own family. Students demonstrate their understandings, using strategies such as flow charts and descriptions. They understand that there are goods, services and systems that provide for our needs. They display an understanding of rules needed in their community and of their roles in obeying such rules.

Students discern the land and the sea on a globe and construct and use pictorial maps and models of areas familiar to them. They use the language of location in relative terms in statements such as 'The school is next to the park'. Students acquire information about their local community by direct and indirect experience. In doing so, they examine photographs, read literary and factual texts, communicate with others and use various forms of electronic media.

Stage 2

Students in Years 3 and 4 are usually in this stage

Students who have achieved Stage 2 understand that their lives are influenced by local, national and global events, both past and present. They understand that the British colonisation of Australia in 1788 had enormous implications for the Aboriginal peoples of Sydney and surrounding areas, and eventually for the entire continent.

Students recognise that historical perspectives can include different viewpoints, and they are developing some empathy for peoples in the past. They have investigated the environment and history of their local community and can make comparisons with other areas. Students understand the role of individuals, families, groups and events in maintaining, developing, strengthening and changing communities. They are aware of the world's major religions. Students are aware of the structure, role and significance of local government and of opportunities for civic action. They have acquired information about the flow of goods and services.

Students are proficient in the use of maps to identify key features of natural and built environments in areas of Australia. They can locate the four compass points and other significant features including oceans, poles and significant lines of latitude such as the Equator. On a map of NSW, they can locate key cities, towns, rivers and mountains. Students recognise ecologically sustainable development as being part of human interactions with environments.

Students have developed skills in the location and evaluation of information from a variety of sources, including encyclopedias and electronic databases. They use information reports, family trees, timelines, models, matrices and diagrams to communicate information and data. They participate in the planning, implementation and evaluation of various class, school and community programs.

Stage 3

Students in Years 5 and 6 are usually in this stage

Students who have achieved Stage 3 identify examples of Australia's global role in social and economic interconnections and make judgements about their own, and Australia's, contribution to global society and its environment.

They have an understanding of the principles of Australian parliamentary democracy, and of State and federal systems of government. Students have investigated the discovery of gold and colonial exploration and expansion, and its implications for different groups in the society and for Australian identity and heritage. They have investigated the development of Australian identity through symbols and the influence of individuals and groups, with an emphasis on cultural diversity. They appreciate the unique role of Aboriginal people in shaping Australia's identity.

Students have explored some Australian environments and are aware of Australian, regional and global environmental issues, problems and possible courses of action aimed at solving these. They have map-reading skills, including basic knowledge of coordinates and latitude and longitude. They can accurately sketch and label maps using appropriate conventions and terminology.

Students competently locate information from a variety of primary and secondary sources and present this information in a variety of ways, including through detailed timelines, computer databases, tables and information reports. They use their knowledge of participatory democracy to formulate plans, and show leadership in attempting to remedy possible school, local, national and global problems.

Units of work

A support document has been written for teachers. It contains:

- 28 units of work;
- sample school plans;
- information about teaching strategies and practices.

The units of work have been designed to:

- cover the content of the syllabus;
- take from six to ten weeks to complete;
- meet the outcomes of the syllabus;
- cover the content in interesting ways;
- contain one or two student work samples to illustrate what some students have produced as part of learning;
- model a way in which teachers may wish to write units of their own;
- be adapted by teachers according to the needs of their students, resources, student interests and location.

Schools and teachers may choose to teach their entire program for Human Society and Its Environment using the units of work, or they may develop units of work of their own. The sample school plans are based on the units of work.

Work samples have also been used to illustrate the types of teaching strategies and practices that are used by teachers when teaching Human Society and Its Environment K–6.

For more detailed information about the units of work in the support document, *Human Society and Its Environment K–6 Units of Work*, speak to your child’s teacher or the school principal.

Part 3 How student learning is assessed in Human Society and Its Environment K–6

Assessing

Assessing is the process of collecting, analysing and recording information about student progress.

Good assessment practice involves making judgements about achievement based on a variety of pieces of work, not just one piece of evidence or performance in one situation. Good assessment practice also means using a variety of assessment strategies including observing students at work, tests, projects and assignments.

Sometimes assessment takes place during class activities and at other times at the end of the unit of work. In both of these cases, indicators help teachers to assess how students are progressing towards the syllabus outcomes.

Reporting

Good reporting practice lets parents know how their child is progressing towards outcomes or whether they have achieved outcomes.

The syllabus outcomes provide markers or milestones that help teachers to monitor student progress. Some schools use indicators in face-to-face interviews or in written reports to inform parents about what their children know and can do.

Work samples

Student work samples, which have been published in *Human Society and Its Environment K–6 Units of Work*, give teachers examples of the work students may produce, based on the outcomes and content of the syllabus. The work samples shown in this parent booklet have been taken from the units of work.

Each work sample reflects the different stages and different learning experiences presented in the units.

Teachers may also collect work samples from the students in their class. This enables the teacher to assess the progress and achievement of individual students.

The following four work samples show student work at each stage of learning (Early Stage 1, Stage 1, Stage 2, Stage 3). They are examples of the result of one or two lessons where students are working towards the achievement of the identified outcome/s. They give an idea of how the work samples can be used with the outcomes and indicators to assist teachers in assessing and reporting on students' work in Human Society and Its Environment K–6.

It is important to remember that one sample of student work does not show the achievement of an outcome. Students need the opportunity to be involved in a variety of learning experiences that have been designed to support them in working towards selected outcomes. It is also important that students demonstrate what they know and can do in a variety of situations before it can be said that they have achieved an outcome.

Example of an Early Stage 1 work sample

Context Students explored the school grounds, observing environmental features. They worked in groups to make and label a 3D representation of the school. Groups presented their models to the whole class.

