



History K–10

Australian Curriculum

Draft syllabus

Version 2

Consultation period
13 February – 30 April 2012

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Published by
Board of Studies NSW
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Sydney NSW 2001
Australia

Phone: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

February 2012

20111102

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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.

A draft syllabus was developed, and consultation occurred from June to September 2011. Based on this feedback, a second version of the draft has been prepared for a second round of consultation. The intention in 2012 is to deliver a final syllabus, together with initial support materials as part of the Board’s syllabus handover processes.

The *History 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 Board’s syllabus development process

This project commenced at the draft syllabus development phase of the Board’s syllabus development process. 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

Syllabus development	Date
Draft syllabus version 2 released	Term 1, 2012
Consultation	Term 1, 2012
Publication of the syllabus	Term 3, 2012
Initial support materials released	Term 3, 2012
Additional support materials released	Term 4, 2012

How to respond

As you read the document you will notice the following icons:

 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.

Consultation

The *History K–10 Draft Syllabus Version 2* 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 draft syllabus version 2. Please comment on both the strengths and the weaknesses of the draft syllabus version 2. Feedback will be considered when the draft syllabus version 2 is modified.

The consultation period is from 13 February to 30 April 2012.

Written responses may be forwarded to:

Curriculum Officer, History
GPO Box 5300
Sydney NSW 2001

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

Or faxed to: (02) 9367 8476

The draft syllabus

1 Introduction

1.1 The K–10 curriculum

Board of Studies syllabuses have been developed with respect to some overarching views about education. These include the *K–10 Curriculum Framework*, the Board's *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

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 outlines 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.

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

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

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 students' achievement of the broad learning outcomes is outlined in the draft syllabus rationale.

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.

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

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.

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.

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 selected outcomes and content appropriate to their learning needs
- engage with syllabus outcomes and content with adjustments
- engage with outcomes from an earlier stage, using age-appropriate content.

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 in Kindergarten to Year 6 as they undertake courses to meet requirements of the Years 7–10 curriculum. Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways including:

- under regular course arrangements
- through outcomes from a different stage (Early Stage 1 to Stage 5), using age-appropriate content
- with adjustments to teaching, learning and/or assessment experiences
- through Years 7–10 Life Skills outcomes and content.


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 to meet the needs of the student, 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 rigorous, relevant, accessible and meaningful age-appropriate program. A range of adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content.

The Years 7–10 Life Skills outcomes and content are developed from the Stages 4 and 5 objectives of the *History K–10 Syllabus*. Further information about 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*.


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.

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 in section 10.

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 and how History contributes to the achievement of the broad learning outcomes of the *K–10 Curriculum Framework*.


 consult

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to 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 over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested 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 they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, such as Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and consequence, change and continuity, significance, empathy and contestability.

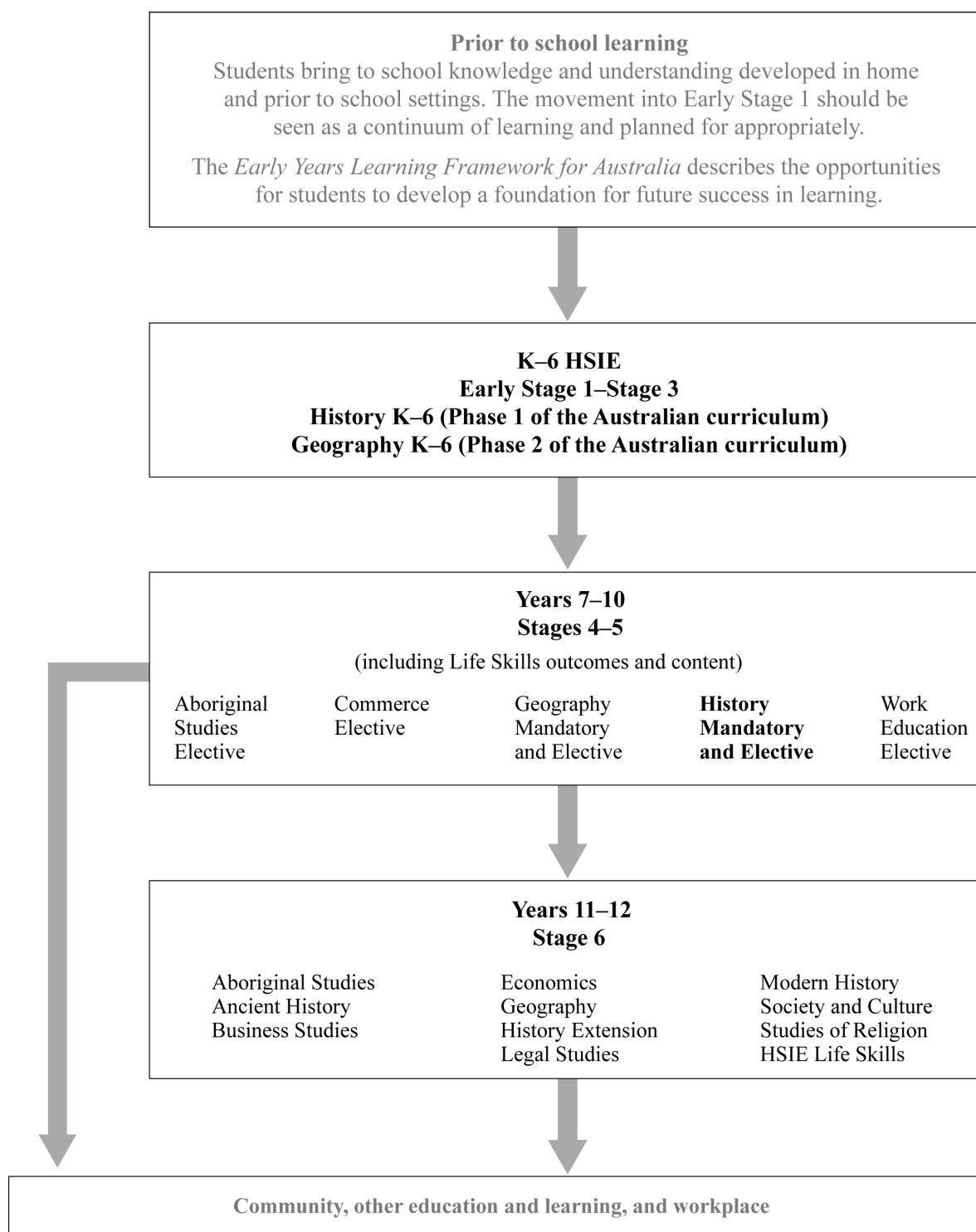
History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of a historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of 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, drawn from the remains of the past. 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 its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.


5 Objectives

 for your information

Objectives provide specific statements of the intention of a syllabus and amplify its aims. They act as organisers for the intended outcomes and define, in broad terms, the knowledge, understanding, skills and values and attitudes to be developed through study in the subject.

Objectives are organised under the areas of:

- knowledge, understanding and skills
- values and attitudes.

 consult

Knowledge, understanding and skills

Early Stage 1 – Stage 3

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

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 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 in 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 provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills, expected to be gained by most students as a result of effective teaching and learning by the end of a stage. They are derived from the objectives of the syllabus.

 consult

Early Stage 1 – Stage 3

Table of objectives and outcomes

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:
HTe-1 communicates stories of their own family heritage and the heritage of others	HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms	HT2-1 identifies celebrations and commemorations of significance in Australia and the world	HT3-1 describes and explains the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation
HTe-2 demonstrates developing skills of historical inquiry and communication	HT1-2 identifies and describes significant people, events, places and sites in the local community over time	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time	HT3-2 describes and explains different experiences of people living in the Australian colonies and then in Australia as a nation
	HT1-3 describes the effects of changing technology on people's lives over time	HT2-3 describes people, events, actions and consequences related to world exploration	HT3-3 identifies change and continuity and describes the causes and consequences of change on Australian society
	HT1-4 uses skills of historical inquiry and communication	HT2-4 describes and explains changes and consequences of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia
		HT2-5 applies skills of historical inquiry and communication	HT3-5 applies a variety of skills of historical inquiry and communication

Stages 4 and 5

Table of objectives and outcomes

Objectives Students: <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. 	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
HT4-1 describes and explains the nature of history	HT5-1 describes, explains and assesses the historical factors that shaped the modern world and Australia
HT4-2 identifies major periods of historical time and sequences events, people and societies from the past	HT5-2 identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT4-3 describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT4-4 demonstrates an understanding of the features and nature of events and developments over time	HT5-4 describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia
Objectives Students: <ul style="list-style-type: none"> develop skills to undertake the process of historical inquiry 	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies, comprehends and evaluates the usefulness of sources in the historical inquiry process
HT4-6 uses evidence from sources to support historical narratives and explanations	HT5-6 uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia
HT4-7 identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies	HT5-7 describes and explains different contexts, perspectives and interpretations of the modern world and Australia
HT4-8 locates, selects and organises relevant information to develop an historical inquiry from some sources	HT5-8 selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives


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:
HT4-9 uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past	HT5-9 applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past
HT4-10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past	HT5-10 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 some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to section 1 for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in section 8.


7 Content

7.1 Organisation of content

 for your information

Content specifies the expected learning for students as they work to achieve the outcomes and describes the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the specific processes of learning in History so that students are encouraged to engage in, take responsibility for, and continue their own learning.

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

 consult

Essential content

Early Stage 1 – Stage 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

Investigating the Ancient Past (including ancient Australia)

Depth Study 2

The Mediterranean World

ONE of the following to be studied:

- Egypt
OR
- Greece
OR
- Rome

Depth Study 3

The Asian World

ONE of the following to be studied:

- India
OR
- 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

The Western and Islamic World

ONE of the following to be studied:

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

Depth Study 5

The Asia-Pacific World

ONE of the following to be studied:

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

Depth Study 6

Expanding Contacts

ONE of the following to be studied:

- Mongol Expansion
OR
- The Black Death in Asia, Europe and Africa
OR
- The Spanish Conquest of the Americas
OR
- Aboriginal & Indigenous Peoples

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]

For Stage 5, four (4) of the six (6) Depth Studies must be studied, with Depth Study 3 and 4 being Core Studies.

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

Making a Better World?

ONE of the following to be studied:

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

Depth Study 2

Australia and Asia

ONE of the following to be studied:

- Making a nation
OR
- Asia and the world

Core Study – Depth Study 3

Australians at War (World Wars I and II)

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.

Core Study – Depth Study 4

Rights and Freedoms (1945 – present)

Depth Study 5

The Globalising World

ONE of the following to be studied:

- Popular culture
OR
- The environment movement
OR
- Migration experiences

Depth Study 6

Optional Study drawn from the Overview, such as:

- The Vietnam Era
OR
- The Holocaust
OR
- Peacekeeping Operations

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

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
houses	suburbs, towns, villages
memorials	virtual sites

A note to teachers about 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


For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to section 1 for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in section 8.

Learning across the curriculum

 for your information

The Board of Studies has identified important learning for all students that can be delivered across the syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content. Content relating to learning across the curriculum addresses issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. These areas take account of the general capabilities and cross-curriculum priorities in the Australian curriculum.

