



History

K–10

Draft syllabus

Consultation period
14 June – 22 August 2011

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Background information

The *History K–10 Syllabus* is being developed to deliver the Australian Curriculum to NSW schools. The syllabus is being developed within the context of the NSW Board of Studies *K–10 Curriculum Framework*, using the Board’s syllabus development process.

On 8 December 2010 the Australian education ministers endorsed the Australian Curriculum content descriptions for Foundation to Year 10 History. The endorsed content descriptions form the basis for the Board’s development of the *History K–10 Draft Syllabus* for implementation in NSW schools.

The K–10 syllabus will challenge students to meet high, but realistic, expectations as they progress through the years of schooling. It clearly articulates standards that show what students are expected to know and be able to do at each stage from Kindergarten to Year 10. This provides the context for assessment for learning and meaningful reporting of student achievement.

The draft syllabus

The draft syllabus has been guided by the *History K–10 Directions for Syllabus Development* available on the NSW Board of Studies website. The *Directions for Syllabus Development* reflects the Australian Curriculum, Assessment and Reporting Authority (ACARA) developed curriculum, the feedback received from NSW stakeholders and the advice of the K–10 NSW Board Curriculum Committee for History.

The Board’s syllabus development process

This project commenced at the draft syllabus development phase of the Board’s syllabus development process, recognising the substantial work that ACARA has undertaken. Broad consultation with teachers and other interest groups will precede the finalisation of the syllabus.



The process and timeline for the development of the syllabus follows.

Timeline for the development of the History K–10 syllabus

Steps in the syllabus development process	Date
<i>Directions for syllabus development</i>	
K–10 Board Curriculum Committee established to provide advice to the Board of Studies during the syllabus development process, including actions for the development of a quality syllabus	Established May 2010
Endorsement of the Australian curriculum content descriptions as the basis for development of the NSW syllabus	8 December 2010
<i>Directions for Syllabus Development</i> prepared	February to March 2011
<i>Syllabus development</i>	
Draft syllabus and survey prepared	March to May 2011
Consultation	14 June to 22 August 2011
Consultation report and final syllabus to K–10 Board Curriculum Committee	September 2011
Consultation report and final syllabus to Board of Studies for endorsement	October 2011
Publication of the syllabus	Term 4, 2011

Assisting respondents

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

Note: Australian curriculum content has a grey screen to differentiate it from NSW content. It looks like this:

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease

Consultation

The *History K–10 Draft Syllabus* is accompanied by an online consultation survey on the Board of Studies website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is modified.

The consultation period is from 14 June to 22 August 2011.

Written responses may be forwarded to:

Curriculum Support Officer, History
GPO Box 5300
Sydney NSW 2001

Or emailed to: michael.hayes@bos.nsw.edu.au

Or faxed to: (02) 9367 8476

Structure of the draft syllabus

The draft syllabus has the following sections:

- The K–10 curriculum
- Rationale
- The Place of *History K–10 Syllabus* in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Content
- Years 7–10 Life Skills outcomes and content
- Continuum of learning in History K–10
- Assessment.

Each section of the draft syllabus includes:

- an explanation of the section's purpose
- the material on which responses and views are sought through the consultation.

The draft syllabus

1 Introduction

1.1 The K–10 curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The broad learning outcomes of the *K–10 Curriculum Framework* are consistent with the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*. These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *History K–10 Syllabus* will contribute to the curriculum and to the student’s achievement of the broad learning outcomes is outlined in the draft syllabus rationale.

In accordance with *the K–10 Curriculum Framework* and the Board’s *Statement of Equity Principles*, the *History K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with special education needs

The rationale, aim, objectives, outcomes and content of the *History K–10 Syllabus* have been designed to accommodate teaching approaches that support the learning needs of all students. The stage statements and the continuum of learning can help teachers identify the starting point for instruction for every student, including those with special education needs.

Most students with special education needs will participate fully in learning experiences based on the regular syllabus outcomes and content. Students may require additional support, including adjustments to teaching, learning and assessment activities.

Collaborative curriculum planning will determine the most appropriate curriculum options for students with special education needs in keeping with their interests, strengths, goals and learning needs.

Students with special education needs can access the syllabus outcomes and content in a range of ways including:

- under regular course arrangements
- through content from a different stage
- with curriculum adjustments
- through Years 7–10 Life Skills outcomes and content.

Curriculum adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content. These adjustments may involve:

- classroom organisation
- appropriate materials and resources to support teaching and learning activities
- the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- additional demonstration of key concepts and skills by the teacher, teacher’s aide or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- additional support through group work, peer or volunteer tutoring, and other individual assistance.

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate, even with adjustments to teaching, learning and assessment. For these students, the Years 7–10 Life Skills outcomes and content can provide the basis for developing a

relevant and meaningful age-appropriate program. A range of curriculum adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content.

Kindergarten – Year 6

In Kindergarten to Year 6, it is important for all students to have the opportunity to participate fully in and progress through the curriculum. As they move through the developmental stages of learning, students demonstrate individual strengths and establish preferred ways of learning.

There are several curriculum options for students with special education needs in K–6. Students may engage with syllabus outcomes and content with adjustments, and/or may engage with outcomes and content from an earlier stage. All decisions regarding curriculum options for students with special education needs should be made through the collaborative curriculum planning process, to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

In addition, the NSW K–6 curriculum provides for students with special education needs through:

- inclusive syllabus outcomes and content accessible by the full range of students
- additional advice and programming support for teachers on how to assist students to access the outcomes of the syllabus
- specific support documents for students with special education needs as part of the overall syllabus package.

Years 7–10


Students build on their achievement from Kindergarten to Year 6 as they undertake courses to meet the requirements for the School Certificate. For a small percentage of these students the provision of curriculum adjustments may be insufficient to enable access to the regular syllabus outcomes and content. In this case the Years 7–10 Life Skills outcomes and content may be appropriate.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *History K–10 Syllabus*. Further information relating to accessing and implementing History Years 7–10 Life Skills outcomes and content can be found in the History support document and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.


The Years 7–10 Life Skills outcomes and content are in Section 8 of the syllabus. Assessment and reporting information for students with special education needs is contained in Section 10.

School principals have the authority to approve student access to courses based on Years 7–10 Life Skills outcomes and content, and to determine the appropriateness of making adjustments to curriculum and assessment for individual students.

2 Rationale

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.


 consult

History is a disciplined process of inquiry into the past that helps to explain the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.


The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people at various times in the past, from families, local community to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one version. There are many differing perspectives within a nation's history and historians may interpret events differently depending on their point of view and the sources used. The study of History strengthens an understanding of civics and citizenship and broadens an understanding of the historical experiences of different cultural groups within our society and how various groups have struggled for citizen's rights, such as Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop understanding of significant historical concepts such as motivation, causation, change and continuity, consequence, significance and empathy.

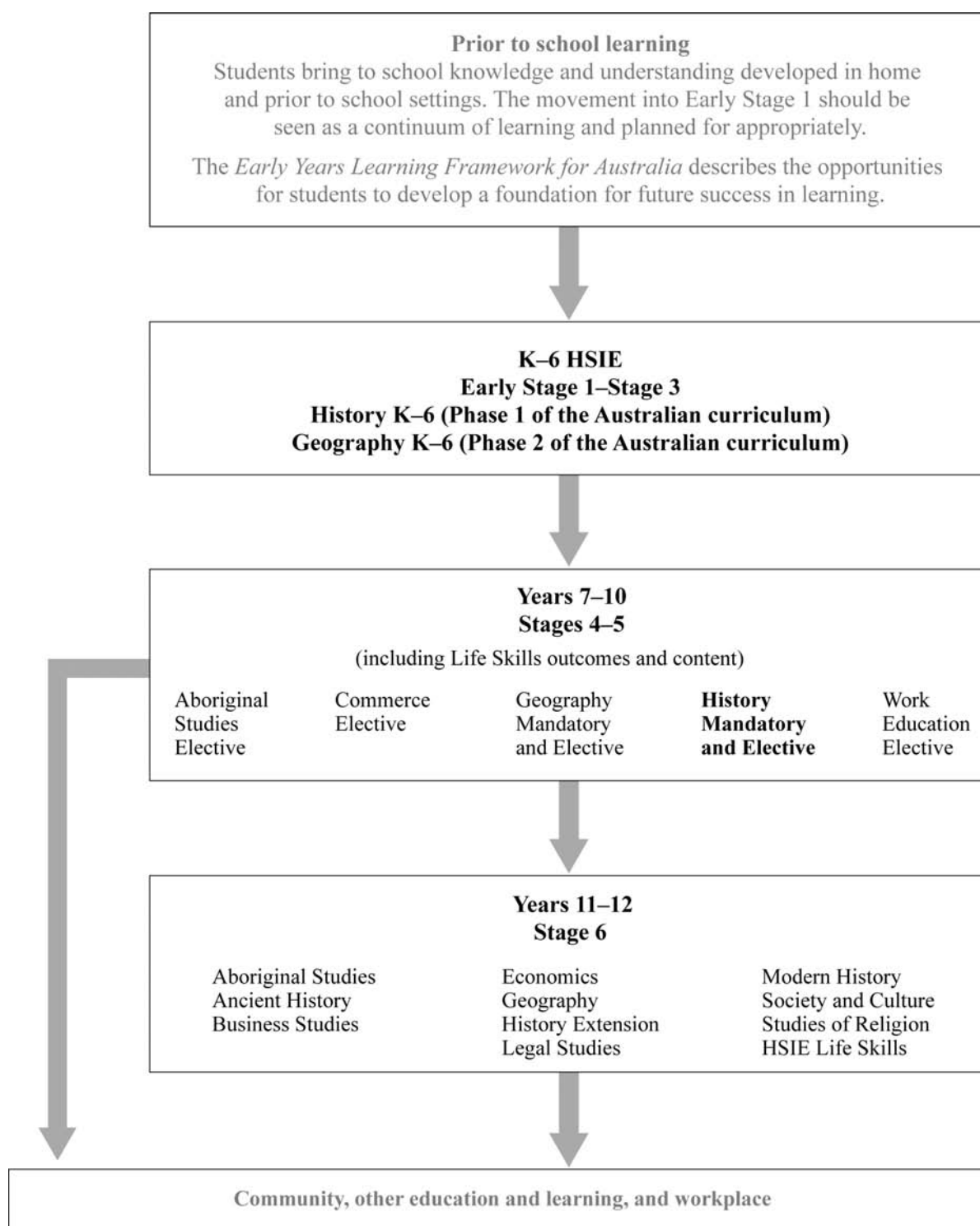
History as a discipline has its own methods and procedures. The study of History is based on the evidence drawn from the remains of the past. History provides the skills for students to answer the question 'How do we know'? History is much more than the facts and dates from the past. An investigation of a historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

3 The place of the History K–10 syllabus in the K–12 curriculum


 for your information

This section of the syllabus demonstrates the relationship between the K–10 syllabus and other associated courses. It shows the possible pathways of learning in the learning area.


 consult



4 Aim


 for your information

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

 consult

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.


5 Objectives

 for your information

Objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills and values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Objectives will be organised under the areas of:

- knowledge, understanding and skills
- values and attitudes.

 consult

Early Stage 1–Stage 3

Knowledge, understanding and skills

Students:

- develop knowledge and understanding about the nature of history and the key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Stages 4 and 5

Knowledge, understanding and skills

Students:


- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- develop knowledge and understanding of key historical concepts
- develop skills to undertake the process of historical inquiry
- develop skills to communicate their understanding of history.

Values and attitudes K–10

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

6 Outcomes

 for your information

Syllabus outcomes express the specific intended results from teaching the syllabus. They provide clear statements of the knowledge, understanding, skills, values and attitudes expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.


 consult

Table of objectives and outcomes

K–6: Early Stage 1–3

Objectives			
Students:			
<ul style="list-style-type: none"> develop knowledge and understanding about the nature of history and the key changes and developments from the past develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry. 			
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:
ES1.1: describes events or retells stories that demonstrate their own heritage and the heritage of others	1.1: communicates an understanding of historical change in the local community	2.1: describes how various groups and individuals contributed to the development of the local community	3.1: describes the significance of people, groups, places and events to the development of the Australian nation
ES1.2: communicates some common characteristics shared by families as well as some of the differences	1.2: identifies significant people, places and sites in the local community	2.2: describes events, actions and consequences related to world exploration and British settlement of Australia	3.2: describes the principles of Australian democracy
		2.3: describes changes and consequences of British colonisation in Australia	3.3: describes and explains the struggles for rights and freedoms in Australia

7–10: Stages 4 and 5

<p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia. 	
<p>Stage 4 outcomes A student:</p>	<p>Stage 5 outcomes A student:</p>
4.1 describes and explains the nature of history and applies the methods of history to investigate the past	5.1 describes and explains the significant changes and developments in the modern world and Australia
4.2 identifies major periods of historical time and sequences events, people and societies from the past	5.2 identifies, sequences and explains major periods of historical time and significant changes and developments in the modern world and Australia
4.3 describes and explains key historical features and assesses individuals from past societies	5.3 describes and explains the ideas, movements, people and events that shaped the modern world and Australia
<p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of key historical concepts 	
<p>Stage 4 outcomes A student:</p>	<p>Stage 5 outcomes A student:</p>
4.4 uses historical concepts to demonstrate an understanding of historical ideas and processes	5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
<p>Objectives Students:</p> <ul style="list-style-type: none"> develop skills to undertake the process of historical inquiry 	
<p>Stage 4 outcomes A student:</p>	<p>Stage 5 outcomes A student:</p>
4.5 identifies the meaning, purpose and context of historical sources	5.5 identifies, comprehends and evaluates the usefulness and reliability of sources in the historical inquiry process
4.6 uses evidence from sources to support historical narratives and explanations	5.6 uses evidence from sources to support appropriate historical narratives, explanations and analyses
4.7 identifies different contexts, perspectives and interpretations of the past	5.7 identifies and explains different contexts, perspectives and interpretations of the past
4.8 locates, selects and organises relevant information from a variety of sources to conduct basic historical research	5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research


Objectives Students: <ul style="list-style-type: none"> develop skills to communicate their understanding of history. 	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
4.9 uses historical terms and concepts in appropriate contexts	5.9 uses key historical terms and concepts in appropriate contexts
4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past	5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Years 7–10 Life Skills outcomes


For students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program – see section 8.

7 Content

7.1 Organisation of content

 for your information

Content includes knowledge, understanding, skills, values and attitudes, and describes the substance of the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning.

 consult

Essential Content

History K–6

STAGES 1–3

Early Stage 1

Personal and Family Histories

Stage 1

Present and Past Family Life

The Past in the Present

Stage 2

Community and Remembrance

First Contacts

Stage 3

The Australian Colonies

Australia as a Nation



Stage 4

The Ancient World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Ancient World*. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

Depth Study 1

(approximately 30% of teaching time)

Investigating the Ancient Past

Depth Study 2

(approximately 30% of teaching time)

The Mediterranean World

ONE of the following to be studied:

- Egypt
- Greece
- Rome

Depth Study 3

(approximately 30% of teaching time)

The Asian World

ONE of the following to be studied:

- India
- China

Stage 4

The Ancient to the Modern World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.