Outcome Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

Indicators

- *identifies activities that occur in specific places*
- *uses and makes 3D models of environmental features*
- *names and talks about places and features in their home, school and immediate environment*
- *demonstrates an awareness of flat and sloping places*



Example of a Stage 1 work sample

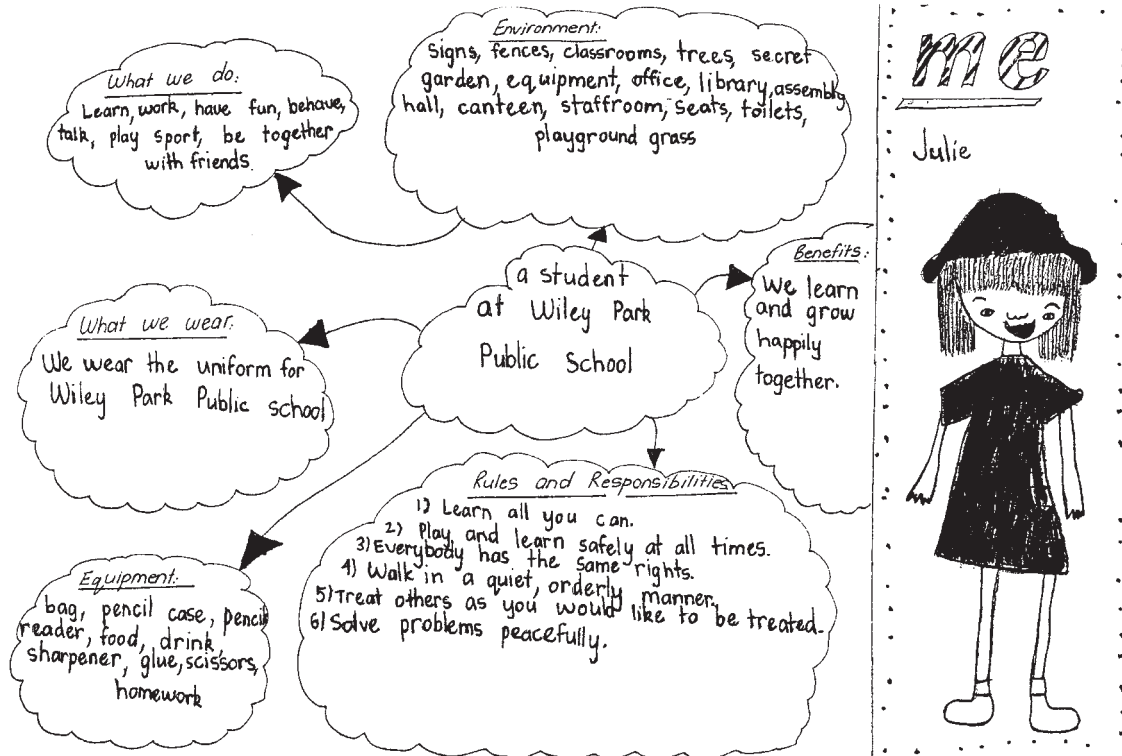
Context Each student drew themselves as a member of a group to which they belong, identifying features that are associated with being a member of this group and categorising these under headings.

Outcomes Identifies customs, practices, symbols, languages and traditions of their family and of other families.

Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.

Indicators

- identifies and describes the groups that individuals belong to
- locates and identifies the symbols and names used by family, school and community groups
- describes the activities, clothing, equipment and symbols that give identity to groups
- describes their responsibilities as a family, school and community member



Example of a Stage 2 work sample

Context

After viewing three photographs of Tamworth in 1881, 1936 and 1976 — taken from the same camera angle and location — students discussed, compared and researched the changes that had occurred over time and the implications for members of the community. They investigated why particular buildings remained, inquiring into the factors behind heritage decisions. This student listed changes and continuities observed and researched.

Outcome


Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

Indicators

- explains why some built features in the local area are heritage sites and why they are valued
- collects and uses primary and secondary sources to investigate the history of their community
- identifies the effects of change on the environment


NOW And THEN By Daniel

1881




The Club House Hotel was built in Brisbane St. in 1881. later it became known as the Good Companions Hotel. Many people use it now. I think Tamworth has changed dramatically with electric street lights and traffic lights in the street.

1936



In 1936 The Regent Cinema had balconies which people lived in. Now they have been made into two more screens as well as the two Downstairs. In 1888 Tamworth got its first street lights. This gave Tamworth the name City of light.

1976



In 1976 Tamworth had tar roads and concrete paths. Also Tamworth got upstanding lights. You can see the tops of the two Mountains only, because of the increase in Buildings and the height of them.

1976

NOW - Now Tamworth has four Cinemas and the Club House Hotel is now the Good Companions Hotel or the (Goodies).

Photographs: Brisbane Street, Tamworth, 1881, 1936, 1976 from City on the Peel, Roger Milliss, AH & AW Reed, 1980. Reprinted courtesy Tamworth Historical Society.

Example of a Stage 3 work sample

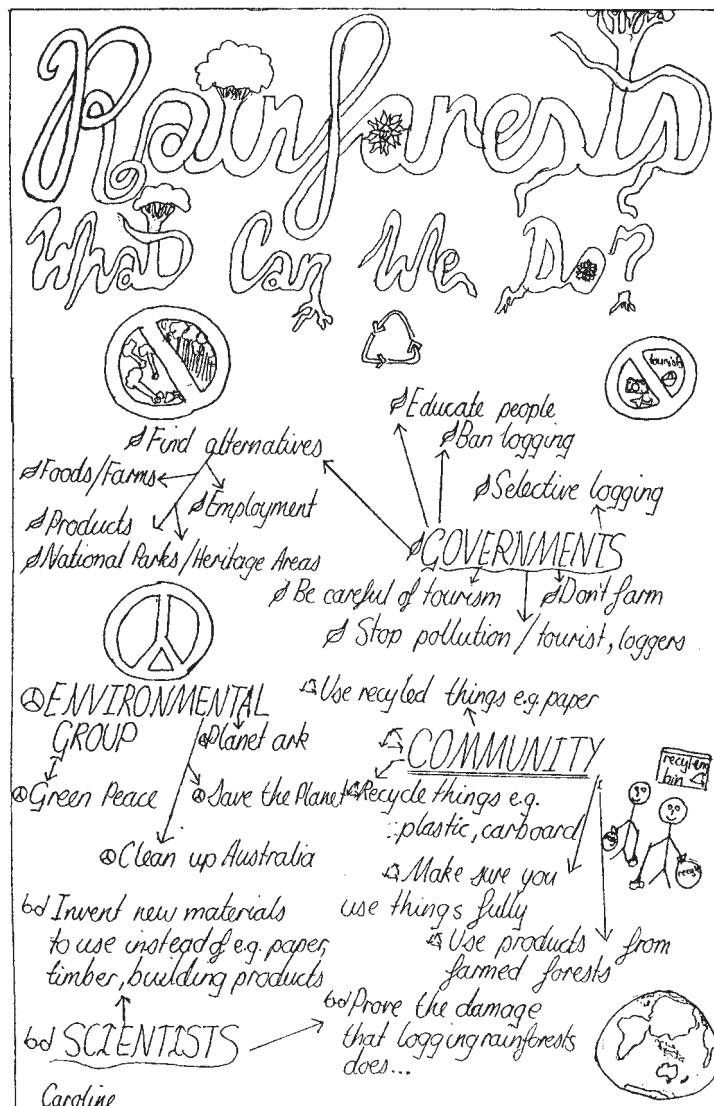
Context After holding a public meeting in which they presented the viewpoints of different interest groups, students presented their opinions on whose responsibility it is to preserve rainforests. Students shared their ideas on how to present their information during the draft stage. This work sample shows a student's mind map exploring group responsibilities towards preserving rainforests. The final product was displayed and students discussed their findings.

