How content is presented in the History K–10 Draft Syllabus Version 2

- The knowledge, understanding and skills described in the content provide a sound basis for students to successfully move to the next stage of learning.
- Teachers will make decisions about the sequence of learning and the emphasis to be given to particular content, based on the needs of their students.

**History • Stage 4**

**Depth Study 1: Investigating the Ancient Past**

**Outcomes:**
A student:
- describes and explains the nature of history HT4-1
- demonstrates an understanding of the features and nature of events and developments over time HT4-2
- identifies the meaning, purpose and context of historical sources HT4-4
- uses evidence from sources to support historical narratives and explanations HT4-6
- locates, selects and organises relevant information to develop an historical inquiry from some sources HT4-8
- uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past HT4-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT4-10

**Related Life Skills outcomes:** HTLS-1, HTLS-2, HTLS-6, HTLS-7, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:
- outline the main features of the study of history and of archaeology
- define the terminology and concepts of historical time, including BC/AD, BCE/CE
- outline the role of historians and archaeologists [WE]
- describe and explain the different approaches to historical investigation taken by archaeologists and historians

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

Students:
- describe the range of sources used by archaeologists and historians in historical investigations, such as archaeologists’ use of excavation, stratigraphy and scientific data derived from radio carbon dating, and historians’ use of archaeological, written and digital sources [ICT]

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)

Students:
- use the process of historical investigation to examine historical controversies or mysteries. This could include at least ONE of the following: the ‘Ice Man’, the building of the Pyramids, the Trojan Horse, the identities of Helen of Troy and/or Homer, the Minotaur and the Labyrinth, the end of the Minoans, the ‘tomb’ of the First Emperor of China, King Arthur, Teotihuacan [L, A, CCT]