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# PLACE & TIME

TEACHING HISTORY, GEOGRAPHY  
AND SOCIAL SCIENCES

2ND EDITION

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# PREFACE



**OVER THE PAST THREE DECADES**, geography and history education in schools have each been under pressure as discipline-based subjects. In geography's case, this has partly been because of the changing nature of its identity at the tertiary and professional levels and partly because of its reduced profile within a 1990s generic approach to the teaching of social education. History education has been under pressure, partly because of a similarly reduced profile within that 1990s social education model and also because history has been the focus for determined and intrusive political intervention during the early part of the twenty-first century, mainly at the federal level. To help educators deal with these kinds of professional and political pressures and to bring them up to date, we have written *Place and time: Teaching history, geography and social sciences* because we feel that there is much new research that has taken place in both disciplines since the 1970s needs to be reported in an accessible and practical way that strengthens the case for a disciplinary approach to history and geography. While there are many outstanding research-based books specific to the complex and changing curricula of various overseas systems, since the 1970s there has been no comprehensive Australian text on a discipline-based approach to either geography or history pedagogy, apart from the National Centre for History Education's *Making history* (Taylor & Young, 2003). At the same time, the teaching and learning of the school subject civics and citizenship as well as the combined discipline/subjects of economics and business are dealt with in both a discrete and an integrated fashion in this new edition of *Place and time*.

*Place and time* is therefore designed to help intending and practicing teachers deal with the implementation of the current 2012 Australian Curriculum: Humanities and Social Sciences, the composite curriculum model that replaced the original 2010 history and geography models. The authors have anticipated that further rolling revisions to the curriculum will take place and have written this textbook on that basis by outlining relevant research-based principles combined with practical examples that can be adapted as the curriculum evolves.

We have taken this approach because any curriculum is a dynamic vehicle for teaching and learning and may well change in its specifics. Experience tells us that these changes usually happen over a five-year cycle. Thus, this book is based on general, research-based pedagogical principles and concepts that can be adapted to suit any modifications that result as the story of the Australian Curriculum unfolds.

Current and prospective teachers of the humanities and social sciences disciplines who adopt the research-based ideas and concepts outlined in this book will be in a position to revive the teaching and learning of these disciplines *within an integrated curriculum framework and within a more specialised, discipline-based framework*. Tertiary educators will already be aware of the need for a more current and evidence-based approach to teaching the humanities. That being the case, we suggest teachers use this text as a starting point for informed and vibrant discussions and

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the construction of activities that explore the exciting, comprehensive and contemporary possibilities that a modern, discipline-based approach to humanities teaching offers.

## INTENDED AUDIENCE

*Place and time* has been written for pre-service teachers in primary, middle and secondary school sectors, for in-service teachers and for tertiary educators. Accordingly, the book is a guide for pre-service-year students, an aid for tertiary educators and a summary of current research for practicing teachers.

## ABOUT THIS BOOK

The book's structure is based on a series of major investigative themes divided into detailed chapters, which are intended to provide an informed response to the investigative questions. These themes reflect the major questions that knowledgeable educators who work in the fields of humanities and social sciences education constantly pose of themselves and of their students and teacher colleagues. In general, the chapters feature an introduction outlining the major issues for that topic, questions and thinking points to aid readers' progressive reflections, and a series of summary questions to assist readers in reviewing their understanding.

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## EDUCATOR RESOURCE – DIGITAL IMAGE POWERPOINTS

All the photographs, diagrams and tables from the text are available for lecturer use in chapter-based PowerPoint slides.

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