Outcomes Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

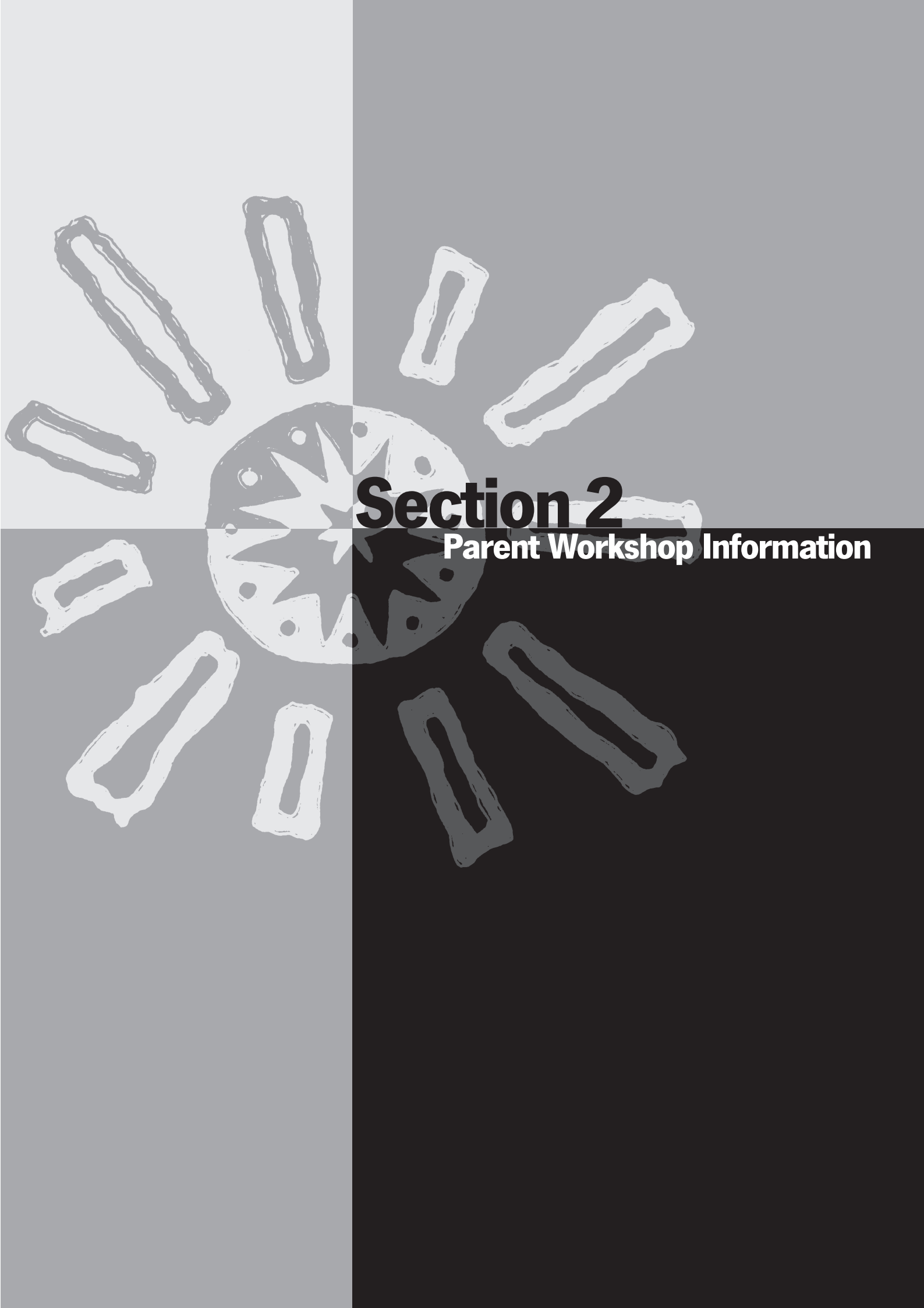
Indicators

- identifies the different viewpoints of groups about uses of land
- expresses a personal point of view on an environmental issue
- examines people's responsibilities for environments
- explains the effects of humans on an environment
- evaluates solutions to environmental problems



