

 **NSW SYLLABUS**  
for the Australian  
curriculum



**HISTORY**  
**K-10**  
**SYLLABUS**

© 2012 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies NSW has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer phone: (02) 9367 8289 fax: (02) 9279 1482

Published by  
Board of Studies NSW

GPO Box 5300  
Sydney NSW 2001  
Australia

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

First published October 2012  
Revised February 2013

# CONTENTS

---

Introduction.....	4
History key.....	8
Rationale .....	10
The place of the History K–10 Syllabus in the K–12 curriculum.....	11
Aim .....	12
Objectives.....	13
Outcomes .....	14
Stage statements.....	17
Organisation of content .....	23
Content.....	32
Early Stage 1 .....	32
Stage 1.....	36
Stage 2.....	42
Stage 3.....	48
Stage 4.....	54
Stage 5.....	80
Years 7–10 Life Skills outcomes and content.....	104
Continuum of learning in History K–10 .....	132
Assessment.....	135
Glossary .....	138

# INTRODUCTION

---

## K–10 CURRICULUM

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

Board of Studies syllabuses include the agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for History. The Australian curriculum achievement standards underpin the syllabus outcomes and the stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *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 syllabus rationale.

## DIVERSITY OF LEARNERS

The *History K–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, students learning English as an additional language, and students learning Standard English as an additional dialect follows.

## 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 or 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
- consideration of students' individual communication strategies, including verbal and non-verbal communication systems
- 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
- 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
- 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 adjustments to teaching, learning and assessment are not sufficient to access some or all of the Stage 4 and Stage 5 outcomes. 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 Stage 4 and Stage 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. *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* provides further advice in relation to determining students for whom Life Skills outcomes and content are appropriate.

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

## **GIFTED AND TALENTED STUDENTS**

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from the Board of Studies and education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

## **STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)\***

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D learners are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including creoles and related varieties.

\* EAL/D is the term adopted by all Australian schools as part of the national education reform agenda of developing a K–12 Australian curriculum. The term English as an additional language or dialect (EAL/D) may be used interchangeably with the following terms: English as a second language (ESL), English language learners (ELL), English as an additional language (EAL) or English as an additional dialect (ELD).

EAL/D learners enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the History syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

# HISTORY KEY

---

The following codes and icons are used in the *History K–10 Syllabus*.

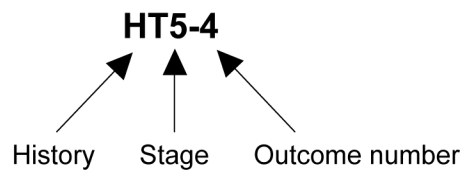
## OUTCOME CODING

Syllabus outcomes have been coded in a consistent way. The code identifies the subject, stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the History syllabus, the outcome codes indicate the subject, stage and outcome number. For example:

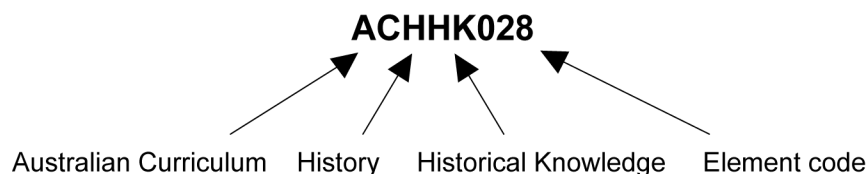


Outcome code	Interpretation
HT2-1	History, Stage 2 - Outcome number 1
HT5-4	History, Stage 5 - Outcome number 4
HTLS-12	History, Life Skills - Outcome number 12

## CODING OF THE AUSTRALIAN CURRICULUM CONTENT

The syllabus includes all the Australian curriculum content descriptions for History. The content descriptions are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028).



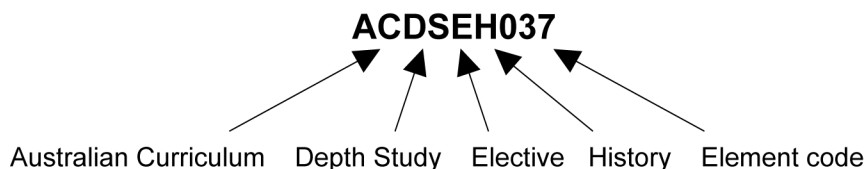
Where a number of content descriptions are jointly represented, all description codes are included, eg (ACDSEH002, ACDSEH003, ACDSEH004).



The Australian curriculum History codes are:

Code	Interpretation
ACHHK	Australian Curriculum, History, Historical Knowledge
ACHHS	Australian Curriculum, History, Historical Skills
ACDSEH	Australian Curriculum, Depth Study, Elective, History

Years 7–10 example identifying the depth study and elective:



Depth study code	Interpretation
ACDSEH037	Australian Curriculum, Depth Study, Elective, History, Element code

## LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *History K–10 Syllabus*.

### Cross-curriculum priorities



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability

### General capabilities



Critical and creative thinking



Ethical understanding



Information and communication technology capability



Intercultural understanding



Literacy



Numeracy



Personal and social capability

### Other learning across the curriculum areas



Civics and citizenship



Difference and diversity



Work and enterprise

## RATIONALE

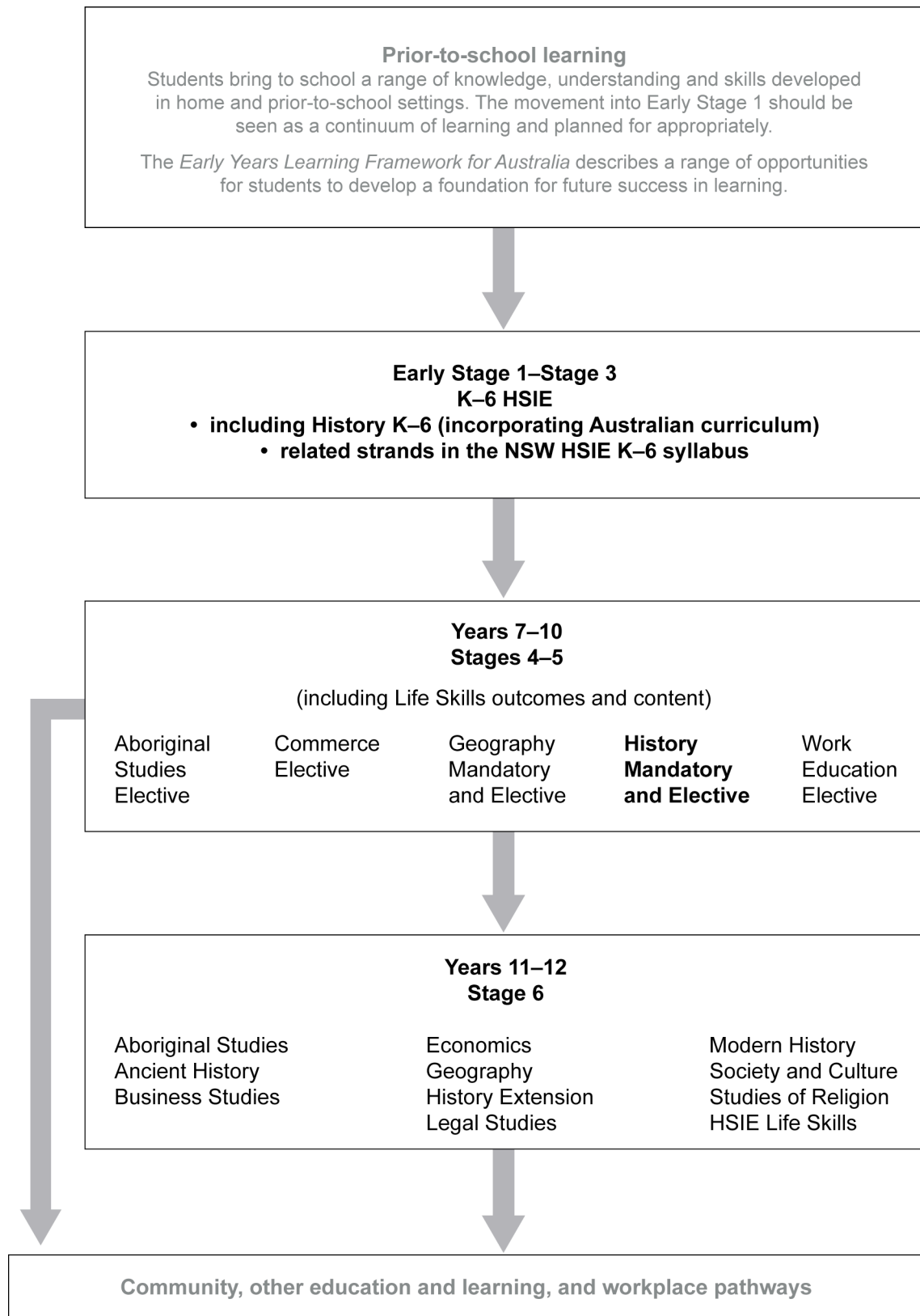
---

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, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, 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 an 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.

# THE PLACE OF THE HISTORY K–10 SYLLABUS IN THE K–12 CURRICULUM



## AIM

---

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.

# OBJECTIVES

---

## KNOWLEDGE, UNDERSTANDING AND SKILLS

### EARLY STAGE 1 – STAGE 3

Students:

- develop knowledge and understanding about the nature of history and 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.

# OUTCOMES

## EARLY STAGE 1 – STAGE 3

### TABLE OF OBJECTIVES AND OUTCOMES

<b>Objectives</b> Students: <ul style="list-style-type: none"> <li>develop knowledge and understanding about the nature of history and the key changes and developments from the past</li> <li>develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.</li> </ul>			
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> 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 Australia
	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 Australia over time
	HT1-3 describes the effects of changing technology on people's lives over time	HT2-3 describes people, events and actions related to world exploration and its effects	HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
		HT2-4 describes and explains effects of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
HTe-2 demonstrates developing skills of historical inquiry and communication	HT1-4 demonstrates skills of historical inquiry and communication	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

<b>Objectives</b> Students: <ul style="list-style-type: none"> <li>develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	
<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
HT4-2 describes major periods of historical time and sequences events, people and societies from the past	HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT4-4 describes and explains the causes and effects of events and developments of past societies over time	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
<b>Objectives</b> Students: <ul style="list-style-type: none"> <li>develop skills to undertake the process of historical inquiry.</li> </ul>	
<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies 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 relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT4-7 identifies and describes different contexts, perspectives and interpretations of the past	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT4-8 locates, selects and organises information from sources to develop an historical inquiry	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>Objectives</b> Students: <ul style="list-style-type: none"> <li>develop skills to communicate their understanding of history.</li> </ul>	
<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT4-10 selects and uses appropriate oral, written, visual and digital forms to	HT5-10 selects and uses appropriate oral, written, visual and digital forms to

communicate about the past	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 Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section.



# STAGE STATEMENTS

---

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

## PRIOR-TO-SCHOOL LEARNING

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five Learning Outcomes that reflect contemporary theories and research evidence concerning children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

## 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 identify and compare the features of objects from the past and the present. Students 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 and explore a point of view within an historical context. 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 British 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 effects 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 including Aboriginal and Torres Strait Islander peoples. 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 the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects 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 use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital 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 forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They 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.