This content will be included, where appropriate, while ensuring that subject integrity is maintained.

 consult

Aboriginal and Torres Strait Islander histories and cultures [AHC]

The study of History in Australia requires a valued engagement in 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 Aboriginal and Torres Strait Islander viewpoints. Throughout the study of History, students 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. They will 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. 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. The later 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. 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. Students explore viewpoints and perspectives in the context of studying history. When investigating the past, sources are incomplete and 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]

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. Competence in ICT is most evident in historical skills associated with locating, processing and communicating historical information. This includes the use of information technologies to access a growing range of digitised online materials; spreadsheets and databases for analysing evidence and historical trends; digital technologies to create, publish and present their learning; communication technologies, such as wikis and blogs, to

enhance students' analytical thinking capabilities in their study of history; and online forums and videoconferencing to discuss and debate ideas.

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. 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. Students 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, researching 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 those of 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 enables 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]

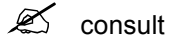
History enables the development of students' world views, particularly in relation to actions that require judgement about past societies and their access to and use of the Earth's resources. Students are provided with opportunities to develop an historical perspective on sustainability by understanding, 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

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

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By engaging with the following content, students will have the opportunity to engage with historical content, concepts and skills.

The following concepts are to be taught in Early Stage 1:

- **Continuity and change:** (some things change over time and others remain the same) eg changes and continuities in students' own lifetime and that of their families.
- **Cause and consequence:** (events, decisions or developments in the past that produce later actions, results or effects) eg simple cause and effect in stories.
- **Perspectives:** (people from the past will have different views and experiences) eg exploration of a point of view and understanding that stories may vary depending on who is the narrator.
- **Empathy:** (developing an understanding of another's views, life and decisions made) eg development of an understanding of differences and similarities between families
- **Significance:** (importance of an event, development or individual/group) eg the importance personally of a treasured object; significant events in students' lives and the importance and meaning of special days and holidays.

The following historical skills are to be taught in Early Stage 1:

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 the past, present and future

Use of sources

- explore and use a range of sources about the past
- identify and compare features of objects from the past and present

Perspectives

- 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:

- | | |
|--|-------|
| • communicates stories of their own family heritage and the heritage of others | HTe-1 |
| • demonstrates developing skills of historical inquiry and communication | HTe-2 |

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 (ACHHK001)

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums (ACHHK004)

Students:

- identify people in their immediate families and show relationships between family members
- discuss where members of their families were born and locate countries of origin of students' families in the class [IU, DD]
- use a variety of sources including photographs or a treasured object from their homes to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'
- discuss the significance of the chosen treasured object or photograph (it may be important or significant to themselves but not to others)
- pose questions about another's object or photograph
- discuss *then* and *now*; *past* and *present*
- identify and sequence stages in their lifetime
- recognise that stories of the past may differ depending on who tells the story, such as stories of their childhood told by themselves and another member of the family

The different structures of families and family groups today, and what they have in common. (ACHHK002)

Students:

- identify and record similarities and differences between families 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 through photographs and stories [CCT]
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups [AHC, IU]

History • Early Stage 1

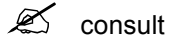
Personal and Family Histories

How they, their family and friends commemorate past events that are important to them. (ACHHK003)

Students:

- share experiences of family, school and local events that are celebrated or observed [CC, PSC]
- identify and record a variety of holidays and special events observed in Australia and other countries, such as birthdays, anniversaries and festivals. Consider the significance of these dates [IU]

7.3 Content for Stage 1



consult

Present and Past Family Life

This 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

This 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

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By studying the following content, students will have the opportunity to engage with historical content, concepts and skills.

The following concepts are to be taught in Stage 1:

- **Continuity and change:** (some things change over time and others remain the same) eg changes and similarities in family life over time; aspects in the local community that have changed or remained the same.
- **Cause and consequence:** (events, decisions or developments in the past that produce later actions, results or effects) eg how changing technologies affected peoples' lives over time.
- **Perspectives:** (people from the past will have different views and experiences) eg different points of view about a significant person or site in the local area.
- **Empathy:** (developing an understanding of another's views, life and decisions made) eg how people lived in the past; how technology affected lives through history.
- **Significance:** (importance of an event, development or individual/group) eg the importance/significance of a local person or site and a personal or family event that has significance.

The following historical skills are to be taught in Stage 1:

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

Use of sources

- explore and use a range of sources about the past
- identify and compare features of objects from the past and present

Perspectives

- 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:

- | | |
|--|-------|
| • communicates an understanding of change and continuity in family life using appropriate historical terms | HT1-1 |
| • uses skills of historical inquiry and communication. | HT1-4 |

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 (ACHHK028)

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)

Students:

- represent graphically the structure of their immediate family [DD]
- compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences [CCT]
- investigate the roles of present family members and compare with the roles of earlier generations using a range of sources [CCT]
- discuss similarities and differences from generation to generation, such as family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources [ICT]
- compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents.

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. (ACHHK029)

Students:

- sequence days of the week, months and seasons of the year [N]
- identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated [A, IU]
- define and use terms relating to time, sequencing objects or photographs from the past using terms such as *then* and *now*, *past* and *present*, *a long time ago*.

History • Stage 1

The Past in the Present

Outcomes:

A student:

- | | |
|--|-------|
| • identifies and describes significant people, events, places and sites in the local community over time | HT1-2 |
| • describes the effects of changing technology on people's lives over time | HT1-3 |
| • uses skills of historical inquiry and communication. | HT1-4 |

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 (ACHHK044)

Students:

- identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past
- explore the concept of significance of the person, building, site or part of the natural environment
- investigate an aspect of local history at a nearby site, in the local library, on the internet or by listening to a local guest speaker [L, PSC, ICT]
- develop a narrative on their chosen aspect of local history which focuses on the remains of the past. (L)

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

Students:

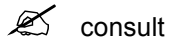
- identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them [SE]
- examine local or regional Aboriginal and Torres Strait Islander sites such as local national parks [AHC]

The impact of changing technology on people's lives (ACHHK046)

Students:

- identify examples of changing technologies in their home or community [ICT]
- discuss the similarities and differences of technology from the past through a range of sources and sequence them over time
- use a range of communication forms to explain how one example of changing technology affected people's lives [CCT, ICT]

7.4 Content for Stage 2



consult

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.

First Contacts

This topic introduces world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Islander Peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. 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

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By engaging with the following content, students will have the opportunity to engage with historical content, concepts and skills.

The following concepts are to be taught in Stage 2:

- **Continuity and change:** (some things change over time and others remain the same) eg aspects in the local community that have either changed or remained the same.
- **Cause and consequence:** (events, decisions or developments in the past that produce later actions, results or effects) eg how conditions and decisions in Britain resulted in the journey of the First Fleet.
- **Perspectives:** (people from the past will have different views and experiences) eg views on the arrival of the British to Australia, from a British and an Aboriginal point of view.
- **Empathy:** (developing an understanding of another's views, life and decisions made) eg developing an understanding of the life of an early colonist or convict.
- **Significance:** (importance of an event, development or individual/group) eg the significance/importance of national days/holidays; the significance of an early settler.

The following historical skills are to be taught in Stage 2:

Comprehension: chronology, terms and concepts

- respond, read and write, to show understanding of historical matters
- sequence familiar people and events
- use historical terms

Analysis and use of sources

- locate relevant information from sources provided

Perspectives and interpretations

- identify different points of view

Research

- pose a range of questions about the past
- identify sources

Explanation and communication

- develop texts, particularly narratives
- use a range of communication forms (oral, graphic, written) and digital technologies

History • Stage 2

Community and Remembrance

Outcomes:

A student:

- identifies celebrations and commemorations of significance in Australia and the world HT2-1
- describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-2
- applies skills of historical inquiry and communication HT2-5

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.) (ACHHK060)

Students:

- identify the original Aboriginal languages spoken in the local or regional area [AHC]
- identify the special relationship that Aboriginal and/or Torres Strait Islander Peoples have to Country and Place [AHC, SE]
- respond to Aboriginal stories told about Country presented in texts or by a guest speaker [AHC]

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)

Students:

- using sources, including ICT, describe and explain how and why ONE area such as transport, work, education, entertainment and daily life has either changed or ONE that has remained the same in the local area, region or state/territory since colonial times. [ICT, L, WE, SE]

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

Students:

- identify the various cultural groups that live and work in the local community [DD]
- investigate the diverse backgrounds of the school community and the local area from its settlement to the present day using sources such as photographs, newspapers, oral histories, diaries and letters and outline their contribution to the local community [DD, L]

Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week, National Reconciliation Week, National Sorry Day) and the importance of symbols and emblems (ACHHK063)

Students:

- identify and describe local, state and national symbols and discuss the origins, symbolism and significance, such as the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia [AHC, CC]

History • Stage 2

Community and Remembrance

- identify important Australian celebrations and commemorations and discuss their origins and significance in society [CC]
- recognise diverse responses of different groups in Australia to at least ONE celebrated or commemorated event [AHC, 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. (ACHHK064)

Students:

- identify global celebrations and commemorations, including those of the major world religions [DD, A]
- describe the origin of these celebrations [IU, DD]

History • Stage 2

First Contacts

Outcome:

A student:

- | | |
|--|-------|
| • describes people, events, actions and consequences related to world exploration | HT2-3 |
| • describes and explains changes and consequences of British colonisation in Australia | HT2-4 |
| • applies skills of historical inquiry and communication | HT2-5 |

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. (ACHHK077)

Students:

- identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years [AHC]
- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other primary and secondary sources, including ICT, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country [AHC, 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 impact. (ACHHK078)

Students:

- discuss the significance of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan [CCT]
- outline the voyages of early explorers such as the Macassans, Torres, Jansz, Tasman, Captain Cook or La Perouse and explain the impact of their voyages [CCT]
- discuss the question: 'Who discovered Australia?' [CCT, L]

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)

Students:

- identify reasons for the voyage of the First Fleet and explain why various groups were passengers
- describe the establishment of the British colony at Port Jackson and identify significant people in the early colony of NSW such as Arthur Phillip, Arabanoo, Bennelong, Pemulwuy, Mary Reiby, Elizabeth Macarthur, Francis Greenway, James Ruse. Explain the significance of at least TWO early colonists. [CC, L]
- investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official [ICT, L]

History • Stage 2

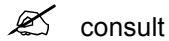
First Contacts

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. (ACHHK080)

Students:

- describe the nature of contact between Aboriginal people and/or Torres Strait Islander Peoples and others, including Aboriginal resistance [AHC, IU]
- explain the term *terra nullius* and describe how this affected the British attitude to Aboriginal and Torres Strait Islander Peoples [AHC, CCT]
- use sources to identify different perspectives on the arrival of the British to Australia [AHC]
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander Peoples' country. [AHC]

7.5 Content for Stage 3



consult

The Australian Colonies

This 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 in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

Australia as a Nation

This 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 way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

Overview of teaching and learning

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By engaging in the following content, students will have the opportunity to engage with historical content, concepts and skills.

The following concepts are to be taught in Stage 3:

- **Continuity and change:** (some things change over time and others remain the same) eg aspects of both continuity and change in Australian society throughout the twentieth century
- **Cause and consequence:** (events, decisions or developments in the past that produce later actions, results or effects) eg events and other reasons that led to migration to Australia; reasons for the needs for the struggle for rights and freedoms for various groups in Australia
- **Perspectives:** (people from the past will have different views and experiences) eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples
- **Empathy:** (developing an understanding of another's views, life and decisions made) eg recognition that the behaviour and attitudes of people from the past may differ from today and the reasons why; differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century
- **Significance:** (importance of an event, development or individual/group) eg determining the importance (significance) of various peoples' contributions to the development of a colony.