Part 4 How to help at home with Human Society and Its Environment K–6

- Talk with your child about your family history and things you remember about people, places and events that have affected your family.
- Encourage your child to talk with grandparents and/or other older people they know about their lives, the lives of their parents and the changes they have seen and experienced.
- Help your child to draw up a family tree.
- Visit museums.
- Encourage your child to participate in community activities and groups where appropriate.
- Encourage your child to watch a variety of television programs and talk to them about what they have watched. Draw attention to different countries and people shown on television.
- Talk to your child about your family's origins and the countries that family members and their ancestors have come from.
- Explain customs associated with celebrations and other family practices.
- Encourage your child to use their home language and point out signs and print in other languages.
- Encourage your child to write letters to, or e-mail, pen pals in different countries and locations in Australia.
- Collect stamps and coins from other countries and discuss about what they tell us about these countries.
- When going on outings or holidays, discuss the locations and distances of places visited in relation to your home and other places that your child knows.
- When going on outings or holidays, discuss why some of the places that you are going to visit are important; for example, they may be places of beauty, heritage and/or wilderness.
- Show your child different types of maps that you may use, eg street directories, road maps, rail maps, locality maps on information brochures, maps on landmarks.
- Visit a natural place in your local area such as bushland or a wetland and discuss the care needed to maintain this area.
- Give your child a world globe or world wall map and display it somewhere where your child can refer to it frequently.
- Talk to your child about places where friends come from, where people that they know are going to and where news events are occurring. Assist your child to find these places on the globe or the map.
- Talk about media reports on current issues such as recycling, endangered species and local heritage sites. Discuss different points of view on these matters.
- Point out new developments in your local area and encourage your child to observe and discuss their progress.
- When seeing or visiting different buildings, monuments and features in your local area, discuss with your child their purpose and history.
- Draw your child's attention to elections and local council issues when appropriate. Point out and discuss the media coverage and show your child items that are used in the voting process, where appropriate.



Section 2

Parent Workshop Information

Part 5 Ideas for parent meetings/information

This section may need to be extended, adapted or modified in order to provide information that meets your community's needs and interests.

1. Introducing the evening

Instruction

Introduce yourself and other key people.

Ask parents what they expect to know about Human Society and Its Environment K–6 at the end of this meeting.

List parents' expectations for the evening on butchers' paper or on a whiteboard.

Display the list where people can refer to it throughout the session.

Presenter:

The suggestions you have given about what you would like to find out about tonight/today can be seen as the intended outcomes for this evening's session.

At the end of the meeting we will return to the list to see if these outcomes have been achieved as a result of the activities we have planned.

2. Showing the documents

Instruction

Show participants a copy of:

- the *Human Society and Its Environment K–6 Syllabus*;
 - the *Human Society and Its Environment K–6 Units of Work* support document;
 - the parent booklet, *Introducing the HSIE K–6 Syllabus to Parents and School Community Members*;
 - the *Human Society and Its Environment K–6 Principal’s Package*.
-

Presenter:

The syllabus and support documents are mainly used by teachers.

This booklet, *Introducing the HSIE K–6 Syllabus to Parents and School Community Members*, has been produced for this meeting and for parents who wish to read more about the syllabus after the meeting.

The principal’s package has been designed to give assistance to principals and other executive staff in introducing the new document to their teaching staff.

3. What is Human Society and Its Environment?

Instruction

Distribute copies of the parent flyer, *Human Society and Its Environment K–6 Information for Parents*.

Show OHT 1. Refer to the section in the parent flyer, ‘What is Human Society and Its Environment?’.

Presenter:

In 1990, when the six key learning areas for primary schooling were established, the subject previously known as Social Studies was expanded and renamed Human Society and Its Environment. As a shortened version, people commonly use the initials of the words — HSIE.

4. What will your child learn in HSIE K–6?

Instruction

Show OHT 2.

Refer to the section ‘What will your child learn?’ in the parent flyer.

Presenter:

This question is answered in the handout you have been given to read. Find the section ‘What will your child learn?’

You will see four strands under the heading ‘Knowledge and understandings’ as well as headings for ‘Skills’ and ‘Values and attitudes’. Together, these are the elements that make up the content of HSIE K–6.

This evening you will be finding out more about these elements by firstly looking at samples of students’ work and secondly by looking at things that you can do at home to assist your child’s learning in HSIE K–6.

5. Stages

Instruction

Show OHT 3.

Presenter:

The content and outcomes of the *HSIE K–6 Syllabus* are organised into stages that span across the years of primary schooling.

Other syllabuses in the primary area also organise their content and outcomes in the same way, eg English and Mathematics.

6. Work samples

Instruction

Ask parents to form groups of four.

Give each group the four work samples without annotations (Handouts 1–4).

Display OHT 4 (the two tasks) on the overhead while parents are working in groups.

Presenter:

You will be working in groups of three or four.

An important part of learning in HSIE K–6 is to share ideas and work cooperatively in groups. This helps students to develop one of the three broad skills in HSIE K–6, social and civic participation.

These samples indicate what students know and can do after they have been involved in learning experiences from the units of work.

Discuss with your group what you think each work sample shows about what the student knows and can do.

You have two tasks to complete in the next 15–20 minutes.

Task 1: There is one work sample per stage. Place the work samples in order, matching each work sample with a stage at which you think the student is working.

Task 2: Choose one work sample and, as a group, list all the things that helped you decide whether it was an earlier or later example of a student's work.

Instruction

For Task 2, allocate a different work sample to each group so that the range of work samples is covered.

This will be more informative if parents wish to report back in the next activity.

7. Indicators

Instruction

Depending on time and how comfortable people feel about talking in front of a group, ask parents if they would like to report back.

If they do not wish to do so, you may take one of the group responses as an example to present to the whole group, reading through the list yourself.

Presenter:

Select one person to read the list and another person to explain the reason why the group chose the stage at which they thought the student was working.

Instruction

Allow time for the groups to respond.

Presenter:

What could these lists be called?

‘Indicators’ is the word teachers use to describe what students can do.

They are what teachers look for as evidence that students are progressing towards the achievement of an outcome.

Instruction

Refer to OHT 5, which has an example of a work sample.

Point out the syllabus indicators. Participants could use Handout 3 to see the work sample in more detail.

Presenter:

In the syllabus, indicators similar to the ones you have listed will help teachers to monitor students’ progress towards a particular outcome.

8. Outcomes

Instruction

Show and read OHT 6.

Presenter:

Eight outcomes have been written for each stage (except for Early Stage 1, where there are four). There are two outcomes per strand for each of the other stages (Stage 1, Stage 2 and Stage 3).

Instruction

Show and read OHT 7.

Presenter:

These are examples of three outcomes from Stage 2 (OHT 7).

The work sample you have just viewed on OHT 5 shows the student working towards which of these outcomes?

9. Units of work

Instruction

Show the overview for the units of work for each stage (OHTs 8 and 9).

Presenter:

The units of work outline activities and resources that help teachers to teach the content of the syllabus.

