

## Supporting all learners

We develop syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.



Teachers should make decisions about learning goals and curriculum options for your child together with you, their caregiver. Find out more by scanning the QR code or visiting [curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners](https://curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners)

### Aboriginal students

Teachers can support the success of Aboriginal and Torres Strait Islander students by providing opportunities for them to develop their Cultural identities. This includes aligning with students' Cultural aspirations within Community contexts and consistently showing respect for Aboriginal and Torres Strait Islander Cultural Knowledges. Parents and carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.

### EAL/D students\*

Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English and to learn subject content.

### Gifted and talented students

Gifted students and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.

### Students with disability

Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including drawing from outcomes from previous stages of schooling or accessing Life Skills outcomes and content.

\*Students learning English as an additional language or dialect



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## NSW Education Standards Authority

# A parent and carer guide to supporting your child in Human Society and its Environment (HSIE) K-2



## Human Society and its Environment (HSIE) K–2

Scan the QR code to find out more about the  
HSIE K–6 syllabus or visit  
[curriculum.nsw.edu.au/learning-areas/  
hsie/hsie-k-6-2024/overview](https://curriculum.nsw.edu.au/learning-areas/hsie/hsie-k-6-2024/overview)



You have an important role in supporting your child at home in their learning.



### What will my child learn?

The history and geography content in HSIE K–6 reflects a student's local community and explores the world through different times and places.

Your child will develop knowledge and understanding about Aboriginal Peoples' Histories, Cultures and Languages, and the relationships Aboriginal Peoples have with Country.

In the early years, your child will learn about locating and caring for Australian and global environments. Engaging with stories, objects and sites will support your child to learn about significant events and people.

### How will my child benefit?

Learning in HSIE provides opportunities for your child to:

- engage with Aboriginal Dreaming Stories to identify ways that Aboriginal Peoples connect with Country, Culture and Community
- share stories, and examine images, objects and sites from ancient China, Egypt, Greece and Rome
- describe how transport and communication have changed over time
- use maps, globes and images to learn about some of Australia's rivers, lakes, beaches and oceans
- describe how people care for places and each other.

### What can I do to help?

You can support your child at home by:

- encouraging wide reading of books about the history of people and places, and different environments in the world, through shared or independent reading
- looking for examples in the local community where Traditional Custodians and Aboriginal Country is acknowledged
- looking for opportunities to discuss why and how we use maps in our everyday lives
- pointing out and discussing the natural and human features of places
- discussing how people, customs and practices from different times and places contribute to our global community
- discussing different designs and purposes of cultural structures and objects
- locating places on a map that people are connected to, or are referenced in stories, myths and legends
- discussing the work people do in the community to help others.