The following historical skills are to be taught in Stage 3:

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 related 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

Research

- identify questions to inform an historical inquiry
- identify and locate a range of relevant sources

Explanation and communication

- develop 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

Outcomes:

A student:

- | | |
|---|-------|
| • describes and explains the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation | HT3-1 |
| • describes and explains different experiences of people living in the Australian colonies and then in Australia as a nation. | HT3-2 |
| • applies a variety of skills of historical inquiry and communication | HT3-5 |

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. (ACHHK093)

Students:

- discuss why the British government set up penal colonies in Australia after 1800. [CC, EU]

The nature of a convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)

Students:

- 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 and journeys of exploration [N]
- describe the impact of settlement on local Aboriginal peoples and the environment on the chosen colony. [AHC, SE]
- describe the diverse relationships between Aboriginal peoples and the British. [AHC, SE]
- investigate the everyday life of a variety of men and women in the post-1800 colonial settlement using a range of sources and develop an understanding of their experiences and attitudes to living in the colony. [DD]

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. (ACHHK095)

Students:

- identify events that have shaped Australia's identity and discuss why they were significant. [AHC, CC, IU]
- use sources, including ICT, to investigate ONE significant development or event and its impact on the chosen 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. (ACHHK096)

History • Stage 3

The Australian Colonies

Students:

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

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 Islander Peoples. (ACHHK097)

Students:

- use sources, including ICT, to investigate 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 peoples, artists, writers, humanitarians, religious and political leaders. [CC, AHC]

History • Stage 3

Australia as a Nation

Outcomes:

A student:

- | | |
|--|-------|
| • identifies change and continuity and describes the causes and consequences of change on Australian society | HT3-3 |
| • describes and explains the struggles for rights and freedoms in Australia | HT3-4 |
| • applies a variety of skills of historical inquiry and communication. | HT3-5 |

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. (ACHHK113)

Students:

- identify the influences of Britain and the USA on Australian democracy [CC]
- using ICT, sequence key figures and events and explain their importance in the development of Australian democracy such as Sir Henry Parkes, Edmund Barton, Louise Lawson, Vida Goldstein [CC, ICT]
- outline local, state and federal government structures and responsibilities [CC]
- describe responsibilities of Australians as global citizens [CC, EU, SE]

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children. (ACHHK114)

Students:

- examine Australian human rights past and present affecting Aboriginal and/or Torres Strait Islander Peoples, migrants, women and children [AHC, EU]
- explain how Australian society has changed throughout the twentieth century for these groups
- investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander Peoples [AHC, CC]
 - the Stolen Generation
 - the right to vote federally in 1962
 - the 1967 Referendum
 - the Mabo decision

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. (ACHHK115)

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 (ACHHK116)

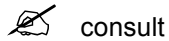
History • Stage 3

Australia as a Nation

Students:

- use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining the reasons for migration [DD, IU, A]
- explain the development of Australia's migration program and how migrants have contributed to Australian society [IU]
- use sources, including ICT, to research and describe the contribution of Aboriginal and Torres Strait Islander Peoples and other groups to Australian society [AHC, CC, ICT]

7.6 Content for Stage 4



consult

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 BC – c.AD 650). 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.AD 650 – 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.

The following historical skills are to be taught in Stage 4:

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

The following historical concepts are to be taught in Stage 4:

Stage 4 content provides opportunities to develop historical understanding through key concepts, including **continuity and change**, **cause and consequence**, **perspectives**, **empathy**, **significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

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

Investigating the Ancient Past (including ancient Australia)

Depth Study 2

The Mediterranean World

ONE of the following to be studied:

- Egypt
OR
- Greece
OR
- Rome

Depth Study 3

The Asian World

ONE of the following to be studied:

- India
OR
- 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

The Western and Islamic World

ONE of the following to be studied:

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

Depth Study 5

The Asia-Pacific World

ONE of the following to be studied:

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

Depth Study 6

Expanding Contacts

ONE of the following to be studied:

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

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

Overview

The overview is approximately 10% of teaching time of *The Ancient World*. The overview may be taught separately or may be integrated with the depth studies.

According to the ‘out of Africa’ theory, about 60 000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to small-scale agricultural activities of crop production and domestication of animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Students briefly outline:

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

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

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

Depth Studies

There are three (3) Ancient World depth studies.

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

- 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?

History • Stage 4

Depth Study 1: Investigating the Ancient Past

Outcomes:

A student:

- | | |
|---|--------|
| • describes and explains the nature of history | HT4-1 |
| • demonstrates an understanding of the features and nature of events and developments over time | HT4-4 |
| • identifies the meaning, purpose and context of historical sources | HT4-5 |
| • uses evidence from sources to support historical narratives and explanations | HT4-6 |
| • locates, selects and organises relevant information to develop an historical inquiry from some sources | HT4-8 |
| • uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past | HT4-9 |
| • selects and uses appropriate oral, written, visual and electronic forms to communicate about the past | HT4-10 |

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

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

Students:

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

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

Students:

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

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

History • Stage 4

Depth Study 1: Investigating the Ancient Past

Students:

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

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 (ACDSEH031)

Students:

- locate and describe a variety of sources for ancient Australia, such as animal and human remains, tools, middens, art and the Dreaming [AHC]
- pose 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 [AHC, SE, CCT]

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)

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 [A, SE]
- identify current methods of preserving archaeological and historical records [ICT]
- describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander Peoples [AHC, 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:

- identifies major periods of historical time and sequences events, people and societies from the past HT4-2
- describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- locates, selects and organises relevant information to develop an historical inquiry from some sources HT4-8
- uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past HT4-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-10, HTLS-11, HTLS-12, HTLS-13

Students investigate ONE of the following ancient Mediterranean societies in depth, using a range of archaeological and written sources:

Egypt

OR

Greece

OR

Rome

Suggested Site Studies include:

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

Physical features and how they influenced the civilisation that developed there (ACDSEH002) (ACDSEH003) (ACDSEH004)

Students:

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

Roles of key groups in the ancient society including the influence of law and religion (ACDSEH032) (ACDSEH035) (ACDSEH038)

Students:

- outline how the ancient society was organised and governed including the role of law and religion [CC]
- describe the roles of appropriate key groups in the ancient society, such as the ruling elite, the nobility, citizens (Greece and Rome) bureaucracy, women and slaves [CC]
- describe the everyday life of men, women and children in the ancient society [IU, DD]

The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033) (ACDSEH036) (ACDSEH039)

History • Stage 4

Depth Study 2: The Mediterranean World

Students:

- explain how the beliefs and values of the ancient 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, war, treaties and if relevant, spread of religious beliefs (ACDSEH034) (ACDSEH037) (ACDSEH040)

Students:

- identify contacts and conflicts of peoples within the ancient world
- describe 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 the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Alexander the Great, Julius Caesar, Augustus, Constantine (ACDSEH129) (ACDSEH130) (ACDSEH131)

Students:

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

History • Stage 4

Depth Study 3: The Asian World

Outcomes:

A student:

- identifies major periods of historical time and sequences events, people and societies from the past HT4-2
- describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past HT4-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-11, HTLS-12, HTLS-13

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

The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH006) (ACDSEH005)

Students:

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

Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion (ACDSEH044) (ACDSEH041)

Students:

- outline the main features of the social structures and government of the ancient society, including the role of law and religion [A, CC]
- describe the roles of key groups in the society [A]
- describe the everyday life of men, women and children in the society [A, DD]

The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045) (ACDSEH042)

Students:

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

History • Stage 4

Depth Study 3: The Asian World

- 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 empires and the spread of philosophies and beliefs (ACDSEH046) (ACDSEH043)

Students:

- identify contacts and conflicts of peoples within the ancient Asian world [A, IU]
- outline significant 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 the ancient Asian world, such as Chandragupta Maurya, Ashoka, Confucius or Sima Qian (ACDSEH133) (ACDSEH132)

Students:

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

History • Stage 4

The Ancient to the Modern World

Overview

The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. The overview may be taught separately or may be integrated with the depth studies.

The later Roman Empire was transformed by becoming Christian and dividing into an eastern and a western empire. Both empires were weakened by a series of invasions. After the collapse of the Roman Empire in the west, the Christian church provided the cultural foundation for the emergence of European medieval society. One of the important features of this society was feudalism.

Islam, meanwhile, had spread from the Arabian Peninsula and by the mid-seventh century dominated North Africa and the Middle East. In the late eleventh century Christianity and Islam clashed in a series of wars known as the Crusades. The Christian goal of occupying Muslim Jerusalem and the Holy Land ultimately failed. In the mid-fifteenth century the Islamic Ottomans finally captured Constantinople, the capital of the eastern Roman Empire. This victory consolidated their empire which then commanded the eastern Mediterranean.

In the meantime, western European navigators discovered new trade routes to Asia by sailing around Africa or heading west, across the Atlantic, to encounter the Americas. These voyages opened up a new understanding of the world at a time when western Europe was embracing the learning of ancient Greece and Rome. This expansion of knowledge, experience and confidence is now known as the Renaissance. In Europe it heralded the Scientific Revolution and the Enlightenment which created the modern world.

Students briefly outline:

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)

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

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*.

The following three (3) depth studies focus on history from the end of the ancient period to the beginning of the modern period (c.AD 650 – 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?

History • Stage 4

Depth Study 4: The Western and Islamic World

Outcomes:

A student:

- | | |
|---|--------|
| • describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies | HT4-3 |
| • demonstrates an understanding of the features and nature of events and developments over time | HT4-4 |
| • identifies the meaning, purpose and context of historical sources | HT4-5 |
| • identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies | HT4-7 |
| • locates, selects and organises relevant information to develop an historical inquiry from some sources | HT4-8 |
| • uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past | HT4-9 |
| • selects and uses appropriate oral, written, visual and electronic forms to communicate about the past | HT4-10 |

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

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

History • Stage 4

Depth Study 4: The Western and Islamic World

Suggested Site Studies include:

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

History • Stage 4

Topic 4a: The Vikings (c.AD 790 – 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 (ACDSEH007)

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 (ACDSEH047)

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 (ACDSEH048)

Students:

- explain and assess the impact of the Vikings on subject peoples 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, outline what these sources reveal about different perspectives on the Vikings, such as those of English monks [ICT, CCT, L, EU]

The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)

Students:

- investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson [CCT]
- use sources to identify different perspectives on the chosen individuals [L, EU]

OR

History • Stage 4

Topic 4b: Medieval Europe (c.AD 590 – 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 (ACDSEH008)

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, EU]
- 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 (ACDSEH050)

Students:

- identify and describe significant developments and/or cultural achievements of medieval Europe in at least ONE of architecture, art, medieval manuscripts, literature and music [IU]
- explain the changing relations between Islam and the West during the era of the Crusades [IU, DD, EU]
- using ICT and other sources, outline what these sources reveal about different perspectives on the Crusades [ICT, CCT, L, EU]

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)

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 (ACDSEH052)

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 (ACDSEH052)

Students:

- using ICT and other sources, investigate and assess the role of significant individuals in medieval Europe such as Charlemagne, Eleanor of Aquitaine, William Wallace or Joan of Arc [L, ICT, CCT]
- use sources to identify different perspectives on the chosen individuals [L, EU]

OR

History • Stage 4

Topic 4c: The Ottoman Empire (c.AD 1299 – 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 (ACDSEH009)

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 AD 1453, art and architecture (ACDSEH053)

Students:

- identify and describe 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 (ACDSEH054)

Students:

- explain how the Ottomans maintained relationships with subject peoples, both Muslims and non-Muslims [IU, CC, DD]
- using ICT and other sources, outline what these sources reveal about different perspectives on the Ottoman Empire [ICT, CCT, L, IU]

The role of significant individuals in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)

Students:

- investigate and assess the importance of significant individuals, 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]
- use sources to identify different perspectives on the chosen individuals [L, EU]

OR

History • Stage 4

Topic 4d: Renaissance Italy (c.AD 1400 – 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 (ACDSEH010)

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 (ACDSEH056)

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]
- describe how the patronage of wealthy families encouraged these developments and/or cultural achievements [CC]

Relationships between rulers and ruled in ONE Italian city-state (ACDSEH057)

Students:

- 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 (ACDSEH058)

Students:

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

The spread of Renaissance culture to the rest of Europe and its legacy (ACDSEH059)

Students:

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

History • Stage 4

Depth Study 5: The Asia-Pacific World

Outcomes:

A student:

- identifies major periods of historical time and sequences events, people and societies from the past HT4-2
- demonstrates an understanding of the features and nature of events and developments over time HT4-4
- uses evidence from sources to support historical narratives and explanations HT4-6
- identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies HT4-7
- uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past HT4-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-6, HTLS-8, HTLS-9, HTLS-11, HTLS-12, HTLS-13

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

5a Angkor/Khmer Empire

OR

5b Japan under the Shoguns

OR

5c The Polynesian Expansion across the Pacific

NB Where appropriate, this depth study may include some references 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.AD 802 – c.1431)

The way of life in the Khmer Empire, including social, cultural, economic and political features (including the role of the king). (ACDSEH011)

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 (ACDSEH060)

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 (ACDSEH061)

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, SE, EU]:
 - 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 (ACDSEH062)

Students:

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

OR

History • Stage 4

Topic 5b: Japan under the Shoguns (c.AD 794 – 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) (ACDSEH012)

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]
- 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 reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shoguns over foreign trade (ACDSEH063)

Students:

- outline how the Tokugawa Shogunate took control of Japan by AD 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 (ACDSEH064)

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 (ACDSEH065)

Students:

- explain why the Tokugawa shoguns isolated Japan from the rest of the world from AD 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.AD 700 – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)

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 (ACDSEH066)

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 (ACDSEH067)

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 Island's palm trees (ACDSEH068)

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 [SE]

History • Stage 4

Depth Study 6: Expanding Contacts

Outcomes:

A student:

- identifies major periods of historical time and sequences events, people and societies from the past HT4-2
- describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- demonstrates an understanding of the features and nature of events and developments over time HT4-4
- identifies the meaning, purpose and context of historical sources HT4-5
- uses evidence from sources to support historical narratives and explanations HT4-6
- identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies HT4-7
- selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-9, HTLS-13

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

OR

6d Aboriginal and Indigenous Peoples, Colonisation and Contact History

NB Where appropriate, this depth study may include some references beyond the end of the period of c.1750 such as 6d.

Suggested Site Studies include:

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

History • Stage 4

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

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)

Students:

- identify the extent and geographical features of the Mongol homeland [A]
- describe the nature of Mongol nomadic life [A, 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 (ACDSEH077)

Students:

- outline 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, EU]

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 (ACDSEH078)

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, EU]
- explain how and why life in China changed under Mongol rule [A, IU, CCT]

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)

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]
- assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world [A, CC, EU]

OR

History • Stage 4

Topic 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 (ACDSEH015)

Students:

- locate the extent of human settlements in 14th-century Asia, Europe and Africa [A, N]
- describe the living conditions of men, women and children in the 14th century and the consequences for life expectancy [DD, EU]
- 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, EU]

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)

Students:

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

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 (ACDSEH070)

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 (ACDSEH071)

Students:

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

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)

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

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

Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)

Students:

- locate and identify the major civilisations and cities of Pre-Columbian America in this period
- 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 (ACDSEH073)

Students:

- outline and explain 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 (ACDSEH074)

Students:

- using sources, describe different perspectives on the 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 (ACDSEH075)

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 (ACDSEH076)

Students:

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

History • Stage 4

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of colonisation of ONE Indigenous community such as North America, the Pacific Region, China, Africa, South-East Asia or South Asia

Students:

- define the concept of invasion, occupation, colonisation and settlement [CC, CCT]
- describe the main features of the chosen Indigenous culture prior to colonisation [IU, SE]
- explain how and why colonisation occurred [IU]

The nature of contact following colonisation of the chosen Indigenous people

Students:

- describe the key events of the contact between the indigenous peoples and the colonisers
- using sources, including ICT, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples, such as impact of disease, land disputes, dispossession, frontier wars [ICT, EU, IU, CCT, DD]
- explain how Indigenous and non-Indigenous peoples responded to each other [EU, IU, CCT, DD]
- describe and assess the life and career of ONE of the chosen Indigenous people in contact with the colonisers [IU, PSC]

The consequences of the colonisation of the chosen Indigenous people

Students:

- explain the results of colonisation for the chosen indigenous people and non-indigenous peoples [CC, EU, IU, CCT, DD]

The nature of British colonisation of Australia

Students:

- recall the nature of early British contact with Aboriginal and Torres Strait Islander Peoples in Australia [AHC]
- describe the differences between the Aboriginal and non-Aboriginal relationship to Land and Country [AHC]
- using sources, including ICT, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples, such as impact of disease, land disputes, dispossession, frontier wars [AHC, ICT, EU, IU, CCT, DD]
- outline the developments in government policies towards Aboriginal peoples to 1900 [AHC, CC]
- describe and assess the life and career of ONE Aboriginal individual in contact with the British colonisers [AHC, IU, PSC]
- explain the results of colonisation for Aboriginal and non-Aboriginal peoples to 1900 [AHC, EU, IU]

A comparison of the colonising movement

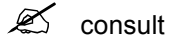
History • Stage 4

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

Students:

- compare the life and career of the chosen Aboriginal individual with that of the chosen Indigenous individual with special reference to the experience of colonisation [AHC, IU, PSC, DD, CCT]
- compare the Aboriginal experiences of colonisation with those of the chosen Indigenous culture [AHC, EU, IU, DD, CCT]

7.7 Content for Stage 5



consult

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 and World War II 1939–1945.

The history of the modern world and Australia from 1945 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.

The following historical skills are to be taught in Stage 5

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 an 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

The following historical concepts are to be taught in Stage 5

Stage 5 content provides opportunities to develop historical understanding through key concepts, including **continuity and change**, **cause and consequence**, **perspectives**, **empathy**, **significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Stage 5

For Stage 5, the two overviews and four (4) of the six (6) Depth Studies must be studied, with Depth Studies 3 and 4 being Core Studies.

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

Making a Better World?

ONE of the following to be studied:

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

Depth Study 2

Australia and Asia

ONE of the following to be studied:

- Making a nation
OR
- Asia and the world

Core Study – Depth Study 3

*Australians at War
(World Wars I and II)*

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.

Core Study – Depth Study 4

Rights and Freedoms (1945 – present)

Depth Study 5

The Globalising World

ONE of the following to be studied:

- Popular culture
OR
- The environment movement
OR
- Migration experiences

Depth Study 6

Optional Study drawn from the overview, such as:

- Australia in the Vietnam War Era
OR
- The Holocaust
OR
- Peacekeeping Operations

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

Overview

The overview is approximately 10% of the teaching time for *The Making of the Modern World*. The overview may be taught separately or may be integrated with the depth studies.

The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. An obvious result was urbanisation, but the Industrial Revolution also contributed to other population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. While the Industrial Revolution created wealth for some and support for capitalism, it also created a new class of urban workers who were forced to endure poor living and working conditions. The resulting social discontent created support for new political ideas such as socialism. At the end of this period a build-up of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war. Despite attempts to create a lasting peace at the end of that conflict, the world was engaged in another global conflict within twenty years. Not only did World War II cause greater loss of life, it witnessed the Holocaust and the first use of nuclear weapons.

Students briefly outline:

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

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

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

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

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

Depth Studies

In Stage 5 four (4) of the six (6) Depth Studies are to be studied. Depth Studies 3 and 4 are mandatory. The remaining four (4) Depth Studies offer internal electives. ONE elective will be studied in detail from each of the chosen depth studies. Depth study content can be integrated with the overview content and/or with other depth study electives.

Key inquiry questions:

- What were the changing features of the movement of peoples from 1750 to 1945?
- 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 Wars 1 and II?

History • Stage 5

Depth Study 1: Making a Better World?

Outcomes:

A student:

- | | |
|--|--------|
| • describes, explains and assesses the historical factors that shaped the modern world and Australia | HT5-1 |
| • identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | HT5-2 |
| • explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia | HT5-3 |
| • describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia | HT5-4 |
| • describes and explains different contexts, perspectives and interpretations of the modern world and Australia | HT5-7 |
| • applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past | HT5-9 |
| • selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences | HT5-10 |

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-9, HTLS-11, HTLS-12, HTLS-13

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
- an 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 (ACDSEH017)

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
- describe 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, N]

The population movements and changing settlement patterns during this period (ACDSEH080)

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 (ACDSEH081)

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 (ACDSEH082)

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, [SE, CCT] including:
 - global changes in landscapes
 - transport
 - communication

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 (ACDSEH018)

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, SE, 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 (ACDSEH083)

Students:

- describe the main features of slavery, including transportation [EU, L]
- describe the experiences of slaves in ONE place in the Americas during this period, using a variety of sources, including ICT [EU, ICT]
- 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, PSC]

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 (ACDSEH084)

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, EU]
- 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 [AHC, CC]

The short- and long-term impacts of the movement of peoples during this period (ACDSEH085)

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, N, EU]
- 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 (ACDSEH019)

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 the 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 (ACDSEH086)

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 (ACDSEH087)

Students:

- choose ONE of these ideas and:
 - explain the origins of this idea (context, individuals and groups)
 - describe the main features of the chosen idea
 - outline 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 (ACDSEH088)

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:

- describes, explains and assesses the historical factors that shaped the modern world and Australia HT5-1
- identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia HT5-4
- identifies, comprehends and evaluates the usefulness of sources in the historical inquiry process HT5-5
- describes and explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past HT5-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-9, HTLS-11, HTLS-12, HTLS-13

Students investigate in depth ONE of:

2a Making a nation

OR

2b Asia and the world

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 (ACDSEH020)

Students:

- outline key features of the first European settlement in Australia [AHC, 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 [AHC, N]
- use sources to describe a range of contact experiences between European settlers and Indigenous peoples [AHC, IU, EU, L]

The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)

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) (ACDSEH090)

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, EU]

Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)

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, AHC, DD, EU]

Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)

History • Stage 5

Topic 2a: Making a nation

Students:

- identify key features of the Harvester Judgment, pensions legislation and the *Immigration Restriction Act* [CC, A, WE, EU]
- 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 (ACDSEH093)

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) (ACDSEH094)

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 (ACDSEH142)

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 (ACDSEH141)

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, such as: [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

Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945)

Outcomes:

A student:

- describes, explains and assesses the historical factors that shaped the modern world and Australia HT5-1
- identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia HT5-4
- identifies, comprehends and evaluates the usefulness of sources in the historical inquiry process HT5-5
- describes and explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives HT5-8
- applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past HT5-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

This topic can be taught as a broad comparative study or the two wars can be studied separately.