Depth Study 4

(approximately 30% of teaching time)

The Western and Islamic World

ONE of the following to be studied:

- The Vikings
- Medieval Europe
- The Ottoman Empire
- Renaissance Italy

Depth Study 5

(approximately 30% of teaching time)

The Asia-Pacific World

ONE of the following to be studied:

- Angkor/Khmer Empire
- Japan and the Shoguns
- The Polynesian expansion across the Pacific

Depth Study 6

(approximately 30% of teaching time)

Expanding Contacts

ONE of the following to be studied:

- Mongol Expansion
- The Black Death in Asia, Europe and Africa
- The Spanish Conquest of the Americas

All students must complete a site study in Stage 4. A virtual site study can be used if appropriate.



Stage 5

The Making of the Modern World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Making of the Modern World*. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

Depth Study 1

(approximately 30% of teaching time)

Making a Better World?

ONE of the following to be studied:

- The Industrial Revolution
- Movement of peoples
- Progressive ideas and movements

Depth Study 2

(approximately 30% of teaching time)

Australia and Asia

ONE of the following to be studied:

- Making a nation
- Asia and the world

Depth Study 3

(approximately 30% of teaching time)

World War I (1914–1918)

Stage 5

The Modern World and Australia [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Modern World and Australia*. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.

Depth Study 4

(approximately 30% of teaching time)

World War II
(1939–1945)

Depth Study 5

(approximately 30% of teaching time)

Rights and freedoms
(1945 to the present)

Depth Study 6

(approximately 30% of teaching time)

The globalising world

ONE of the following to be studied:

- Popular culture
- The environment movement
- Migration experiences

All students must complete a site study in Stage 5. A virtual site study can be used if appropriate.

Additional content

History Elective Stages 4 and 5

The current provision for an additional elective study of History will remain. The Elective course is described in the current History Years 7–10 syllabus (2003).

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5. Courses are structured in the following ways:

- 100 hours: ONE topic from each of Topics 1, 2 and 3 must be studied
- 200 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any topic.

Topics may be integrated in teaching and learning programs.

- Topic 1: Constructing History
- Topic 2: Ancient, Medieval and Early Modern Societies
- Topic 3: Thematic Studies

THE TOPICS CHOSEN IN THE HISTORY ELECTIVE COURSE MUST NOT OVERLAP OR DUPLICATE SIGNIFICANTLY ANY OF THE TOPICS SELECTED FROM THE K–10 HISTORY SYLLABUS.

Life Skills

Life Skills and outcomes and content are in section 8 of the syllabus.

Site Studies

A site study should be integrated within each of Stages 4 and 5 as a means through which students acquire knowledge, skills, values and attitudes from experience in the field or by analysing a virtual site using ICT. Site studies enable students to understand their historical environment and participate actively in historical inquiry. They can offer a means of interpreting the past and/or recognising how human occupation and use of the site has changed over time and lead to an understanding of the context in which changes have occurred. The enjoyable experience of active engagement in the past helps to fashion and nurture a lifelong interest in history.


WHAT IS A SITE STUDY?

A site study is an inquiry-based examination of an historically significant location. Site studies may include an investigation of the local area, or a visit to an archaeological site, museum, an Aboriginal site (issues of access and permission need to be appropriate to the site selected), a specific building, a monument, a local area, an open-air museum or a virtual site available through ICT.

Teachers must identify the objectives and outcomes relevant to the site study. The following suggestions could be considered:


Aboriginal sites	monuments
archaeological sites	museums
Australian War Memorial	National Parks and Historic Sites
bridges	Parliament House
cemeteries	public buildings
changed natural environments	railways and tramways
churches and places of worship	shops and business districts
factories or industrial sites	statues
heritage buildings	streets and streetscapes virtual sites
houses	suburbs, towns, villages
memorials	virtual sites

Cross-curriculum areas

 for your information

The Board of Studies has described cross-curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content. The cross-curriculum areas address issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. The cross-curriculum areas take account of the general capabilities and cross-curriculum priorities in the Australian curriculum.

Knowledge, understanding, skills, values and attitudes derived from the cross-curriculum areas will be included in Board syllabuses, while ensuring that subject integrity is maintained.

 consult

Aboriginal and Torres Strait Islander histories and cultures [ATSI]

The study of History in Australia requires a valued engagement and celebration of the experiences of Aboriginal and Torres Strait Islander Peoples, past and present, as part of the shared history belonging to all Australians. Students examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. In particular, Stages 2 and 3 will learn about Aboriginal and Torres Strait Islander Peoples, as the world’s oldest continuous cultures, prior to colonisation by the British, the ensuing contact and its impact. Students in Stages 2, 3 and 5 examine the interaction between Aboriginal and Torres Strait Islander Peoples and Europeans with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists. Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander Peoples have played in Australian society and the wider world. This knowledge and understanding will deepen and enable students’ capacity to participate in the ongoing development of Australian society that genuinely reconciles with and provides social justice and equity for Aboriginal and Torres Strait Islander Peoples.

Asia and Australia’s engagement with Asia [A]

History students develop an understanding of the diversity of the peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. Students understand the dynamic nature of socio-political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. Students develop an appreciation of the history of the Australian–Asian engagement and how this influences contemporary Australian society and relationships with the countries of Asia. They understand the long history of migration to Australia by people from Asia and acknowledge the contributions made over time by Asian Australians to the development of Australia’s culture and society. They also understand the ongoing role played by Australia and individual Australians in major events and developments in the Asia region.

Civics and citizenship [CC]

In History students investigate and explore how their own and other societies have organised themselves, and how the ideals and practices of their own democratic society have evolved over time. Stages 1 to 3 students engage with the fundamentals of the nature of community

and citizenship and the development of democracy in Australia. A comparison with other civic societies enriches this understanding and knowledge of civic life. Students examine the changing role of citizens in the context of government systems and institutions as well as political and social life in the past and the present. The long struggle for rights, responsibilities and freedoms forms the focus of studying past people. Stage 5 depth studies have a civics and citizenship focus, providing opportunities to examine the living and working conditions of men, women and children during the Industrial Revolution, the trans-Atlantic slave trade, the transportation of convicts to the British colonies in Australia and the struggle within US and Australian history for individual, democratic rights of all peoples: the free settlers, the slaves, the convicts and Australian and American Indigenous peoples.

Critical and creative thinking [CCT]

The process of critical and creative thinking is central to historical inquiry. In Stage 1 students are introduced to sources which, in later stages, will be questioned for their reliability and usefulness. These sources are critically selected and analysed to provide evidence and information in the process of constructing and defending an argument or interpretation. It is here that students, in Stage 2, begin to explore viewpoints and perspectives in the context of studying the early colonial history of Australia. Often when investigating the past, sources are incomplete. In this context, both critical and creative modes of thinking are engaged in the construction of an historical explanation using limited evidence. They also provide scope for presenting new and challenging interpretations when difficult or distracting information, newly discovered sources or unsettling recent events contest our familiar understanding of the past and require that this past be reinterpreted.

Difference and diversity [DD]

History is well placed to develop students' knowledge and understanding about difference and diversity amongst peoples of the past and within Australian society. Students learn to identify and empathise with the varying perspectives of individuals and groups throughout history and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between cultures of the past, the impact of difference on marginalised groups, including the impact of colonisation and their struggle for rights and freedom as well as ways in which diversity contributes to a sense of community and national identity.

Ethical understanding [EU]

Through a study of History students engage with a range of human behaviours displayed by the people of the past. This provides them with an opportunity to examine and explore the strengths and weaknesses, motives and actions of historical personalities and groups. Such an encounter with different behaviours from the past will enable students to compare and strengthen their own ethical understanding. This ethical process allows them to create a firm perspective and stance on right and wrong conduct.

Information and communication technology [ICT]

ICT allows students to engage with a diverse range of historical sources and texts. Through an effective, critical and responsible use of ICT, students can develop their confidence and competence in history as they locate, select, process and communicate their investigation of the past.

Intercultural understanding [IU]

Intercultural understanding forms a vital element of the study of History. Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own history and the histories of other groups in Australian society, indigenous and non-indigenous. This is a process which begins in Stages 1 to 3 where students engage with issues of intercultural understanding in the context of their own lives as well as previous generations and communities who have created the dynamics of Australian history. It enables students to develop an historical understanding, empathy and experience of the richness and the reasons for Australia's multicultural society and its place in the region and the wider world.

Literacy [L]

History is ideally suited to develop students' literacy skills including the reading and comprehension of texts, the understanding and use of specific historical language, analysis and use of sources and historical texts, research and communicating in oral, written and digital forms. These skills will enable students to confidently communicate and to become articulate, thoughtful and responsible individuals, community members and citizens.

Numeracy [N]

Numeracy content within the study of History involves the construction and interpretation of time lines, graphs, tables, maps, scales and statistics. Students develop confidence and proficiency in applying these skills to represent, comprehend and analyse quantitative data to make meaning of the past.

Personal and social competence [PSC]

A study of History enables students to investigate and appreciate the different ways people of the past managed their own lives, their relationships, work, play and learning. Students are encouraged to compare their lives and circumstances with earlier individuals and groups and to develop a concern for and appreciation of others in the past and the present as they continue their study of History. Such learning experiences enable students to experience and express the essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

Sustainability and environment [SE]


History enables the development of students' world views, particularly in relation to actions that require judgement about past societies and their access to and use of the Earth's resources. Students are provided with opportunities to develop an historical perspective on sustainability by understanding, for example, the emergence of farming and settled communities, the positive and negative impacts of peoples and governments on pre-modern environments, the development of the Industrial Revolution and the growth of population, the overuse of natural resources, the rise of environmental movements as well as the global energy crisis and innovative technological responses to it. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

Work and enterprise [WE]

In History there are opportunities to investigate and examine the living and working conditions of the people of the past and their experience under changing social, economic and technological developments. Students are enabled to understand how their own rights and responsibilities in the contemporary workplace have been achieved in the context of earlier generations' struggles for rights and freedoms from the early years of the Industrial Revolution, the trans-Atlantic slave trade and the convict system in British Australia.

The historical process of investigation may lead to students interacting with historical sites and artefacts that require respectful and careful observation in order to minimise human impact.

7.2 Content for Early Stage 1

 consult

Early Stage 1

Personal and Family Histories

Personal and Family Histories provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

Overview of teaching and learning

Teaching History involves the explicit teaching of content, concepts and skills.

Students will engage with the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.

Students in Early Stage 1 will begin to develop skills in comprehension and chronology, analysis and use of sources, perspectives and interpretations, research and explanation/communication.

The content, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

Early Stage 1 Historical skills

Comprehension: chronology, terms and concepts

- Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories
- Sequence familiar objects and events
- Distinguish between past, present and future

Analysis and use of sources

- Explore a range of sources about the past
- Identify and compare features of objects from the past and present

Perspectives and interpretations

- Explore a point of view

Research

- Pose questions about the past, using sources provided

Explanation and communication

- Develop a narrative about the past
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies

History • Early Stage 1

Personal and Family Histories

Outcomes:

A student:

- ES1.1 describes events or retells stories that demonstrate their own heritage and the heritage of others
- ES1.2 communicates some common characteristics shared by families as well as some of the differences

Key inquiry questions:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Who the people in their family are, where they were born and raised and how they are related to each other

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums

Students:

- identify people in their immediate families
- discuss countries of origin of students in the class [IU, DD]
- use a variety of sources including photographs or a treasured object to recount stories about their family [PSC]
- identify and sequence stages in their lifetime
- recount and share past events in their lives that they consider to be significant [PSC]

The different structures of families and family groups today, and what they have in common

Students:

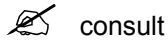
- identify and record common characteristics of students in the class, such as number of children in the family, family languages spoken at home, number of adults in the immediate family [DD]
- compare and contrast various family groups [CCT]
- respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups [ATSI, IU]

How they, their family and friends commemorate past events that are important to them

Students:

- share experiences of school, local, national and global events that are celebrated or observed [CC, PSC]
- develop understanding and respect for differences in cultural backgrounds [IU]
- identify and record a variety of holidays and special events observed in Australia and other countries, such as birthdays, anniversaries and festivals [IU]

7.3 Content for Stage 1



Stage 1

Present and Past Family Life

The topic provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

The Past in the Present

The topic provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

Overview of teaching and learning

Teaching History involves the explicit teaching of content, concepts and skills.

Students will develop an understanding of concepts of continuity and change, cause and effect, perspectives, empathy and significance. Students may also be introduced to historical concepts such as source and evidence, heritage and conservation.

Students in Stage 1 will develop their skills in comprehension: chronology and terms, analysis and use of sources, perspectives and interpretations, research and explanation/communication.

The content, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

Stage 1 Historical skills

Comprehension: chronology, terms and concepts

- Discuss and recount stories of family and local history
- Sequence familiar objects and events
- Distinguish between the past, present and future

Analysis and use of sources

- Explore a range of sources about the past
- Identify and compare features of objects from the past and present

Perspectives and interpretations

- Explore a point of view

Research

- Pose questions about the past using sources provided

Explanation and communication

- Develop a narrative about the past
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies

History • Stage 1

Present and Past Family Life

Outcomes:

A student:

- 1.1 communicates an understanding of historical change in the local community
- 1.2 identifies significant people, places and sites in the local community

Key inquiry questions:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Differences in family structures and roles today, and how these have changed or remained the same over time

Students:

- represent graphically the members of their immediate family [DD]
- compare and contrast their immediate family with earlier generations, discussing similarities and differences discovered [CCT]
- investigate the roles of present family members both inside and outside the home and compare these to those of earlier generations [CCT]
- identify simple migration patterns of their ancestors on a world map drawing students' attention to the concept of generations and what this means to their own heritage [DD]
- discuss 'kinship' as an integral part of Aboriginal and Torres Strait Islander society [ATSI, CC]

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons

Students:

- identify days, holidays and events celebrated by students, their school, families in their community and other communities [DD, IU]
- discuss the cultural difference of students in class in terms of specific and movable dates, such as birthdays, Chinese New Year, Christmas, Easter, Sorry Day, Ramadan [A, IU]
- define and use the terms yesterday, today and tomorrow, then and now and before and after [L]
- sequence the days of the week, months and seasons of the year [N]

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications

Students:

- discuss similarities and differences from generation to generation, such as family celebrations and traditions, use of leisure time and changes in technology and ways of communicating over time [ICT]
- compare and contrast daily life with that of their parents and grandparents at the same age [CCT]

History • Stage 1

The Past in the Present

Outcomes:

A student:

- 1.1 communicates an understanding of historical change in the local community
- 1.2 identifies changes and continuities in their own life and in the local community

Key inquiry questions:

- What aspects of the past can you see today?
- What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past

Students:

- identify significant men and women and places from the local community and discuss what they reveal about the past
- investigate a chosen representative or place using a variety of primary or secondary sources and explain their importance and contribution to the local community [L]
- prepare and pose questions on an aspect of local history, for example, through research at a nearby site, in the local library, on the internet or by listening to a local guest speaker [L, PSC, ICT]

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial

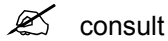
Students:

- identify historical sites in the local community and discuss their significance
- examine local or regional Aboriginal/Torres Strait Islander places of interest, such as local national parks [ATSI]

The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)

- identify examples of changing technologies in their home or community, such as communications, games and toys [ICT]
- discuss the similarities and differences of technology over time and how they have shaped our lives [CCT, ICT]

7.4 Content for Stage 2



Stage 2

Community and Remembrance

The topic provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. Students may also be introduced to historical concepts such as sources and evidence, remembrance, celebrations and community.

