It is in tune with the vision of Catholic Education:

A creative framework of dialogue, understanding and action needs to be constructed, leading students in a process of deep learning, evaluation and response to the mysteries of life, enlivened by the Holy Spirit.

The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. It is a dance, as it were, an active interplay between life, culture and religion within the environment of a classroom.

Here students are invited to be engaged in the exploration and celebration of the Catholic story in all its richness and diversity through reflection, prayer and action for the good of others and their world. (Catholic Education Office Victoria)

It is in tune with Catholic Social Teaching - “the call to community and participation”:

It is necessary that all participate, each according to their position and role, in promoting the common good. This obligation is inherent in the dignity of the human person.... as far as possible citizens should take an active role in public life...” (The Catechism of the Catholic Church)

It is in tune with the teachings of Scripture - Galatians 3:28:

There is neither Jew nor Greek, there is neither slave nor free man, there is neither male nor female; for you are all one in Christ Jesus.

It is in tune with the National Curriculum:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. ... The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

... It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture... This knowledge and understanding is essential for informed and active participation in Australia's diverse society. (Rationale for “History” National Curriculum)

It is in tune with sound pedagogy:

It provides an opportunity for the best teaching practice though problem solving while working collaboratively on an inquiry based project which, where available, makes use of online learning. The presentation demands students demonstrate an ability to utilise multiple intelligences. The student/s will need to confront spatial questions and the use of technology in their design. They will need to confront sophisticated concepts in texts that will develop their literacy skills. Some will accept the challenge of the public speaking proposal which will develop skills in oral English (more information to come on this in 2015). The display of their work on 13th February 2015 will provide students with the opportunity to see that their work is relevant and powerful in the world.