An overview of the causes of the wars, why men enlisted and where Australians fought (ACDSEH021) (ACDSEH095) (ACDSEH024)

Students:

- outline the main causes of the wars
- locate and sequence the places where Australians fought in both wars [N]
- explain why Australians enlisted to fight in both wars [EU, CC]

The scope and nature of warfare (ACDSEH095) (ACDSEH107)

Students:

- describe the nature of warfare during the Gallipoli campaign
- explain the outcome of the Gallipoli campaign [CC]
- outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II [CCT, SE]

Significant events and the experiences of Australians at war (ACDSEH108)

Using sources, students investigate the following features of each war [EU, L, ICT, AHC]:

- prisoners of war
- a specific campaign such as the Western Front 1916 and the New Guinea campaign 1942

History • Stage 5

Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945)

- the role of women
- participation of Aboriginal and Torres Strait Islander Peoples
- a specific event/incident such as the Battle of Hamel 1918 and the Fall of Singapore 1942

Impact of the wars on Australia (ACDSEH096) (ACDSEH109)

Students:

- outline the Australian governments' control on the home front in both wars for each of the following [CC, EU, DD]:
 - conscription
 - use of government propaganda
 - changing roles of women
 - enemy 'aliens'
 - wartime controls/censorship

Significance of the wars to Australia (ACDSEH110)

Students:

- explain the impact of the wars on returned soldiers/civilians [PSC, CC, EU]
- analyse the changing relationship of Australia with other countries after World War II [A, CC, IU, CCT]

Commemorations (ACDSEH097)

Students:

- explain how and why Australians have commemorated the wars [CC, EU, CCT, PSC]
- explain different perspectives on the Anzac legend [EU, L, CCT]

History • Stage 5

The Modern World and Australia

Overview

The overview is approximately 10% of the teaching time for *The Modern World and Australia*. The overview may be taught separately or may be integrated with the depth studies

This topic focuses on the history of the modern world and Australia from 1945 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.

In the aftermath of World War II decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communications, public health and living conditions across the world.

Students briefly outline:

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

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

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

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

Depth Studies

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.

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?

History • Stage 5

Core Study – Depth Study 4: Rights and freedoms (1945–present)

Outcomes:

A student:

- | | |
|--|--------|
| • describes, explains and assesses the historical factors that shaped the modern world and Australia | HT5-1 |
| • identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | HT5-2 |
| • explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia | HT5-3 |
| • describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia | HT5-4 |
| • uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia | HT5-6 |
| • describes and explains different contexts, perspectives and interpretations of the modern world and Australia | HT5-7 |
| • selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives | HT5-8 |
| • applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past | HT5-9 |
| • selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences | HT5-10 |

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

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 (ACDSEH023)

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 (ACDSEH104)

History • Stage 5

Core Study – Depth Study 4: Rights and freedoms (1945–present)

Students:

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

The US civil rights movement and its influence on Australia (ACDSEH105)

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 [AHC, 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 [AHC, CC, EU, CCT, PSC]

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 (ACDSEH106)

Students:

- outline the background and consequences of key developments in Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms [AHC, CC, EU]:
 - 1962 right to vote federally
 - 1967 Referendum
 - 1971 Tent Embassy, Canberra ACT
 - 1986 Visit of Pope John Paul II to the Northern Territory
 - 1988 Bicentenary of Australia
 - c.1991 – Reconciliation
 - 1992 Mabo decision
 - 1997 Bringing Them Home Report (the Stolen Generations)
 - 2000 Olympics and the Reconciliation Sydney Harbour Bridge Walk
 - 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 [AHC, 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 (ACDSEH134)

History • Stage 5

Core Study – Depth Study 4: Rights and freedoms (1945–present)

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 [AHC, CC, EU]:
 - Charles Perkins
 - Faith Bandler
 - Eddie Mabo
 - The Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAAHC)

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 (ACDSEH143)

Students:

- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007) [CC, AHC]
- identify different methods used globally to attain civil rights and freedoms [AHC, CC, EU, DD]
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country [AHC, CC, EU, CCT, PSC]

Suggested Site Studies include:

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

History • Stage 5

Depth Study 5: The Globalising World

Outcomes:

A student:

- describes, explains and assesses the historical factors that shaped the modern world and Australia HT5-1
- identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia HT5-4
- uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia HT5-6
- describes and explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives HT5-8
- applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past HT5-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

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

5a Popular culture

OR

5b The environment movement

OR

5c Migration experiences

History • Stage 5

Topic 5a: Popular culture (1945–present)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)

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 (ACDSEH121)

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, CCT]
- 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) (ACDSEH122)

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 [ICT]
- discuss the influence of television on attitudes towards the Vietnam War [CC, EU, IU]
- discuss how overseas influences have affected ONE aspect of Australian popular culture [IU]

Australia’s contribution to international popular culture (music, film, television, sport) (ACDSEH123)

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 Olympics, 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, DD, PSC]

Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)

Students:

- assess the challenges to Australian culture posed by Americanisation and globalisation such as consumerism [SE, CCT]
- discuss the nature of Australian popular culture today.

OR

History • Stage 5

Topic 5b: The environment movement (1960s–present)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)

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 nineteenth-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 (ACDSEH125)

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’) (ACDSEH126)

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, the Anglo-Australian nuclear weapons testing on Maralinga Tjarutaja Land and Emu Field, South Australia, and the US military’s use of chemical warfare in Vietnam (1962–1974) [SE, CC, EU, AHC]
- 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 (ACDSEH127)

Students:

- outline the important developments in at least ONE environmental event and campaign from:
 - accidents at nuclear plants at Three Mile Island (1979) and Chernobyl (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)

History • Stage 5

Topic 5b: The environment movement (1960s–present)

- Exxon–Valdez oil spill (1989)
- Gulf of Mexico BP oil spill (2010)
- the effects of the Japanese earthquake and tsunami on the Fukushima nuclear power plant (2011) [SE, CC, EU]

Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)

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 [SE, CC, EU, CCT]:
 - 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–)
- 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 5c: Migration experiences (1945–present)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)

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 War, the Gulf War and the war in Afghanistan [A, DD, EU]

The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145)

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, with reference to the slogan ‘Populate or Perish’ [CC, L]
- 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, ICT]
- 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, N]

The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)

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, EU]

The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)

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]

History • Stage 5

Depth Study 6: Optional Topics from ‘The Modern World and Australia’ Overview

Outcomes:

A student:

- describes, explains and assesses the historical factors that shaped the modern world and Australia HT5-1
- identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia HT5-4
- uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia HT5-6
- describes and explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives HT5-8
- applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past HT5-9
- selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

Students investigate in depth ONE optional study drawn from the topics presented in the Overview such as

6a Australia in the Vietnam War Era (as provided as an example below)

OR

6b The Holocaust

OR

6c Peacekeeping Operations

History • Stage 5

Depth Study 6a: Australia in the Vietnam War Era

Australia's response to the threat of communism in Asia after World War II

Students:

- sequence the key events in Australia's response to the threat of communism in Asia after World War II [A]
- outline the key actions in Australia's early response to the threat of communism in Asia, including participation in the Korean War [A]
- explain the purpose of the treaties Australia contracted during this period, including the ANZUS Treaty and SEATO Alliance [A, CC]

Response to the threat of communism within Australia

Students:

- using sources, including ICT, investigate the key developments in Australia's response to communism within Australia including:
 - the referendum to ban the Communist Party
 - the Petrov Affair [ICT, CC, L]

Australia's involvement in the Vietnam War

Students:

- describe the nature and extent of Australia's involvement in the Vietnam War [A]
- explain the reasons for Australia's involvement in the Vietnam War [A, CC, CCT]

Differing views of Australia's involvement in the Vietnam War

Students:

- explain the reasons why different groups within Australia supported or opposed Australia's involvement in the Vietnam War eg [A, CC, CCT]:
 - supporters of the war
 - conscientious objectors
 - the moratorium movement
- using ICT and other sources, account for different perspectives on Australia's involvement [ICT]

Impact of the Vietnam War

Students:

- assess the impact of the Vietnam War on ONE of the following [A, CC, IU, PSC]:
 - Vietnam veterans and families
 - Indochinese refugees
 - Australian culture
 - Australia's relations with Asia

8 Years 7–10 Life Skills outcomes and content

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

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.

The following points need to be taken into consideration:

- 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.

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

The Years 7–10 Life Skills outcomes and content are developed from the Stages 4 and 5 objectives of the *History K–10 Syllabus*. They indicate the knowledge, understanding and skills, expected to be gained by most students as a result of effective teaching and learning by the end of a stage.

8.1 Years 7–10 Life Skills outcomes



Consult

Table of objectives and outcomes

Objectives: Students: <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
Life Skills outcomes A student: <p>HTLS-1 recognises personal connections to history</p> <p>HTLS-2 demonstrates an understanding of time and chronology</p> <p>HTLS-3 investigates how people lived in various societies from the past</p> <p>HTLS-4 explores the features of a particular society or time</p> <p>HTLS-5 recognises the significance of people and events in the past</p> <p>HTLS-6 explores the significance of changes and developments in the past</p>
Objective: Students: <ul style="list-style-type: none"> develop skills to undertake the process of historical inquiry
Life Skills outcomes A student: <p>HTLS-7 recognises a variety of historical sources</p> <p>HTLS-8 uses sources to understand the past</p> <p>HTLS-9 recognises different perspectives about people, events and issues</p> <p>HTLS-10 uses a variety of strategies to locate and select information for an historical investigation</p>

Objective:

Students:

- develop skills to communicate their understanding of history

Life Skills outcomes

A student:

HTLS-11

uses historical terms to describe the past

HTLS-12

investigates the past using historical skills

HTLS-13

selects and uses a variety of strategies to organise and communicate information about the past

Years 7–10 Life Skills and related syllabus outcomes


Objectives: Students: <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 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
HTLS-1 recognises personal connections to history	HT4-1 describes and explains the nature of history
HTLS-2 demonstrates an understanding of time and chronology	HT4-2 identifies major periods of historical time and sequences events, people and societies from the past
HTLS-3 investigates how people lived in various societies from the past HTLS-4 explores the features of a particular society or time	HT4-3 describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies HT5-1 describes, explains and assesses the historical factors that shaped the modern world and Australia
HTLS-5 recognises the significance of people and events in the past	HT4-3 describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies HT5-3 explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HTLS-6 explores the significance of changes and developments in the past	HT4-4 demonstrates an understanding of the features and nature of events and developments over time HT5-2 identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-4 describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia

Objective: Students: <ul style="list-style-type: none"> develop skills to undertake the process of historical inquiry 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
HTLS-7 recognises a variety of historical sources	HT4-5 identifies the meaning, purpose and context of historical sources HT5-5 identifies, comprehends and evaluates the usefulness of sources in the historical inquiry process
HTLS-8 uses sources to understand the past	HT4-6 uses evidence from sources to support historical narratives and explanations HT5-6 uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia
HTLS-9 recognises different perspectives about people, events and issues	HT4-7 identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies HT5-7 describes and explains different contexts, perspectives and interpretations of the modern world and Australia
HTLS-10 uses a variety of strategies to locate and select information for an historical investigation	HT4-8 locates, selects and organises relevant information to develop an historical inquiry from some sources HT5-8 selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives

Objective: Students: <ul style="list-style-type: none"> develop skills to communicate their understanding of history 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
HTLS-11 uses historical terms to describe the past HTLS-12 investigates the past using historical skills	HT4-9 uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past HT5-9 applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past
HTLS-13 selects and uses a variety of strategies to organise and communicate information about the past	HT4-10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past HT5-10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