First Contacts

The topic introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander Peoples, students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Overview of teaching and learning

Teaching History involves the explicit teaching of content, concepts and skills.

Students will engage with the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.

Students in Stage 2 will develop their skills in comprehension/chronology, analysis and use of sources, perspectives and interpretations, empathy, research and explanations/communication.

The content, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

Stage 2 Historical skills

Comprehension: chronology, terms and concepts

- Respond, read and write, to show understanding of historical matters
- Sequence historical people and events
- Use historical terms

Analysis and use of sources

- Locate and summarise relevant information from sources provided

Perspectives and interpretations

- Identify different points of view

Empathy

- Recognise that the behaviour and attitudes of people from the past may differ from today

Research

- Pose a range of questions about the past
- Plan a simple historical inquiry

Explanation and communication

- Develop historical texts, particularly narratives
- Use a range of communication forms (oral, graphic, written) and digital technologies

History • Stage 2

Community and Remembrance

Outcome:

A student:

- 2.1 describes how various groups and individuals contributed to the development of the local community

Key inquiry questions:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

The importance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)

Students:

- identify the original Aboriginal languages spoken in the local or regional area [ATSI]
- identify the special relationship that Aboriginal and/or Torres Strait Islander Peoples have to Country and Place [ATSI, SE]
- identify and explain why particular sites have relevance for Aboriginal people today [ATSI]

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory, for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life

Students:

- use sources, including ICT, to describe how ONE area such as transport, work, education, entertainment and daily lives has changed in the local area since colonial days [ICT, L, WE]
- use sources, including ICT, to describe how ONE area such as transport, work education, entertainment and daily lives has remained the same in the local area since colonial days [SE, ICT, L, WE]

The role that people of diverse backgrounds have played in the development and character of the local community

Students:

- identify the various cultural groups that live and work in the local community [DD]
- research the diverse backgrounds of the school community and the local area from its settlement to present day using sources, such as photographs, newspapers, oral histories from local significant identities, diaries and letters [L]
- research the contribution of people and groups from other countries to Australian society, such as architecture in the local area [DD]

History • Stage 2

Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems

Students:

- identify and examine local, state and national symbols and discuss their origins and significance in society, such as school logos, flags, coat of arms, flora and fauna [CC]
- identify and sequence important Australian celebrations and commemorations and discuss their origins and significance in society [CC]
- describe the origin and symbolism of Australian and Aboriginal and Torres Strait Islander flags [ATSI, CC]

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan

Students:

- identify and sequence global celebrations and commemorations including those of the major world religions [DD, A]
- describe the origin of celebrations, such as historical, civic, cultural, religious [IU, DD]

History • Stage 2

First Contacts

Outcome:

A student:

- 2.2 describes events, actions and consequences related to world exploration and British settlement of Australia
- 2.3 describes changes and consequences of British colonisation of Australia

Key inquiry questions:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

The diversity and longevity of Australia's first peoples and the ways Aboriginal people and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives

Students:

- identify the original inhabitants of the country [ATSI]
- research, using ICT and other sources, the traditional Aboriginal way of life and its continuity over 50 000 years, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, paintings, carvings, dance and music [ATSI, SE, ICT]

The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts

Students:

- discuss the significance of the opening of world trade routes by the early explorers, such as Vasco da Gama, Columbus, Magellan [CCT]
- research and debate the question 'Who discovered Australia?' Early explorers to research may include Torres, Jansz, Hartog, Thijssen, Tasman, La Perouse [CCT, L]
- outline the voyages of Captain Cook in relation to colonisation and world exploration at the time [CCT]

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival

Students:

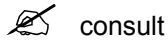
- identify reasons for the voyage of the First Fleet
- identify the groups who sailed on the First Fleet and explain why they sailed
- describe the establishment of the British colony at Port Jackson
- describe the experience of some significant people during the early British settlement of New South Wales, such as Arthur Phillip, Arabanoo, Bennelong, Pemulwuy, Mary Reiby, Elizabeth Macarthur, Francis Greenway, James Ruse, Richard Johnson [CC, L]
- use sources to research the everyday life of ONE of the following who sailed on the First Fleet: soldier, convict, ex-convict, government official [ICT, L]

History • Stage 2

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment

- describe the nature of contact between Aboriginal people and/or Torres Strait Islanders and others before 1788, such as trade relations between the Macassan people and Aboriginal people of the Gulf of Carpentaria and Arnhem Land [ATSI, IU]
- outline what the British meant when they described Australia as ‘terra nullius’ and how this affected their attitude to Aboriginal and Torres Strait Islander Peoples [ATSI, CCT]
- describe Aboriginal resistance to the establishment of a British colony [ATSI]
- use sources to identify different perspectives on the arrival of the British [ATSI]

7.5 Content for Stage 3



Stage 3

The Australian Colonies

The topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people during this period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

Australia as a Nation

The topic moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the contributions of migrants to Australia's economic and social development.

Overview of teaching and learning

Teaching History involves the explicit teaching of content, concepts and skills.

Students will engage with the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. Students may also be introduced to historical concepts such as sources and evidence, colonisation, democracy, citizenship and Federation.

Students in Stage 3 will develop their skills in comprehension/chronology, analysis and use of sources, perspectives and interpretations, empathy, research and explanation/communication.

The content, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

Stage 3 Historical skills

Comprehension: chronology, terms and concepts

- Respond, read and write to show understanding of historical matters
- Sequence historical people and events
- Use historical terms and concepts

Analysis and use of sources

- Locate information relevant to inquiry questions in a range of sources
- Compare information from a range of sources

Perspectives and interpretations

- Identify points of view in the past and present

Empathy

- Recognise that the behaviour and attitudes of people from the past may differ from today

Research

- Identify and pose questions to inform an historical inquiry
- Identify and locate a range of relevant sources to support an historical inquiry

Explanation and communication

- Develop historical texts, particularly narratives and descriptions, which incorporate source material
- Use a range of communication forms (oral, written, graphic) and digital technologies

History • Stage 3

The Australian Colonies

Outcome:

A student:

- 3.1 describes the significance of people, groups, places and events to the development of the Australian nation

Key inquiry questions:

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800

Students:

- discuss why the British government set up penal colonies in Australia after 1800, such as Port Arthur in Van Diemen’s Land, Moreton Bay, and how this affected Aboriginal people [ATSI, CC, EU]
- describe the British government’s motives for establishing different settlements in Australia [CC]

The nature of a convict or colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants, and how they changed the environment

Students:

- describe the everyday life of a variety of men and women in a post-1800 colonial settlement [DD]
- outline settlement patterns in the nineteenth century and the factors which influenced them, such as expanding the settlement of Sydney Town, the founding of Governor Macquarie’s five satellite towns, the crossing of the Blue Mountains [N]
- describe the impact of settlement on the environment in the colony under study [SE]
- describe why explorers searched the interior of Australia [SE]

The impact of a significant development or event on a colony, for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought

Students:

- identify significant events that have shaped Australia’s identity [CC]
- use sources, including ICT, to research ONE significant development or event and its impact on the colony [L, ICT]

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.

Students:

- identify the European and Asian countries from which people migrated to Australia during the nineteenth century and identify reasons for their migration [A, IU]
- investigate the experiences of a particular migrant group and the contributions they made to society [IU]

History • Stage 3

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait peoples.

Students:

- research the role of a particular man, woman or group and the contributions each made to the shaping of the colony, such as explorers, farmers, entrepreneurs, Aboriginal and Torres Strait Islander Peoples, artists, writers, humanitarians, religious and political leaders [CC]

History • Stage 3

Australia as a Nation

Outcome:

A student:

- 3.2 describes the principles of Australian democracy
- 3.3 describes and explains the struggles for rights and freedoms in Australia

Key inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.

Students:

- identify the influences of Britain and the USA on Australian democracy [CC]
- outline key figures, events and issues in the development of Australian democracy such as Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein [CC]
- describe the political structures and concepts that shaped the formation of Australia's federal government, such as the constitutional monarchy, federalism and the separation of powers – the judiciary and Houses of Parliament [CC]

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women.

Students:

- identify Aboriginal legal practices before British colonisation [ATSI]
- examine Australian human rights issues past and present affecting Aboriginal and/or Torres Strait Islander Peoples migrants and women [ATSI, EU]
- investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander Peoples [ATSI, CC]:
 - the Stolen Generation
 - the 1967 Referendum
 - the Mabo decision
- outline local, state and federal government structures and the relationships between them [CC]
- investigate the processes by which laws are made and changed in state and federal government and how citizens participate in these processes [CC]
- describe the role of organisations that support employers and workers, such as associations, federations, unions, chambers of commerce [CC, WE]
- describe responsibilities of Australians as global citizens [CC, EU]

History • Stage 3

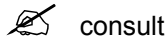
Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport

Students:

- describe the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society [ATSI, CC]
- explain the rise of Australia’s multicultural society and how migrants have contributed to Australian society [IU]
- use sources to research stories of migration to Australia including the experiences of ONE Asian family [DD, IU, A]
- discuss how cultural changes and influences over time have shaped Australian society today [CC, DD, IU]

7.6 Content for Stage 4



The Ancient World to the Modern World

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, China and India.

Students then study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. 650 CE – c.1750). During this period major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

Stage 4 Historical skills

Comprehension: chronology, terms and concepts

- Read and understand historical texts
- Sequence historical events and periods
- Use historical terms and concepts

Analysis and use of sources

- Identify the origin and purpose of primary and secondary sources
- Locate, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources

Perspectives and interpretations

- Identify and describe points of view, attitudes and values in primary and secondary sources

Empathy

- Interpret history within the context of the actions, values, attitudes and motives of people from the past

Research

- Identify and use a range of questions about the past to inform an historical inquiry
- Identify and locate a range of relevant sources, using ICT and other methods
- Use a range of communication forms and technologies

Explanation and communication

- Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- Select and use a range of communication forms such as oral, graphic, written and digital to communicate effectively about the past

Stage 4

The Ancient World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Ancient World*. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

Depth Study 1

(approximately 30% of teaching time)

Investigating the Ancient Past

Depth Study 2

(approximately 30% of teaching time)

The Mediterranean World

ONE of the following to be studied:

- Egypt
- Greece
- Rome

Depth Study 3

(approximately 30% of teaching time)

The Asian World

ONE of the following to be studied:

- China
- India

Stage 4

The Ancient to the Modern World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.

Depth Study 4

(approximately 30% of teaching time)

The Western and Islamic World

ONE of the following to be studied:

- The Vikings
- Medieval Europe
- The Ottoman Empire
- Renaissance Italy

Depth Study 5

(approximately 30% of teaching time)

The Asia-Pacific World

ONE of the following to be studied:

- Angkor/Khmer Empire
- Japan and the Shoguns
- The Polynesian Expansion across the Pacific

Depth Study 6

(approximately 30% of teaching time)

Expanding Contacts

ONE of the following to be studied:

- Mongol Expansion
- The Black Death in Asia, Europe and Africa
- The Spanish Conquest of the Americas

All students must complete a site study in Stage 4. A virtual site study can be used if appropriate.

History • Stage 4

The Ancient World

The following three (3) depth studies focus on the nature of history and historical sources, both archaeological and written, as well as ancient Mediterranean and Asian societies. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c. 650 CE). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, China and India.

Key inquiry questions for the following three (3) Ancient World depth studies are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview

The overview is approximately 10% of teaching time of *The Ancient World*. These topics from the overview are to be studied in conjunction with the selected Depth Studies 1–3 and may be integrated with the depth studies.

Overview content for *The Ancient World* (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) include the following:

The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world including Australia

Students:

- trace the pattern of movement of humans according to the 'out of Africa' theory
- locate key sites which have revealed evidence of earliest human occupation
- sequence human movement to different areas of the earth, including Australia [N]

The evidence for the emergence and establishment of ancient societies, including art, iconography, writing tools and pottery

Students:

- locate key sites where ancient societies emerged
- identify the main sources of evidence for the development of these ancient societies

Key features of ancient societies (farming, trade, social classes, religion, rule of law)

Students:

- identify common features in ancient societies, such as farming, trade, social classes, religion, rule of law [CC, IU]

Depth Studies

There are three (3) Ancient World depth studies. Each of the three depth studies is approximately 30% of teaching time of *The Ancient World*.

History • Stage 4

Depth Study 1: Investigating the Ancient Past

Outcomes:

A student:

- 4.1 describes and explains the nature of history and applies the methods of history to investigate the past
- 4.4 uses historical concepts to demonstrate an understanding of historical ideas and processes
- 4.6 uses evidence from sources to support historical narratives and explanations
- 4.8 locates, selects and organises relevant information from a variety of sources to conduct basic historical research
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

How historians and archaeologists investigate history, including excavation and archival research

Students:

- identify the differences between the past and the study of history [CCT]
- outline the main features of the study of history and of archaeology
- outline role descriptions for an historian and an archaeologist [WE]
- identify and describe 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

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 written and archaeological sources

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

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, King Arthur, Teotihuacan [L, CCT]

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources

Students:

- locate and describe a variety of sources for ancient Australia, such as animal and human remains, tools, middens, art and the Dreaming [ATSI]
- generate a range of questions to investigate what these sources reveal about Australia's ancient past, such as what shell middens show about diet, tool technology and the use of environmental resources [ATSI, SE, CCT]

History • Stage 4

The importance of conserving the remains of the past, using examples from the ancient world

Students:

- identify ancient sites that have disappeared, or are threatened or have been protected and preserved, such as Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan [SE]
- using a range of sources, including ICT, examine UNESCO world heritage criteria for ancient sites and using ONE site explain why it is important for it to be preserved and conserved [L, ICT, CCT]

Suggested Site Studies include:

- a museum visit
- an Aboriginal site (issues of access and permission need to be appropriate to the site selected)
- an archaeological site
- a local site of significance
 - a heritage site
 - a virtual historical/archaeological site

History • Stage 4

Depth Study 2: The Mediterranean World

Outcomes:

A student:

- 4.2 identifies major periods of historical time and sequences events, people and societies from the past
- 4.3 describes and explains key historical features and assesses individuals from past societies
- 4.8 locates, selects and organises relevant information from a variety of sources to conduct basic historical research
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

Students investigate ONE of the following of these ancient Mediterranean societies in depth:

2a Egypt

OR

2b Greece

OR

2c Rome

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

History • Stage 4

Topic 2a: Egypt

The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there

Students:

- describe the geographical setting and natural features of ancient Egyptian society
- explain how the geographical setting and natural features influenced the development of ancient Egyptian society [SE]

Roles of key groups in the ancient Egyptian society (such as the nobility, bureaucracy, women, slaves) including the influence of law and religion

Students:

- outline how ancient Egyptian society was organised and governed including the role of law and religion [CC]
- describe the roles of key groups in ancient Egyptian society, such as the pharaoh, the royal family, the nobility, bureaucracy, women and slaves [CC]
- describe the everyday life of men, women and children in ancient Egyptian society [IU, DD]