## K–10 HISTORY CONCEPTS CONTINUUM

Stage	Continuity and change	Cause and effect	Perspectives	Empathetic understanding	Significance	Contestability
	<b>Students demonstrate an understanding of:</b>					
<b>ES1</b>	<ul style="list-style-type: none"> <li>changes and continuities in their own lifetime and that of their families</li> </ul>	<ul style="list-style-type: none"> <li>simple cause and effect in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>exploration of a point of view and understanding that stories may vary depending on who is the narrator</li> </ul>	<ul style="list-style-type: none"> <li>differences and similarities between individuals and families in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>important events in their own lives; the meaning of special days/holidays</li> </ul>	
<b>1</b>	<ul style="list-style-type: none"> <li>changes and continuities in family life and the local community over time</li> </ul>	<ul style="list-style-type: none"> <li>reasons for change in people's lives over time and the results, eg due to technology</li> </ul>	<ul style="list-style-type: none"> <li>a point of view within an historical context</li> </ul>	<ul style="list-style-type: none"> <li>people in the local community who may have lived differently in the past</li> </ul>	<ul style="list-style-type: none"> <li>reasons why a local person or site is regarded as important</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>changes and continuities due to British colonisation of Australia</li> </ul>	<ul style="list-style-type: none"> <li>reasons for a particular historical development, eg journey of the First Fleet</li> </ul>	<ul style="list-style-type: none"> <li>different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia</li> </ul>	<ul style="list-style-type: none"> <li>how and why people in the past may have lived and behaved differently from today</li> </ul>	<ul style="list-style-type: none"> <li>the importance and meaning of national commemorations and celebrations, and the importance of a person or event</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>aspects of both continuity and change in Australian society over time</li> </ul>	<ul style="list-style-type: none"> <li>some causes and effects of an historical event or development, eg migration to Australia</li> </ul>	<ul style="list-style-type: none"> <li>different points of view in the past and present, eg attitudes towards Federation</li> </ul>	<ul style="list-style-type: none"> <li>why behaviour and attitudes of people from the past may differ from those of today</li> </ul>	<ul style="list-style-type: none"> <li>the importance of the contributions of individuals and groups to their times</li> </ul>	<ul style="list-style-type: none"> <li>historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement'</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>changes and continuities over a broad period of time, eg the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>developments, decisions and events from the past that produced later actions, results or consequences</li> </ul>	<ul style="list-style-type: none"> <li>different perspectives of participants in a particular historical context, eg the conquered and the conqueror</li> </ul>	<ul style="list-style-type: none"> <li>the actions, attitudes and motives of people in the context of the past</li> </ul>	<ul style="list-style-type: none"> <li>the importance of an historical event, development or individual in an historical context</li> </ul>	<ul style="list-style-type: none"> <li>historical sources, events or issues may be interpreted differently by historians, eg the 'fall' of the Roman Empire</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>reasons for change and continuity in a particular historical context, eg rights and freedoms of groups in Australian society</li> </ul>	<ul style="list-style-type: none"> <li>intended and unintended causes and consequences of a particular historical event or development, eg the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>the reasons for different perspectives in a particular historical context, eg Turkish and Australian views of the Gallipoli campaign</li> </ul>	<ul style="list-style-type: none"> <li>the actions, values, attitudes and motives of people in the context of the past</li> </ul>	<ul style="list-style-type: none"> <li>the reasons why the importance of an event, development or individual may change over time, eg commemoration of ANZAC Day</li> </ul>	<ul style="list-style-type: none"> <li>historical sources, events or issues may be interpreted differently by historians depending on their perspectives and methods of inquiry</li> </ul>

## K–10 HISTORY SKILLS CONTINUUM

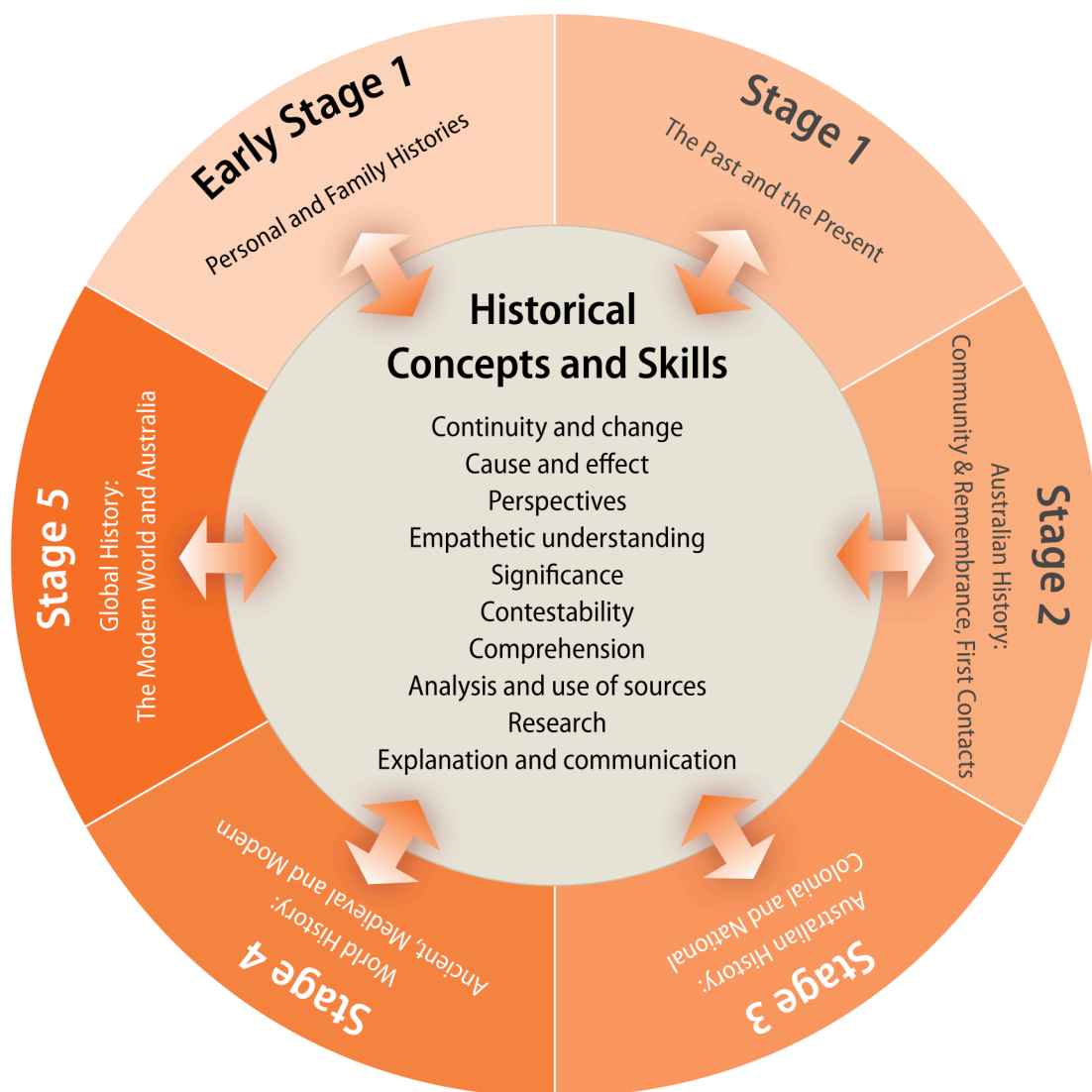
Stage	Comprehension: chronology, terms and concepts	Analysis and use of sources	Perspectives and interpretations	Empathetic understanding	Research	Explanation and communication
<b>Students:</b>						
ES1	<ul style="list-style-type: none"> <li>respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories</li> <li>sequence familiar objects and events</li> <li>distinguish between past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>explore and use a range of sources about the past</li> <li>identify and compare features of objects from the past and present</li> </ul>	<ul style="list-style-type: none"> <li>explore a point of view</li> </ul>	<ul style="list-style-type: none"> <li>recognise differences and similarities between individuals and families in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>pose questions about the past using sources provided</li> </ul>	<ul style="list-style-type: none"> <li>develop a narrative about the past</li> <li>use a range of communication forms (oral, graphic, written, role play) and digital technologies</li> </ul>
1	<ul style="list-style-type: none"> <li>discuss and recount stories of family and local history</li> <li>sequence familiar objects and events</li> <li>distinguish between the past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>explore and use a range of sources about the past</li> <li>identify and compare features of objects from the past and present</li> </ul>	<ul style="list-style-type: none"> <li>explore a point of view within an historical context</li> </ul>	<ul style="list-style-type: none"> <li>recognise that people in the local community may have lived differently in the past</li> </ul>	<ul style="list-style-type: none"> <li>pose questions about the past using sources provided</li> </ul>	<ul style="list-style-type: none"> <li>develop a narrative about the past</li> <li>use a range of communication forms (oral, graphic, written, role play) and digital technologies</li> </ul>
2	<ul style="list-style-type: none"> <li>respond, read and write to show understanding of historical matters</li> <li>sequence familiar people and events</li> <li>use historical terms</li> </ul>	<ul style="list-style-type: none"> <li>locate relevant information from sources provided</li> </ul>	<ul style="list-style-type: none"> <li>identify different points of view within an historical context</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why people in the past may have lived and behaved differently from today</li> </ul>	<ul style="list-style-type: none"> <li>pose a range of questions about the past</li> <li>plan an historical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>develop texts, particularly narratives</li> <li>use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>
3	<ul style="list-style-type: none"> <li>respond, read and write to show understanding of historical matters</li> <li>sequence historical people and events</li> <li>use historical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>locate information relevant to inquiry questions in a range of sources</li> <li>compare information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>identify different points of view in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>explain why the behaviour and attitudes of people from the past may differ from today</li> </ul>	<ul style="list-style-type: none"> <li>identify and pose questions to inform an historical inquiry</li> <li>identify and locate a range of relevant sources to support an historical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>develop historical texts, particularly narratives and descriptions, which incorporate source material</li> <li>use a range of communication forms (oral, written, graphic) and digital technologies</li> </ul>

Stage	Comprehension: chronology, terms and concepts	Analysis and use of sources	Perspectives and interpretations	Empathetic understanding	Research	Explanation and communication
	<b>Students:</b>					
4	<ul style="list-style-type: none"> <li>read and understand historical texts</li> <li>sequence historical events and periods</li> <li>use historical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>identify the origin and purpose of primary and secondary sources</li> <li>locate, select and use information from a range of sources as evidence</li> <li>draw conclusions about the usefulness of sources</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe different perspectives of participants in a particular historical context</li> </ul>	<ul style="list-style-type: none"> <li>interpret history through the actions, attitudes and motives of people in the context of the past</li> </ul>	<ul style="list-style-type: none"> <li>ask a range of questions about the past to inform an historical inquiry</li> <li>identify and locate a range of relevant sources, using ICT and other methods</li> <li>use a range of communication forms and technologies</li> </ul>	<ul style="list-style-type: none"> <li>develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources</li> <li>select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past</li> </ul>
5	<ul style="list-style-type: none"> <li>read and understand historical texts</li> <li>sequence historical events to demonstrate the relationship between different periods, people and places</li> <li>use historical terms and concepts in appropriate contexts</li> </ul>	<ul style="list-style-type: none"> <li>identify different types of sources</li> <li>identify the origin, content, context and purpose of primary and secondary sources</li> <li>process and synthesise information from a range of sources as evidence in an historical argument</li> <li>evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>identify and analyse the reasons for different perspectives in a particular historical context</li> <li>recognise that historians may interpret events and developments differently</li> </ul>	<ul style="list-style-type: none"> <li>interpret history through the actions, values, attitudes and motives of people in the context of the past</li> </ul>	<ul style="list-style-type: none"> <li>ask and evaluate different kinds of questions about the past to inform an historical inquiry</li> <li>plan historical research to suit the purpose of an investigation</li> <li>identify, locate, select and organise information from a variety of sources, using ICT and other methods</li> </ul>	<ul style="list-style-type: none"> <li>develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources</li> <li>select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past for different audiences and for different purposes</li> </ul>

# ORGANISATION OF CONTENT

For Kindergarten to Year 10 courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.



## 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]

<b>Overview</b> The overview is approximately 10% of teaching time of <i>The Ancient World</i> . 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.		
<b>Depth Study 1</b> <i>Investigating the Ancient Past</i> (including ancient Australia)	<b>Depth Study 2</b> <i>The Mediterranean World</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› Egypt OR</li><li>› Greece OR</li><li>› Rome</li></ul>	<b>Depth Study 3</b> <i>The Asian World</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› India OR</li><li>› China</li></ul>

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

<b>Overview</b> The overview is approximately 10% of teaching time of <i>The Ancient to the Modern World</i> . 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.		
<b>Depth Study 4</b> <i>The Western and Islamic World</i>  ONE of the following to be studied: <ul style="list-style-type: none"><li>› The Vikings OR</li><li>› Medieval Europe OR</li><li>› The Ottoman Empire OR</li><li>› Renaissance Italy</li></ul>	<b>Depth Study 5</b> <i>The Asia-Pacific World</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› Angkor/Khmer Empire OR</li><li>› Japan under the Shoguns OR</li><li>› The Polynesian expansion across the Pacific</li></ul>	<b>Depth Study 6</b> <i>Expanding Contacts</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› Mongol expansion OR</li><li>› The Black Death in Asia, Europe and Africa OR</li><li>› The Spanish Conquest of the Americas OR</li><li>› Aboriginal and Indigenous Peoples, Colonisation and Contact History</li></ul>

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, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

<p><b>Overview</b></p> <p>The overview is approximately 10% of teaching time of <i>The Making of the Modern World</i>. 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.</p>		
<p><b>Depth Study 1</b> <i>Making a Better World?</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› The Industrial Revolution OR</li> <li>› Movement of peoples OR</li> <li>› Progressive ideas and movements</li> </ul>	<p><b>Depth Study 2</b> <i>Australia and Asia</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› Making a nation OR</li> <li>› Asia and the world</li> </ul>	<p><b>Core Study – Depth Study 3</b> <i>Australians at War (World Wars I and II)</i></p> <p><b>Mandatory study</b></p>

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

<p><b>Overview</b></p> <p>The overview is approximately 10% of teaching time of <i>The Modern World and Australia</i>. 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.</p>		
<p><b>Core Study – Depth Study 4</b> <i>Rights and Freedoms (1945–present)</i></p> <p><b>Mandatory study</b></p>	<p><b>Depth Study 5</b> <i>The Globalising World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› Popular culture OR</li> <li>› The environment movement OR</li> <li>› Migration experiences</li> </ul>	<p><b>Depth Study 6</b> <i>School-developed topic drawn from either of the overviews.</i></p> <p>A list of suggested topics is provided in Depth Study 6 in Stage 5.</p>

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. Such an approach can lead to an understanding of the historical context in which changes have occurred. The enjoyable experience of active engagement in the past helps to create 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 suggested sites 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 *HISTORY K–10 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 Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

## LEARNING ACROSS THE CURRICULUM

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework* and *Statement of Equity Principles* and in the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👥

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *History K–10 Syllabus* in the following ways:

### **Aboriginal and Torres Strait Islander histories and cultures** 🇺🇸

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 a just and equitable Australian society that genuinely reconciles with Aboriginal and Torres Strait Islander peoples.