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. Knowledge and understanding, concepts and skills 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

- identify primary and secondary 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:

- | | |
|---|---------|
| • recognises personal connections to history | HTLS-1 |
| • demonstrates an understanding of time and chronology | HTLS-2 |
| • explores the significance of changes and developments in the past | HTLS-6 |
| • recognises a variety of historical sources | HTLS-7 |
| • uses sources to understand the past | HTLS-8 |
| • uses a variety of strategies to locate and select information for an historical investigation | HTLS-10 |
| • uses historical terms to describe the past | HTLS-11 |
| • investigates the past using historical skills | HTLS-12 |
| • selects and uses a variety of strategies to organise and communicate information about the past | HTLS-13 |

Students:

- use the everyday language of time, such as yesterday, today, tomorrow; then and now; before and after; a long time ago; in the Dreaming [L, AHC]
- explore the language of time such as past, present, future, ancient, modern [L]
- explore the concept of old and new, such as compare old and new objects (furniture, photos, games, clothes) where obvious changes can be seen
- recognise how time is measured, such as minutes, hours, days, months, years, decades, centuries, millennium, AD/CE and BC/BCE [N]
- relate events to the passage of time, such as organising a personal diary or calendar, recognising regularly recurring events [N]
- respond to stories about their own family history
- participate in the recording of their personal history, such as sequencing significant events, constructing a timeline of stages in their lives [L, N]
- recount stories about their own family history, using primary and secondary sources
- explore the lives of people in their recent past [PSC]
- recognise different points of view about events in their family history
- demonstrate understanding of the concept of generations and identify the generations in their own family history [PSC]
- explore similarities and differences between generations, such as family celebrations and traditions, use of leisure time [CCT]
- develop an understanding of personal heritage [CC]
- engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, such as photographs, diaries, letters [L, ICT]
- participate in an investigation of the history of a familiar site, such as the school or local park, using sources and ICT as appropriate [ICT]
- participate in an investigation of an historically or culturally significant location, such as local

History • Life Skills

Investigating the Past

schools, parks, town centres, public or heritage buildings, museums and memorials, using sources and ICT as appropriate [ICT, SE]

- explore how the diverse backgrounds of the school community and/or local area have changed over time, using sources and ICT as appropriate [CC, ICT]
- explore the nature of kinship and family structures in Aboriginal and Torres Strait Islander cultures [AHC]
- investigate the social structures of Aboriginal and Torres Strait Islander cultures, including the role of elders [AHC]
- investigate local or regional Aboriginal and Torres Strait Islander places of significance, such as local national parks, using sources and ICT as appropriate [AHC, ICT]
- identify different perspectives about Aboriginal and Torres Strait Islander places of significance, such as the perspective of the local community, the perspective of Aboriginal people, the perspective of the local government [AHC]

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 • Life Skills

The Ancient World

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

Life Skills outcomes:

A student:

- | | |
|---|---------|
| • demonstrates an understanding of time and chronology | HTLS-2 |
| • investigates how people lived in various societies from the past | HTLS-3 |
| • explores the features of a particular society or time | HTLS-4 |
| • recognises the significance of people and events in the past | HTLS-5 |
| • uses a variety of strategies to locate and select information for an historical investigation | HTLS-10 |
| • uses historical terms to describe the past | HTLS-11 |
| • investigates the past using historical skills | HTLS-12 |
| • selects and uses a variety of strategies to organise and communicate information about the past | HTLS-13 |

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

- | | |
|---|----------------------------------|
| • The Mediterranean World – Egypt | • The Asian World – India |
| • The Mediterranean World – Greece | • The Asian World – China |
| • The Mediterranean World – Rome | |

Students:

- use the language of time to describe the ancient world, such as ‘a long time ago’, BC, BCE [N]
- recognise objects from the ancient world, such as coins, clothing, tools
- compare the similarities and differences between the present day and the ancient world, using sources and ICT where appropriate [CCT, ICT]
- recognise features of a particular ancient society, such as housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation
- recognise some aspects of everyday life in a particular ancient society using one or more sources such as stories, images, multimedia
- investigate one or more aspects of everyday life in a particular ancient society, using sources and ICT where appropriate [L, ICT]
- recognise some traditions of a particular ancient society that are different to the present day, such as celebrations, religion, death and funerary customs [CCT]
- explore the practices of a particular ancient society, using sources and ICT where appropriate, such as roles of men and women, crime and punishment, warfare and defence systems [IU, ICT, CC]
- identify significant people and/or events of a particular ancient society, such as Cleopatra, Alexander the Great, the destruction of Pompeii
- investigate one or more significant people and/or events of a particular society, using sources and ICT as appropriate [ICT, L]
- identify the location of a particular ancient society
- use a map to identify significant locations for an ancient society, such as trade routes, invasions [N]

History • Life Skills

The Ancient World

- recognise geographical features that influenced the development of ancient societies
- explore how the geographical features of a particular ancient society influenced its development, such as access to water, availability of natural resources, climate [SE]
- respond to 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 [L]
- explore the legacy of a society or time for our world cultural heritage, using sources and ICT where appropriate, such as art, music, architecture, dance, drama, science, medicine, language, governance [IU, CCT]

Suggested Site Studies include:

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

History • Life Skills

The Ancient to the Modern World

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:

- | | |
|---|---------|
| • demonstrates an understanding of time and chronology | HTLS-2 |
| • investigates how people lived in various societies from the past | HTLS-3 |
| • explores the features of a particular society or time | HTLS-4 |
| • recognises the significance of people and events in the past | HTLS-5 |
| • explores the significance of changes and developments in the past | HTLS-6 |
| • recognises a variety of historical sources | HTLS-7 |
| • uses sources to understand the past | HTLS-8 |
| • recognises different perspectives about people, events and issues | HTLS-9 |
| • uses a variety of strategies to locate and select information for an historical investigation | HTLS-10 |
| • uses historical terms to describe the past | HTLS-11 |
| • investigates the past using historical skills | HTLS-12 |
| • selects and uses a variety of strategies to organise and communicate information about the past | HTLS-13 |

Students may study one or more societies/empires and historical developments from any of the groups below in this topic area:

The Western & Islamic World:

- The Vikings (c.AD 790 – c.1066)
- Medieval Europe (c.AD 590 – c.1500)
- The Ottoman Empire (c.AD 1299 – c.1683)
- Renaissance Italy (c.AD 1400 – c.1600)

The Asia-Pacific World:

- Angkor/Khmer Empire (c.AD 802 – c.1431)
- Japan under the Shoguns (c.AD 794 – 1867)
- Polynesian expansion across the Pacific (c.AD 700 – 1756)

Expanding Contacts:

- Mongol expansion (c.AD 1206 – c.1368)
- The Black Death in Asia, Europe and Africa (14th-century plague)
- The Spanish Conquest of the Americas (c.AD 1492 – c.1572)
- Aboriginal and Indigenous Peoples, Colonisation and Contact History

Students:

- use the language of time to describe the ancient to modern world, such as ‘a long time ago’, BC/BCE [N]
- recognise objects from the ancient to modern world, such as coins, clothing, tools
- compare the similarities and differences between the present day and the ancient to modern world, using sources and ICT where appropriate [CCT, ICT]
- recognise some features of a particular society/empire, such as housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation
- recognise some aspects of everyday life in a particular society/empire using one or more sources such as stories, images, multimedia
- investigate one or more aspects of everyday life in a particular society/empire, using sources and

History • Life Skills

The Ancient to the Modern World

ICT where appropriate [L, ICT]

- recognise some traditions of a particular society/empire that are different to the present day, such as celebrations, religion, death and funerary customs [CCT]
- explore the practices of a particular society/empire, using sources and ICT where appropriate, such as roles of men and women, crime and punishment, warfare and defence systems [IU, ICT, CC]
- identify significant people and/or events of a particular society/empire/development, 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 [A]
- investigate one or more significant people and/or events of a particular society/empire/development, using sources and ICT as appropriate [ICT, L]
- identify the location of a particular society/empire/historical development
- use a map to identify significant locations for a society/empire/development, such as trade routes, invasions, explorations [N]
- recognise geographical features that influenced 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]
- use skills of inquiry to investigate one or more mysteries or controversies in history, such as the extent of the voyages of the Vikings, using sources and ICT as appropriate [L, ICT]
- explore the legacy of an individual, society, empire or event, using sources and ICT where appropriate, such as ideas and inventions, such as the invention of gun powder in China [A, CCT, ICT]
- recognise some differences between contact, invasion and colonisation
- explore the contact, interactions, invasions and/or relationships between societies/empires/developments [IU]
- recognise Aboriginal and Torres Strait Islander peoples as the original inhabitants of Australia [AHC]
- explore the significance of indigenous cultures
- explore Aboriginal and Indigenous peoples' history and culture through site studies and interaction with local, Aboriginal and Indigenous communities [AHC, L]
- search for evidence of Aboriginal and Torres Strait Islander peoples prior to colonisation through local and regional place names [AHC]
- identify important features of Aboriginal and/or Indigenous peoples' culture prior to colonisation/contact, such as tribal structures and kinship, nomadic hunter/gatherer lifestyle, connection with the land, traditional stories, music and dance, artefacts and artworks [AHC]
- explore the ways Aboriginal and Torres Strait Islander people interact with and value the environment [AHC, SE]
- explore reasons for colonisation and contact, such as territorial expansion, acquisition of resources, extension of penal provisions [AHC, CCT]
- explore key aspects of early contact between Aboriginal and British people, such as peaceful/negotiated, aggressive/warlike, education/religion/health [AHC]

History • Life Skills

The Ancient to the Modern World

- investigate the reactions of Aboriginal people to non-Aboriginal people [AHC, IU]
- investigate the reactions of non-Aboriginal people to Aboriginal people [AHC, IU]
- explore the impact of contact on Aboriginal people, such as culture and spirituality, language, diet and health, tribal structures, land use, traditions [AHC, CCT]

Suggested Site Studies include:

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

History • Life Skills

The Making of the Modern World

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:

- | | |
|---|---------|
| • investigates how people lived in various societies from the past | HTLS-3 |
| • explores the features of a particular society or time | HTLS-4 |
| • recognises the significance of people and events in the past | HTLS-5 |
| • explores the significance of changes and developments in the past | HTLS-6 |
| • recognises a variety of historical sources | HTLS-7 |
| • recognises different perspectives about people, events and issues | HTLS-9 |
| • uses a variety of strategies to locate and select information for an historical investigation | HTLS-10 |
| • uses historical terms to describe the past | HTLS-11 |
| • investigates the past using historical skills | HTLS-12 |
| • selects and uses a variety of strategies to organise and communicate information about the past | HTLS-13 |

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

- **Making a Better World? – the Industrial Revolution (1750–1914)**
- **Making a Better World? – Movement of Peoples (1750–1901)**
- **Australia and Asia – Making a Nation**
- **Australia and Asia – Asia and the World (1750–1918)**
- **Australians at War: World Wars I and II (1914–1918, 1939–1945)**

Note: These suggested topics do not cover Stage 5 Topic 1c: Progressive Ideas and Movements. Teachers may choose to develop ideas and concepts from this area to address Life Skills outcomes if appropriate.