They also include a work sample to show teachers the work they might expect from students working at this stage.

Schools will choose to use the units in different ways.

The units of work provide teachers with ideas for teaching the content. They also give teachers a model for developing programs of their own.

10. How you can help your child at home

Instruction

Presenters need to collect a number of items that people may easily find at home.

Spread the items over a display table at the front of the meeting or in a central place. The items could include: a photograph of a family event; a street directory; a travel brochure; a television program; an object from the past, eg an old ornament, book, tool, appliance; a council leaflet; a bus timetable; a can of tomatoes. Show OHT 10.

Note: The inclusion of something like a can of tomatoes can illustrate that almost anything is a possible point of discussion. The can of tomatoes may be used to discuss where they were canned, how they got to the supermarket or the choices people make when they buy things.

Display each item one by one.

Presenter:

How could you use this item with your child to develop a skill or understanding relevant to HSIE K–6?

What understandings and skills might you be helping your child to develop?

There are some more ideas for helping your child in the flyer *Human Society and Its Environment K–6 Information for Parents*, which you were given at the beginning of this meeting.

11. Closing activity

Instructions

Go back to the introductory butchers' paper/whiteboard and review each 'outcome' listed to make sure that all have been covered.

Presenter:

Have the outcomes for this evening's meeting been met?

Is there any further information you would like to know?

Instructions

Suggest that parents first read the parent flyer.

Refer parents to this booklet for further information on what was discussed at this meeting.

Refer parents to their child's class teacher for more specific information about what their child is learning in Human Society and Its Environment this year.

Refer parents to the Board of Studies Internet site (<http://www.boardofstudies.nsw.edu.au>) for more comprehensive information. This site contains the syllabus, the units of work, the principal's package, this booklet and a resource file of texts, videos, CD-ROMs and Internet sites relevant to HSIE K–6.



Part 6
Overheads
Handouts

OHT 1

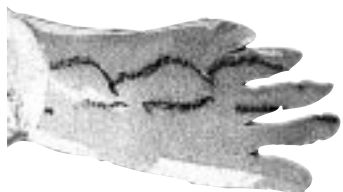
Human Society and Its Environment

- What it is
- What it includes
- What its purpose is



OHT 2

What will your child learn in HSIE K-6?



- Knowledge and understandings about:
 - Change and continuity
 - Cultures
 - Environments
 - Social systems and structures.
- Skills in:
 - Acquiring information
 - Using an inquiry process
 - Social and civic participation.
- Values and attitudes:
 - Social justice
 - Intercultural understanding
 - Ecological sustainability
 - Democratic processes
 - Beliefs and moral codes
 - Lifelong learning.

OHT3

Stages of learning in HSIE K-6

- Early Stage 1 —
Kindergarten
- Stage 1 —
Year 1 and Year 2
- Stage 2 —
Year 3 and Year 4
- Stage 3 —
Year 5 and Year 6



OHT 4

Tasks



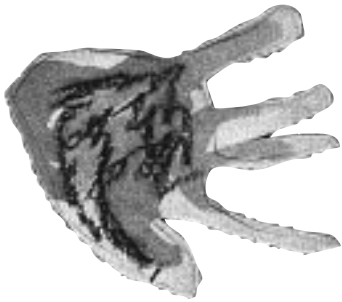
1. Order the work samples.
2. List all the evidence that helped you to decide the stage in which the student was working.

OHT5

Example of a Stage 2 work sample

Context After viewing three photographs of Tamworth in 1881, 1936 and 1976 — taken from the same camera angle and location — students discussed, compared and researched the changes that had occurred over time and the implications for members of the community. They investigated why particular buildings remained, inquiring into the factors behind heritage decisions. This student listed changes and continuities observed and researched.

- *explains why some built features in the local area are heritage sites and why they are valued*
- *collects and uses primary and secondary sources to investigate the history of their community*
- *identifies the effects of change on the environment*



NOW And THEN By Daniel

1881
The Club House Hotel was built in Brisbane St in 1881. later it became known as the Good Companions Hotel. Many people use it now. I think Tamworth has changed dramatically with electric Street lights and traffic lights in the street.

1936
In 1936 The Regent Cinema had balconies which people lived in. Now they have been made into two more screens as well as the two Downstairs. In 1888 Tamworth got its first street lights. This gave Tamworth the name City of light.

1976
In 1976 Tamworth had tar roads and concrete paths. Also Tamworth got upstanding lights. You can see the tops of the two Mountains only, because of the increase in buildings and the height of them.

NOW - Now Tamworth has four Cinemas and the Club House Hotel is now the Good Companions Hotel or the (Goodies).

Photographs: Brisbane Street, Tamworth, 1881, 1936, 1976 from City on the Peel, Roger Milliss, AH & AW Reed, 1980. Reprinted courtesy Tamworth Historical Society.

OHT 6

Outcomes



Outcomes are markers or milestones of achievement that your child will work towards in each stage.

OHT7

Outcomes

Cultures

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.



Change and Continuity

Explains changes in the community and evaluates the effects of these on different individuals, groups and environments.

Environments

Describes people's interactions with environments and identifies responsible ways of interacting with environments.

OHT 8

Units of work



EARLY STAGE 1

School Days

This Is Me!

Places We Know

Meeting Needs

STAGE 1

Identifying Us

Celebrations

The Need for Shelter

Transport

Workers in the Community

The Way We Were

Families Past and Present: Stories and Histories

Wet and Dry Environments

OHT9

STAGE 2

Places: Then, Now and Tomorrow

British Colonisation of Australia

Cooperating Communities

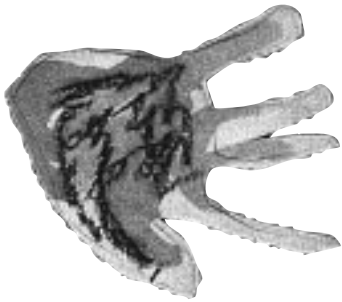
State and National Parks

Australia: You're Standing in It

Living in Communities

People and Their Beliefs

Who Will Buy?



STAGE 3

Study of a Cultural Group: Bali

Identity and Values

Gold!

Global Connections

State and Federal Government

Australian Democracy

Global Environments: Rainforests

Current Issues: Antarctica

OHT 10

You can help your child at home with ...