### **Asia and Australia's engagement with Asia** 🌏

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 social, cultural and 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.

### **Sustainability** 🌱

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.

### **Critical and creative thinking** ⚙️

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.

### **Ethical understanding** ⚖️

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 capability** 💻

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, for example 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** 🌐

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

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

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 capability

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.

## Civics and citizenship

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 knowledge and understanding 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.

## Difference and diversity

History is well placed to develop students' knowledge and understanding about the 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 over time 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 today and the past. Such an approach enables students to investigate the circumstances of those whom society has marginalised because of their beliefs, gender, race and socio-economic status. Such inquiries would highlight the impact of colonisation and the struggles for rights and freedoms, revealing the ways diversity contributes to and enriches a deeper sense of community and national identity.

## Work and enterprise

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.

## CONTENT FOR EARLY STAGE 1

---

### Personal and family histories

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

### Overview of teaching and learning

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 historical concepts are to be taught throughout Early Stage 1:

- **Continuity and change:** some things change over time and others remain the same, eg changes and continuities in students' own lifetimes and that of their families.
- **Cause and effect:** 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.
- **Empathetic understanding:** 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 personal importance 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 throughout 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 (ACHHS015)
- distinguish between the past, present and future (ACHHS016)

#### Use of sources

- explore and use a range of sources about the past (ACHHS018)
- identify and compare features of objects from the past and present (ACHHS019)

#### Perspectives

- explore a point of view (ACHHS020)

#### Empathetic understanding

- recognise differences and similarities between individuals and families in the past and present



**Research**

- pose questions about the past using sources provided (ACHHS017)

**Explanation and communication**

- develop a narrative about the past (ACHHS021)
- use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS022)

# 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?

### Historical concepts and skills








The historical concepts and skills to be taught throughout Early Stage 1 are listed in the Overview of Teaching and Learning.

## CONTENT

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
- 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, eg 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, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family 

- compare and contrast various family groups through photographs and stories and identify differences between past and present 🗄️
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups 🗍️🌐

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 🗍️👥
- identify and record a variety of holidays and special events observed in Australia and other countries, eg birthdays, anniversaries and festivals. Consider the significance of these dates 🌐

## CONTENT FOR STAGE 1

---

### 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, students will have the opportunity to engage with historical content, concepts and skills.

### The following historical concepts are to be taught throughout 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 effect:** events, decisions or developments in the past that produce later actions, results or effects, eg how everyday life has changed over time; how changing technologies affected peoples' lives over time.
- **Perspectives:** people from the past will have different views shaped by their experiences, eg different points of view about a significant person or site in the local area.
- **Empathetic understanding:** developing an understanding of another's views, life and decisions made, eg how people lived in the past in the local community and decisions they made.
- **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 throughout Stage 1:

#### Comprehension: chronology, terms and concepts

- discuss and recount stories of family and local history
- sequence familiar objects and events (ACHHS031, ACHHS047)
- distinguish between the past, present and future (ACHHS032, ACHHS048)

#### Use of sources

- explore and use a range of sources about the past (ACHHS034, ACHHS050)
- identify and compare features of objects from the past and present (ACHHS035, ACHHS051)

**Perspectives**

- explore a point of view within an historical context (ACHHS036, ACHHS052)

**Empathetic understanding**

- recognise that people in the local community may have lived differently in the past

**Research**

- pose questions about the past using sources provided (ACHHS033, ACHHS049)

**Explanation and communication**

- develop a narrative about the past (ACHHS037, ACHHS053)
- use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS038, ACHHS054)

# PRESENT AND PAST FAMILY LIFE

---

## OUTCOMES

### A student:

- › communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
- › demonstrates 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?

### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 1 are listed in the Overview of Teaching and Learning.

## CONTENT

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 ✚
- compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences ✚✚
- investigate the roles of present family members and compare with the roles of earlier generations using a range of sources ✚✚ ✚ ✚
- discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources 📺
- 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 📅
- identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated 🌐 🌍 🙌

- define and use terms relating to time, sequencing objects or photographs from the past, eg *then* and *now*, *past* and *present*, *a long time ago* 🖐️🎓

# 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
- › demonstrates 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?



### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 1 are listed in the Overview of Teaching and Learning.

## CONTENT



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:

- brainstorm what aspects of the past can be seen in the local area
- identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important
- investigate an aspect of local history 
- develop a narrative on their chosen aspect of local history which focuses on the remains of the past 

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 
- examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks 



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

Students:

- identify examples of changing technologies in their home or community 🏠
- 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 ⚙️💻🎓

## CONTENT FOR STAGE 2

---

### Community and remembrance

This 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, students will have the opportunity to engage with historical content, concepts and skills.

### The following historical concepts are to be taught throughout 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; changes to the lives of Aboriginal peoples with the arrival of the First Fleet.
- **Cause and effect:** 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; causes of change in the local area/state.
- **Perspectives:** people from the past will have different views and experiences, eg views on the arrival of the British in Australia from a British and an Aboriginal point of view.
- **Empathetic understanding:** developing an understanding of another's views, life and decisions made, eg developing an understanding of the life and attitudes 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 the contributions of an early settler.

### The following historical skills are to be taught throughout Stage 2:

#### Comprehension: chronology, terms and concepts

- respond, read and write, to show understanding of historical matters
- sequence familiar people and events (ACHHS065, ACHHS081)
- use historical terms (ACHHS066, ACHHS082)

#### Analysis and use of sources

- locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)

**Perspectives and interpretations**

- identify different points of view within an historical context (ACHHS069, ACHHS085)

**Empathetic understanding**

- explain how and why people in the past may have lived and behaved differently from today

**Research**

- pose a range of questions about the past (ACHHS067, ACHHS083)
- plan an historical inquiry

**Explanation and communication**

- develop texts, particularly narratives (ACHHS070, ACHHS086)
- use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)

# 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?

### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 2 are listed in the Overview of Teaching and Learning.

## CONTENT

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 🗋️
- identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place 🗋️🌿
- respond to Aboriginal stories told about Country presented in texts or by a guest speaker 🗋️🌐

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

### Students:

- using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times 🗋️📺🌟🌿

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 🌐
- focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, eg photographs, newspapers, oral histories, diaries and letters 📖

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC 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, eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia 🇺🇸
- identify important Australian celebrations and commemorations and discuss their origins and significance in society 🌐

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 🌐
- describe the origin of these celebrations 🌐

# FIRST CONTACTS

---

## OUTCOMES

### A student:

- › describes people, events and actions related to world exploration and its effects HT2-3
- › describes and explains effects 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?

### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 2 are listed in the Overview of Teaching and Learning.

## CONTENT

The diversity and longevity of Australia's first peoples and the ways Aboriginal 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 🖐️📅
- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, 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 🖐️🌿📺

The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)

Students:

- discuss the significance of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan ⚙️📍
- outline the voyages of ONE early explorer, eg Zheng He, Torres, Jansz, Tasman, Captain Cook or La Perouse, and explain the impact of their voyages ⚙️
- discuss the question: 'Who discovered Australia?' ⚙️📅

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 🇦🇺 🎓 🖐️
- using a range of sources, 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 🇦🇺 📺 🎓

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 🖐️ 🌐
- explain the term *terra nullius* and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples 🖐️ ⚙️
- use sources to identify different perspectives on the arrival of the British to Australia 🖐️
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country 🖐️

## CONTENT FOR STAGE 3

---

### 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 1901. 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 historical concepts are to be taught throughout 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 effect:** 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 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.
- **Empathetic understanding:** an understanding of another's point of view, way of life and decisions made in a different time, eg 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:** the importance of an event, development or individual/group, eg determining the importance (significance) of various peoples' contributions to the development of a colony.
- **Contestability:** historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement' of Australia.

### The following historical skills are to be taught throughout Stage 3:

#### Comprehension: chronology, terms and concepts

- respond, read and write to show understanding of historical matters
- sequence historical people and events (ACHHS098, ACHHS117)
- use historical terms and concepts (ACHHS099, ACHHS118)



**Analysis and use of sources**

- locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121)
- compare information from a range of sources (ACHHS103, ACHHS122)

**Perspectives and interpretations**

- identify different points of view in the past and present (ACHHS104, ACHHS123)

**Empathetic understanding**

- explain why the behaviour and attitudes of people from the past may differ from today

**Research**

- identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)
- identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120)

**Explanation and communication**

- develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124)
- use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)

# THE AUSTRALIAN COLONIES

---

## OUTCOMES

### A student:

- › describes and explains the significance of people, groups, places and events to the development of Australia HT3-1
- › describes and explains different experiences of people living in Australia over time 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?

### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 3 are listed in the Overview of Teaching and Learning.

## CONTENT

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)

Students:

- discuss why the British government set up colonies in Australia after 1800 🇦🇺 ⚖️

The nature of 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 📅
- discuss the impact of settlement on local Aboriginal peoples and the environment 🤝 🌿
- discuss the diverse relationships between Aboriginal peoples and the British 🤝 🌿
- investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences 🗝️

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 🇺🇸 🌐 🗺️
- use a range of sources to investigate ONE significant development or event and its impact on the chosen colony 📖 🖥️ ⚙️

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)

Students:

- identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration 🇦🇺 🌐
- investigate the experiences of a particular migrant group and the contributions they made to society 🌐

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 a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony 🇺🇸 🗺️

# AUSTRALIA AS A NATION

---

## OUTCOMES

### A student:

- › identifies change and continuity and describes the causes and effects of change on Australian society HT3-3
- › describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples 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?

### Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 3 are listed in the Overview of Teaching and Learning.

## CONTENT

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 🇬🇧
- sequence key figures and events and explain their significance in the development of Australian democracy, eg Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein 🇬🇧 🇺🇸 ⚙️
- outline local, state and federal government structures and responsibilities 🇬🇧

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 🇬🇧 🇺🇸 🇦🇺
- 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 🇬🇧 🇺🇸 🇦🇺
  - the Stolen Generations
  - 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)

Students:

- use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration 🌐 🌐 🗣️
- explain how migrants have contributed to Australian society 🌐
- using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society 🗣️ 🇺🇸 📺 🎓

## CONTENT FOR STAGE 4

---

### The Ancient World to the Modern World

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

Students 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 concepts are to be taught throughout Stage 4:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg the rise and fall of ancient civilisations; changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg the causes of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades.
- **Perspectives:** people from the past may have had different views shaped by their different experiences, eg the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.
- **Significance:** the importance of an event, development, group or individual and their impact on their times or later periods, eg the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, historical event or issue, eg did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?

### The following historical skills are to be taught throughout Stage 4:

#### Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods (ACHHS205, ACHHS148)
- use historical terms and concepts (ACHHS206, ACHHS149)

#### Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

## Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

## Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

## Research

- ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)
- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)
- 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 (ACHHS213, ACHHS156)
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

## Stage 4

### The Ancient World [50 hours minimum teaching time]

<p><b>Overview</b></p> <p>The overview is approximately 10% of teaching time of <i>The Ancient World</i>. 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.</p>		
<p><b>Depth Study 1</b></p> <p><i>Investigating the Ancient Past</i> (including ancient Australia)</p>	<p><b>Depth Study 2</b></p> <p><i>The Mediterranean World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› Egypt</li> <li>OR</li> <li>› Greece</li> <li>OR</li> <li>› Rome</li> </ul>	<p><b>Depth Study 3</b></p> <p><i>The Asian World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› India</li> <li>OR</li> <li>› China</li> </ul>

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

<p><b>Overview</b></p> <p>The overview is approximately 10% of teaching time of <i>The Ancient to the Modern World</i>. 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.</p>		
<p><b>Depth Study 4</b></p> <p><i>The Western and Islamic World</i></p>	<p><b>Depth Study 5</b></p> <p><i>The Asia-Pacific World</i></p> <p>ONE of the following to be</p>	<p><b>Depth Study 6</b></p> <p><i>Expanding Contacts</i></p>

<p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; The Vikings OR</li> <li>&gt; Medieval Europe OR</li> <li>&gt; The Ottoman Empire OR</li> <li>&gt; Renaissance Italy</li> </ul>	<p>studied:</p> <ul style="list-style-type: none"> <li>&gt; Angkor/Khmer Empire OR</li> <li>&gt; Japan under the Shoguns OR</li> <li>&gt; The Polynesian expansion across the Pacific</li> </ul>	<p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; Mongol expansion OR</li> <li>&gt; The Black Death in Asia, Europe and Africa OR</li> <li>&gt; The Spanish Conquest of the Americas OR</li> <li>&gt; Aboriginal and Indigenous Peoples, Colonisation and Contact History</li> </ul>
---	--	---

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



## THE ANCIENT WORLD (50 HOURS MINIMUM TEACHING TIME)

### 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.

#### Historical context of the overview

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 grow crops and domesticate 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 years ago 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?

