UniSC

COURSE OUTLINE

EDU778 Teaching HASS in Primary School

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

You will develop a thorough knowledge of the content and scope of the Australian History and Geography curricula for primary schools. You will critically analyse historical perspectives, especially those of Aboriginal and Torres Strait Islander peoples and how diverse Australians have contributed to nation-building. You will conceptualise, plan, and design learning and teaching for students in these curricula areas. You will evaluate how the wider community can assist with your work as a history and geography teacher as well as reflect upon your own professional growth.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with blended learning materials accessed through Canvas.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – Tutorials will be on campus using a mix of synchronous and asynchronous materials and activities accessed through Canvas.	2hrs	Week 1	10 times

1.3. Course Topics

- The Australian Curriculum: History and Social Science (HASS)
- HASS content knowledge, including Aboriginal and Torres Strait Islander histories and cultures
- Planning and sequencing tasks in HASS lessons and learning sequences using prior learning, inquiry based learning, spacing and retrieval practice, explicit instruction, and scaffolding so that students understand the progression of skills for mastery.
- Literacy, numeracy and safe, responsible and ethical ICT in HASS
- Controversial issues and fieldwork in HASS
- Impact of culture, cultural identity and linguistic background in HASS teaching
- Assessment design, marking, reporting and reflection for practice improvement
- Evaluating your identity as a HASS teacher

2. What level is this course?

> 700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Apply and explain primary HASS content and the pedagogical foundation of inquiry.	Knowledgeable Empowered	1.4, 2.1, 2.2, 2.4, 3.7
2 Apply and explain teaching and learning strategies, literacy and numeracy, ICT, assessment and reporting within the context of primary HASS curriculum.	Knowledgeable Empowered	2.1, 2.3, 2.4, 2.5, 2.6, 3.4, 3.6
3 Apply and explain inquiry and skills development in primary HASS.	Creative and critical thinker Empowered	1.1, 1.2, 2.2, 2.5, 2.6, 3.4, 3.5
4 Plan and justify learning activities and assessment that engage learners in HASS inquiry.	Creative and critical thinker Empowered	1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5
5 Reflect and evaluate HASS content and pedagogical professional learning needs and your developing identity as a primary HASS teacher.	Creative and critical thinker Empowered	6.1, 6.2, 6.3, 6.4, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

CODE	COMPETENCY
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

This course is only available to student enrolled in ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

The first assessment task will provide early low weighted feedback on course progress

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Artefact - Professional	Individual	10%	200-400 words	Week 3	Online Assignment Submission with plagiarism check
All	1b	Quiz/zes	Individual	10%	40 min	Week 4	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	35%	12 minute multimedia presentation of 4 slides	Week 6	Online Submission
All	3	Portfolio	Individual	45%	3000 words	Week 10	Online Submission

All - Assessment Task 1a: What is the role of HASS education today?

GOAL:	The goal of this task is to demonstrate your ability to identify, apply, explain and communicate course topics.
PRODUCT:	Artefact - Professional
FORMAT:	You will conduct an investigative interview with at least two others (adults: peers, family, colleagues, friends) and report your findings in relation to the question "What is the role of HASS education today?" You will collate your interviews in a venn diagram and provide a reflective summary paragraph discussing your findings. You will upload your venn diagram and summary.

CRITERIA:	No.		Learning Outcome assessed
	1	Application and explanation of HASS content and curriculum	1
	2	Application and explanation of HASS inquiry and skill development.	3
	3	Application and explanation of teaching and learning strategies within the HASS context.	2

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 1b: Quiz

GOAL:	The goal of this task is to demonstrate your ability to identify, apply and explain course topics.
PRODUCT:	Quiz/zes
FORMAT:	This quiz will provide you with the opportunity to demonstrate evidence of your ability to identify, apply and explain course topics from Weeks 1-3 including: The Australian Curriculum: Humanities and Social Science (HASS) Planning HASS lessons and learning sequences Applying inquiry models to learning The exam will be 40 minutes and will consist of 20 multiple-choice questions The exam will be held in your enrolled tutorial, online.

CRITERIA:	No.		Learning Outcome assessed
	1	Application and explanation of HASS content and curriculum	1
	2	Application and explanation of HASS teaching and learning strategies	2
	3	Application and explanation of HASS inquiry and skill development	3