Examples:

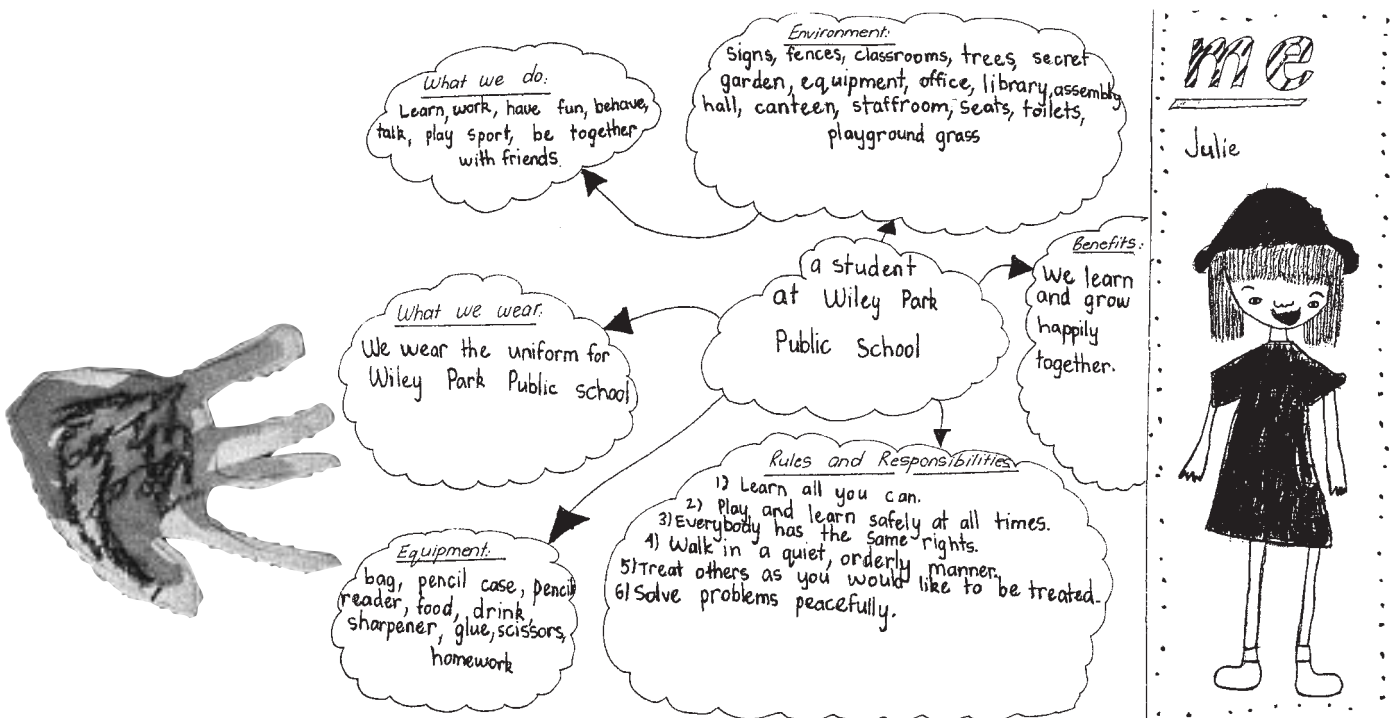
- A photograph of a family event
- A street directory
- A travel brochure
- A television program guide
- An object from the past, eg an ornament, a book, a tool, an appliance
- A council leaflet
- A bus timetable
- A can of tomatoes

Handout 1

Example work sample

Context

Each student drew themselves as a member of a group to which they belong, identifying features that are associated with being a member of this group and categorising these under headings.