Depth Study 1	Depth Study 2	Depth Study 3
<p><i>Investigating the Ancient Past</i> (including ancient Australia)</p>	<p><i>The Mediterranean World</i> ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; Egypt OR</li> <li>&gt; Greece OR</li> <li>&gt; Rome</li> </ul>	<p><i>The Asian World</i> ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; India OR</li> <li>&gt; China</li> </ul>

## DEPTH STUDY 1: INVESTIGATING THE ANCIENT PAST

---

### OUTCOMES

#### A student:

- › describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
- › 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 information from sources to develop an historical inquiry HT4-8
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

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

### CONTENT

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

Students:

- outline the main features of history and archaeology
- outline the role of historians and archaeologists ★
- define the terms and concepts relating to historical time, including BC/AD, BCE/CE
- 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:

- list a range of sources used by archaeologists and historians in historical investigations 🖥️

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

Students:

- use the process of historical investigation to examine at least ONE historical controversy or mystery 🎓 🗺️ ⚙️

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, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming 🖐️
- investigate what these sources reveal about Australia's ancient past 🖐️🌿⚙️

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, eg Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan 🗺️🌿
- identify some methods of preserving and conserving archaeological and historical remains 🖥️
- describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples 🖐️🌿
- using a range of sources, including digital sources, eg UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved 🎓🖥️⚙️

**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

## DEPTH STUDY 2: THE MEDITERRANEAN WORLD

---

### OUTCOMES

#### A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

**Related Life Skills outcomes:** HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-8, 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:**

#### 2a Egypt

OR

#### 2b Greece

OR

#### 2c Rome

### CONTENT

The physical features of the ancient society 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 🌿

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 roles of law and religion 🌿 ✎
- describe the roles of appropriate key groups in the ancient society, eg the ruling elite, the nobility, citizens (Greece and Rome), bureaucracy, women and slaves 🌿 ✎
- describe the everyday life of men, women and children in the ancient society 🌍 ✎

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

Students:

- explain how the beliefs and values of the ancient society are evident in practices related to at least ONE of the following: 🛡️
  - warfare
  - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (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, eg developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy 🌐 ⚙️ 🗺️ 🛡️
- explain the legacy of the chosen ancient society ⚙️

The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus (ACDSEH129, ACDSEH130, ACDSEH131)

Students:

- using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world 🖥️ 🎓 👤
- assess the role and significance of the individual chosen ⚙️ 🎓 👤

**Suggested Site Studies include:**

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

## DEPTH STUDY 3: THE ASIAN WORLD

---

### OUTCOMES

#### A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

**Related Life Skills outcomes:** HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-8, HTLS-11, HTLS-12, HTLS-13

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

#### 3a India




OR

#### 3b China

### CONTENT







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 
- explain how the geographical setting and natural features influenced the development of the ancient society  




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   
- describe the roles of key groups in the society 
- describe the everyday life of men, women and children in the society  








The significant beliefs, values and practices of the ancient society, with a particular emphasis on at least ONE of the following areas: 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:   
  - warfare
  - death and funerary customs







Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs (ACDSEH046, ACDSEH043)

Students:

- identify contacts and conflicts of peoples within the ancient Asian world  
- outline significant contacts with other societies, eg trade, warfare and conquest 
- explain the consequences of these contacts with other societies, eg developments in trade, the spread of philosophies and religious beliefs and the emergence of empires   
- explain the legacy of the chosen Asian society 

The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di (ACDSEH133, ACDSEH132)

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world    
- assess the role and importance of the individual chosen  

**Suggested Site Studies include:**

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

# 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 overview may be taught separately or may be integrated with the depth studies.

### Historical context of the overview

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 transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)
- 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).

## Depth Studies

There are three (3) Ancient to the Modern World depth studies.

**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?

### Depth Studies

<b>Depth Study 4</b> <i>The Western and</i>	<b>Depth Study 5</b> <i>The Asia-Pacific World</i>	<b>Depth Study 6</b> <i>Expanding Contacts</i>
--	---	---



<p><i>Islamic World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; The Vikings OR</li> <li>&gt; Medieval Europe OR</li> <li>&gt; The Ottoman Empire OR</li> <li>&gt; Renaissance Italy</li> </ul>	<p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; Angkor/Khmer Empire OR</li> <li>&gt; Japan under the Shoguns OR</li> <li>&gt; The Polynesian expansion across the Pacific</li> </ul>	<p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>&gt; Mongol expansion OR</li> <li>&gt; The Black Death in Asia, Europe and Africa OR</li> <li>&gt; The Spanish Conquest of the Americas OR</li> <li>&gt; Aboriginal and Indigenous Peoples, Colonisation and Contact History</li> </ul>
---	---	---

## DEPTH STUDY 4: THE WESTERN AND ISLAMIC WORLD

---

### OUTCOMES

#### A student:

- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › identifies the meaning, purpose and context of historical sources HT4-5
- › identifies and describes different contexts, perspectives and interpretations of the past HT4-7
- › locates, selects and organises information from sources to develop an historical inquiry HT4-8
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

**Related Life Skills outcomes:** *HTLS-3, HTLS-4, HTLS-5, 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

**Suggested Site Studies include:**

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

## 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 Viking homelands
- identify the geographical features that helped shape Viking society and history
- using a range of sources, eg the Viking sagas, outline key social, cultural, economic and political features of Viking society 🗺️🌐💻📖
- describe the everyday life of men, women and children in Viking society ⭐️⚔️
- discuss the role of the Norse gods in Viking society 🌐⚔️

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 weaponry and shipbuilding technologies ⚔️⚔️
- discuss the theory that Vikings discovered America

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 🗺️👥
- outline what sources reveal about different perspectives on the Vikings, for example those of English monks 💻⚔️📖⚖️

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, eg Erik the Red or Leif Ericson ⚔️⚔️
- use sources to identify different perspectives on the chosen individual 📖⚖️⚔️
- discuss how the Vikings have influenced the world today

## 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 everyday life of men, women and children in Medieval European society ✨ ✨
- outline key cultural, economic and political features of Medieval European society 🌐 🗺️ ⚖️
- identify the roles and relationships of key groups in Medieval European society, using a range of sources 📖 🖥️ 🗺️

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 the following areas: architecture, art, medieval manuscripts, literature and music 🌐
- explain the changing relations between Islam and the West during the medieval era, including the Crusades 🌐 ✨ ⚖️
- using a range of sources, outline what is revealed about different perspectives on the Crusades 🖥️ ⚙️ 📖 ⚖️

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 at least ONE of the following: ⚖️
  - crime and punishment
  - military and defence systems
  - towns, cities and commerce
- describe the ways your chosen topic 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 🌐 ⚖️ ✨

The role of significant individuals (ACDSEH052)

Students:

- using a range of sources, investigate and assess the role of significant medieval individuals, eg Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace or Joan of Arc 📖 🖥️ ⚙️
- use sources to identify different perspectives on the chosen individuals 📖 ⚖️ ✨
- discuss how Medieval Europe has influenced the world today

## 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 the everyday life of men, women and children in the Ottoman Empire ✨🚫
- outline key cultural, economic and political features of the Ottoman Empire 🌐🌍

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 🌐
- sequence and explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, eg the Battle of Kosovo, the fall of Constantinople, and the Sieges of Rhodes and Vienna 🌐🌍

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, including the policy of religious tolerance 🌐🌍🚫⚖️
- using a range of sources, outline what these sources reveal about different perspectives on the Ottoman Empire 📄⚙️🎓🌐

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, eg Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire 🌍⚙️
- use sources to identify different perspectives on the chosen individuals 📄⚖️🚫
- discuss how the Ottoman Empire has influenced the world today

## 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 the everyday life of men, women and children in Renaissance Italy ✚ ✚
- describe key economic and political features of Renaissance Italy 🌐 🗺️

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states (ACDSEH056)

Students:

- using a range of 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 🌐 🎓 🖥️ ⚙️ 👤
- describe how the patronage of wealthy families encouraged these developments and/or cultural achievements 🗺️

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

Students:

- discuss the relationships between rulers and ruled in ONE Italian city-state, eg Pisa, Florence, Naples, Venice or Rome 🗺️

The role and achievements of significant individuals (ACDSEH058)

Students:

- investigate and assess the importance of significant individuals, eg Cesare Borgia, Lucrezia Borgia, Caterina Sforza, Leonardo da Vinci, Michelangelo, Artemisia, Niccolò Machiavelli, Galileo Galilei ⚙️ ✚
- use sources to identify different perspectives on the chosen individuals 🎓 ⚖️ ✚

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 🌐

## DEPTH STUDY 5: THE ASIA-PACIFIC WORLD

---

### OUTCOMES

#### A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and explains the causes and effects of events and developments of past societies 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 the past HT4-7
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital 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.*

## 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 
- describe everyday life in the Angkor/Khmer Empire   
- outline key cultural, economic and political features of life in the Angkor/Khmer Empire  
- identify the roles and relationships of key groups in the Angkor/Khmer Empire  








The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)

Students:

- describe the status and power of the king  
- explain how the wealth from trade and agriculture contributed to Angkor's rise to prominence  






The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)

Students:

- using a range of sources and the site of Angkor as an historical source, describe what it reveals about Angkor/Khmer life and culture. This could include:       
  - the construction of the temples
  - the system of water management
  - religion
  - agriculture

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)

Students:













- outline theories about the decline of Angkor and assess which factors were most significant     
- explain the significance of Angkor today



## 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 
- identify key places in Japan during this period 
- outline key cultural, economic and political features of this society, including the increasing power of the shogun    
- describe the everyday life of men, women and children in Japan under the shoguns   
- identify the roles and relationships of key groups in this society using sources   






The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade (ACDSEH063)

Students:

- outline how the Tokugawa Shogunate took control of Japan by AD 1603  
- describe how the Tokugawa Shoguns revived the feudal system in Japan  
- explain how foreign trade was controlled by the Tokugawa Shoguns  






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   
- outline the Tokugawa Shogunate's policies on forestry and land use  

Theories about the decline of the Shogunate, including modernisation and westernisation, through 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  
- identify examples of modernisation and westernisation in Japan in this period and explain their impact 
- assess the importance of Western influence on the decline of the Shogunate  
- explain how the Shogunate have influenced modern Japan

## 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 🌐 🗺️

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 🌿
- 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

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in Rapa Nui society (ACDSEH066)

Students:

- describe everyday life in ONE Polynesian society during this period ★ 🗺️
- describe key political features of ONE Polynesian society 🗺️ 🌐
- explain key economic activities of ONE Polynesian society ★

The cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island (ACDSEH067)

Students:

- using a range of sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki and related tribal roles in Maori and Rapa Nui society (Easter Island) 🌐 📖 🖥️

## DEPTH STUDY 6: EXPANDING CONTACTS

---

### OUTCOMES

#### A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › describes and explains the causes and effects of events and developments of past societies 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 the past HT4-7
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

**Related Life Skills outcomes:** HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, 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).*

## 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 
- describe the features of Mongol nomadic life   
- describe key political and economic features of Mongol society   
- describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East 













The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)

Students:

- outline the organisation of Genghis Khan's Mongol army 
- describe the Mongol policies used in governing their empire including laws and taxes    

- using a range of sources, describe how the Mongols treated conquered peoples      
 








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 expansion across Asia and Europe 
- describe the impact of Mongol rule on Chinese social structure  
- explain the cultural and religious consequences of Mongol rule in China    
- explain how and why life in China changed under Mongol rule     

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









Students:

- using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe    
- assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world   

## 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  
- describe the everyday life of men, women and children in the 14th century and life expectancy at this time   
- 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   




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   
- explain how trade and travel contributed to the outbreak and spread of the Black Death  







The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, 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 flagellants and the impact on monasteries  



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  
- using a range of sources, discuss different interpretations of the impact of the Black Death on European society    

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 medieval societies 
- assess the role of the Black Death in breaking down the feudal system in Europe 

## 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 the Pre-Columbian Americas in this period
- outline the organisation of society in the Pre-Columbian Americas 🌎🌐
- describe key aspects of life in at least ONE city of the Pre-Columbian Americas, eg Teotihuacan, Tenochtitlan (Aztec), Machu Picchu (Inca) 🌐🌟🌟
- describe the beliefs of at least ONE Pre-Columbian society in the period 🌐🌟

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

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 a range of 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 🌎🏰

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, eg the introduction of new diseases, horses and gunpowder 🌎🏰
- using a range of sources, investigate at least ONE example of the wider impact of the Spanish conquests of the Americas, eg the introduction of new foods and increased wealth in Europe 🎓💻🌐

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 🌐🌟

## 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 concepts of invasion, occupation, colonisation and settlement 🌏 ⚙️
- describe the main features of the chosen Indigenous culture prior to colonisation 🌐 🌿
- explain how and why colonisation occurred 🌐 🌏

The nature of contact following colonisation of the chosen Indigenous people

Students:

- describe the key aspects of contact between the Indigenous people and the colonisers
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples such as impact of disease, land disputes, dispossession, frontier wars 📖 ⚖️ 🌐 ⚙️ ✎️ 🤝
- describe and assess the life of ONE of the chosen Indigenous people in contact with the colonisers 🌐 👤 ✎️

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 🌏 ⚖️ 🌐 ⚙️ ✎️

The nature of British colonisation of Australia

Students:

- recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia 🤝
- describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country 🤝
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples 🤝 📖 ⚖️ 🌐 ⚙️ ✎️
- outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900 🤝 🌏
- describe and assess the life of ONE Aboriginal and Torres Strait Islander individual in contact with the British colonisers 🤝 🌐 👤 ✎️
- explain the results of colonisation for Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples to 1900 🤝 ⚖️ 🌐

A comparison of the colonising movement

Students:

- compare the Aboriginal and Torres Strait Islander peoples' experiences of colonisation with those of the chosen Indigenous culture 🤝 ⚖️ 🌐 ✎️ ⚙️

## CONTENT FOR STAGE 5

---

### The making of the Modern World and Australia

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. 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 concepts are to be taught throughout Stage 5:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- **Perspectives:** people from the past may have had different views and experiences, eg the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods, eg the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

### The following historical skills are to be taught throughout Stage 5:

#### Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)



## Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

## Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

## Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

## Research

- ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185)
- 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 (ACHHS168, ACHHS186)

## Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- 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 (ACHHS175, ACHHS193)

## Stage 5

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

**For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.**

<b>Overview</b> The overview is approximately 10% of teaching time of <i>The Making of the Modern World</i> . 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.		
<b>Depth Study 1</b> <i>Making a Better World?</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› The Industrial Revolution OR</li><li>› Movement of peoples OR</li><li>› Progressive ideas and movements</li></ul>	<b>Depth Study 2</b> <i>Australia and Asia</i> ONE of the following to be studied: <ul style="list-style-type: none"><li>› Making a nation OR</li><li>› Asia and the world</li></ul>	<b>Core Study – Depth Study 3</b> <i>Australians at War (World Wars I and II)</i>  <b>Mandatory study</b>

**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.

<p><b>Core Study – Depth Study 4</b></p> <p><i>Rights and Freedoms (1945–present)</i></p> <p><b>Mandatory study</b></p>	<p><b>Depth Study 5</b></p> <p><i>The Globalising World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› Popular culture OR</li> <li>› The environment movement OR</li> <li>› Migration experiences</li> </ul>	<p><b>Depth Study 6</b></p> <p><i>School-developed topic drawn from either of the overviews.</i></p> <p>A list of suggested topics is provided in Depth Study 6 in Stage 5.</p>
---	---	---

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

## THE MAKING OF THE MODERN WORLD (50 HOURS MINIMUM TEACHING TIME)

### 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.

#### Historical context of the overview

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 buildup of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war.

#### 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 Study 3 and Depth Study 4 are Core Studies, to be studied by all students.** 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 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?

<p><b>Depth Study 1</b> <i>Making a Better World?</i> ONE of the following to be studied:</p>	<p><b>Depth Study 2</b> <i>Australia and Asia</i> ONE of the following to be studied:</p>	<p><b>Core Study – Depth Study 3</b> <i>Australians at War (World Wars I and II)</i></p>
---	---	--

<ul style="list-style-type: none"><li>&gt; The Industrial Revolution OR</li><li>&gt; Movement of peoples OR</li><li>&gt; Progressive ideas and movements</li></ul>	<ul style="list-style-type: none"><li>&gt; Making a nation OR</li><li>&gt; Asia and the world</li></ul>	<b>Mandatory study</b>
--	---	------------------------

## DEPTH STUDY 1: MAKING A BETTER WORLD?

---

### OUTCOMES

#### A student:

- › explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- › explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- › uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

**Related Life Skills outcomes:** HTLS-3, HTLS-4, HTLS-6, HTLS-8, 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

## 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 ✨
- describe key features of the agricultural revolution in Britain, including the emergence of a cheap labour force ✨ 🌾
- locate the growth and extent of the British Empire from 1750 to 1900 🌐
- identify the raw materials Britain obtained from its empire, eg sugar from Jamaica, wool from Australia, and cotton and tea from India 🌐 🌿
- identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing in this period ✨ ⚙️
- explain how industrialisation contributed to the development of Britain and Australia in this period ✨ ⚙️ 📊 🎓

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

Students:

- outline and explain population movements in Britain, eg movement from country villages to towns and cities, and emigration to other countries 📊 📄 ⚙️

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 to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour 🌾 ⚖️ ✨ 📄 🎓 ✨

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, eg the growth of cities and pollution and the development of trade unions ✨ ⚖️ ⚙️ ✨ 🧑
- assess the short-term and long-term impacts of the Industrial Revolution, including: 🌿 ⚙️
  - global changes in landscapes
  - transport
  - communication

## 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:

- outline the key features of the Industrial Revolution in Britain ★
- explain how the agricultural revolution caused British people to move from villages to towns and cities to create a cheap labour force ★ 🌱 ⚙️
- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers 🇺🇸
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain 📊

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)

Students:

- investigate the main features of slavery, including transportation ⚖️ 🎓
- select an individual slave sent to the Americas, or a convict or a free settler who came to Australia and use sources to construct the story of their experiences ⚙️ ⚖️ 🎓 👤

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 to investigate and report on the changing way of life of ONE of the following: 🇺🇸 📺 📖 ⚖️ 👤
  - convicts
  - emancipists
  - free settlers
- describe the impact of convicts and free settlers on the Indigenous peoples of the regions occupied 🤝 🇺🇸

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

Students:

- describe both the immediate and longer-term consequences of transporting African slaves to the Americas ★ ⚖️
- assess the impact of convicts and free settlers on the development of the Australian nation 🇺🇸

## 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: the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution 📅
- identify underlying ideas associated with the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution, eg individual rights and freedoms 🌐
- 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)

- outline and explain the origins of the chosen key idea

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:

- describe the main features of the chosen idea
- identify the ideas of supporters and opponents and explain their differences ⚙️
- trace changes in attitude to the idea over the period ⚙️ 🌐

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 Australia and the world 🌐 ⚙️ ⚖️
- discuss the relevance of the idea today 🌐 ⚙️



## DEPTH STUDY 2: AUSTRALIA AND ASIA

---

### OUTCOMES

#### A student:

- › explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- › explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- › explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

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

**Students investigate in depth ONE of the following:**

#### 2a Making a nation

OR

#### 2b Asia and the world (1750–1918)

**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, Canberra ACT
- a virtual historical site

## 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 the expansion of European settlement on a map of Aboriginal Australia to 1900 🇺🇸 🗺️
- describe both the European impact on the landscape and how the landscape affected European settlement 🌿
- use a range of sources to describe contact experiences between European settlers and Indigenous peoples 🗣️ 🌐 🏛️ 🎓

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

Students:

- explain why ONE of the non-European groups came to Australia
- describe how the chosen group lived and worked in Australia 🇦🇺 🌟 🌐
- describe the contribution of non-European workers to Australia's development to 1900 🇦🇺 🌟 🗣️

Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)

Students:

- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia 🇺🇸 🎓

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 🇺🇸
- outline state and federal responsibilities under the Australian Constitution 🇺🇸
- discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people 🇺🇸 🗣️ 🗣️ 🗣️ 🗣️

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






Students:

- identify key features of the Harvester Judgment, pensions legislation and the *Immigration Restriction Act* and discuss what they reveal about the kind of society the Australian government aimed to create 🇺🇸 🇦🇺 🌟 🗣️ 🗣️
- assess the impact of this legislation on Australian society in this period 🇺🇸 🗣️ 🗣️

## 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 from around 1750 and:     
  - identify key physical features and geographic extent
  - describe the structure of the society
  - explain the role of leaders
  - outline key features of the economy
  - describe main religious beliefs and cultural features
  - discuss the lives and work of men, women and children









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)  
- explain how the Asian society was changed by its contact with European power(s)  
- identify features of the Asian society that were unaffected by contact with Europeans  





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   
- using a range of sources, 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 and evidence of nationalism     

The significance of ONE key event that involved the chosen 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, eg:     

  - India (the Indian Mutiny/the First War of Indian Independence 1857)
  - China (the Boxer Rebellion 1900)
  - Japan (the Russo-Japanese War 1904–1905)

## CORE STUDY – DEPTH STUDY 3: AUSTRALIANS AT WAR: WORLD WARS I AND II (1914–1918, 1939–1945)

---

### OUTCOMES

#### A student:

- › explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- › explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- › identifies and evaluates the usefulness of sources in the historical inquiry process HT5-5
- › explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

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

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

### CONTENT

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

Students:





- outline the main causes of both wars
- locate and sequence the places where Australians fought in both wars 🗺️
- explain why Australians enlisted to fight in both wars ⚖️ 🇺🇸 ⚙️ 🎓

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 🇺🇸
- 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 ⚙️ 🌿

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

- using sources, students investigate the following features of each war:    
  - prisoners of war
  - a specific campaign, eg the Western Front 1916 and the New Guinea campaign 1942
  - the role of women
  - participation of Aboriginal and Torres Strait Islander peoples
  - a specific event/incident, eg 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:   
  - 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   
- analyse the changing relationship of Australia with other countries after World War II     


### Commemorations and the nature of the ANZAC legend (ACDSEH097)

Students:

- explain how and why Australians have commemorated the wars    
- explain different perspectives on the ANZAC legend   

# 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.

### Historical context of the overview

Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it witnessed the Holocaust and the first use of nuclear weapons. In the aftermath of this war 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 and 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?

<p><b>Core Study – Depth Study 4</b></p> <p><i>Rights and Freedoms (1945–present)</i></p> <p><b>Mandatory study</b></p>	<p><b>Depth Study 5</b></p> <p><i>The Globalising World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>› Popular culture</li> <li>OR</li> <li>› The environment movement</li> </ul>	<p><b>Depth Study 6</b></p> <p><i>School-developed topic drawn from either of the overviews.</i></p> <p>A list of suggested topics is provided in Depth Study 6 in Stage 5.</p>
---	--	---

	OR > Migration experiences	
--	-------------------------------	--

# CORE STUDY – DEPTH STUDY 4: RIGHTS AND FREEDOMS (1945–PRESENT)

---

## OUTCOMES

### A student:

- › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- › explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- › uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

**Related Life Skills outcomes:** HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

## CONTENT

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 and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement 🇦🇺 ⚖️
- explain the significance of the UDHR 🇦🇺 ⚖️

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)

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 🇦🇺 🖐️ ⚖️ 👤
- 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, eg the control of wages and reserves 🇦🇺 🖐️ ⚖️
- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations) 🇦🇺 📺 🖐️ ⚖️ 🎓
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples 🇦🇺 🖐️ ⚖️ ⚙️ 🌐



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

Students:

- outline the aims and methods of the US civil rights movement 🇺🇸 ⚖️
- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia 🇺🇸 🇦🇺 ⚖️
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples 🇺🇸 🇦🇺 ⚖️ ⚙️ 👤

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, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms 🇺🇸 🇦🇺 ⚖️

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)

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 individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms 🇺🇸 🇦🇺 ⚖️ 👤

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) 🇺🇸 🇦🇺
- identify different methods used globally to attain civil rights and freedoms 🇺🇸 🇦🇺 ⚖️ ⚙️
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country 🇺🇸 🇦🇺 ⚖️ ⚙️ 👤

**Suggested Site Studies include:**

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

## DEPTH STUDY 5: THE GLOBALISING WORLD

---

### OUTCOMES

#### A student:

- › explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- › explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- › explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- › identifies and evaluates the usefulness of sources in the historical inquiry process HT5-5
- › explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- › selects and uses appropriate oral, written, visual and digital 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 major global influence that has shaped Australian society from the following:**

#### 5a Popular culture

OR

#### 5b The environment movement

OR

#### 5c Migration experiences

#### Suggested Site Studies include:

- a museum visit
- a site study
- a virtual historical site

## 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

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 ways in which Australia in the 1950s was influenced by American culture
- assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll 🌐
- use a range of sources to explain the nature and impact of television on Australian popular culture 📺 📖 ⚙️

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 📺
- discuss how overseas influences have affected ONE aspect of Australian popular culture 🌐

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

Students:

- assess the contribution of Australian men and women to international sport, eg Olympic Games and Test Cricket 👤 👤
- using a range of sources, investigate and assess the contribution of Australian men and women to international music, film and television 📺 📖 🌐 👤 👤

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

Students:

- outline and assess the impact of Americanisation and global events on Australian society over time 🌱 ⚙️
- discuss the nature of Australian popular culture today and the legacy of past influences 👤 👤

## 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 🌿
- outline the origins of environmental awareness and activism 🌿 ⚖️ 🇺🇸 🇦🇺
- briefly describe the purpose of the nineteenth-century National Parks movement in America and Australia 🌿 🇺🇸 🇦🇺

The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)

Students:

- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world 🌿 📺 📊 ⚖️ ⚙️ 🎓
- discuss how global resource needs and trade have intensified environmental issues in developed and developing nations 🌿 ⚙️ ⭐ 🧑
- describe the response to key environmental issues in Australian agriculture, eg the back-to-the-land movement, organic farming and permaculture 🌿 ⚖️

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 🌿 🇺🇸 ⚖️ 🤝
- outline the origins and policies of green political parties in the 1980s 🌿 🇺🇸
- describe the influence of at least ONE of the following environmental ideas: 🌿 🇺🇸 ⚖️
  - 'Gaia'
  - limits to growth
  - sustainability
  - rights of nature

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

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

Students:

- assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation and climate change 🌿 🇺🇸

- discuss ONE Australian government achievement in response to an environmental threat since the 1960s 🌿🇺🇸⚖️⚙️👥
- examine the role of international governments and organisations in dealing with at least ONE environmental threat

## 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 📊✳️🌐
- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin 🌐📊✳️
- identify significant world events which influenced post-World War II migration to Australia, eg World War II, the Cold War, the Vietnam War, the Gulf Wars and the war in Afghanistan 🗣️✳️⚖️🌐

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, and explain subsequent policies since 1945 🗣️🌐⚖️
- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish' 🌐🎓✳️
- using a range of 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 🗣️🌐🎓📄

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 or ONE other world event on Australia's migration policy 🗣️🌐🌐✳️
- 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 🗣️🌐✳️⚖️👥
- using a range of sources, describe the experiences of ONE group of refugees on their journey to Australia and their experiences on arrival after 1975 🗣️🌐📄📄⚖️

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 ✳️🌐✳️👥
- explain how Australia's changing migration policies have affected relationships with other nations 🗣️🌐🌐✳️

## DEPTH STUDY 6: SCHOOL–DEVELOPED TOPIC FROM EITHER OF THE STAGE 5 OVERVIEWS

---

**Relevant outcomes should be chosen to support the topic developed.**

Students investigate in depth ONE school-developed topic drawn from the content presented in the Stage 5 overviews, 'The Making of the Modern World' or 'The Modern World and Australia', for example:

- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women's history
- The history of workers' rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and the war in Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in twentieth and twenty-first century technology
- Other topic drawn from the two overviews

## YEARS 7–10 LIFE SKILLS OUTCOMES AND CONTENT

---

For a small percentage of students with special education needs, particularly those with an intellectual disability, adjustments to teaching, learning and assessment may not be sufficient to access some or all of the Stage 4 and Stage 5 outcomes. These students 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. Decisions about curriculum options for students with special education needs should be made through the collaborative curriculum planning process.

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 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.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.



## YEARS 7–10 LIFE SKILLS OUTCOMES

### TABLE OF OBJECTIVES AND OUTCOMES

<p><b>Objectives</b> Students:</p> <ul style="list-style-type: none"><li>• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li><li>• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia</li></ul>
<p><b>Life Skills outcomes</b> A student:</p> <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>
<p><b>Objective</b> Students:</p> <ul style="list-style-type: none"><li>• develop skills to undertake the process of historical inquiry</li></ul>
<p><b>Life Skills outcomes</b> A student:</p> <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 of people, events and issues</p> <p>HTLS-10 uses a variety of strategies to locate and select information for an historical investigation</p>
<p><b>Objective</b> Students:</p> <ul style="list-style-type: none"><li>• develop skills to communicate their understanding of history</li></ul>
<p><b>Life Skills outcomes</b> A student:</p> <p>HTLS-11 uses historical terms to describe the past</p> <p>HTLS-12 investigates the past using historical skills</p> <p>HTLS-13 selects and uses a variety of strategies to organise and communicate information about the past</p>

## YEARS 7–10 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

<b>Objectives</b> Students: <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia</li> </ul>	
<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
HTLS-1 recognises personal connections to history	HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
HTLS-2 demonstrates an understanding of time and chronology	HT4-2 describes 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 and assesses the motives and actions of past individuals and groups in the context of past societies HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
HTLS-5 recognises the significance of people and events in the past	HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT5-3 explains 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 describes and explains the causes and effects of events and developments of past societies over time HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>develop skills to undertake the process of historical inquiry</li> </ul>	
<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
HTLS-7 recognises a variety of historical sources	HT4-5 identifies the meaning, purpose and context of historical sources HT5-5 identifies 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 relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HTLS-9 recognises different perspectives of people, events and issues	HT4-7 identifies and describes different contexts, perspectives and interpretations of the past HT5-7 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 information from sources to develop an historical inquiry HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>develop skills to communicate their understanding of history</li> </ul>	
<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
HTLS-11 uses historical terms to describe the past HTLS-12 investigates the past using historical skills	HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of 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 digital forms to communicate about the past HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## YEARS 7–10 LIFE SKILLS CONTENT

---

The Years 7–10 Life Skills content forms the basis for learning opportunities. Content should be selected based on the abilities, needs and interests of students. Students will not be required to complete all of the content to demonstrate achievement of an outcome.

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.

### SITE STUDIES

Where appropriate, students should have the opportunity to participate in a site study to develop their understanding and demonstrate achievement of History Years 7–10 Life Skills outcomes. Site studies can provide students with meaningful opportunities to engage with historical concepts and carry out processes of historical investigation.

### HISTORICAL CONCEPTS

The following historical concepts may be explored, as appropriate, through the History Years 7–10 Life Skills outcomes and content to facilitate an understanding of the past and provide a focus for historical inquiries:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg aspects of everyday life across societies and periods of time
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg reasons for colonisation and the impact on Aboriginal people, causes of World War I and the war's effect on the lives of people at home
- **Perspectives:** people from the past have different views and experiences, eg family events are viewed differently by family members, the different experiences of people who have had limited rights and freedoms
- **Empathetic understanding:** the ability to understand another's point of view, way of life and actions, eg understanding why Aboriginal and Torres Strait Islander peoples are connected to the land, understanding the reasons why migrant groups come to Australia
- **Significance:** the importance of an event, development, group or individual, eg the importance of Cathy Freeman to Australian culture.

### HISTORICAL SKILLS

The following historical skills may be integrated, as appropriate, into the History Years 7–10 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

**Empathetic understanding**

- 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 and ICT

**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.

## INVESTIGATING THE PAST

---

### OUTCOMES

#### A student:

- › recognises personal connections to history HTLS-1
- › demonstrates an understanding of time and chronology HTLS-2
- › 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

**Related Stage 4/5 outcomes:** *HT4-1, HT4-2, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10*

### CONTENT

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

How we understand the passage of time

Students:

- use the everyday language of time, eg yesterday, today, tomorrow; then and now; before and after; a long time ago; in the Dreaming 🎓👉
- explore the language of time, eg past, present, future, ancient, modern 🎓
- explore the concept of old and new, eg compare old and new objects (furniture, photos, games, clothes) where obvious changes can be seen
- recognise how time is measured, eg minutes, hours, days, months, years, decades, centuries, millennia, BC/AD and BCE/CE 📅
- relate events to the passage of time, eg organising a personal diary or calendar, recognising regularly recurring events 📅

How our families have changed or stayed the same over time

Students:

- respond to stories about their own family history, eg through photographs, artefacts, books, oral histories, digital media and museums
- participate in the recording of their personal history, eg sequencing significant events, constructing a timeline of stages in their lives 🎓📅
- recount stories about their own family history, using primary and secondary sources
- explore the lives of people in their recent past 👤
- 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 👤
- explore similarities and differences between generations, eg family celebrations and traditions, use of leisure time ⚙️
- develop an understanding of personal heritage 🏠

How our community has changed over time

Students:

- explore how the diverse backgrounds of the school community and/or local area have changed over time, using ICT and other sources as appropriate 🏠💻🌐

The importance of family and community to Aboriginal and Torres Strait Islander cultures

Students:

- explore the nature of kinship and family structures in Aboriginal and Torres Strait Islander cultures 🤝
- investigate the social structures of Aboriginal and Torres Strait Islander cultures, including the role of elders 🤝
- investigate local or regional Aboriginal and Torres Strait Islander places of significance, eg local national parks, using ICT and other sources as appropriate 🤝💻
- identify different perspectives about Aboriginal and Torres Strait Islander places of significance, eg the perspective of the local community, the perspective of Aboriginal people, the perspective of the local government 🤝

How we use sources to investigate the past

Students:

- engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, eg photographs, diaries, letters 📖💻
- explore the difference between fact and opinion, eg comparing first and second-hand accounts of events, comparing original film footage of an event with a fictional film version 🎬
- participate in an investigation of the history of a familiar site, eg the school or local park, using ICT and other sources as appropriate 💻
- participate in an investigation of an historically or culturally significant location, eg local school, parks, town centres, public or heritage buildings, museums and memorials, using ICT and other sources as appropriate 💻🌿
- use skills of inquiry to investigate the life of one or more 'heroes' or 'villains' in history and how and why they are remembered, eg Nero, Mahatma Gandhi, Ned Kelly, Joseph Stalin, Nelson Mandela, Xanana Gusmao, Aung San Suu Kyi 📖🏠

**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

## THE ANCIENT WORLD

---

### 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 sources to understand the past HTLS-8
- › 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

**Related Stage 4/5 outcomes:** *HT4-2, HT4-3, HT4-6, HT4-9, HT4-10*

**The following ancient societies provide possible frameworks for addressing the content of this topic area and are suggestions only.**

**The options relate to Stage 4 Depth Studies 2 and 3.**

<i>The Mediterranean World</i>	OR	<i>The Asian World</i>
<ul style="list-style-type: none"> <li>› Egypt OR</li> <li>› Greece OR</li> <li>› Rome</li> </ul>		<ul style="list-style-type: none"> <li>› India OR</li> <li>› China</li> </ul>



## CONTENT

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

The features of the ancient world and how it is the same as or different to today

Students:

- use the language of time to describe the ancient world, eg 'a long time ago', BC/AD, BCE/CE 📅
- recognise objects from the ancient world, eg coins, clothing, tools
- compare the similarities and differences between the present day and the ancient world, using ICT and other sources as appropriate ⚙️💻

How people lived in the ancient society

Students:

- recognise features of a particular ancient society, eg 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, eg stories, images, multimedia
- investigate one or more aspects of everyday life in a particular ancient society, using ICT and other sources as appropriate 📖💻
- recognise some traditions of a particular ancient society that are different to the present day, eg celebrations, religion, death and funerary customs ⚙️✝️🌐
- explore the practices of a particular ancient society, using ICT and other sources as appropriate, eg roles of men and women, crime and punishment, warfare and defence systems 🌐💻👤✝️⚖️

The role of significant people or events in ancient societies

Students:

- identify significant people and/or events of a particular ancient society, eg Cleopatra, Alexander the Great, the destruction of Pompeii
- investigate one or more significant people and/or events of a particular society, using ICT and other sources as appropriate 💻📖

The location and geographical features of ancient societies

Students:

- identify the location of a particular ancient society
- use a map to identify significant locations of an ancient society, eg cities, trade routes, invasions 📅
- recognise geographical features that influenced the development of ancient societies
- explore how the geographical features of a particular ancient society influenced its development, eg access to water, availability of natural resources, climate 🌿

Significant myths, legends and legacies from ancient societies

Students:

- respond to one or more of the myths and legends which are associated with societies and civilisations of the past, eg Romulus and Remus, Poseidon, the destruction of Troy 📖

- explore the legacy of a society or time for our world cultural heritage, using ICT and other sources as appropriate, eg art, music, architecture, dance, drama, science, medicine, language, governance 🌐 ⚙️

**Suggested Site Studies include:**

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

## THE ANCIENT TO THE MODERN WORLD

### 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 of 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

**Related Stage 4/5 outcomes:** HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10

**The following societies/empires and historical developments provide possible frameworks for addressing the content of this topic area and are suggestions only.**

**The options relate to Stage 4 Depth Studies 4, 5 and 6.**

<i><b>The Western and Islamic World</b></i>	OR	<i><b>The Asia-Pacific World</b></i>	OR	<i><b>Expanding Contacts</b></i>
<ul style="list-style-type: none"> <li>› The Vikings OR</li> <li>› Medieval Europe OR</li> <li>› The Ottoman Empire OR</li> <li>› Renaissance Italy</li> </ul>		<ul style="list-style-type: none"> <li>› Angkor/Khmer Empire OR</li> <li>› Japan under the Shoguns OR</li> <li>› The Polynesian expansion across the Pacific</li> </ul>		<ul style="list-style-type: none"> <li>› Mongol expansion OR</li> <li>› The Black Death in Asia, Europe and Africa OR</li> <li>› The Spanish Conquest of the Americas OR</li> <li>› Aboriginal and Indigenous Peoples, Colonisation and Contact History</li> </ul>

## CONTENT

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

The features of the ancient to modern world and how it is the same as or different to today

Students:

- use the language of time to describe the ancient to modern world, eg 'a long time ago', BC/AD, BCE/CE 📅
- recognise objects from the ancient to modern world, eg coins, clothing, tools
- compare the similarities and differences between the present day and the ancient to modern world, using ICT and other sources as appropriate ⚙️💻

How people lived in the ancient to modern world

Students:

- recognise some features of a particular society/empire, eg 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, eg stories, images, multimedia
- investigate one or more aspects of everyday life in a particular society/empire, using ICT and other sources as appropriate 📖💻
- recognise some traditions of a particular society/empire that are different to the present day, eg celebrations, religion, death and funerary customs ⚙️
- explore the practices of a particular society/empire, using ICT and other sources as appropriate, eg roles of men and women, crime and punishment, warfare and defence systems 🌐💻🗺️⚙️

The role of one or more significant people or events in a particular society

Students:

- identify significant people and/or events of a particular society, empire and/or development, eg Erik the Red, Battle of Hastings, the spread of the Black Death, Joan of Arc, Suleiman the Magnificent, Leonardo da Vinci, Galileo Galilei, Genghis Khan 📍
- investigate one or more significant people and/or events of a particular society, empire and/or development, using ICT and other sources as appropriate 💻📖
- recognise different perspectives of an event for a particular society, empire and/or development ⚙️
- use skills of inquiry to investigate one or more mysteries or controversies in history, eg the extent of the voyages of the Vikings, using ICT and other sources as appropriate 📖💻
- explore the legacy of an individual, society, empire or event, eg ideas and inventions, using ICT and other sources as appropriate, eg the invention of gunpowder in China 📍⚙️💻

The location and geographical features of a particular society, empire and/or historical development

Students:

- identify the location of a particular society, empire and/or development
- use a map to identify significant locations of a society, empire and/or development, eg cities, trade routes, invasions, explorations 📅
- recognise geographical features that influenced the development of societies/empires

- explore how the geographical features of a society/empire influenced its development, eg access to water, availability of natural resources, climate 🌿

The history and culture of Indigenous groups prior to contact with other cultures

Students:

- recognise Aboriginal and Torres Strait Islander peoples as the original inhabitants of Australia 🖐️
- explore the significance of Indigenous cultures 🌐
- explore Aboriginal peoples' history and culture through site studies and interaction with local Aboriginal communities 🖐️🎓
- search for evidence of Aboriginal and Torres Strait Islander peoples prior to colonisation through local and regional place names 🖐️
- identify important features of Indigenous Australians' and/or Indigenous peoples' culture prior to colonisation/contact, eg tribal structures and kinship, nomadic hunter/gatherer lifestyle, connection with the land, traditional stories, music and dance, artefacts and artworks 🖐️
- explore the ways Aboriginal and Torres Strait Islander peoples interact with and value the environment 🖐️🌿
- compare the beliefs and practices of at least two Indigenous groups, eg connection to land, social structure, celebrations 🖐️📅🌐

The effect of colonisation and contact on Indigenous groups

Students:

- recognise some differences between contact, invasion and colonisation
- explore the contact, interactions, invasions and/or relationships between societies, empires and/or developments 🌐
- explore reasons for colonisation and contact, eg territorial expansion, acquisition of resources, extension of penal provisions 🖐️⚙️
- investigate the reactions of Aboriginal people to non-Aboriginal people 🖐️🌐
- investigate the reactions of non-Aboriginal people to Aboriginal people 🖐️🌐
- explore the impact of contact on Aboriginal and/or Indigenous peoples, eg culture and spirituality, language, diet and health, tribal structures, land use, traditions 🖐️⚙️

**Suggested Site Studies include:**

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

## THE MAKING OF THE MODERN WORLD

### 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
- › 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 of people, events and issues HTLS-9
- › 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

**Related Stage 4/5 outcomes:** HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10

The following options provide a possible framework for addressing the content of this topic area and are suggestions only.

The options relate to Stage 5 Depth Studies 1, 2 and 3.

*Note: These suggested options 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.*

<b><i>Making a Better World?</i></b>	<b>OR</b>	<b><i>Australia and Asia</i></b>	<b>OR</b>	<b><i>Australians at War (World Wars I and II)</i></b>
<ul style="list-style-type: none"> <li>› The Industrial Revolution OR</li> <li>› Movement of peoples</li> </ul>		<ul style="list-style-type: none"> <li>› Making a nation OR</li> <li>› Asia and the world</li> </ul>		

#### 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, Canberra ACT

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

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

Technological advances arising from the Industrial Revolution

Students:

- recognise technological innovations in everyday life, eg computer, television, microwave, radio, mobile phone, interactive whiteboard, PECS 
- recognise the ways in which one or more technological innovations have improved our everyday life 
- engage with one or more technological innovations to perform a task 
- recognise one or more technological inventions that occurred during the Industrial Revolution, eg the steam engine, sewing machine, telephone, aeroplane  
- investigate one or more technological inventions from the Industrial Revolution and the impact this has had on the lives of ordinary people, using ICT and other sources as appropriate  
- explore how the Industrial Revolution affected the everyday life of people during that time, eg growth of towns and cities, development of transport systems, working conditions in factories, changed social conditions  
- recognise different perspectives of groups of people towards the Industrial Revolution, eg workers and factory owners 



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

Issues in everyday life for free settlers, slaves and convicts

Students:

- recognise the differences in everyday life for free settlers, slaves and convicts ⚙️
- using a map, locate the movement of: the transatlantic slave trade; free settlers and convicts from Britain to Australia 🗺️
- identify what slaves were used for and where they came from
- investigate the living, working and social conditions for slaves, using ICT and other sources as appropriate 🌐💻🎓
- identify the reasons convicts were transported to Australia
- recognise some differences in everyday life for convicts, free settlers and soldiers in Australia ⚙️
- identify the living conditions in Australia for the first settlers
- explore different perspectives of groups who settled in Australia, eg convicts, free settlers, soldiers ⚙️
- explore the issues and challenges related to early settlement of Australia, eg living conditions, communication, separation, environment, using ICT and other sources as appropriate ⚙️💻

## Australia and Asia – Making a nation

The colonisation and early settlement of Australia

Students:

- explore the reasons convicts were transported to Australia
- using a map, locate areas of first settlement in Australia 🗺️
- recognise significant people and/or events in the early settlement of Australia, eg Captain Arthur Phillip, the gold rush, expanding penal settlements
- recognise important features of Aboriginal culture, eg roles and responsibilities, connection with the land, kinship, traditional stories, music/dance, communication 🤝🎓
- explore the response of Aboriginal peoples to colonisation, using sources, eg stories, interviews, films, multimedia 🤝
- identify other groups of people who settled in Australia during this time, eg Japanese, Chinese, South Sea Islanders

Changes to living conditions in Australia

Students:

- identify living conditions in Australia in the early part of the twentieth century, eg clothing, leisure, transport, food, education, recreation, technology 🇺🇸
- compare the lives of young Australians in the early part of the twentieth century with the lives of young people today ⚙️

The contributions of significant Australians

Students:

- explore the contribution of one or more significant Australians during this period, eg 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 🇺🇸🇺🇸🤝

Democracy and citizenship in Australia



Students:

- recognise the essential features of a democracy 🇺🇸
- explore the key roles and responsibilities for citizens in a democracy 🇺🇸
- participate in democratic processes at school and/or in the community, eg elect a class or school captain, participate in a community group to clean up the environment 🇺🇸
- explore the reasons for Federation, eg currency, defence, transport, trade 🇺🇸
- identify people who had no voting rights in 1900, eg some Aboriginal peoples, some women 🇺🇸⚖️🤝
- explore how the rights of women and Aboriginal people changed over time 🇺🇸⚖️♂️🤝
- explore what it means to be a citizen of Australia 🇺🇸
- investigate ways in which people participate as citizens in Australian society, eg 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 🇺🇸🤝🌐♂️

## Australia and Asia – Asia and the world (1750–1918)

The features of everyday life in an Asian society

Students:

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

## 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.

Causes of war and where men fought

Students:

- identify some reasons why countries go to war, eg 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, eg Turkey (Gallipoli), France, Belgium, the Middle East 🗺
- locate on a map the places where Australian forces fought in World War II, eg Europe, the Middle East, South-east Asia and the Pacific 🗺

Warfare used in World Wars I and II

Students:

- recognise items a soldier would need when going to war, eg uniform, weapons, personal objects
- recognise the uniforms, weaponry and transport used by Australian troops in World War I, eg infantry uniform, slouch hat, bayonet and rifle, machine gun, aircraft, horse, donkey
- recognise the uniforms, weaponry and transport used by Australian troops in World War II, eg uniforms for the desert and jungle, slouch hat, helmet, bayonet and rifle, machine gun, flame thrower, tank, jeep, aeroplane

Significant events and experiences for Australians at home and at war

Students:

- explore the experiences of a soldier during the wars, eg signing up/attitudes to conscription, life in the trenches (World War I), life on the battlefield in North Africa, South-east Asia or the Pacific Islands (World War II), separation from friends/family, using ICT and other sources as appropriate ⚙️ 🗺 📺
- explore issues that affected Australians at home during World War I, eg pay and conditions for workers, shortages/rations, attitudes to conscription, communication and information, using ICT and other sources as appropriate ⚙️ ⚖️ ⚡ 📺
- investigate the conditions and experiences of the Australian and New Zealand soldiers (ANZACs) at Gallipoli, eg the landing, the trenches, food and water shortages, mateship, relations with Turkish soldiers, evacuation, the role of Simpson and his donkeys, using ICT and other sources as appropriate 🎓 📺 ⚙️
- investigate the changing roles of women during the wars, eg at work, in the home, in volunteer work, politically, using ICT and other sources as appropriate ⚖️ ⚡ ⚡
- investigate the changes to work on the home front during the wars, eg farms, transport, factories, service, using ICT and other sources as appropriate ⚖️ ⚡ ⚡
- investigate the conditions, experiences and perspectives of other people involved in the wars, eg sailors, nurses and aircrew, using ICT and other sources as appropriate 🎓 📺
- explore the impact of attacks on the Australian mainland during World War II, eg the bombing of Darwin, submarine attacks in Sydney ⚙️ 📺
- investigate the experiences of Australians during the Great Depression, eg daily life, work, education, social life, health in rural and urban communities, using ICT and other sources as appropriate 🎓 📺

How Australians commemorate the wars

Students:

- explore the main features of the ANZAC legend 🇺🇸
- identify how and why Australians have commemorated the wars, eg ANZAC Day and Remembrance Day 🇺🇸
- identify memorials in the local area that relate to Australian activities during the wars 🇺🇸

## THE MODERN WORLD AND AUSTRALIA

### 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
- › uses sources to understand the past HTLS-8
- › recognises different perspectives of 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

**Related Stage 4/5 outcomes:** HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10

The following options provide possible frameworks for addressing the content of the topic area and are suggestions only.

The options relate to Stage 5 Depth Studies 4, 5 and 6.

*Note: These suggested topics do not cover Stage 5 Topic 5b: The environment movement or additional Stage 5 school-developed topics. Teachers may choose to develop ideas and concepts from these areas to address Life Skills outcomes if appropriate.*

<b><i>Rights and Freedoms (1945–present)</i></b>	<b>OR</b>	<b><i>The Globalising World</i></b>  › Popular culture OR › Migration experiences	<b>OR</b>	<b><i>School-developed topic</i></b>  A list of suggested topics is provided.
--	-----------	---	-----------	---

#### Suggested site studies include:

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

- a virtual archaeological site

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

## Rights and freedoms (1945–present)

Changing rights and freedoms of different people

Students:

- recognise people throughout history with limited rights and freedoms, eg convicts, slaves, Indigenous groups ✚ ⚖️
- explore the experiences of people who have had limited rights and freedoms ✚ ⚖️
- compare the experiences of at least two groups of people who have had limited rights and freedoms ✚
- identify people in history who have fought for the rights and freedoms of others, eg Martin Luther King, Nelson Mandela, Rosa Parks, Eddie Mabo, Charles Perkins, Mum Shirl, Aung San Suu Kyi 🙌
- investigate the impact of people who have fought for the rights and freedoms of others, using ICT and other sources as appropriate 🖥️ ⚙️
- recognise the impact of the loss of rights and freedoms on Aboriginal people, eg dispossession of land, Stolen Generations 🙌
- compare living and working conditions for Aboriginal people, in both rural and urban areas, with those of other Australians 🙌 ✨ 🇺🇸 ✚
- investigate the reasons for and the impact of the removal of Aboriginal children from their families, eg the Stolen Generations and the Apology, using ICT and other sources as appropriate 🙌 🖥️
- investigate the processes that led to greater rights and freedoms for Aboriginal peoples, eg the 1967 Referendum, the recognition of land rights and Native Title, using ICT and other sources as appropriate 🙌 ⚖️ ✚ 🖥️
- identify the importance of Sorry Day 🙌 🇺🇸
- participate in ways to improve the rights and freedoms of others, eg Sorry Day activities 🌐 🙌 🇺🇸



## The Globalising World – Popular culture (1945–present)

### Popular culture in Australia

#### Students:

- recognise and participate in preferred leisure and recreation activities, eg entertainment, sport 🧑🧑
- identify popular leisure and recreation activities in their family or school community 🧑🧑 🌐
- recognise popular leisure and recreation activities in Australia, eg cricket, rugby, netball, water sports, camping, barbecues 🌐
- compare some of the leisure and recreation activities in Australia with one other country, eg sport in Australia and America 🌐🌐