History • Life Skills

Making a Better World? – the Industrial Revolution (1750–1914)

Students:

- recognise technological innovations in everyday life, such as computer, television, microwave, radio, mobile phone, interactive whiteboard, PECS [ICT]
- recognise the ways in which one or more technological innovations have improved our everyday life [ICT]
- engage with one or more technological innovations to perform a task [ICT]
- recognise one or more technological inventions that occurred during the Industrial Revolution, such as the steam engine, sewing machine, telephone, aeroplane [ICT, N]
- investigate one or more technological inventions from the Industrial Revolution and the impact this has had on the lives of ordinary people, using sources and ICT as appropriate [CCT, ICT]
- explore how the Industrial Revolution affected the everyday life of people during that time, such as growth of towns and cities, development of transport systems, working conditions in factories, changed social conditions [CCT, ICT]
- identify population movements in Britain during the Industrial Revolution, such as convicts, slaves, free settlers

History • Life Skills

Making a Better World? – Movement of Peoples (1750–1901)

Students:

- recognise the differences in everyday life for free people, slaves and convicts [CCT]
- using a map, locate the movement of free people, slaves and convicts from Britain [N]
- identify what slaves were used for and where they came from
- investigate the living, working and social conditions for slaves, using sources and ICT as appropriate [CC, ICT, L]
- identify the reasons convicts were transported to Australia
- recognise some differences in everyday life for convicts, free settlers and soldiers in Australia [CCT]
- identify the living conditions in Australia for the first settlers
- explore different perspectives of settling in Australia, such as the convicts, the free settlers, the soldiers [CCT]
- explore the issues and challenges related to early settlement of Australia, such as living conditions, communication, separation, environment, using sources and ICT as appropriate [CCT, ICT]

History • Life Skills

Australia and Asia – Making a Nation

Students:

- explore the reasons convicts were transported to Australia
- using a map, locate areas of first settlement in Australia [N]
- recognise significant people and/or events in the early settlement of Australia, such as Captain Phillip, the gold rush, expanding penal settlements
- recognise important features of Aboriginal culture, such as roles and responsibilities, connection with the land, kinship, traditional stories, music/dance, communication [AHC, L]
- explore the response of Aboriginal peoples to colonisation, using sources such as stories, interviews, films, multimedia [AHC]
- identify other groups of people who settled in Australia during this time, such as Japanese, Chinese, South Sea Islanders
- identify living conditions in Australia in the early part of the twentieth century, such as clothing, leisure, transport, food, education, recreation, technology [CC]
- compare the lives of young Australians in the early part of the twentieth century with the lives of young people today [CCT]
- explore the contribution of one or more significant Australians during this period, such as Sir Henry Parkes – Federation; Sir Edmund Barton – first Prime Minister of Australia; Sir Charles Kingsford Smith – aviation; Rose Scott – women’s movement; John Flynn – Australian Inland Mission; Albert Namatjira – art; Edith Cowan – first female parliamentarian [CCT, CC, AHC]
- 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 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, AHC]
- explore how the rights of women and Aboriginal people changed over time [CC, EU, DD, AHC]

History • Life Skills

Australia and Asia – Asia and the World (1750–1918)

Students:

- locate significant countries in Asia [A]
- observe some features of a particular Asian society (China, Japan, India, Dutch East Indies or the Philippines), such as housing, food, clothing, recreation, celebrations, education, writing tools, work, transportation [A]
- recognise some aspects of everyday life in a particular Asian society using one or more sources such as stories, images, multimedia [A]
- investigate one or more aspects of everyday life in a particular Asian society, using sources and ICT where appropriate [A, L, ICT]
- recognise some traditions of a particular Asian society that are different from Australian traditions, such as celebrations, religion [A, IU]
- explore the practices of a particular Asian society, using sources and ICT where appropriate, such as roles of men and women, governance [IU, ICT]
- using a map, identify the location of a particular Asian society [A, N]
- explore traditional stories from Asia [L, A]
- identify significant people and/or events of a particular Asian society, such as the Indian Mutiny, Boxer Rebellion, Russo-Japanese War, Filipino–American War, Swami Vivekananda, Dowager Empress Cixi of China, Emperor Meiji, José Rizal [A]
- investigate one or more significant people and/or events of a particular Asian society, using sources and ICT as appropriate [A, ICT]

History • Life Skills

Australians at War: World Wars I and II (1914–1918, 1939–1945)

This may be taught as a comparative study, or the two wars may be studied separately.

Students:

- recognise items a soldier would need when going to war, such as uniform, weapons, personal objects
- recognise the uniforms, weaponry and transport used by Australian troops in World War I, such as infantry uniform, slouch hat, bayonets and rifles, machine guns, aircraft, tanks, horses, donkeys
- recognise the uniforms, weaponry and transport used by Australian troops in World War II, such as uniforms for the desert and jungle, slouch hat, helmet, bayonet and rifle, machine gun, flame thrower, tank, jeeps, aeroplanes
- explore the experiences of a soldier during the wars, such as signing up/attitudes to conscription, life in the trenches (WWI), life on the battlefield in North Africa, South-East Asia or the Pacific Islands (WWII), separation from friends/family, using sources and ICT as appropriate [CCT, CC, ICT]
- explore issues that affected Australians at home during World War I, such as pay and conditions for workers, shortages/rations, attitudes to conscription, communication and information, using sources and ICT as appropriate [CCT, EU, WE, ICT]
- investigate the changing roles of women during the wars, such as at work, in the home, in volunteer work, politically, using sources and ICT as appropriate [EU, DD, WE]
- investigate the changes to work on the home front during the wars, such as farms, transport, factories, service, using sources and ICT as appropriate [EU, DD, WE]
- investigate the conditions, experiences and perspectives of other people involved in the wars, such as sailors, nurses and aircrew, using sources and ICT as appropriate [L, ICT]
- identify some reasons why countries go to war, such as power, protection, different beliefs
- identify other countries involved in World War I and/or World War II
- locate on a map the places where Australian forces fought in World War I, such as Turkey (Gallipoli), France, Middle East [N]
- locate on a map the places where Australian forces fought in World War II, such as Europe, the Middle East, the Pacific [N]
- explore the impact of attacks on the Australian mainland during World War II, such as the bombing of Darwin, submarine attacks in Sydney [CCT, A]
- 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, the role of Simpson and his donkey, using sources and ICT as appropriate [L, ICT, CCT]
- investigate the experiences of Australians during the Great Depression, such as daily life, work, education, social life, health in rural and urban communities, using sources and ICT as appropriate [L, ICT]
- explore the main features of the ANZAC legend [CC]

History • Life Skills

Australians at War: World Wars I and II (1914–1918, 1939–1945)

- identify how and why Australians have commemorated the wars, such as ANZAC Day commemorations [CC]
- identify memorials in the local area that relate to Australian activities during the wars [CC]

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
- an historical reconstruction site
- a virtual historical site
- a virtual archaeological site
- Old Parliament House Canberra ACT
- a State Parliament House
- Parliament House

History • Life Skills

The Modern World and Australia (1945–present)

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

Life Skills outcomes:

A student:

- | | |
|---|---------|
| • investigates how people lived in various societies from the past | HTLS-3 |
| • explores the features of a particular society or time | HTLS-4 |
| • recognises the significance of people and events in the past | HTLS-5 |
| • explores the significance of changes and developments in the past | HTLS-6 |
| • uses sources to understand the past | HTLS-8 |
| • recognises different perspectives about people, events and issues | HTLS-9 |
| • uses a variety of strategies to locate and select information for an historical investigation | HTLS-10 |
| • uses historical terms to describe the past | HTLS-11 |
| • investigates the past using historical skills | HTLS-12 |
| • selects and uses a variety of strategies to organise and communicate information about the past | HTLS-13 |

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

- **Rights and Freedoms (1945–present)**
- **The Globalising World – Popular Culture (1945–present)**
- **The Globalising World – Migration Experiences (1945–present)**
- **Optional Study from the Overview – Australia in the Vietnam War Era**

Note: These suggested topics do not cover Stage 5 Topic 5b: The Environment Movement or additional Stage 5 Optional Studies. Teachers may choose to develop ideas and concepts from these areas to address Life Skills outcomes if appropriate.

History • Life Skills

Rights and Freedoms (1945–present)

Students:

- recognise people throughout history with limited rights and freedoms, such as convicts, slaves, indigenous groups [DD, EU]
- explore the experiences of people who have had limited rights/freedoms [DD, EU]
- identify people in history who have fought for the rights and freedom of others, such as Martin Luther King, Nelson Mandela, Rosa Parkes, Albert Namitjira, Eddie Mabo, Charles Perkins, Mum Shirl [AHC]
- investigate the impact of people who have fought for the rights and freedom of others, using sources and ICT as appropriate [ICT, CCT]
- recognise the impact of the loss of rights and freedom on Aboriginal people, such as dispossession of land, Stolen Generations [AHC]
- compare living and working conditions for Aboriginal people, in both rural and urban areas, with other Australians [AHC, WE, CC]
- investigate the reasons for and the impact of the removal of Aboriginal children from their families, such as the Stolen Generations and the Apology, using sources and ICT as appropriate [AHC, ICT]
- 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, using sources and ICT as appropriate [AHC, EU, DD, ICT]
- identify the importance of Sorry Day [AHC, CC]
- participate in ways to improve the rights and freedoms of others, such as Sorry Day activities [IU, AHC, CC]

History • Life Skills

The Globalising World – Popular Culture (1945–present)

Students:

- recognise and participate in preferred leisure and recreation activities, such as entertainment, sport [PSC]
- identify popular leisure and recreation activities in their family or school community [PSC, CC]
- recognise popular leisure and recreation activities in Australia, such as cricket, rugby, netball, water sports, camping, barbecues [CC]
- compare some of the leisure and recreation activities in Australia with one other country, such as sport in Australia and America [CCT]
- explore the changes in technology and how these have impacted on leisure activities, such as the increasing popularity of video games and social networking sites [CCT, CC]
- investigate changes in language as a result of popular culture, such as the introduction of Asian terms anime and Manga [L, A]
- investigate the changes in popular culture in post-war Australia, using sources and ICT as appropriate, such as television, music, recreation, fashion [ICT]
- explore the contribution of one or more significant Australian people in the areas of the environment, the arts, sport, community welfare or entertainment, using sources and ICT as appropriate, such as Dawn Fraser, Evonne Goolagong Cawley, Ian Kiernan, Tim Flannery, John Farnham, Normie Rowe, Cathy Freeman, Cate Blanchett, Ian Thorpe, Louise Sauvage, Allan Border, Graeme Murphy, Peter Allen, Brett Whiteley, Peter Sculthorpe, David Williamson, Greenpeace, Amnesty International [AHC, SE, ICT, CCT]
- explore Australia's participation in world sporting contests, such as the 1956 Melbourne Olympics, the 2000 Sydney Olympics, Test Cricket and World Cup matches [CC]

History • Life Skills

The Globalising World – Migration Experiences (1945–present)

Students:

- recognise different cultures within their school community [DD]
- engage with peers to explore different cultural experiences, such as food, religion, entertainment [IU]
- participate in the cultural experiences of different groups within the school community, such as food, celebrations [IU, DD]
- identify the impact of different cultures on Australian society, such as food, entertainment [IU, DD, CC]
- 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 better living conditions, seeking new opportunities, escape from oppressive regimes, using sources and ICT as appropriate [IU, ICT]
- respond to stories of people who migrated to Australia, including people from Asian cultures [L, A, IU]
- compare the stories of different cultural groups' migration to Australia, including people from Asian cultures [L, A, IU]
- recognise the conditions, experiences and perspectives of post-war migrants, such as migrant hostels, opportunities for work, language barriers, isolation, racism [IU, EU, WE]
- explore the response of Australians to the arrival of migrants and refugees [IU]
- investigate the contribution of people from other cultures to Australian life, such as to politics, to science, 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, appreciation of cultural diversity, respect for the rights of all people [CC, AHC, IU, DD]
- identify ways in which Australians celebrate and commemorate events that are significant to Australia, such as ANZAC Day, Australia Day [CC]