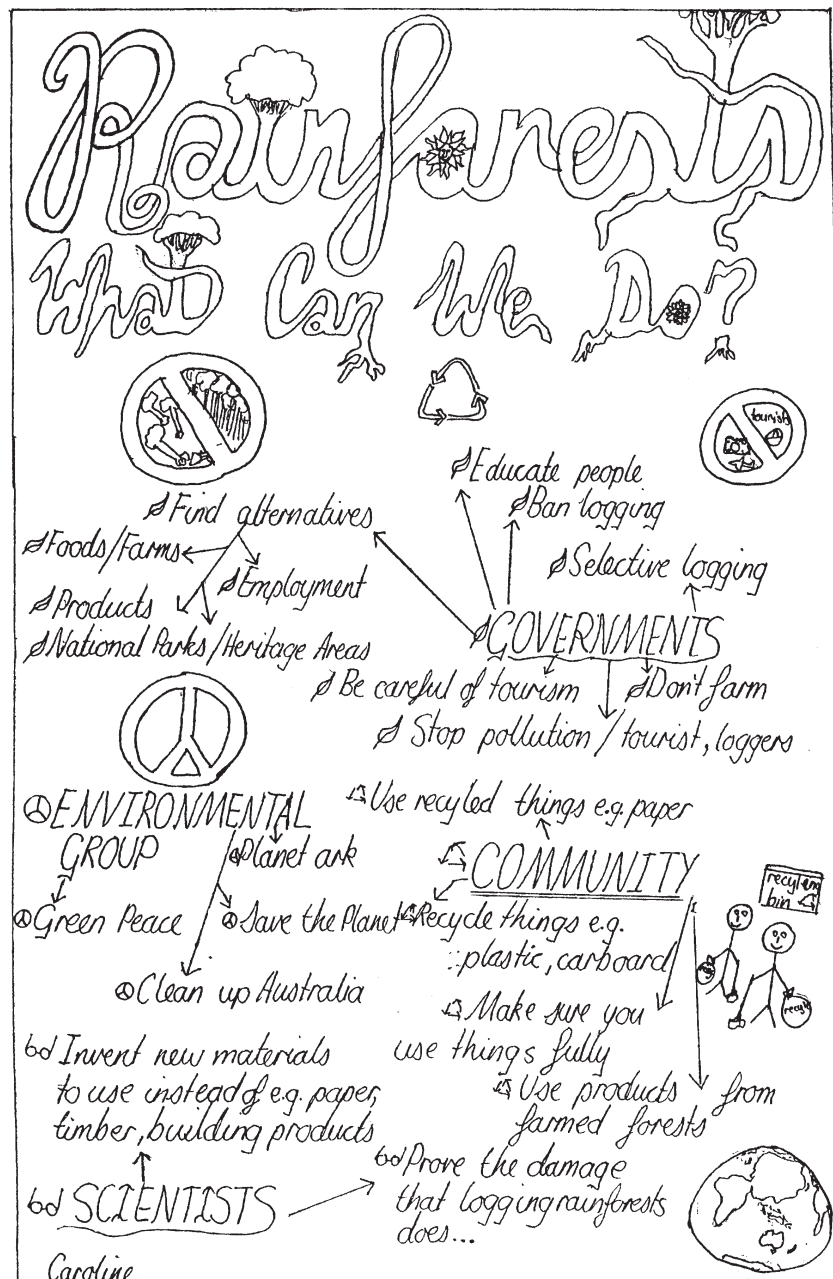


Handout 2

Example work sample

Context

After holding a public meeting in which they presented the viewpoints of different interest groups, students presented their opinions on whose responsibility it is to preserve rainforests. Students shared their ideas on how to present their information during the draft stage. This work sample shows a student's mind map exploring group responsibilities towards preserving rainforests. The final product was displayed and students discussed their findings.



Handout 3

Example work sample

Context

After viewing three photographs of Tamworth in 1881, 1936 and 1976 — taken from the same camera angle and location — students discussed, compared and researched the changes that had occurred over time and the implications for members of the community. They investigated why particular buildings remained, inquiring into the factors behind heritage decisions. This student listed changes and continuities observed and researched.

NOW And THEN By Daniel

1881



The Club House Hotel was built in Brisbane St. in 1881. later it became known as the Good Companions Hotel. Many people use it now. I think Tamworth has changed dramatically with electric street lights and traffic lights in the street.

1936

In 1936 The Regent Cinema had balconies which people lived in. Now they have been made into two more screens as well as the two Downstairs. In 1888 Tamworth got its first street lights. This gave Tamworth the name City of light.



In 1976 Tamworth had tar roads and concrete paths. Also Tamworth got upstanding lights. You can see the tops of the two Mountains only, because of the increase in Buildings and the height of them.

1976



NOW - Now Tamworth has four Cinemas and the Club House Hotel is now the Good Companions Hotel or the (Goodies).

