



MARY IMMACULATE PRIMARY SCHOOL

INTEGRATED CURRICULUM STATEMENT

At Mary Immaculate Primary School, the Integrated Curriculum approach purposefully draws together the knowledge, skills, attitudes and values from within and across the Victorian Curriculum to develop a deep understanding of key learning areas. The key learning areas of the Victorian Curriculum identified as containing significant content for the Integrated Curriculum are:

- The Humanities
 - Civics and Citizenship
 - Economics and Business
 - Geography
 - History
- Health
- Technologies

The Capabilities are also explicitly taught and developed through our Integrated Curriculum units:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Integrated Curriculum units aim to:

- integrate the content and skills with processes and strategies
- provide authentic and purposeful contexts for the learning content, processes and skills
- enable students to make connections across subject boundaries
- provide opportunities for students to direct and reflect on their learning by engaging in active investigation and inquiry
- encourage students to become independent, resourceful and adaptable learners
- provide learning opportunities for students with a wide range of interests, abilities and skills.

As for Years 1-6, a broad two-year cycle of units is planned and implemented to ensure a breadth of study from the above learning area and they are recorded as the 'Integrated Units – Scope & Sequence'.

The framework for sequencing the units of work is based on four main understandings:



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UNDERSTANDING	CORE CONCEPTS
<i>Understanding myself</i>	-relationships -behaviour -family -learning -feeling and emotions -personal safety, health and wellbeing -conflict and cooperation
<i>Understanding my local community</i>	-communication -community -production -supply and demand -services
<i>Understanding my nation</i>	-citizenship and democracy -roles, rules and laws -culture -history -social justice
<i>Understanding the world in which I live</i>	-the physical world -environment/conservation -technology -living and non-living -change and development

The units of work are selected to be:

Authentic:

- develop the students' understanding of the world in which they are living, now and in the future and how the past has shaped the present
- the students are presented with rich concepts that are developmentally appropriate and are of local and/or global significance
- the values presented are congruent with the Catholic values of our school.

Purposeful:

- engage students' interest and provide opportunities for individual and collaborative student inquiry and investigation
- provide students with opportunities to engage relevant learning experiences that develop skills, understanding and knowledge appropriate to their level of development and schooling.

Challenging:

- understandings and skills development aims to extend the students' current levels to move beyond what they already know, understand and can do
- prior knowledge and experiences are acknowledged and built upon.

An inquiry-based learning approach is used for the planning of the teaching, learning and assessment activities. Inquiry-based learning is a student-centred or active learning approach that takes as its starting point, the natural process of inquiry, building on this to develop information processing and problem solving skills. The focus is on 'how we know' in addition to 'what we know', with students actively involved in the construction of their own knowledge.



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At Mary Immaculate Primary School, the Integrated Curriculum is implemented by our classroom teachers and supported by our specialist programmes. Where appropriate, incursions and excursions are provided to support and enhance student learning.

Assessment is ongoing with The Humanities - Civics and Citizenship, Economics and Business, Geography and History; and Health are formally reported twice yearly against the Victorian Curriculum standards in our semester Student reports.

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