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 2: HASS and Our School

GOAL:	The goal of this task is to demonstrate your ability to identify and apply HASS content and teaching strategies to a professional audience.
PRODUCT:	Oral and Written Piece
FORMAT:	You will be allocated a school and year level (F-4) in week 2 and form a teaching team. Your task, as a teaching team, will be to devise ways to engage students in HASS by attending to the sequence of learning from F-4 at your school in a negotiated HASS Strand/s to share with colleagues in a curriculum meeting. Consider how to effectively use slides in PowerPoint to share your message. You will illustrate the development of the HASS Strand/s (and chosen content focus) from F-4 at your school. Your teaching team will collaborate to develop an understanding of the school and local area, then each member will take responsibility for one year level. This development will also consider physical, social, and intellectual development of students and reflect the school data* You will develop four PowerPoint Slides for your year level and submit your presentation individually.
	Slide 1: Key Questions: What is the school data? What do you need to consider for your year level? Consider: Know your students-what have you learnt about your class from the school data? Demonstrate your understanding of physical, social, and intellectual development and the characteristics of your year level and school (consider the geographic, socio/economic, cultural and historic region of the school). How will this affect student learning and HASS skill development?
	Slide 2: Key Questions: Which inquiry model have you chosen and why? How will this model be appropriate for your school and year level? Consider: Know the content and how to teach it- Describe your chosen inquiry model. Demonstrate how you would apply this model to your classroom. How does it connect to the chosen area of HASS?
	Slide 3: Key Questions: What classroom strategies will you use to enhance learning in HASS? How are the approaches appropriate for the developmental, social and intellectual requirements of the year level? Consider: How will you plan for and implement effective teaching and learning: Describe the sequence of learning in HASS related to your chosen HASS strand/s. Provided classroom strategies specific to your level. How would you teach this content?
	Slide 4: Key Questions: What classroom resources would you employ? What references have you used to justify your choices? Consider: Academic references, teacher resources for the classroom and for teacher professional development, community/state resources/links related to the content area.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application and explanation of HASS content, curriculum, pedagogy and assessment to the work of teaching primary HASS	① ② ③
	2	Creation of communication using credible sources	① ② ③ ④ ⑤
	3	Justification of teaching and assessment activities that engage learners in HASS inquiry	④

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 3: Fieldwork teaching and assessment portfolio

GOAL:	The goal of this task is to demonstrate your ability to explain, analyse and evaluate the application of curriculum, pedagogy and assessment decision making in the context of Primary HASS.
PRODUCT:	Portfolio
FORMAT:	You will create a portfolio recording evidence to showcase your development of an inquiry-based fieldwork task, lessons and assessment for Year 5 or Year 6 at your Task 1 school. You will consider HASS curriculum content, relevant achievement standard, school data, planning for learning and assessment and professional growth planning. Explain and justify your pedagogical and discipline specific choices based on the Australian Curriculum and academic literature. You will reflect on the potential challenges you may face as a beginning teacher. You will create a brief unit plan and elaborate on three sequenced lessons from the plan. Your portfolio will include: 1. School and class focus: - Analysis of the school data and profile, describing the implications on the chosen year level. - Identify the available classroom level data you would have available as the classroom teacher before teaching and assessment commences for this task. - Describe how you might use this data with your year level. 2. Fieldwork and assessment task: - Describe the field work experience and assessment task, including curriculum connections - Include HASS achievement standard for relevant year level - Construct a brief ten-week unit plan situating the sequence of three lessons, fieldwork, and assessment task 3. Sequence of three lessons: - Identify curriculum descriptions and consider prior learning - Create objectives that are relevant and related to the subject and assessment - Apply a range of teaching strategies and resources including literacy, numeracy, and safe, responsible and ethical use of ICT. Tasks become increasingly challenging and incorporate spacing and retrieval practice, to support students' retrieve past learning and consolidate it in long-term memory. Include strategies to promote student participation and engagement, and demonstrate a progression of skills to attain mastery. 4. Professional knowledge and practice: - Reflect on the challenges and considerations required to achieve the fieldwork and task, from the perspective of a beginning teacher in the location - Analyse the challenges and explain ways you might improve your HASS teaching practice for student learning - Analyse and explain the value of a range of sources for professional knowledge and practice development, reflect on the role of the APST and professional feedback. Describe your pedagogy in a mind map.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application and explanation of HASS content and curriculum	①
	2	Application and explanation of HASS pedagogy, inquiry, skills development, literacy, numeracy and use of ICT to engage students.	② ③
	3	Planning and explanation of data use, pedagogy and assessment decision making in HASS	④
	4	Analysis and evaluation of the value of teacher professional development	⑤
	5	Creation of communication using credible sources	① ② ③ ④ ⑤

GENERIC SKILLS:	Communication, Problem solving

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Deborah Green,Deborah Price	2025	Making Humanities and Social Sciences Come Alive	2nd	Cambridge University Press
Recommended	Deborah Green,Deborah Price	2024	Teaching to Transform Learning	n/a	Cambridge University Press

8.2. Specific requirements

It is expected that all students will have access to electronic devices and suitable internet access to engage with the course materials. Bring Your Own Device (BYOD) is necessary for each tutorial session. Access to a mobile device with a camera and microphone is recommended. Exams will be undertaken using a BYOD.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au