

A Guide to the New Years 7–10 Syllabus

The new *History Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

The content is similar to the current syllabus content. Students will continue to develop:

- knowledge and understanding of past societies and their legacy
- knowledge and understanding of Australian Aboriginal and Indigenous peoples of the world and the nature of contact
- knowledge and understanding of significant developments in Australia's social, political and cultural history in the 20th century
- knowledge and understanding of Australia's international relationships in the 20th century
- knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in the 20th century
- understanding of the nature of History and the skills to undertake the process of historical inquiry
- the skills to communicate their understanding of history.

Current programs may be modified to meet the requirements of the new syllabus and many

existing units of work will form the basis of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the *Modern History Stage 6 Syllabus* and the *Ancient History Stage 6 Syllabus* (1999) will assist in the implementation of the new *History Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of History in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus. The new syllabus includes:

- five focus issues that have been integrated into the objectives, simplifying the structure of the syllabus
- a reduction in the number of inquiry questions
- a 'History Skills' section with specific historical and information and communication technologies (ICT) skills included in each topic
- choice within some topics to reduce content and to allow for studies in depth
- a choice of topics in the area of study in post-World War II to allow students to focus on fewer areas in depth
- content to be assessed in the Australian History, Geography and Civics and Citizenship test that has been reduced
- site studies as field studies or as virtual site studies using ICT
- outcomes and stage statements from Early Stage 1 to Stage 5 that describe the continuum of learning in History. This enables teachers to map students' learning development, and to plan and program work

The features of the content pages

The inquiry questions provide the scope of inquiry for the topic.

Outcomes are linked to content to assist teachers with planning and programming.

Working Historically indicates the skills outcomes that students develop in the study of the topic.

Content is expressed as *Students learn about* and *Students learn to* in a consistent format.

Cross-curriculum perspectives are embedded in the content.

Skills that enhance learning in History are embedded in the content.

History Years 7–10 Syllabus

Topic 4 Australia and World War II

The Second World War had a major impact on the generation who fought and lived through it. Australia's relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front. Internal choice offers opportunities to study issues and events of particular interest or local significance in more depth.

Inquiry questions

- Why was Australia involved in World War II?
- What were some of the experiences of Australians as a result of their involvement in the war?
- What was the impact of the war on the Australian home front?
- How did Australia's relationship with Britain and the USA change during World War II?

Outcomes
Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.7 explains different contexts, perspectives and interpretations of the past.

Working Historically
Historical skills to be integrated into this topic:

- sequence major events within the relevant period of time
- explain different perspectives of individuals and groups
- recognise that historians may interpret events differently
- use and evaluate historical sources for an historical inquiry.

<p>Students learn about:</p> <ul style="list-style-type: none"> ▪ Australia's involvement in WWII ▪ the experiences of Australians serving in WWII, with particular emphasis on ONE of the following: <ul style="list-style-type: none"> – Kokoda or another New Guinea campaign – prisoners of war – a campaign in another theatre of war – Australian nurses serving in the war ▪ the impact of the war on Australian civilians with a particular emphasis on ONE of the following: <ul style="list-style-type: none"> – the bombing of Darwin – the Japanese submarine attack on Sydney – the internment of 'enemy aliens' – a significant local event or issue 	<p>Students learn to:</p> <ul style="list-style-type: none"> ▪ explain the reasons for Australia's involvement in WWII ▪ identify the places where Australians fought in WWII ▪ describe the experiences of Australians serving in WWII, with emphasis on the chosen study ▪ explain the impact of the war on Australian civilians with a particular emphasis on the chosen event or issue
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- according to students' needs and abilities
- an overview statement that shows how each cross-curriculum area is embedded in the essential content
- content relating to the use and understanding of ICT
- Life Skills outcomes and content for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework.

Assessment for learning involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in History. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *History Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 12 and 13)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 22–53) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The inclusion of outcomes and stage statements that describe a continuum of learning from Stage 1 to Stage 5 will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 3 outcomes.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *History Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate and School Certificate tests will be provided well in advance of 2006.

distributed with the syllabus	Phase 1 <ul style="list-style-type: none"> ■ this guide to the new <i>History Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
3 months after distribution of the syllabus	Phase 2 <ul style="list-style-type: none"> ■ advice on programming ■ sample units of work ■ sample assessment activities
6 months after distribution of the syllabus	Phase 3 (incorporates Phases 1 and 2) <ul style="list-style-type: none"> ■ annotated samples of student work
12 months after implementation of the syllabus	Phase 4 <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