### Changes to popular culture

#### Students:

- explore the changes in technology and how these have impacted on leisure activities, eg the increasing popularity of video games and social networking sites 🌐🌐
- investigate changes in language as a result of popular culture, eg the introduction of terms used for social networking, such as 'blog', 'tweet' and Asian terms 'anime' and 'manga' 🎓🌐
- investigate the changes in popular culture in post-war Australia, using ICT and other sources as appropriate, eg television, music, recreation, fashion 📺

### Australia's influence on popular culture

#### Students:

- explore the contribution of one or more significant Australian people in the areas of the environment (eg Tim Flannery, Ian Kiernan), the arts (eg Graeme Murphy, Peter Sculthorpe, Brett Whiteley, David Williamson), sport (eg Allan Border, Evonne Goolagong Cawley, Dawn Fraser, Cathy Freeman, Louise Sauvage, Ian Thorpe), community welfare (eg Victor Chang, Fred Hollows, Dick Smith, Charles Teo) or entertainment (eg Peter Allen, Cate Blanchett, John Farnham, Nicole Kidman, Normie Rowe), using ICT and other sources as appropriate 🙌🌱📺🌐
- explore Australia's participation in world sporting contests, eg the 1956 Melbourne Olympics, the 2000 Sydney Olympics, Test Cricket and World Cup matches 🌐

## The Globalising World – Migration experiences (1945–present)

Representations of different cultures in our community

Students:

- recognise different cultures within their school community 🌐
- engage with peers to explore different cultural experiences, eg food, religion, entertainment 🌐
- participate in the cultural experiences of different groups within the school community, eg food, celebrations 🌐 🌐

Post-war migration in Australia

Students:

- locate on a map where Australian post-war migrants came from, eg Europe, Asia, the Pacific, the Mediterranean region 🗺️
- explore the reasons for migration, eg better living conditions, seeking new opportunities, escape from oppressive regimes, using ICT and other sources as appropriate 🌐 🖥️
- respond to stories of people who migrated to Australia, including people from Asian cultures 🎓 🌐 🌐
- compare the stories of different cultural groups' migration to Australia, including people from Asian cultures 🎓 🌐 🌐
- recognise the conditions, experiences and perspectives of post-war migrants, eg migrant hostels, opportunities for work, language barriers, isolation, racism 🌐 ⚖️ ⭐
- explore the response of Australians to the arrival of migrants and refugees 🌐

Australia's changing culture as a result of post-war migration

Students:

- identify the impact of different cultures on Australian society, eg food, entertainment 🌐 🌐 🇺🇸
- investigate the contribution of people from other cultures to Australian life, eg to politics, science, the community, the arts, sport 🌐 🇺🇸
- identify ways in which Australians celebrate a shared national identity, eg Australia Day, Harmony Week 🇺🇸

## School-developed topic

**Relevant Life Skills outcomes should be chosen to support the topic developed.**

Students may investigate ONE school-developed topic drawn from the content of 'The Making of the Modern World' or 'The Modern World and Australia', for example:

- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women's history
- The history of workers' rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and the war in Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in twentieth and twenty-first century technology
- Other topic drawn from the two overviews

# CONTINUUM OF LEARNING IN HISTORY K–10

## STAGE OUTCOMES

### CONTINUUM OF LEARNING IN HISTORY K–10

<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> 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 Australia	HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
	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 Australia over time	HT4-2 describes major periods of historical time and sequences events, people and societies from the past	HT5-2 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 and actions related to world exploration and its effects	HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society	HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
		HT2-4 describes and explains effects of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples	HT4-4 describes and explains the causes and effects of events and developments of past societies over time	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
				HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies 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 relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
				HT4-7 identifies and describes different contexts, perspectives and interpretations of the past	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HTe-2 demonstrates developing skills of historical inquiry and communication	HT1-4 demonstrates skills of historical inquiry and communication	HT2-5 applies skills of historical inquiry and communication	HT3-5 applies a variety of skills of historical inquiry and communication	HT4-8 locates, selects and organises information from sources to develop an historical inquiry	HT5-8 selects and analyses a range of relevant historical sources to locate information relevant to an historical

<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
					inquiry
				HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
				HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# ASSESSMENT

---

## 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 three interrelated elements:

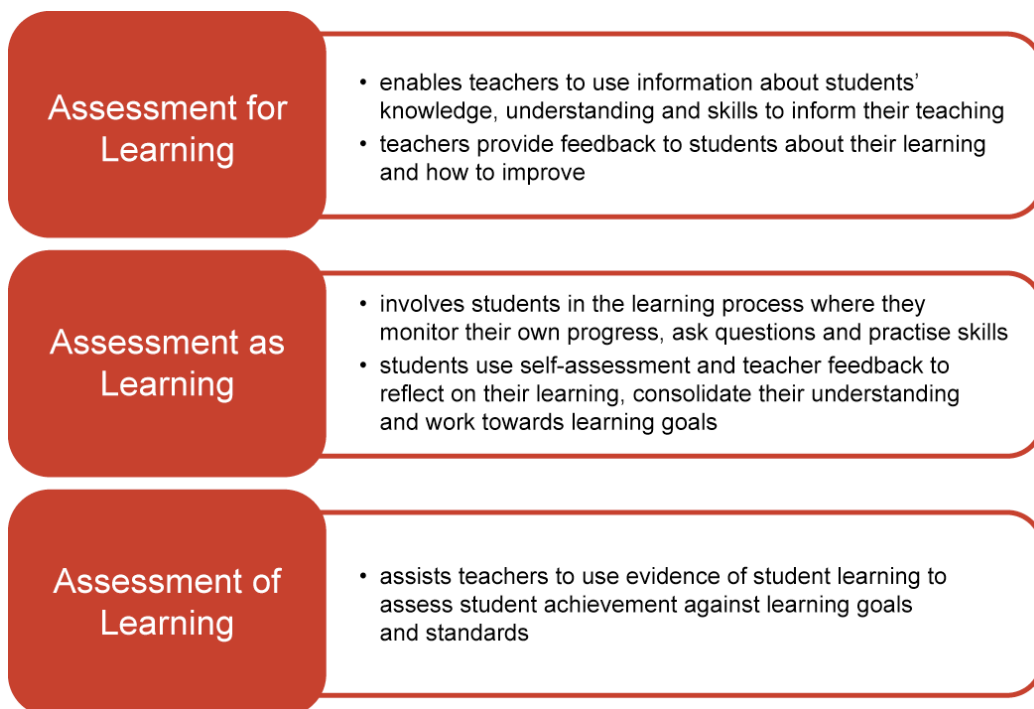
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the Board's Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a stage.

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

## ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the History syllabus is contained in *History Years K–10: Advice on Programming and Assessment*. This support document provides general advice on assessment as well as strategies to assist teachers in planning education programs.

## 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 activities, 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 History Years 7–10 Life Skills 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*.



## 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. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

# GLOSSARY

---

<b>Aboriginal and Torres Strait Islander peoples</b>	Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia, including the Indigenous people of the Torres Straits islands of Northern Queensland.
<b>AD</b>	A dating system to denote an abbreviation of 'Anno Domini' meaning 'the Year of Our Lord'; the years after the birth of Christ.
<b>ANZAC</b>	The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.
<b>ANZUS</b>	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.
<b>archives</b>	Refers both to collections of public records, documents, etc and the place/s where they are stored.
<b>artefact</b>	Something made or given shape by humans; for example pottery, a stone tool
<b>assimilation</b>	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.
<b>Australia Day</b>	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.
<b>BC</b>	A dating system to denote an abbreviation of 'Before Christ'; the years before the birth of Christ.
<b>BCE</b>	A dating system used by some historians to denote an abbreviation of 'Before Common Era'; the years before the birth of Christ.
<b>capitalism</b>	An economic system that encourages individuals to make profits through investments and the private ownership of goods, property and the means of production.
<b>cause and effect</b>	'Cause' refers to the range of reasons for an historical event or development and 'effect' to the range of subsequent outcomes or results.
<b>CE</b>	A dating system used by some historians to denote an abbreviation of 'Common Era'; the years after the birth of Christ.
<b>censorship</b>	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 in Australia to 'safeguard national security'. In World War II, the <i>National Security Act</i> (1939) imposed a system of censorship, especially over newspapers.
<b>Chartism</b>	The ideas of British working-class political movements expressed in the People's Charter of 1838. They called for many reforms, including the vote

for all men and the secret ballot.

<b>chronology</b>	A chronology places events and dates in order in time.
<b>citizenship</b>	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 fulfil and debate their rights and responsibilities.
<b>civics</b>	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.
<b>colonisation</b>	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.
<b>communism</b>	A theory or system of social and political organisation, promoting shared ownership of property and the means of production by the community or the state.
<b>conscription</b>	Compulsory enlistment for military service.
<b>conservation</b>	The process of protection and preservation of the natural and heritage features of the environment.
<b>constitution</b>	The fundamental rules that establish how a country is governed, typically establishing the role and powers of parliament, the executive and the judiciary.
<b>contestability</b>	When particular interpretations about the past differ; for example, as a result of using differing evidence or resulting from different perspectives.
<b>continuity and change</b>	Aspects of the past that have remained the same over a period of time or have changed over time.
<b>Country/Land</b>	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
<b>Darwinism</b>	English naturalist Charles Darwin (1809–1882) proposed that the evolution of life on earth occurred through the process of 'natural selection'.
<b>democracy</b>	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.
<b>dispossession</b>	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
<b>egalitarianism</b>	The idea that all people are equal, sharing the same rights – political, social and civil.
<b>emigration</b>	The process of leaving one's country of birth to settle permanently in another country.
<b>empathetic understanding</b>	The capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind

their actions.

<b>empire</b>	A collection of nations or peoples ruled over by an emperor or other powerful sovereign or government.
<b>Enlightenment</b>	An eighteenth-century European and American cultural, scientific and philosophical movement of thinkers. Using reason, they proposed changes to traditional society and the spread of knowledge.
<b>evidence</b>	The information contained within a source that tends to support an historical argument or provides information for a specific historical inquiry.
<b>Federation</b>	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.
<b>franchise</b>	The right to vote.
<b>Gallipoli</b>	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.
<b>globalisation</b>	The process of bringing together all the world's economies for the purposes of trade in a worldwide culture.
<b>Great Depression</b>	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.
<b>Harmony Week</b>	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
<b>heritage</b>	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.
<b>historical inquiry</b>	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.
<b>immigration</b>	The process whereby people come to a new land with the intention of permanently settling.
<b>imperialism</b>	The policy of extending control or authority over foreign territory, particularly through the creation of an empire.
<b>Indigenous peoples</b>	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 (see Aboriginal and Torres Strait Islander peoples).
<b>Industrial Revolution</b>	In eighteenth-century Britain, a series of inventions enabled people to build new machines and structures that increased the rate of manufacture. This accelerated the movement of people and goods across the world. These achievements led to a rapid series of sweeping, often traumatic, changes in nineteenth-century society and politics.

<b>integration</b>	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.
<b>internment</b>	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.
<b>interpretation</b>	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.
<b>invasion</b>	The forced takeover of land.
<b>land rights</b>	The continuing struggle of Indigenous Australians to regain possession of their lands.
<b>Mabo</b>	(see 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.
<b>medieval</b>	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.
<b>multiculturalism</b>	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.
<b>nationalism</b>	The loyalty and devotion of a person to their nation and culture.
<b>Native Title</b>	'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.
<b>Ottoman Empire</b>	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.
<b>perspective</b>	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.
<b>primary sources</b>	Something that has been created or written during the time period being investigated, eg diaries, letters, photographs, pottery, coins.

<b>Protection</b>	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.
<b>racism</b>	The belief in the superiority of one race of people over others.
<b>rationing</b>	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.
<b>reconciliation</b>	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.
<b>referendum</b>	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 to the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of states also voting 'Yes'.
<b>revolution</b>	Sudden and radical change in society; a complete overthrow of an established government or political system.
<b>SEATO</b>	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.
<b>secondary sources</b>	Accounts about the past that were created after the time being investigated, eg textbooks, histories written after the events being described.
<b>self-determination</b>	The effective participation of Aboriginal peoples in all decision-making that affects them.
<b>significance</b>	The importance assigned to a particular aspect of the past such as events or sites.
<b>socialism</b>	A system where wealth, land and property are owned and controlled by the community as a whole rather than being privately owned.
<b>source</b>	Any written or non-written materials that can be used to investigate the past. A source becomes 'evidence' (see evidence) when it is used to support or refute a viewpoint or contributes to an historical inquiry.
<b>Stolen Generations</b>	Aboriginal children taken from their families as part of the assimilation policy of various governments.
<b>suffrage</b>	The right to vote. All Australian citizens over the age of eighteen have this right.
<b>sustainability</b>	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.
<b>terra nullius</b>	(see Native Title) 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.
<b>terrorism</b>	The use and threat of violence for political purposes.

**urbanisation**

A process, usually accompanied by industrialisation, where people move from traditional life in the countryside to towns and cities.