The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Students:

- explain how the beliefs and values of ancient Egyptian society are evident in practices related to ONE of the following [IU]:
 - everyday life
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties

Students:

- identify contacts and conflicts of peoples within the ancient Egyptian world
- describe ancient Egypt's significant contacts with other societies through trade, warfare and conquest
- explain the consequences of these contacts with other societies, such as developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy [IU, CCT, CC]

The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in ancient Egyptian history [ICT, L]
- assess the role and importance of the individual chosen [CCT]

OR

History • Stage 4

Topic 2b: Greece

The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there

Students:

- describe the geographical setting and natural features of ancient Greece such as its mountainous landscape
- explain how the geographical setting and natural features influenced the development of ancient Greece [SE]

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves) including the influence of law and religion

Students:

- outline how ancient Athenian and/or Spartan society was organised and governed, including the role of law and religion [CC]
- describe the roles of key groups in ancient Athenian and/or Spartan society, such as citizens, women, slaves [CC]
- describe the everyday life of men, women and children in ancient Athenian and/or Spartan society [IU, DD]

The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Students:

- explain how the beliefs and values of the ancient Greeks are evident in practices related to ONE of the following [IU]:
 - everyday life
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars)

Students:

- identify contacts and conflicts of peoples within the ancient Greek world, such as the Peloponnesian War
- describe ancient Greece's significant contacts with other societies through colonisation, trade, warfare and conquest, such as the Persian War
- explain the consequences of these contacts with other societies, such as developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy [IU, CCT, CC]

The role of a significant individual in Greek history such as Leonidas or Pericles

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in ancient Greek history [ICT, L]
- assess the role and importance of the individual chosen [CCT]

OR

History • Stage 4

Topic 2c: Rome

The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there

Students:

- describe the geographical setting and natural features of ancient Rome such as the River Tiber
- explain how the geographical setting and natural features influenced the development of ancient Rome [SE]

Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion

Students:

- outline how Roman society was organised and governed, including the role of law and religion [CC]
- describe the roles of key groups in ancient Roman society, such as patricians, plebeians, women and slaves [CC]
- describe the everyday life of men, women and children in ancient Roman society [IU, DD]

The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Students:

- explain how the beliefs and values of the society are evident in practices related to ONE of the following [IU]:
 - everyday life
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs

Students:

- identify contacts and conflicts of peoples within the ancient Roman world
- outline significant Roman contacts with other societies, such as trade, warfare and conquest
- explain the consequences of these contacts with other societies, such as developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy [IU, CCT, CC]

The role of a significant individual in the ancient Rome's history such as Julius Caesar or Augustus

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in ancient Roman history [ICT, L]
- assess the role and importance of the individual [CCT]

History • Stage 4

Depth Study 3: The Asian World

Outcomes:

A student:

- 4.2 identifies major periods of historical time and sequences events, people and societies from the past
- 4.3 describes and explains key historical features and assesses individuals from past societies
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

Students investigate ONE of the following of these ancient Asian societies in depth:

3a India

OR

3b China

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

History • Stage 4

Topic 3a: India

The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there

Students:

- describe the geographical setting and natural features of ancient Indian society, such as fertile river plains [A]
- explain how the geographical setting and natural features influenced the development of ancient Indian society [A, SE]

Roles of key groups in Indian society in this period (such as kings, priests, merchants, peasants), including the influence of law and religion

Students:

- outline the main features of the social structures and government of ancient India, including the role of law and religion [A, CC]
- describe the roles of key groups in ancient Indian society, such as emperors, kings, priests, merchants and peasants [A]
- describe the everyday life of men, women and children in ancient Indian society [A, DD]

The significant beliefs, values and practices of ancient Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Students:

- explain how the beliefs and values of ancient Indian society are evident in practices related to ONE of the following [A, IU]:
 - everyday life
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs

Students:

- identify contacts and conflicts of peoples within the ancient Indian world [A, IU]
- outline significant Indian contacts with other societies, such as trade, warfare and conquest [A]
- explain the consequences of these contacts with other societies, such as developments in trade, the spread of philosophies and religious beliefs and the emergence of empires [A, CC, IU, CCT]

The role of a significant individual in ancient Indian history (such as Chandragupta Maurya or Ashoka)

Students:

- using ICT and other sources, investigate and assess the role and importance of a significant individual in ancient Indian history, such as the Buddha, Chandragupta and Ashoka [A, ICT, CCT, L]

OR

History • Stage 4

Topic 3b: China

The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there

Students:

- describe the geographical setting and natural features of ancient China, such as the Yellow River [A]
- explain how the geographical setting and natural features influenced the development of ancient Chinese society [A, SE]

Roles of key groups in ancient Chinese society in this period (such as kings, scholars, craftsmen, women), including the influence of law and religion

Students:

- indicate the main features of the social structure and government of ancient China, including the role of law and religion [A, CC]
- describe the roles of key groups in ancient Chinese society, such as the emperors, kings, scholars, craftsmen and women [A, DD]
- describe the everyday life of men, women and children in ancient Chinese society [A, DD]

The significant beliefs, values and practices of ancient Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Students:

- explain how the beliefs and values of ancient Chinese society are evident in practices related to ONE of the following [A, IU]:
 - everyday life
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs

Students:

- identify contacts and conflicts of peoples within the ancient Chinese world [A, IU]
- outline significant Chinese contacts with other societies, such as trade, warfare and conquest [A]
- explain the consequences of these contacts with other societies, such as developments in trade, the spread of philosophies and religious beliefs and the emergence of empires [A, CC, IU, CCT]

The role of a significant individual in ancient Chinese history (such as Confucius or Qin Shi Huang)

Students:

- using ICT and other sources, investigate and assess the role and importance of a significant individual in ancient Chinese history, such as Confucius, Qin Shi Huangdi and Sima Qian [A, ICT, CCT, L]

History • Stage 4

The Ancient to the Modern World

The following three (3) depth studies focus on history from the end of the ancient period to the beginning of the modern period (c. 650 CE – c. 1750). During this time major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

Key inquiry questions for the following three (3) Ancient to the Modern World Depth Studies are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Overview

The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. These topics from the overview are to be studied in conjunction with the selected Depth Studies 4–6 and may be integrated with the depth studies.

The Ancient to the Modern World includes the following societies: Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca

The transformation of the Roman world and the spread of Christianity and Islam

Students:

- sequence and briefly outline the major changes to the Roman Empire from the late third century CE [N]
- identify the sites of key events in the spread of Christianity (50 CE – 325) and Islam (624 CE – 750) [N]

Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)

Students:

- identify the classes of medieval society
- identify the duties that each of the feudal classes must fulfil towards the other [CC]
- outline the trade routes and voyages of discovery in this period [N]
- locate the regions where western Europeans came into conflict with Islamic and non-Islamic societies

The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)

Students:

- identify how maps of the world changed as a result of voyages of discovery and trade during this period
- explain how these maps reflect changing ideas about the world [CCT]
- identify and briefly outline the achievements of at least ONE key person from each of the following:
 - Renaissance such as da Vinci, Michelangelo, Shakespeare
 - Scientific Revolution such as Copernicus, Galileo and Newton
 - Enlightenment such as Voltaire, Franklin and Jefferson

Depth Studies

There are three (3) Ancient to the Modern World depth studies to be studied. Each of the three depth studies is approximately 30% of teaching time of *The Ancient to the Modern World*.

History • Stage 4

Depth Study 4: The Western and Islamic World

Outcomes:

A student:

- 4.1 describes and explains the nature of history and applies the methods of history to investigate the past
- 4.3 describes and explains key historical features and assesses individuals from past societies
- 4.4 uses historical concepts to demonstrate an understanding of historical ideas and processes
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.7 identifies different contexts, perspectives and interpretations of the past
- 4.8 locates, selects and organises relevant information from a variety of sources to conduct basic historical research
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

Students investigate ONE of the following depth studies topics:

4a The Vikings

OR

4b Medieval Europe

OR

4c The Ottoman Empire

OR

4d Renaissance Italy

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

History • Stage 4

Topic 4a: The Vikings (c.790 CE – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society

Students:

- locate the sites of the Viking homelands
- identify the geographical features that helped shape Viking society and history
- describe how men, women and children lived and worked in Viking society [WE, DD]
- using ICT and other sources, such as the Viking sagas, outline key social, cultural, economic and political features of the Viking way of life [CC, IU, ICT, L]
- discuss the role of the Norse gods in Viking life and death [IU]

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade

Students:

- identify the extent of Viking exploration and trade
- identify the regions conquered and/or settled by the Vikings
- explain how and why Viking expansion occurred, including developments in military and marine technologies [CCT]

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion

Students:

- explain and assess the impact of the Vikings in England and northern Europe, including the Danelaw
- discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066 [CC]
- using ICT and other sources, identify different perspectives on the Vikings, such as English monks, the Byzantines and the Arabs [ICT, CCT, L]

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson

Students:

- investigate and assess the role of a significant individual involved in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson [CCT]

OR

History • Stage 4

Topic 4b: Medieval Europe (c.590 CE – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

Students:

- identify the extent and key sites of medieval Europe
- describe how men, women and children lived and worked in medieval European society [WE, DD]
- outline key cultural, economic and political features of medieval European society [IU, CC]
- identify the roles and relationships of key groups in medieval European society, using ICT and other sources, such as the Domesday Book and Chaucer [L, ICT, CC]

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music

Students:

- identify significant developments and/or cultural achievements of medieval Europe in at least ONE of architecture, art, medieval manuscripts, literature and music
- explain the changing relations between Islam and the West during the era of the Crusades [IU, DD, EU]
- use sources to identify different perspectives on the Crusades [IU, DD]

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

Students:

- outline the main features of ONE of the following:
 - crime and punishment
 - military and defence systems
 - towns, cities and commerce
- describe the ways this feature changed or remained the same

The dominance of the Catholic Church

Students:

- identify ways in which the Catholic Church influenced life in medieval Europe, such as the Papacy, monasteries, pilgrimages and cathedrals [IU, EU]

The role of significant individuals such as Charlemagne

Students:

- using ICT and other sources, investigate and assess the role of a significant individual in medieval Europe such as Charlemagne, Eleanor of Aquitaine, William Wallace or Joan of Arc [L, ICT, CCT]

OR

History • Stage 4

Topic 4c: The Ottoman Empire (c.1299 CE – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society

Students:

- identify key sites and the extent of the Ottoman Empire during this period
- describe how men, women and children lived and worked in the Ottoman Empire [WE, DD]
- outline key cultural, economic and political features of the Ottoman Empire [IU, CC]

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 CE, art and architecture

Students:

- identify significant developments and/or cultural achievements of the Ottoman Empire in art and architecture [IU]
- explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, such as the Battle of Kosovo, the fall of Constantinople, the fall of Athens, and the Siege of Vienna [IU, CC]

Relationships with subject peoples, including the policy of religious tolerance

Students:

- explain how the Ottomans maintained relationships with subject peoples, both Muslims and non-Muslims [IU, CC, DD]
- using ICT and other sources, identify different perspectives on the Ottoman Empire [IU, ICT]

The role of significant individuals, such as Selim I or Suleiman the Magnificent, in maintaining the strength and influence of the Ottoman Empire

Students:

- investigate and assess the importance of a significant individual, such as Selim I, Mehmet II the Conqueror, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire [CC, CCT]

OR

History • Stage 4

Topic 4d: Renaissance Italy (c.1400 CE – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society

Students:

- explain why this period is known as the Renaissance
- identify on a map the city-states of Italy during this period
- describe how men, women and children lived and worked in Renaissance Italy [DD, WE]
- describe key economic and political features of Renaissance Italy [IU, CC]

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning

Students:

- using ICT and other sources, investigate and explain the importance of at least ONE of the following achievements of Renaissance Italy: painting, sculpture, architecture, science and technology, literature and humanist thinking [IU, L, ICT, CCT]

Relationships between rulers and ruled in ONE Italian city-state, such as Florence or Naples

Students:

- describe how the patronage of wealthy families encouraged these developments and/or cultural achievements [CC]
- discuss the relationships between rulers and ruled in ONE Italian city-state, such as Pisa, Florence, Naples, Venice, or Rome [CC]

The role and achievements of significant individuals, such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolò Machiavelli

Students:

- investigate and assess the importance of a significant individual, such as Cesare or Lucrezia Borgia, Caterina Sforza, Leonardo da Vinci, Michelangelo, Artemisia, Niccolò Machiavelli, Galileo Galilei [CCT]
- use sources to identify different perspectives on a significant individual [L]

The spread of Renaissance culture to the rest of Europe and its legacy

Students:

- explain how ideas from Renaissance Italy spread to the rest of Europe [IU]

History • Stage 4

Depth Study 5: The Asia-Pacific World

Outcomes:

A student:

- 4.1 describes and explains the nature of history and applies the methods of history to investigate the past
- 4.2 identifies major periods of historical time and sequences events, people and societies from the past
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.6 uses evidence from sources to support historical narratives and explanations
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

Students investigate **ONE** of these Asia-Pacific societies in depth:

5a Angkor/Khmer Empire

OR

5b Japan and the Shoguns

OR

5c The Polynesian Expansion across the Pacific.

NB Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

History • Stage 4

Topic 5a: Angkor/Khmer Empire (c.802 CE – c.1327)

The way of life in the Khmer Empire, including social, cultural, economic and political features (including the role of the king).