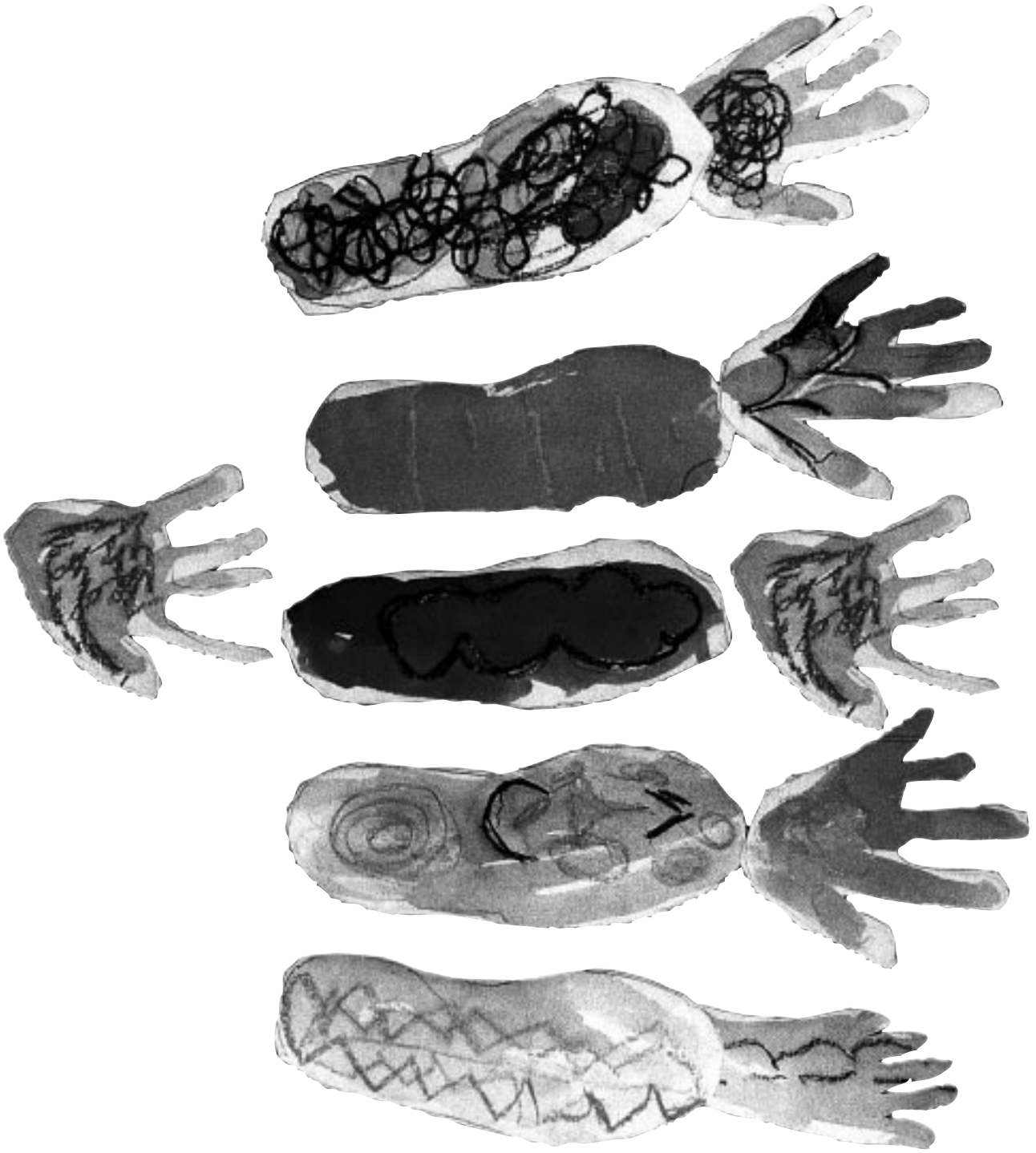
Handout 4

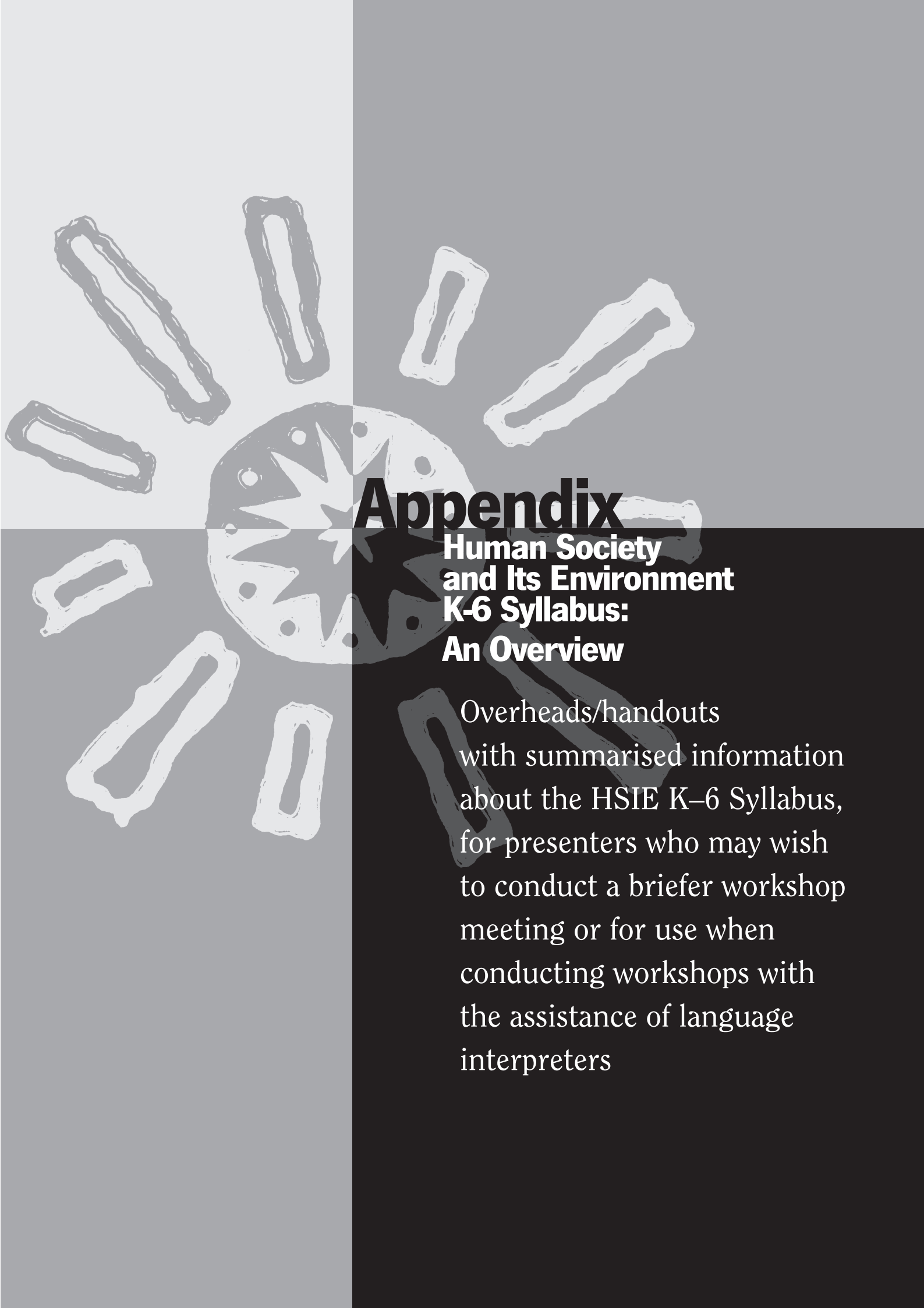
Example work sample

Context

Students explored the school grounds, observing environmental features. They worked in groups to make and label a 3D representation of the school. Groups presented their models to the whole class.







Appendix

Human Society and Its Environment K-6 Syllabus: An Overview

Overheads/handouts
with summarised information
about the HSIE K–6 Syllabus,
for presenters who may wish
to conduct a briefer workshop
meeting or for use when
conducting workshops with
the assistance of language
interpreters

Appendix

Knowledge and understandings

Knowledge and understandings content in the syllabus is divided into four strands:

Change and continuity is about the past and includes the significant people and events of Australian history.

Cultures is about the traditions, religions, beliefs and customs of people.

Environments is about environments in the local area, Australia and other parts of the world.

Social systems and structures is about how the needs of people are met and includes the government systems of Australia and the principles of democracy.



Skills

The skills developed through the syllabus are:

Acquiring information, which is about locating and selecting information in a variety of ways;

Using an inquiry process, which is about identifying and gathering information, organising it and storing it in some way, and then communicating this information to others;

Social and civic participation, which is about listening to others and working with others in a cooperative and responsible way.

Appendix

Values and attitudes



The values and attitudes promoted in Human Society and Its Environment K-6 are:

Social justice — includes valuing fairness and a concern for the welfare of others;

Intercultural understanding — includes respecting different viewpoints and cultural differences;

Ecological sustainability — includes acting responsibly towards the environment;

Democratic processes — includes participating responsibly in decision-making;

Beliefs and moral codes — includes understanding and appreciating different spiritual and religious traditions;

Lifelong learning — includes being curious about the world we live in.

Appendix

Examples of how to help your child at home

- Encourage your child to talk with grandparents and/or other older people that they know, about their lives, the lives of their parents and the changes they have seen and experienced.
- Talk to your child about your family's origins and the countries that family members and ancestors have come from.
- Explain customs associated with celebrations and other family practices.
- Encourage your child to use their home language/s and point out signs and print in other languages.
- Visit a natural place in your local area such as bushland, the beach or a wetland and discuss the care needed to maintain this area.
- When seeing or visiting different buildings, monuments and features in your local area, discuss with your child their purpose and history.
- Draw your child's attention to elections and local council issues. Point out and discuss the media coverage and show your child items that are used in the voting process.