History • Life Skills

Optional Study from the Overview – Australia in the Vietnam War Era


Students:

- locate Vietnam on a world map and recognise its proximity to Australia and the USA [N, A]
- identify Australia's reasons for entry in the war, such as to develop closer links with the USA, fear of communism
- investigate the living conditions in Australia immediately prior to the Vietnam War, using sources and ICT as appropriate, such as increased prosperity and a time of social change, greater sense of domestic freedom, desire to actively participate in protests and demonstrations [CC, ICT]
- identify issues which polarised the community, such as reasons for entering the war, conscription (the birthday ballot), conscientious objections, demonstrations and moratoriums [CCT, CC]
- investigate the type of warfare used, such as chemical, jungle and guerrilla
- explore the impact of the conditions of war on service men, women and their families, using sources and ICT as appropriate, such as geographical, domestic and environmental [ICT]
- investigate the long-term effects of the Vietnam War on service men, women and their families, using ICT and sources as appropriate, such as their physical and mental health, delayed recognition of war service [ICT, EU]

Suggested Site Studies include:

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

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:
HTE-1 communicates stories of their own family heritage and the heritage of others	HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms	HT2-1 identifies celebrations and commemorations of significance in Australia and the world	HT3-1 describes and explains the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation	HT4-1 describes and explains the nature of history	HT5-1 describes, explains and assesses the historical factors that shaped the modern world and Australia
HTE-2 demonstrates developing skills of historical inquiry and communication	HT1-2 identifies and describes significant people, events, places and sites in the local community over time	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time	HT3-2 describes and explains different experiences of people living in the Australian colonies and then in Australia as a nation	HT4-2 identifies major periods of historical time and sequences events, people and societies from the past	HT5-2 identifies, sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
	HT1-3 describes the effects of changing technology on people's lives over time	HT2-3 describes people, events, actions and consequences related to world exploration	HT3-3 identifies change and continuity and describes the causes and consequences of change on Australian society	HT4-3 describes, explains and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains, assesses and analyses the motives and actions of past individuals and groups in the historical contexts 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:
	HT1-4 uses skills of historical inquiry and communication	HT2-4 describes and explains changes and consequences of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia	HT4-4 demonstrates an understanding of the features and nature of events and developments over time	HT5-4 describes, explains and analyses the causes and consequences of events and developments in the modern world and Australia
		HT2-5 applies skills of historical inquiry and communication	HT3-5 applies a wide variety of skills of historical inquiry and communication	HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies, comprehends and evaluates the usefulness of sources in the historical inquiry process
				HT4-6 uses evidence from sources to support historical narratives and explanations	HT5-6 uses evidence from sources to support relevant historical narratives, explanations and analyses of the modern world and Australia
				HT4-7 identifies and describes different contexts, perspectives and interpretations of past events, people, ideas and societies	HT5-7 describes and explains different contexts, perspectives and interpretations of the modern world and Australia
				HT4-8 locates, selects and organises relevant information to develop an historical inquiry from some sources	HT5-8 selects, analyses and evaluates relevant information to develop an historical inquiry incorporating a range of sources from different perspectives

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:
				HT4-9 uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past	HT5-9 applies a range of historical terms, skills, methods and concepts to describe, understand and investigate the past
				HT4-10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past	HT5-10 selects and uses appropriate oral, written, visual and electronic forms to communicate effectively about the past for different audiences

9.2 Stage statements



for your information

The stage statements include the Australian curriculum achievement standards and summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning.



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Early Stage 1

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

Stage 1

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Stage 2

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander Peoples and explain the impact of European settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Stage 3

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They

describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and consequences of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Stage 4

By the end of Stage 4, students describe and explain the nature and methodologies of history and identify major periods of historical time and sequence events, people and societies from the past. They recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe, explain and assess the motives and actions of people in the past. Students demonstrate an understanding of the features and nature of events, past societies and developments over time.

Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They identify evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or electronic forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

Stage 5

By the end of Stage 5, students describe, explain and assess the historical factors that shaped the modern world and Australia. They identify, sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain, assess and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students describe, explain and analyse the causes and consequences of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process,

analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. 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 as well as 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.

10.3 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 or multimedia presentations.

Further examples of adjustments to assessment for students with special education needs can be found in the History support material.

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, 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 Assessment*.

10.4 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 or equivalent 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) or equivalent 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. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process.

10.5 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 peer assessment.

Further advice about choosing assessment strategies will be provided in support materials.

11 Glossary

Aboriginal	An Aboriginal person is a person of Aboriginal descent who identifies as an Aboriginal person and is accepted as such by the community in which he or she lives.
AD	A dating system to denote an abbreviation of ‘Anno Domini’ meaning ‘the Year of Our Lord’; the years after the birth of Christ.
Anzac	The word <i>Anzac</i> refers to the Australian and New Zealand Army Corps (ANZAC) troops who fought at Gallipoli in Turkey from April to December 1915.
ANZUS	A defence security pact for the Pacific region signed in 1951 by Australia, New Zealand and the United States. The name ANZUS is derived from the initials of the three signatory nations.
archives	Refers both to collections of public records, documents, etc and the place/s where they are stored.
artefact	Something made or given shape by humans such as pottery, a stone tool
assimilation	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
Australia Day	Celebrations held on 26 January to commemorate the arrival of the First Fleet at Sydney Cove and the raising of the British flag by Captain Arthur Phillip.
BC	A dating system to denote an abbreviation of ‘Before Christ’; the years before the birth of Christ.
BCE	A dating system used by some historians to denote an abbreviation of ‘Before Common Era’; the years before the birth of Christ.
cause and consequence	‘Cause’ refers to the range of reasons for an historical event or development and ‘consequence’ to the range of subsequent outcomes or effects.
CE	A dating system used by some historians to denote an abbreviation of ‘Common Era’; the years after the birth of Christ.
censorship	Examination of books, news reports, films, plays and other material for the purpose of suppressing parts deemed to be objectionable on moral, political or other grounds. At the outbreak of World War I, censorship controls were introduced to ‘safeguard national security’. In World War II, the <i>National Security Act</i> (1939) imposed a system of censorship, especially over newspapers.
chronology	According to time sequence. A chronology places events and dates in historical order.
civics	An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country’s political and social heritage, democratic processes, government, public administration and judicial systems.
citizenship	The term ‘citizenship’ has both legal and social meanings. In a legal sense, it is that set of rights and responsibilities granted to a people in recognition of their attachment to a particular country. In a social sense, it refers to the participation of people in their community as they fulfill and debate their rights and responsibilities.

colonisation	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised.
contestability	When particular interpretations about the past differ; for example, as a result of using differing evidence or resulting from different perspectives.
Country/land	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
conscription	Compulsory enlistment for military service.
constitution	The fundamental rules that establish how a country is governed, typically establishing the role and powers of parliament, the executive and the judiciary.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time.
democracy	A form of government where the decision-making power is vested in the people. In a democracy, the people or their elected representatives determine policy and/or laws. Equality of rights is a principle of democracy.
emigration	The process of leaving one's country of birth to settle permanently in another country.
empathy	The capacity to enter into the world of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
empire	A collection of nations or peoples ruled over by an emperor or other powerful sovereign or government.
evidence	The information contained within a source that tends to support a historical argument.
Federation	The voluntary union of the six Australian colonies which came into being on 1 January 1901. It involved the colonies transferring certain powers to the Federal or Commonwealth Government (eg defence, foreign affairs, immigration) while retaining control over other responsibilities (eg education, health, transport) under a written Constitution.
franchise	The right to vote.
Gallipoli	The anglicised name of the peninsula in Turkey where the Anzac and other Allied troops fought against Turkish forces. It was the first land battle fought by Australian soldiers in World War I and lasted from April to December 1915.
Great Depression	A period of the deepest worldwide economic decline in history. It began in October 1929 following the collapse of the Wall Street Stock Exchange and ended in about 1934.
Harmony Week	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
heritage	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.

immigration	The process whereby people come to a new land with the intention of permanently settling.
imperialism	The policy of extending control or authority over foreign territory, particularly through the creation of an empire.
Indigenous Peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.
industrialism	An economic and social system, often including machinery and the concentration of workers in cities, that involves the production of large quantities of goods on a large scale.
integration	A government policy in relation to both Aboriginal peoples and migrant groups which sought to facilitate their amalgamation into mainstream Australian society, without requiring them to abandon their original culture/s.
internment	During both World Wars, people who were considered ‘alien’ by the government, whether they were naturalised or Australian-born, were held in prisons for varying lengths of time because they were considered a threat to national security.
interpretation	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
invasion	The forced takeover of land.
land rights	The continuing struggle of Indigenous Australians to regain possession of their lands.
Mabo	(<i>see</i> Native Title) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia’s occupation by Great Britain in 1788. The judgement, made in 1992, is usually referred to as Mabo.
medieval	The period of history from the end of the Western Roman Empire in the fifth century to the Renaissance and Reformation period of Europe in the sixteenth century.
multiculturalism	A policy based on the promotion of cultural diversity which encourages peoples of different cultural/ethnic origins to retain their own cultures, while participating as active and responsible citizens of the dominant culture.
nationalism	The loyalty and devotion of a person to their nation and culture
Native Title	‘Native Title’ is the name given by the High Court to Indigenous property rights recognised by the court in the <i>Mabo</i> judgement (3 June 1992). The <i>Mabo</i> judgement overthrew the concept of <i>terra nullius</i> – that the land of Australia had belonged to no one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist, provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court’s <i>Wik</i> judgement (December 1996) decided an issue left unresolved by the <i>Mabo</i> judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.
Ottoman Empire	The Empire of the Turks founded about AD 1300 by Osman which controlled large amounts of territory in Asia, Africa and Europe for more than six centuries until its collapse as a result of World War I.

perspective	A point of view from which historical events, problems and issues can be analysed eg a gender perspective (either masculine or feminine) of the past.
primary sources	Something that has been created or written during the time period being investigated eg diaries, letters, photographs, pottery, coins.
Protection	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
rationing	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.
reconciliation	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander Peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
referendum	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
SEATO	An alliance organised in 1954 by representatives of Australia, France, Great Britain, New Zealand, Pakistan, the Philippines, Thailand and the United States. The letters stand for South East Asia Treaty Organisation. Its main aim was to contain the spread of communism in Indochina. It was disbanded in 1977.
secondary sources	Accounts about the past that were created after the time being investigated eg textbooks, histories written after the events being described.
self-determination	The effective participation of Aboriginal peoples in all decision-making that affects them.
significance	The importance assigned to a particular aspect of the past such as events or sites.
source	Any written or non-written materials that can be used to investigate the past. A source becomes 'evidence' (<i>see above</i>) when it is used to support or refute a viewpoint.
suffrage	The right to vote. All Australian citizens over the age of eighteen have this right.
sustainability	The ongoing capacity of the Earth to maintain life, including the needs of the present, without compromising the ability of future generations to meet their needs.
terra nullius	(<i>see Native Title</i>) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.