Students:

- identify key sites and the extent of the Angkor/Khmer Empire during this period [A]
- describe how men, women and children lived and worked in the Angkor/Khmer Empire [A, DD, WE]
- outline key cultural, economic and political features of life in the Angkor/Khmer Empire [A, CC, IU]
- identify the roles and relationships of key groups in the Angkor/Khmer Empire [A, CC]

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture

Students:

- describe the status and power of the king [A, CC]
- explain how the wealth from trade and agriculture contributed to Angkor's rise to prominence [A, WE]

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor

Students:

- using ICT and the site of Angkor as an historical source, describe what it reveals about Angkor/Khmer life and culture. This could include [A, IU, L, ICT]:
 - the construction of the temples
 - system of water management
 - religion
 - agriculture

Theories of the decline of Angkor, such as the overuse of water resource, neglect of public works as a result of ongoing war, and the effects of climate change

Students:

- describe theories about the decline of Angkor and assess which factors were most significant [A, SE, CCT]

OR

History • Stage 4

Topic 5b: Japan and the Shoguns (c.794 CE – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)

Students:

- sequence the Nara and Heian periods and the Kamakura, Muromachi and Tokugawa shogunates [A, N]
- identify key places in Japan during this period [A]
- describe how men, women and children lived and worked in this society [A, DD, WE]
- using ICT and other sources, outline key cultural, economic and political features of this society, including the increasing power of the shogun [A, CC, IU, ICT]
- identify the roles and relationships of key groups in this society using sources [A, CC]

The role of the Tokugawa Shogunate in establishing a feudal system (based on daimyo and samurai) and in increasing foreign trade

Students:

- describe how the Tokugawa Shogunate took control of Japan by 1603 CE [A, CC]
- describe how the Tokugawa shoguns revived the feudal system in Japan [A, CC]
- explain how foreign trade was controlled by the Tokugawa shoguns [A, WE]

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate

Students:

- describe how the Japanese used land and forests as resources [A, SE, WE]
- outline the Tokugawa Shogunate's policies on forestry and land use [A, SE]

The significance of modernisation and westernisation in the decline of the shogunate, including the adoption of Western arms and technology

Students:

- explain why the Tokugawa shoguns isolated Japan from the rest of the world from 1639 CE [A, IU]
- identify examples of modernisation and westernisation in Japan in this period [A]
- explain why the Tokugawa Shogunate was forced to change its Closed Door Policy towards the West [A, WE]
- assess the importance of Western influence on the decline of the shogunate [A, CCT]

OR

History • Stage 4

Topic 5c: The Polynesian Expansion across the Pacific (c.700 CE – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific

Students:

- identify the geographic extent and natural features of Polynesia
- outline theories about the origin and spread of Polynesian settlers throughout the Pacific
- locate the Pacific regions settled by the Polynesians
- describe the different societies of Polynesia [IU, DD]

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the rule of ariki in Maori and in Rapa Nui society

Students:

- describe how men, women and children lived and worked in ONE Polynesian society during this period [WE, DD]
- describe key political features of ONE Polynesian society [CC, IU]
- explain key economic activities of ONE Polynesian society [WE]

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island

Students:

- using ICT and other sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) [IU, L, ICT]

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Islands palm trees

Students:

- describe key environmental resources of Polynesian societies [SE]
- assess Polynesian uses of environmental resources in this period, including:
 - the extinction of the moa in New Zealand
 - the use of religious/supernatural threats to conserve resources
 - the exploitation of Easter Island's palm trees

History • Stage 4

Depth Study 6: Expanding Contacts

Outcomes:

A student:

- 4.2 identifies major periods of historical time and sequences events, people and societies from the past
- 4.3 describes and explains key historical features and assesses individuals from past societies
- 4.6 uses evidence from sources to support historical narratives and explanations
- 4.7 identifies different contexts, perspectives and interpretations of the past
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period:

6a Mongol Expansion

OR

6b The Black Death in Asia, Europe and Africa

OR

6c The Spanish Conquest of the Americas.

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

History • Stage 4

Topic 6a: Mongol Expansion (c.1206 CE – c.1368)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan)

Students:

- identify the extent and geographical features of the Mongol homeland [A]
- describe the nature of Mongol nomadic life [A, SE, IU]
- describe key political and economic features of Mongol society [A, CC]
- describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East [A]

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes

Students:

- describe the organisation of Genghis Khan's Mongol army [A]
- describe the Mongol policies used in governing their empire [A, CC, IU]
- using ICT and other sources, describe how the Mongols treated conquered peoples, including changes to their laws and taxes [A, CC, ICT, L]

The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest

Students:

- locate the extent of the Mongol conquests and expansions in this period [A]
- describe the impact of Mongol rule on the Chinese social structure [A, CC]
- explain the cultural and religious consequences of Mongol rule in China [A, IU]
- assess the reign and contributions of Kublai Khan [A, CC]
- explain how and why life in China changed under Mongol rule [A, IU]

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes

Students:

- using sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the merchant caravans' trade routes [A, CCT, L, WE]

OR

History • Stage 4

6b: The Black Death in Asia, Europe and Africa (14th-century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God

Students:

- locate the extent of human settlements in 14th-century Asia, Europe and Africa [A]
- describe the living conditions of men, women and children in the 14th century and the consequences for life expectancy [DD]
- describe what doctors understood about diseases and their treatment in this period
- outline what European people believed about religion and the power of God in this period [IU]

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease

Students:

- locate the extent of trade between Europe and Asia in the 14th century [A, WE]
- explain how trade and travel contributed to the outbreak and spread of the Black Death [A]

The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the diseases, such as the flagellants and monasteries

Students:

- describe the causes and symptoms of the Black Death
- use sources to identify common treatments of the disease and discuss their effectiveness
- outline responses of social groups to the spread of the disease, including the flagellants and the impact on monasteries [EU]

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague

Students:

- describe the impact of the Black Death on Asian, European and African societies [A]
- using ICT and other sources, discuss different interpretations about the impact of the Black Death on European society [L, ICT, CCT]

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility

Students:

- describe short-term and long-term effects of the Black Death on Asian, European and African societies [A]
- assess the role of the Black Death in breaking down the feudal system in Europe [CCT]

OR

History • Stage 4

6c: The Spanish Conquest of the Americas (c.1492 CE – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs

Students:

- locate and identify the geographical boundaries and extent of the Americas in this period
- locate and identify the major cities of Pre-Columbian America
- outline the organisation of society in Pre-Columbian America [CC, IU]
- describe key aspects of life in at least ONE city of the Pre-Columbian Americas, such as Teotihuacan, Tenochtitlan (Aztec), Machu Picchu (Inca) [IU]
- describe the beliefs of at least ONE Pre-Columbian society in the period [IU]

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered

Students:

- outline the reasons for Spanish exploration and settlement in the Americas
- describe how geographic features influenced the Spanish conquest of at least ONE society
- identify the societies the Spanish conquered in the Americas

The nature of the interaction between the Spanish and the indigenous populations with a particular focus on either the Aztecs OR Incas

Students:

- describe first-contact experiences between the Spanish and Aztec OR Inca society
- explain how the Spanish conquered and controlled Aztec OR Inca society [CC, EU]

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe

Students:

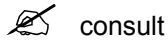
- explain how either the Aztecs OR the Incas were affected by the Spanish conquests, such as the introduction of new diseases, horses and gunpowder [CC, EU]
- using ICT and other sources, investigate at least ONE example of the wider impact of the Spanish conquests of the Americas, such as the introduction of new foods and increased wealth in Europe [I, ICT]

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources

Students:

- assess the long-term effects and legacy of colonisation by the Spanish in the Americas [EU, IU, CCT]

7.7 Content for Stage 5



The Making of the Modern World and Australia

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914–1918.

The history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Stage 5 Historical skills

Comprehension: chronology, terms and concepts

- Read and understand historical texts
- Use historical terms and concepts in appropriate contexts
- Sequence historical events chronologically to demonstrate the relationship between different periods, people and places

Analysis and use of sources

- Identify different varieties and types of sources
- Identify the origin, content, context and purpose of primary and secondary sources
- Process and synthesise information from a range of sources as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry

Perspectives and interpretations

- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical perspectives and interpretations and recognise that historians may interpret events and people differently

Empathy

- Interpret history within the context of the actions, values, attitudes and motives of people from the past

Research

- Identify and select different kinds of questions about the past to inform a historical inquiry
- Evaluate and enhance these questions
- Plan historical research to suit the purpose of an investigation
- Identify, locate, select and organise information from a variety of sources, including ICT and other methods

Explanation and communication

- Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources

- Select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes

Stage 5

The Making of the Modern World [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Making of the Modern World*. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

Depth Study 1

(approximately 30% of teaching time)

Making a Better World?

ONE of the following to be studied:

- The Industrial Revolution
- Movement of peoples
- Progressive ideas and movements

Depth Study 2

(approximately 30% of teaching time)

Australia and Asia

ONE of the following to be studied:

- Making a nation
- Asia and the world

Depth Study 3

(approximately 30% of teaching time)

World War I (1914–1918)

Stage 5

The Modern World and Australia [50 hours minimum teaching time]

Overview

The overview is approximately 10% of teaching time of *The Modern World and Australia*. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.

Depth Study 4

(approximately 30% of teaching time)

World War II

(1939–1945)

Depth Study 5

(approximately 30% of teaching time)

Rights and freedoms

(1945 to the present)

Depth Study 6

(approximately 30% of teaching time)

The globalising world

ONE of the following to be studied:

- Popular culture
- The environment movement
- Migration experiences

All students must complete a site study in Stage 5. A virtual site study can be used if appropriate.

History • Stage 5

The Making of the Modern World

The following three (3) depth studies focus on the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914–1918.

Key inquiry questions:

- What were the changing features of the movement of peoples from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Overview

The overview is approximately 10% of the course. These topics from the overview are to be studied in conjunction with the selected Depth Studies 1–3 and may be integrated with the depth studies.

The Making of the Modern World includes the following overview content:

The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia

Students:

- identify the main features of the Industrial Revolution
- locate key British sites of industrial activity
- identify key technological innovations developed in this period and their effects [WE]
- describe the significance of the Industrial Revolution and the way it affected living and working conditions within Australia [WE]

The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

Students:

- outline the extent of movement of peoples in the period
- describe the nature of this movement for each of the following: slaves, convicts and free settlers [EU]

The extent of European imperial expansion and different responses, including in the Asian region

Students:

- identify the Western empires (British, French, Spanish, Portuguese, Dutch, German, American) in this period
- identify different non-European peoples ruled by ONE of these Western imperial powers
- describe the response of TWO non-European peoples under Western rule, including an Asian people [A]

The emergence and nature of significant economic, social and political ideas in the period, including nationalism

Students:

- identify the key economic, social and political ideas in the period [CC]
- construct mind maps to identify and briefly outline key features of nationalism and ONE of the following: capitalism, liberalism, Chartism, socialism, communism or imperialism [CC]

Depth Studies

Three (3) depth studies are to be studied. Each of the three depth studies is approximately 30% of course time. ONE elective will be studied in detail. Depth study content can be integrated with the overview content and/or with other depth study electives.

History • Stage 5

Depth Study 1: Making a Better World?

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.2 identifies, sequences and explains major periods of historical time and significant changes and developments in the modern world and Australia
- 5.3 describes and explains the ideas, movements, people and events that shaped the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.6 uses evidence from sources to support appropriate historical narratives, explanations and analyses
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences.

Students investigate in depth how life changed in the period through the study of ONE of these major developments:

1a The Industrial Revolution

OR

1b Movement of peoples

OR

1c Progressive ideas and movements.

Suggested Site Studies include:

- a museum visit
- a local site of significance
- a heritage site
- a historical reconstruction site
- a virtual historical site
- a virtual archaeological site

History • Stage 5

Topic 1a: The Industrial Revolution (1750–1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia

Students:

- outline the main reasons why the Industrial Revolution began in Britain [WE]
- describe key features of the agricultural revolution in Britain, including the emergence of a cheap labour force [WE, CC]
- locate the extent of the British Empire by 1800
- identify the raw materials Britain obtained from its empire, such as sugar from Jamaica, wool from Australia, and cotton and tea from India [A, SE]
- identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing in this period [WE, CCT]
- discuss the role of the new wealthy middle class during this period [WE]
- explain how industrialisation contributed to the development of Britain and Australia in this period [WE, CCT]

The population movements and changing settlement patterns during this period

Students:

- using ICT, collect and analyse data which identifies population movements in Britain, such as movement from country villages to towns and cities, and emigration to other countries [N, ICT, CCT]
- explain how the transportation of convicts to Australia was a consequence of changes in Britain [CCT]

The experiences of men, women and children during the Industrial Revolution, and their changing way of life

Students:

- describe the changes to the way of life of men and women who moved from the country to towns and cities
- use a variety of sources, including ICT, to investigate and report on working conditions in factories, mines and other occupations, with particular emphasis on child labour [CC, EU, WE, ICT, L]

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication

Students:

- discuss positive and negative consequences of the Industrial Revolution, such as the growth of cities and pollution and the development of trade unions [SE, EU, CCT, WE]
- assess the short-term and long-term impacts of the Industrial Revolution, including
 - global changes in landscapes
 - transport
 - communication [SE, CCT]

OR

History • Stage 5

Topic 1b: Movement of peoples (1750–1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation

Students:

- describe the key features of the Industrial Revolution in Britain [WE]
- explain how the Agrarian Revolution caused British people to move from villages to towns and cities to create a cheap labour force [WE, CCT]
- outline the reasons for the transportation of convicts to Australia and the migration of free settlers [CC]
- use a world map to identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain [N]
- explain how the slave trade can be linked to the Industrial Revolution [WE]

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience

Students:

- use a variety of sources, including ICT, to describe the main features of slavery, including transportation [EU, ICT, L]
- describe the experiences of slaves in ONE place in the Americas during this period [EU]
- select an individual convict and a free settler who came to Australia and use sources to construct the story of their experiences [CCT, EU, L]

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia

Students:

- use a variety of sources, including ICT, to investigate and report on the changing way of life of the convicts (men, women and children), including the experiences of emancipists [CC, ICT, L]
- describe the lives of free settlers on the frontier in Australia during this period
- describe the impact of convicts and free settlers on the Indigenous Peoples of regions occupied [ATSI, CC]

The short- and long-term impacts of the movement of peoples during this period

Students:

- describe the immediate consequences of transporting African slaves to the Americas, such as the availability and use of cheap labour [WE, EU]
- outline cultural, economic and political consequences of slavery for the United States in this period [WE, CC]
- assess the impact of convicts and free settlers on the development of the Australian nation [CC]

OR

History • Stage 5

Topic 1c: Progressive ideas and movements (1750–1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism

Students:

- sequence and annotate the time span of the following: American War of Independence, French Revolution and the Industrial Revolution [N]
- identify underlying ideas associated with American War of Independence, French Revolution and the Industrial Revolution, such as individual rights and freedoms [CC]
- briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism

The reasons why ONE key idea emerged and/or developed a following such as the influence of the Industrial Revolution on socialism

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups

Students:

- choose ONE of these ideas and explain:
 - the origins of this idea (context, individuals and groups)
 - explain how the idea was spread
 - describe the main features of the chosen idea
 - explain the origins of the idea and how it spread
 - identify the idea's supporters and opponents and explain their differences
 - trace changes in attitude to the idea over the period [CCT, CC]

The short and long-term impacts of ONE of these ideas on Australia and the world

Students:

- assess the short-term and long-term impacts of the idea on the world and Australia [CC, CCT, EU]
- discuss the relevance of the idea today [CC, C, CCT]

History • Stage 5

Depth Study 2: Australia and Asia

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.3 describes and explains the ideas, movements, people and events that shaped the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Suggested Site Studies include:

- a museum visit
- a local site of significance
- an Aboriginal site (issues of access and permission need to be appropriate to the site selected)
- a streetscape/heritage site
- a State Parliament House
- Old Parliament House Canberra ACT
- Parliament House
- a virtual historical site

History • Stage 5

Topic 2a: Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples

Students:

- outline key features of the first European settlement in Australia [ATSI, CC]
- describe both the European impact on the landscape and how the landscape affected European settlement [SE]
- locate on a map of Aboriginal Australia the extent of European settlement to 1900 [ATSI]
- use sources to describe a range of contact experiences between European settlers and Indigenous peoples [ATSI, IU, EU, L]

The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)

Students:

- describe how at least ONE of the non-Europeans (such as the Japanese, Chinese, South Sea Islanders, Afghans) lived and worked in Australia [A, WE, IU]
- describe the contribution of non-European workers to Australia's development before 1900 [A, WE, DD]

Living and working conditions in Australia around the turn of the twentieth century (that is 1900)

Students:

- describe the living conditions of men, women and children around the turn of the twentieth century
- identify a range of maritime, rural and urban occupations during this period [WE]
- describe working conditions in at least ONE of these occupations in Australia around 1900 [WE]

Key events and ideas in the development of Australian self-government and democracy, including women's voting rights

Students:

- explain how and why Federation (1901) was achieved [CC]
- outline state and federal responsibilities under the Australian Constitution [CC]
- discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people [CC, ATSI, DD, EU]

Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act

Students:

- identify key features of the Harvester Judgment, pensions legislation and the *Immigration Restriction Act* [CC, A, WE]
- outline what federal legislation (1901–1914) reveals about the kind of society the Australian government aimed to create [CC, EU, WE]
- assess the impact of this legislation on Australian society in this period [CC, CCT]

OR

History • Stage 5

Topic 2b: Asia and the world (1750–1918)

The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies) at the start of the period

Students:

- choose ONE Asian society, such as China, Japan, India, Dutch East Indies or the Philippines, around 1750. For the chosen society:
 - identify key physical features and geographic extent [A]
 - outline the role of leaders [A, CC]
 - describe the structure of the society [A]
 - discuss the lives and work of men, women and children [A, WE]
 - outline key features of the economy [A, WE]
 - outline main religious beliefs and cultural features [A, IU]

Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s)

Students:

- outline the nature of the contact of the Asian society with European power(s) [A, DD]
- explain how the Asian society was changed by its contact with European power(s) [A, IU]
- outline features of the Asian society which remained unchanged by this contact [A, IU]

The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism

Students:

- discuss the positive and negative consequences of contact between the Asian society and the European powers during this period [A, IU, EU]
- using ICT, investigate and analyse data to compare the Asian society to other nations around 1900 in relation to population, form of government, type of economy, relationships with other nations, evidence of nationalism [A, CC, DD, N, ICT]

The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time

Students:

- assess the significance of ONE key event involving an Asian society and a European power, using sources to identify different perspectives of the event at the time [A, CCT, L]:
 - China (the Boxer Rebellion 1900)
 - Japan (the Russo–Japanese War 1904–1905)
 - India (The Indian Mutiny/The First War of Indian Independence 1857)
 - Dutch East Indies (The Dutch–Aceh War 1873–1903)
 - Philippines (Filipino–American War 1899–1902)

History • Stage 5

Depth Study 3: World War I (1914–1918)

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.5 identifies, comprehends and evaluates the usefulness and reliability of sources in the historical inquiry process
- 5.7 identifies and explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Students investigate key aspects of World War I and the Australian experience of the war including the nature and significance of the war in world and Australian history.

An overview of the causes of World War I and the reasons why men enlisted to fight in the war

Students:

- identify the great powers of Europe in 1914
- identify the extent of each of these powers' control and influence in different parts of the world
- outline the main developments which led to the outbreak of World War I
- explain why men enlisted to fight in World War I [EU, CC]

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

Students:

- locate and sequence the places where Australians served in the Middle East and Europe [N]
- using ICT and other sources, describe the challenges faced by Australian forces at Gallipoli and ONE other campaign [ICT, L]
- explain the outcome of the Gallipoli campaign

The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate)

Students:

- discuss the effects of the war on Australia's society and economy, such as the use of propaganda and the changing role of women [CC, EU]
- describe the contribution of Australian nurses during and after the war
- use sources to explain why groups such as the Protestant and Catholic churches, businessmen, trade unionists and women either supported or opposed the conscription of Australian men into the armed forces [DD, EU, CC, L]
- explain how Australians of German descent were treated during World War I and give reasons for this treatment [EU, CC]

History • Stage 5

The commemoration of World War I, including debates about the nature and significance of the Anzac legend

Students:

- explain the main features of the Anzac legend
- use sources to explain different perspectives on the Anzac legend [EU, L]
- describe how and why Australians have remembered World War I [CC, EU, CCT]

Suggested Site Studies include:

- a museum visit
- Australian War Memorial, Canberra
- a local or state war memorial
- a virtual historical site
- a virtual archaeological site

History • Stage 5

The Modern World and Australia

The following three (3) depth studies focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia–Pacific region, and its global standing.

Key inquiry questions

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Overview

The overview is approximately 10% of the course. These topics from the overview are to be studied in conjunction with the selected Depth Studies 4–6 and may be integrated with the depth studies.

The Modern World and Australia includes the following overview content:

The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression

Students:

- sequence and briefly outline the major events in the inter-war years between World War I and World War II, including the Treaty of Versailles, the League of Nations, the Roaring Twenties and the Great Depression [N]

Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping

Students:

- locate:
 - major post-World War II conflicts
 - major UN peacekeeping operations
 - explain why Australians were involved in ONE UN peacekeeping operation

The major movements for rights and freedom in the world and the achievement of independence by former colonies

Students:

- identify the major movements for rights and freedom in the world [ATSI]
- briefly describe steps in the struggle for rights and freedom by ONE of the following [ATSI, DD]:
 - Indigenous peoples
 - women
 - oppressed peoples in the United States and South Africa
- locate on a map European empires (British, French and Dutch) at the end of World War II and locate their colonies and note when these colonies achieved independence [CC]

History • Stage 5

The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War

Students:

- define the concept of the Cold War
- sequence major Cold War and post-Cold War conflicts, including [A, N]:
 - Korean and Vietnam Wars (1950–1953, 1962–1975)
 - building of the Berlin Wall (1961)
 - Cuban Missile Crisis (1962)
 - Soviet War in Afghanistan (1979–1988)
 - Balkan conflicts (1991–1995, 1999)
 - genocide in Rwanda (1994)
 - terrorist attacks against the US (September 11, 2001)
 - War in Afghanistan (2001–)
 - Gulf Wars (1991, 2003–)
- indicate in which conflicts Australia has been involved and explain why in ONE
- outline the growth of China and India since the end of the Cold War [WE]

Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability

Students:

- identify developments that have contributed to improvements in the standard of living in the twentieth century
- outline concerns raised in the twentieth century about:
 - the environment
 - the depletion of natural resources [SE]

Depth Studies

Three (3) depth studies are to be studied. Each of the three depth studies is approximately 30% of course time. ONE elective will be studied in detail. Depth study content can be integrated with the overview and/or with other depth study electives.

History • Stage 5

Depth Study 4: World War II (1939–1945)

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.5 identifies, comprehends and evaluates the usefulness and reliability of sources in the historical inquiry process
- 5.7 identifies and explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

An overview of the causes and course of World War II

Students:

- identify the great powers of the world after World War I
- sequence events in Europe and Asia which led to the outbreak of World War II [N]
- identify key events in the widening war on land, sea and air

The experiences of Australians during World War II, such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore

Students:

- locate key areas of conflict where Australian men and women served in Europe, North Africa, Asia and the Pacific
- use sources, including ICT, to investigate the experiences of Australian men and women in ONE of the following [EU, L, ICT]:
 - the Battle of Britain
 - the fall of Singapore
 - Kokoda
 - a campaign in Europe, North Africa or the Pacific
 - as prisoners of war

History • Stage 5

An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

Students:

- examine the following significant events of World War II involving civilian men, women and children [EU]:
 - the bombing of cities in Europe and Asia
 - the use of atomic weapons
 - the Holocaust

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)

Students:

- outline the Australian government's increasing control of the home front [CC]
- discuss responses of Australian men, women and children to the government's wartime controls, including [CC, EU, WE]:
 - conscription
 - manpower controls
 - rationing
 - censorship
- analyse the changing roles of women during World War II [CC]

The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia

Students:

- analyse Australia's changing relationships with Britain and the USA during and after World War II [CC]
- discuss Australia's role in the formation of the United Nations [CC]
- explain how World War II affected Australia's relationship with at least ONE Asian nation after the war [IU, A]

Suggested Site Studies include:

- a museum visit
- Australian War Memorial, Canberra
- a local or state war memorial
- a virtual historical site
- a virtual archaeological site

History • Stage 5

Depth Study 5: Rights and freedoms (1945 – the present)

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.2 identifies, sequences and explains major periods of historical time and significant changes and developments in the modern world and Australia
- 5.3 describes and explains the ideas, movements, people and events that shaped the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.6 uses evidence from sources to support appropriate historical narratives, explanations and analyses
- 5.7 identifies and explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context

The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration

Students:

- outline the purpose of the United Nations [CC, EU]
- describe the origins of the Universal Declaration of Human Rights, including Australia's involvement [CC, EU]

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations

Students:

- explain the purpose and significance of the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander Peoples [CC, ATSI, EU]
- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander Peoples before 1965 [CC, ATSI, EU]
- using ICT and primary sources, describe the experiences of Aboriginal and Torres Strait Islander Peoples who were forcibly removed from their families (Stolen Generations) [CC, ICT, ATSI, EU, L]
- outline the role and policies of the Aboriginal Protection Board, including the control of wages and reserves [CC, ATSI, EU]
- explain the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander Peoples [CC, ATSI, EU]

History • Stage 5

The US civil rights movement and its influence on Australia

Students:

- outline the aims and methods of the US civil rights movement [CC, EU]
- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia [ATSI, CC, EU]
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander Peoples and the result of the 1967 Referendum [ATSI, CC, EU]

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology

Students:

- outline the background and consequences of key developments in Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms [ATSI, CC, EU]:
 - 1962 right to vote federally
 - 1967 Referendum
 - c.1991 – Reconciliation
 - 1992 Mabo decision
 - 1997 Bringing Them Home Report (the Stolen Generations)
 - 2008 The Apology
- use sources, including ICT, to investigate and explain the aims, strategies, outcomes and significance of ONE key development for the achievement of Aboriginal and Torres Strait Islander Peoples' rights and freedoms [ATSI, CC, ICT, EU, L]

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle

Students:

- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples
- investigate and explain the role of ONE of the following individuals or groups in the struggle for Aboriginal and Torres Strait Islander Peoples' rights and freedoms [ATSI, CC, EU]:
 - Charles Perkins
 - Faith Bandler
 - Eddie Mabo
 - The Federal Council for the Advancement of Aboriginals and Torres Strait Islanders (FCAATSI)

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples

Students:

- identify current struggles for civil rights and freedoms throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) [CC, ATSI]
- identify different methods used globally to attain civil rights and freedoms [ATSI, CC, EU, DD]
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country [ATSI, CC, EU, CCT]

History • Stage 5

Suggested Site Studies include:

- a museum visit
- a local site of significance
- a heritage site
- a virtual historical site

History • Stage 5

Depth Study 6: The globalising world

Outcomes:

A student:

- 5.1 describes and explains the significant changes and developments in the modern world and Australia
- 5.2 identifies, sequences and explains major periods of historical time and significant changes and developments in the modern world and Australia
- 5.3 describes and explains the ideas, movements, people and events that shaped the modern world and Australia
- 5.4 uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
- 5.5 identifies, comprehends and evaluates the usefulness and reliability of sources in the historical inquiry process
- 5.7 identifies and explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant information from a variety of sources to conduct historical research
- 5.9 uses key historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

Students investigate in depth ONE major global influence that has shaped Australian society from the following:

6a Popular culture

OR

6b The environment movement

OR

6c Migration experiences.

History • Stage 5

Topic 6a: Popular culture (1954 – present)

The nature of popular culture in Australia at the end of World War II, including music, film and sport

Students:

- identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport
- describe the origin and characteristics of ONE aspect of Australian popular culture at this time

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll

Students:

- explain why Australia in the 1950s was ready to receive American cultural influences
- assess the way American and British music influenced post-war Australian entertainment , such as rock ‘n’ roll [IU]
- use a range of sources, including ICT, to explain the nature and impact of television on Australian popular culture [ICT, L]
- describe how Australian fashions changed over any TWO post-war decades

The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan)

Students:

- describe how advances in communication technology changed at least ONE of the following during the post-war period in Australia: music, film or television
- discuss the influence of television on attitudes towards the Vietnam War [CC]
- discuss how overseas influences have affected ONE aspect of Australian popular culture [IU]

Australia's contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life

Students:

- assess the contribution of Australian men and women to international sport
- discuss Australian involvement in world sporting contests and promotion of sport as a global event, such as the 1956 Melbourne, 2000 Sydney Olympics, Test Cricket and World Cup Soccer
- using sources, including ICT, investigate and explain the contribution of Australian men and women to international music, film and television [ICT, L]
- assess the challenges to Australian culture posed by Americanisation and globalisation[CCT]
- discuss the nature of Australian popular culture today

OR

History • Stage 5

Topic 6b: The environment movement (1960s – present)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia

Students:

- identify major threats to the natural environment [SE]
- outline the origins of environmental awareness and activism [SE,EU,CC]
- briefly describe the purpose of the 19th-century National Parks movement in America and Australia [SE, CC]

The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade

Students:

- use sources, including ICT, to explain how the growth of cities, population and industries have impacted on the environment in Australia and the world, including land clearance [SE, ICT, N, EU, CCT, L]
- discuss how global resource needs and trade have intensified environmental issues in developed and developing nations [SE, CCT, WE]
- describe the response to key environmental issues in Australian agriculture, such as the back-to-the-land movement, organic farming and permaculture [SE, EU]

The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', 'sustainability', 'rights of nature')

Students:

- discuss key events in the growing awareness of environmental issues in Australia and the world before 1975, such as wilderness protection, the anti-nuclear and anti-war movements in response to the threat of nuclear war and the US use of chemical warfare in Vietnam (1962–1974) [SE, CC, EU]
- outline the origins and policies of green political parties in the 1980s [SE, CC]
- describe the influence of at least ONE of the following environmental ideas:
 - 'Gaia'
 - limits to growth
 - sustainability
 - rights of nature [SE, CC, EU]

Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998

Students:

- outline the important developments in at least ONE environmental event and campaign from:
 - accidents at Three Mile Island (1979) and Chernobyl nuclear power plants (1986)
 - nuclear testing in the Pacific (1948–1996) and Australia (1955–1963)
 - Bhopal Union Carbide fatal gas leak disaster (1984)
 - French bombing of the Greenpeace ship, *Rainbow Warrior* (1985)
 - Exxon-Valdez oil spill (1989)
 - Gulf of Mexico BP oil spill (2010)
 - earthquake and tsunami at the Fukushima nuclear power plant (2011) [SE, CC, EU]

History • Stage 5

Responses of Australian governments and international organisations to environmental threats since the 1960s, including deforestation and climate change

Students:

- discuss ONE Australian achievement in response to an environmental threat since the 1960s [SE, CC]
- assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation, climate change and ONE of the following:
 - Sydney Green Bans to protect Kelly's Bush, the Royal Botanic Gardens and The Rocks (1971–1975)
 - Franklin River and Gordon River dam issues (1982–1983)
 - Jabiluka mine controversy in Kakadu (1998–) [SE, CC, EU]
- explain the significance of ONE global environmental threat [SE, EU]
- examine the role of international organisations in dealing with at least ONE environmental threat

OR

History • Stage 5

Topic 6c: Migration experiences (1945 – present)

The waves of post-World War II migration to Australia, including the influence of significant world events

Students:

- describe the size and composition of Australia's population in 1945 [N, DD]
- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin [A, N, DD]
- identify significant world events which influenced post-World War II migration to Australia, such as the Vietnam, Afghanistan and Gulf Wars [A, DD]

The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'

Students:

- outline government policies and practices that restricted migration to Australia before World War II, such as the White Australia Policy [A, CC, EU]
- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, such as the slogan 'Populate or Perish' [CC]
- using sources, describe the hardships faced by migrants, with a particular focus on the experiences of ONE group who came to Australia between 1945 and 1970 [A, CC, L]
- explain how changing social attitudes and Australia's increasing trade, tourism and contacts with Asian countries helped to undermine the White Australia Policy [A, CC, IU, WE]

The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees

Students:

- describe the impact of the Vietnam War on Australia's culture and migration policy [A, CC, IU]
- discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s OR refugees from Afghanistan and Iraq since 2001 [A, CC, DD, EU]
- using sources, including ICT, describe the experiences of ONE group of refugees on their journey to Australia and their experiences on arrival after 1975 [A, IU, L, ICT]

The contribution of migration to Australia's changing identity as a nation and to its international relationships

Students:

- assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity [CCT, IU, DD]
- explain how Australia's changing migration policies have affected relationships with other nations [A, CC, IU, DD]

8 Years 7–10 Life Skills outcomes and content


A small percentage of students with special education needs may best fulfil the curriculum requirements for History Years 7–10 by undertaking Life Skills outcomes and content.

Specific Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support. However, in developing programs teachers need to take into consideration relevant system policies regarding mandatory learning experiences.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate History Years 7–10 Life Skills outcomes and content across a variety of school and community contexts.

A range of curriculum adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content. Information about curriculum adjustments can be found in *Life Skills Years 7–10 Advice on Planning, Programming and Assessment*.


8.1 Years 7–10 Life Skills Outcomes

 consult

<p>Objective: Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
<p>Life Skills Outcomes: A student:</p> <p>LS.1 demonstrates understanding of the concepts of time and chronology</p> <p>LS.2 describes personal connections to history</p> <p>LS.3 investigates how people lived in various societies over time</p> <p>LS.4 explores the features of a particular society or time</p> <p>LS.5 investigates the importance of significant people and events in the past</p> <p>LS.6 identifies and describes significant issues and their importance in the past</p> <p>LS.7 explores significant changes and developments in the past</p>
<p>Objective: Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of key historical concepts
<p>Life Skills Outcomes: A student:</p> <p>LS.8 identifies key historical concepts</p> <p>LS.9 explores how key concepts shape our understanding of the past</p>
<p>Objective: Students:</p> <ul style="list-style-type: none"> develop skills to undertake the process of historical inquiry
<p>Life Skills Outcomes: A student:</p> <p>LS.10 participates in an investigation to explore people, events and issues of the past</p> <p>LS.11 uses a variety of strategies to locate and select information for historical research</p> <p>LS.12 recognises different perspectives about events and issues</p> <p>LS.13 uses evidence from sources to support an interpretation of the past</p>
<p>Objective: Students:</p> <ul style="list-style-type: none"> develop skills to communicate their understanding of history
<p>Life Skills Outcomes: A student:</p> <p>LS.14 uses a variety of strategies to organise and communicate information</p>

8.2 Years 7–10 Life Skills Content

The Years 7–10 Life Skills content forms the basis for learning opportunities. Students will not be required to complete all of the content to demonstrate achievement of an outcome.

 consult

Site Studies

Where appropriate, students should have the opportunity to participate in a site study to develop their understanding and demonstrate achievement of History Life Skills outcomes. Site studies can provide students with meaningful opportunities to engage with historical concepts and carry out processes of historical investigation.

Further information including a list of suggested site studies, is provided in Section 7.1.

Historical Skills

Teaching History involves the explicit teaching of content, concepts and skills. These are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

The following historical skills may be integrated, as appropriate, into the History Life Skills outcomes and content:

Comprehension: chronology, terms and concepts

- Demonstrate understanding of historical texts
- Sequence historical people and events
- Use historical terms

Analysis and use of sources

- Locate, select and use information from sources

Perspectives and interpretations

- Identify points of view in the past and present

Empathy

- Recognise that the behaviour and attitudes of people from the past may differ from people today

Research

- Pose questions about the past
- Investigate questions about the past using relevant sources

Explanation and communication

- Develop historical texts, including narratives and descriptions
- Select and use a range of communication forms, such as oral, graphic, written and digital to communicate about the past

History • Life Skills

Investigating the Past

Students develop an understanding of the past and the processes of historical inquiry.

Life Skills outcomes:

A student:

- LS.1 demonstrates understanding of the concepts of time and chronology
- LS.2 describes personal connections to history
- LS.8 identifies key historical concepts
- LS.9 explores how key concepts shape our understanding of the past
- LS.10 participates in an investigation to explore people, events and issues of the past
- LS.11 uses a variety of strategies to locate and select information for historical research
- LS.12 recognises different perspectives about events and issues
- LS.13 uses evidence from sources to support an interpretation of the past
- LS.14 uses a variety of strategies to organise and communicate information

Students:

- use the everyday language of time, such as yesterday, a long time ago, in the Dreaming [L]
- explore the language of time, such as past, present, future [L]
- explore the concept of old and new, such as compare old and new objects (irons, records, furniture, photos, toys, baby clothes) where obvious changes can be seen
- recognise how time is measured, such as minutes, hours, days, months, years, decades, centuries, millennium, BCE and CE [N]
- gather materials that relate to individual and family history [PSC]
- participate in the recording of their personal history [L, N]
- explore the lives of people in their recent past [PSC]
- engage with a range of historical evidence using ICT where appropriate, such as photographs, diaries, letters, primary and secondary sources [L, ICT]
- participate in an investigation of the history of the school
- participate in an investigation of an historically or culturally significant location, such as local public or heritage building, museums and memorials [CC]
- explore the difference between fact and opinion, such as compare first-hand and second-hand accounts of events, compare original film footage of an event with a fictional film version [CCT]
- use skills of inquiry to investigate the life of one or more ‘heroes’ or ‘villains’ in history and how and why they are remembered, such as Nero, Mahatma Gandhi, Ned Kelly, Josef Stalin, Nelson Mandela, Xanana Gusmao [L, CC]

History • Life Skills

The Ancient World (approximately 60 000 BCE – c.650 CE)

Students investigate some aspects of ancient history, a period defined by the development of cultural practices and organised societies.

Life Skills outcomes:

A student:

- LS.1 demonstrates understanding of the concepts of time and chronology
- LS.3 investigates how people lived in various societies over time
- LS.4 explores the features of a particular society or time
- LS.5 investigates the importance of significant people and events in the past
- LS.6 identifies and describes significant issues and their importance in the past
- LS.8 identifies key historical concepts
- LS.9 explores how key concepts shape our understanding of the past
- LS.10 participates in an investigation to explore people, events and issues of the past
- LS.11 uses a variety of strategies to locate and select information for historical research
- LS.12 recognises different perspectives about events and issues
- LS.13 uses evidence from sources to support an interpretation of the past
- LS.14 uses a variety of strategies to organise and communicate information

Students may study one or more ancient societies in this topic area:

Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya

Students:

- recognise the features of a particular society and compare with life today, such as housing, food, clothing, recreation, celebrations, education, writing tools, work
- investigate everyday life in a particular society, using ICT where appropriate, such as roles of men, women and children, trade, how the society was organised and governed [L, ICT]
- use the concept of time to describe the ancient world, such as ‘a long time ago’, BCE [N]
- explore the beliefs, values and practices of a particular society, such as religion, death and funerary customs, crime and punishment, warfare and defence systems [IU]
- recognise geographical features that influence the development of societies
- explore how the geographical features of a particular society influenced its development, such as access to water, availability of natural resources, climate [SE]
- identify on a map the location, trade routes and/or interactions of a particular society [N]
- identify significant people and/or events within the context of the society studied
- investigate significant people and/or events within the context of the society studied, such as Cleopatra, Alexander the Great, the destruction of Pompeii
- explore one or more of the myths and legends which are associated with societies and civilisations of the past, such as Romulus and Remus, Poseidon, the destruction of Troy
- explore the legacy of a society or time for our world cultural heritage, such as art, music, architecture, dance, drama, science, medicine, language, governance [IU]

History • Life Skills

The Ancient to the Modern World (c.650 CE – 1750)

During this time major civilisations around the world came into contact with each other. Students explore a society, empire and/or historical development from this period.

Life Skills outcomes:

A student:

- LS.1 demonstrates understanding of the concepts of time and chronology
- LS.3 investigates how people lived in various societies over time
- LS.4 explores the features of a particular society or time
- LS.5 investigates the importance of significant people and events in the past
- LS.6 identifies and describes significant issues and their importance in the past
- LS.8 identifies key historical concepts
- LS.9 explores how key concepts shape our understanding of the past
- LS.10 participates in an investigation to explore people, events and issues of the past
- LS.11 uses a variety of strategies to locate and select information for historical research
- LS.12 recognises different perspectives about events and issues
- LS.13 uses evidence from sources to support an interpretation of the past
- LS.14 uses a variety of strategies to organise and communicate information

Students may study one or more societies/empires/historical developments in this topic area:

The Vikings (c.790 CE – c.1066), Medieval Europe (c.590 CE – c.1500), The Ottoman Empire (c.1299 CE – c.1683), Renaissance Italy (c.1400 CE – c.1600), Angkor/Khmer Empire (c.802 CE – c.1327), Japan and the Shoguns (c.794 CE – 1867), Polynesian expansion across the Pacific (c.700 CE – 1756), Mongol expansion (c.1206 CE – c.1368), The Black Death in Asia, Europe and Africa (14th-century plague), The Spanish conquest of the Americas (c.1492 CE – c.1572)

Students:

- recognise the features of a particular society/empire and compare with life today, such as housing, food, clothing, recreation, celebrations, education, writing tools, work, health/hygiene
- investigate everyday life in a particular society/empire, using ICT where appropriate, such as roles of men, women and children, trade, how the society was organised and governed [L, ICT]
- use the concept of time to describe the ancient to modern world, such as a long time ago, BCE [N]
- explore the beliefs, values and practices of a society/empire, such as religion, death and funerary customs, crime and punishment, warfare and defence systems [IU]
- recognise geographical features that influence the development of societies/empires
- explore how the geographical features of a society/empire influenced its development, such as access to water, availability of natural resources, climate [SE]
- identify on a map the location, trade routes, explorations, interactions and/or spread of a particular society/empire/development [N]
- identify significant people and/or events within the context of the society/empire/development studied
- investigate significant people and/or events within the context of the society/empire/development studied, such as Erik the Red, Battle of Hastings, the spread of the Black Death, Joan of Arc, Suleiman the Magnificent, Leonardo da Vinci, Galileo, Genghis Khan
- explore the contact, interactions, invasions and relationships between societies/empires [IU]

History • Life Skills

- use skills of inquiry to investigate one or more mysteries or controversies in history, such as the extent of the voyages of the Vikings [L]
- explore the legacy of an individual, society, empire or event, such as ideas and inventions

History • Life Skills

Making of the Modern World (1750–1918)

Students explore some of the changes in the ways people lived, worked and thought during this time, as Australia emerged as a nation.

Life Skills outcomes:

A student:

- LS.7 explores significant changes and developments in the past
- LS.8 identifies key historical concepts
- LS.9 explores how key concepts shape our understanding of the past
- LS.10 participates in an investigation to explore people, events and issues of the past
- LS.11 uses a variety of strategies to locate and select information for historical research
- LS.12 recognises different perspectives about events and issues
- LS.13 uses evidence from sources to support an interpretation of the past
- LS.14 uses a variety of strategies to organise and communicate information

Students may study one or more of the following in this topic area:

Making a Better World?, Australia and Asia, World War I

History • Life Skills

Making a Better World?

Students:

- investigate some inventions and technologies and how they have impacted on the lives of ordinary people in Australia, such as television, colour photography, penicillin, frozen food, robots, jet engines, aerosol spray cans, digital computers, microwave ovens, mobile phones
- identify ideas and technological innovations that led to the Industrial Revolution [WE]
- explore the impact of technological change on people's way of life, such as working conditions, social conditions, transport and communication [WE]
- investigate the conditions and circumstances that led to the transportation of convicts to Australia
- identify the living conditions in Australia for the first settlers
- recognise significant people and/or events in the early settlement of Australia, such as Captain Cook
- explore the issues and challenges related to early settlement of Australia, such as communication, separation, environment [CCT]
- explore the impact of early settlement of Australia on Aboriginal people [ATSI]

History • Life Skills

Australia and Asia

Students:

- identify important features of Aboriginal culture prior to colonisation, such as roles and responsibilities, technology, connection with the land, kinship, traditional stories, music, dance, art works [ATSI]
- explore the response of Aboriginal peoples to colonisation [ATSI]
- explore the impact of contact between Aboriginal and non-Aboriginal peoples on the health, welfare, education and life opportunities for Aboriginal children [ATSI]
- explore Aboriginal history and culture through site studies and interaction with local Aboriginal communities [ATSI]
- explore the impact of colonisation on indigenous people in one or more of the following: [EU]
 - North America
 - Central America
 - South America
 - Africa
 - the Pacific region
 - China
 - South-East Asia
- identify living conditions in Australia in the early part of the 20th century, such as clothing, leisure, transport, food, education, recreation, technology
- explore the living conditions of an Asian society in the early part of the 20th century, such as China, Japan, India [A]
- compare aspects of Asian and Australian societies in the early part of the 20th century [A]
- compare the lives of young Australians in the early part of the 20th century with the lives of young people today [CCT]
- explore the reasons for Federation, such as currency, defence, transport, trade [CC]
- identify people who had no voting rights in 1900, such as some Aboriginal peoples, some women [CC, EU]
- recognise the essential features of a democracy [CC]
- explore the key roles and responsibilities for citizens in a democracy [CC]
- participate in democratic processes at school and/or in the community, such as elect a class or school captain, participate in a community group to clean up the environment [CC]
- explore the contribution of one or more significant Australians during the first half of the 20th century, such as Sir Henry Parkes – Federation; Sir Edmund Barton – first Prime Minister of Australia; Sir Charles Kingsford Smith – aviation; Rose Scott – women’s movement; Simpson at Gallipoli; Sir Howard Florey – penicillin; John Curtin – Prime Minister; John Flynn – Royal Flying Doctor Service; Albert Namatjira – art; Sir Don Bradman – cricket; Edith Cowan – first female parliamentarian [CCT, CC]

History • Life Skills

World War I

Students:

- locate on a map the places where Australian forces fought in World War I, such as Turkey (Gallipoli) France, Middle East [N]
- identify other countries involved in World War I
- using ICT where appropriate, investigate the conditions and experiences of the Australian and New Zealand soldiers (ANZACS) at Gallipoli, such as the landing, the trenches, food and water shortages, mateship, relations with Turkish soldiers, evacuation [L, ICT]
- investigate the conditions and experiences of soldiers, sailors, nurses and airmen in a range of circumstances, using ICT where appropriate, such as hospitals, ships, troop carriers [L, ICT]
- recognise the uniforms, weaponry and transport used by Australian troops in World War I, such as infantry uniform, slouch hat, bayonets and rifles, aircraft, tanks, horses, donkeys
- explore issues that affected Australians at home during World War I, such as pay and conditions for workers, shortages, communication and information [CCT, EU, WE]
- investigate the changing roles of women during World War I, such as at work, in the home, in volunteer work, politically [EU, DD, WE]

History • Life Skills

The Modern World and Australia (1918 to the present)

Students explore some aspects of the development of Australia, including its relationship to the world.

Life Skills outcomes:

A student:

- LS.5 investigates the importance of significant people and events in the past
- LS.6 identifies and describes significant issues and their importance in the past
- LS.7 explores significant changes and developments in the past
- LS.8 identifies key historical concepts
- LS.9 explores how key concepts shape our understanding of the past
- LS.10 participates in an investigation to explore people, events and issues of the past
- LS.11 uses a variety of strategies to locate and select information for historical research
- LS.12 recognises different perspectives about events and issues
- LS.13 uses evidence from sources to support an interpretation of the past
- LS.14 uses a variety of strategies to organise and communicate information

Students may study one or more of the following in this topic area:

World War II, Rights and Freedoms, The Globalising World

History • Life Skills

World War II

Students:

- investigate the experiences of Australians during the Great Depression, such as living, working, education, social life, health in rural and urban communities
- locate on a map the places where Australian forces fought during World War II, such as Europe, the Middle East, the Pacific [N]
- identify other countries involved in World War II
- investigate the conditions and experiences of soldiers, sailors, nurses and aircrews, using ICT where appropriate [ICT]
- recognise the uniforms, weaponry and transport used by Australian troops in World War II
- identify the living and working conditions at home, such as rations, clothing styles [WE]
- investigate the changing role of women and work, such as farms, transport, factories, service [EU, DD, WE]
- explore the impact of attacks on the Australian mainland during World War II, such as bombing of Darwin, submarine attacks in Sydney [CCT, A]

History • Life Skills

Rights and Freedoms

Students:

- recognise the essential features of a democracy [CC]
- explore the key roles and responsibilities for citizens in a democracy [CC]
- identify people who had no voting rights in the early 1900s, such as some Aboriginal peoples, some women [CC, EU, DD]
- explore how voting rights were achieved for women, such as the suffragette movement [CC, EU, DD]
- identify and explore the changing rights and freedoms for women between the 1950s and the 1990s [EU]
- investigate the processes that led to greater rights and freedoms for Aboriginal peoples, such as the 1967 Referendum, the recognition of land rights and Native Title [ATSI]
- identify living and working conditions for Aboriginal people, such as in cities, on their own land, in designated areas determined by others [ATSI]
- investigate the reasons for and the impact of the removal of Aboriginal children from their families, such as the Stolen Generations and the Apology [ATSI]


History • Life Skills

The Globalising World

Students:

- identify features of contemporary Australian life, such as clothing, leisure, transport, food, education
- investigate the development of popular culture in post-war Australia, using ICT where appropriate, such as television, music, recreation [ICT]
- locate on a map where Australian post-war migrants came from, such as Europe, Asia, Pacific, Mediterranean [N]
- explore the reasons for migration, such as escape from oppressive regimes, seeking new opportunities [IU]
- recognise the conditions and experiences of post-war migrants, such as hostels, opportunities for work, language barriers, isolation, racism [IU, EU, WE]
- investigate the contribution of people from other cultures to Australian life, such as to politics, to the community, to the arts, to sport [IU, CC]
- explore what it means to be a citizen of Australia [CC]
- investigate ways in which people participate as citizens in Australian society, such as respect for the law, contribution to electoral and democratic processes, behaving in ways which make society fairer or more equitable for all [CC]
- identify ways in which Australians celebrate and commemorate events that are significant to Australia, such as ANZAC Day, Australia Day [CC]
- identify memorials in local area that relate to Australian activities during World Wars I and II [CC]
- explore the contribution of one or more significant Australians, using ICT where appropriate, such as Charles Perkins, Mum Shirl, Eddie Mabo, Fred Hollows, Dr Victor Chang, Dick Smith, Charlie Teo [CC, ICT]
- explore the contribution of one or more significant people or groups in the areas of the environment, arts, sport or community welfare, using ICT where appropriate, such as Dawn Fraser, Evonne Goolagong Cawley, Ian Kiernan, Tim Flannery, John Farnham, Normie Rowe, Cathy Freeman, Cate Blanchett, Ian Thorpe, Louise Sauvage, Alan Border, Greenpeace, Amnesty International [CCT, ICT, DD]

9 Continuum of Learning in History K–10

 for your information

Stage outcomes and stage statements illustrate the continuum of learning in the *History K–10 Syllabus*.


9.1 Stage outcomes

Continuum of learning in History K–10

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
ES1.1: describes events or retells stories that demonstrate their own heritage and the heritage of others	1.1: communicates an understanding of historical change in the local community	2.1: describes how various groups and individuals contributed to the development of the local community	3.1: describes the significance of people, groups, places and events to the development of the Australian nation	4.1: describes and explains the nature of history and applies the methods of history to investigate the past	5.1: describes and explains the significant changes and developments in the modern world and Australia
ES1.2: communicates some common characteristics shared by families as well as some of the differences	1.2: identifies significant people, places and sites in the local community	2.2: describes events, actions and consequences related to world exploration and British settlement of Australia	3.2: describes the principles of Australian democracy	4.2: identifies major periods of historical time and sequences events, people and societies from the past	5.2: identifies, sequences and explains major periods of historical time and significant changes and developments in the modern world and Australia
		2.3: describes changes and consequences of British colonisation in Australia	3.3: describes and explains the struggles for rights and freedoms in Australia	4.3: describes and explains key historical features and assesses individuals from past societies	5.3: describes and explains the ideas, movements, people and events that shaped the modern world and Australia

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
				4.4: uses historical concepts to demonstrate an understanding of historical ideas and processes	5.4: uses and explains historical concepts to demonstrate an understanding of historical ideas and processes
				4.5: identifies the meaning, purpose and context of historical sources	5.5: identifies, comprehends and evaluates the usefulness and reliability of sources in the historical inquiry process
				4.6: uses evidence from sources to support historical narratives and explanations	5.6: uses evidence from sources to support appropriate historical narratives, explanations and analyses
				4.7: identifies different contexts, perspectives and interpretations of the past	5.7: identifies and explains different contexts, perspectives and interpretations of the past
				4.8: locates, selects and organises relevant information from a variety of sources to conduct basic historical research	5.8: locates, selects and organises relevant information from a variety of sources to conduct historical research


Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
				4.9: uses historical terms and concepts in appropriate contexts	5.9: uses key historical terms and concepts in appropriate contexts
				4.10: selects and uses appropriate oral, written, visual and electronic forms to communicate about the past	5.10: selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

 consult

9.2 Stage Statements

 for your information

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

 consult

Early Stage 1

By the end of Early Stage 1 students identify experiences or events in their own lives that are of personal significance to them. They pose questions about their own and their family’s past using at least one type of historical source. They identify similarities and differences between families and family celebrations using sources that are provided. Students relate a story about their past using different forms of communications (oral, graphic and role-play).

Students use language associated with time and change. They acquire information by direct observation, talking to others and by viewing, reading and listening to texts. They communicate their understandings orally and through writing and drawing.

Stage 1

By the end of Stage 1, students identify and place key events in sequence. Students use sources about the past to compare objects from the past and the present and to identify and explain how some aspects of life have changed whilst others have remained the same. Students explain the significance of a person, site or event in the development of their local community.

Students pose and answer questions about the past using historical sources. Students identify and describe an event or place of significance and relate stories about their family's and community's past, using appropriate terms denoting time. They present information using written, spoken and visual texts.

Stage 2

By the end of Stage 2, students place some of the key events and people they have studied in chronological sequence using timelines. They explain the meaning and significance of national days and celebrations. They identify the importance of Country to Aboriginal and Torres Strait Islander Peoples and the impact of European settlement on them. They become aware of world history beyond Australia in examining the great explorers and the story of the First Fleet.

Students pose questions about the past and locate relevant information from a range of historical sources. They identify traces of the past in the present and can explain their significance. Students use historical sources to compare key aspects of the past with the present and to examine the reasons for and impact of historical events. Students explain the significance of events in bringing about change. Students compose historical texts, including narratives, using appropriate historical terms. They present their information using a range of communication forms (written, spoken and visual).

Stage 3

By the end of Stage 3, students examine the founding of British colonies in Australia and life for different groups in the colonial period. They examine significant events and people and place them in chronological sequence using annotated timelines. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

When researching, students develop a focused inquiry question for investigation. They locate, identify and use a range of sources to record relevant historical information. They examine sources to identify the views being expressed and the attitudes and values being expressed. Students identify and describe concepts such as cause and effect, change and continuity, motivation and significance over time. Students compose historical texts such as narratives and descriptions, using appropriate historical terms and concepts. They present their information using a range of communication forms (written, spoken, graphics and ICT).

Stage 4

By the end of Stage 4, students develop an understanding of the nature and methodologies of history and archaeology and examine ancient societies, from Europe to Asia, through a range of sources. They identify major periods of historical time and sequence societies, people and events from the past. They describe and explain key features and legacies of past societies.

Students develop the skills to undertake the process of historical inquiry. They identify the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify different contexts, perspectives and interpretations of the past. When researching, students plan an inquiry and identify and locate relevant historical sources using ICT and other methods. They develop the skills to communicate their understanding of history by using historical terms and concepts appropriately. They select and use appropriate oral, written and digital forms to communicate effectively about the past for different audiences. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

Stage 5

By the end of Stage 5, students have identified, sequenced and explained the significant changes and developments over time in the making of the modern world and Australia. They describe and explain the ideas, movements, people and events that shaped the modern world and Australia that may have included the Industrial Revolution, the movements of people from 1750 and the impact of Western influence on Asia. Australia in a global context includes a study of both World War I and II. The struggle for rights and freedoms in both Australia and the world are examined and the global influence on Australia of popular culture, the environment movement or migration.

Students develop the skills to undertake the process of historical inquiry. They identify, comprehend and evaluate the usefulness and reliability of sources and use evidence from these sources to support appropriate historical narratives, explanations and analyses. They identify and explain different contexts, perspectives and interpretations of the past. When researching, students undertake an historical inquiry, and locate, select and organise relevant information from a variety of sources using ICT and other methods. They develop the skills to communicate their understanding of history by using historical terms and concepts in appropriate contexts. They elect and use appropriate oral, written and digital forms to communicate effectively about the past for different audiences. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in History contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8 and 10.

Using standards to improve learning

Teachers use standards in History as a reference point for planning teaching and learning programs and for assessing and reporting student progress. Standards in History help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning is designed to enhance teaching and improve student learning. It gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of History provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students to encourage growth and development
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Quality Assessment Practices

Effective assessment for learning informs teachers and students about past, present and future learning. The quality of assessment practices and materials can be judged using the following *assessment for learning* principles. The following Assessment for Learning Principles provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning principles

Assessment for learning:

- promotes learning by emphasising the interactions between learning and manageable assessment strategies
 - teachers reflect on the purposes of assessment and on their assessment strategies
 - assessment activities allow for demonstration of learning outcomes
 - assessment is embedded in learning activities and informs the planning of future learning activities
 - teachers use assessment to identify what a student can already do
- clearly expresses the goals of the learning activity
 - students know and understand the learning goals and the criteria that will be applied to judge the quality of their achievement
 - students receive feedback that helps them make further progress
- helps students learn better, rather than just achieve a better mark
 - assessment is an integral component of the teaching–learning process rather than a separate activity
 - teachers design and select tasks that assess, and therefore encourage, deeper learning
 - feedback motivates the learner and helps students to understand that engagement with feedback can lead to improvement
- provides meaningful and constructive feedback
 - feedback is directed to the achievement of standards and away from comparisons with peers
 - feedback is clear about strengths and areas for further development
 - feedback is individualised and provides strategies for improvement
- encourages students to take responsibility for their own learning
 - assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning
- is inclusive of all learners
 - assessment against standards provides opportunities for the diverse range of learners to achieve their best
 - assessment activities are accessible and free of bias.

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment tasks, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions, multimedia presentations.

Further examples of adjustments to assessment for students with special education needs can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

Life Skills assessment

Each student undertaking the History Years 7–10 Life Skills course will study selected outcomes and content. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Students may demonstrate achievement in relation to History Years 7–10 Life Skills outcomes independently, in some cases with adjustments, or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Further information about the assessment of students undertaking Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Advice on Planning, Programming and Assessment*.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in History provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. The Common Grade Scale (A–E) is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. In particular, for those students who are undertaking a special program of study, it may be appropriate to report against the student’s individual education plan.

10.4 Choosing assessment strategies

The range of assessment strategies should gather information about the depth of students' understanding, the development of skills as well as the extent of content knowledge. Assessment strategies should allow for flexibility in the design of tasks.

A collaborative approach to assessment develops a shared understanding of syllabus standards and helps teachers make consistent judgements of evidence of student achievement.

When choosing assessment strategies, teachers should consider whether the tasks:

- ensure a variety of types of task that cater for the full range of students
- show a clear relationship between the outcomes, what has been taught and the content being assessed
- inform students about the nature of the task and marking guidelines
- demonstrate validity and reliability, and are free from prejudice, discrimination and stereotyping
- provide constructive feedback about what students are able to do and what they need to do in order to improve their level of performance
- allow opportunities for self-assessment and peerassessment.



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Teachers of History should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in History it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of History need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of History to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

History particularly lends itself to the following assessment techniques:

Inquiry-based research activities

Inquiry-based research provides students with opportunities to investigate historical personalities, events and issues and develop the key competencies of collecting, analysing and organising information and communicating ideas and information, incorporating cross-curriculum Information and Communication Technologies (ICT) skills. Assessment activities might include research assignments involving locating and evaluating sources on the internet and other technology resources, formulating questions for and conducting oral history interviews and site studies.

When this technique is used for assessment purposes students could be assessed on their ability to:

- locate, select and organise relevant information from a number of sources
- interpret and evaluate sources for usefulness and/or reliability
- use sources and relevant historical terms and concepts appropriately in an historical inquiry
- select appropriate oral, written and digital forms to present the findings of their research.

Site Studies

Site studies, both actual and virtual, are a particularly important aspect of inquiry-based research in History.

When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and analyse data
- interpret graphical material (eg maps, charts, graphs)
- examine relevant heritage/conservation issues
- sequence events within a study to show an understanding of continuity and change
- identify and explore differing contexts, interpretations and perspectives of the past
- evaluate a range of sources, including ICT, relevant to the site study.

Presentations

Presentations provide history students with opportunities to actively engage in and enjoy their study of history while developing and demonstrating skills of analysis, historical thinking and planning and organising activities, working with others and communicating ideas and information. Assessment activities might include:

- prepared and impromptu oral presentations (eg role-play, debates, dramatic presentations)
- poster presentations
- prepared digital visual/audio displays and presentations

When this technique is used for assessment purposes students could be assessed on their ability to:

- identify, comprehend and evaluate historical sources
- explain different contexts, perspectives and interpretations of the past
- use appropriate historical terms and concepts
- use appropriate forms to communicate their understanding of history.

Peer assessment

History encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task, and reflecting on peer presentation.

Self-assessment

In History students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self initiated as a student progresses.