

Learning area	History
Curriculum elements	Rationale/Aims Organisation Content descriptions Elaborations Achievement standards
Year levels	Kindergarten Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8 Year 9 Year 10

History | Rationale/Aims

Rationale

History is a disciplined inquiry into the past that develops students' curiosity and imagination. It develops understanding of cultural, social and political events, processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed, and the significant continuities that exist into the present. In this way, the study of history enables students to contribute more effectively to creating the future.

History, as a discipline, has its own methods and procedures that make it different from other ways of understanding human experience. Historical study is based on the evidence of the remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. It develops transferable skills associated with the process of historical inquiry, including the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The curriculum set out here takes a world history approach. It does so to equip students for the world in which they will live. An understanding of world history will enhance students' appreciation of Australian history. It will enable them to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and global interrelationships that are essential to an informed and active participation in Australia's diverse society.

This history curriculum also contributes to an understanding of Aboriginal and Torres Strait Islander cultures and identity and the role that Aboriginal and Torres Strait Islander Australians continue to play in national life.

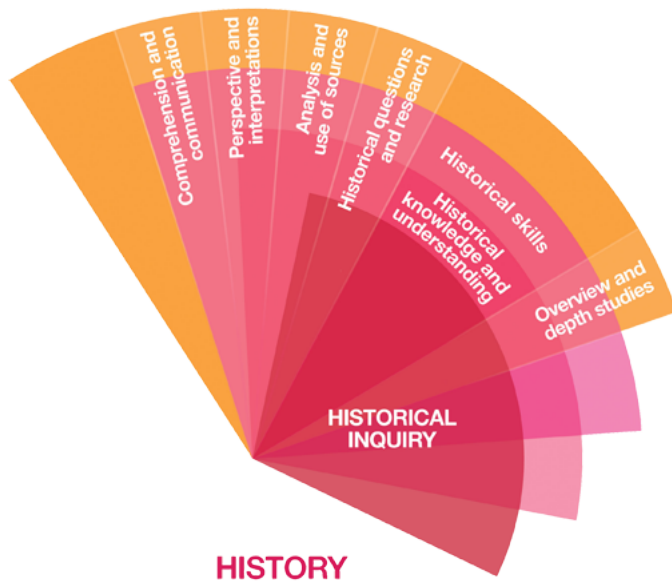
Aims

The Australian Curriculum: History K-10 aims to develop in each student:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, communication and explanation.

History | Organisation

Content strands

**Content strand descriptors**

The Australian Curriculum: History is organised into two interrelated strands: historical knowledge and understanding, and historical skills.

Historical knowledge and understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an increasing emphasis on Australian history in its world history context. Historical understanding is developed through a range of disciplinary concepts inherent to the discipline of history including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand includes skills that are used in the process of historical inquiry associated with: historical questions and research; the analysis and use of sources; perspectives and interpretations; comprehension and communication. There is an increasing emphasis on historical interpretation and the use of evidence within this strand.

History across K–10

Although the curriculum is developed year by year, it reinforces particular emphases to take account of the distinctive nature of the learner across three broad year groupings:

- Years K–2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age

Years K–2 (typically from 5 to 8 years of age)**Curriculum focus: awareness of personal and family history**

In these years children use their interest in people and how things work to make sense of their world, through experimentation, practice and play.

Through this history curriculum, children in Years K–2 learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future; and use their imagination to speculate about the lives of others in the past through role play.

Years 3–6 (typically from 8 to 12 years of age)**Curriculum focus: state or territory and national history and the relationship between past and present**

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, children begin to better understand and appreciate different points of view and are developing an awareness of justice and fair play.

This history curriculum seeks to highlight and promote links to the distinct nature of the learner in Years 3-6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society.

In this way students develop understanding of the heritage of their community and their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community and the concept of change over time.

Years 7–10 (typically from 12 to 15 years of age)**Curriculum focus: Australian and world history, the analysis and use of sources and historical interpretation**

As students move from childhood into adolescence, they undergo a range of significant physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues.

Students in this age range increasingly look for and value learning that is perceived as relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts, and are keen to explore the nature of evidence and the contestability of ideas.

Through this history curriculum students in Years 7–10 explore broad inquiry questions such as: who should rule in a society? why do societies change? and how do people struggle for rights and freedoms? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through debates, past and present.

Curriculum structure

The curriculum structure at each year (7–10) includes an overview that is designed to introduce the broad content and contexts for study. In addition, for Years 7-9 there are four depth studies which provide an opportunity to investigate aspects of history presented in the overview in greater depth and thus provide scope for the development of historical skills. One of those depth studies includes a school developed study which provides an opportunity to teach the curriculum content in ways that reflect the needs and interests evident in local contexts. At Year 10, there are three depth studies to be taught.

The study of history in Years 7–10 consists of four historical periods:

- The Year 7 curriculum focuses on history from the time of the earliest human communities to the end of the Ancient period (c. 60 000 BP–c.500 AD). This historical period establishes the defining characteristics of human societies.
- The Year 8 curriculum focuses on history from the end of the Ancient period to the beginning of the Modern period (c. 500–1750). This span of human history was marked by significant change, growth and complexity.
- The Year 9 curriculum focuses on the history of the Modern World and Australia from 1750 to 1901. The transformation of the 'Old World' and the creation of 'New World' colonial societies such as Australia define this era.
- The Year 10 curriculum focuses on the history of Australia and the Modern World from 1901 to the present. The twentieth century was an important period in Australia's social, cultural, economic and political development.

Implications for teaching and learning

The Australian Curriculum: History emphasises a skills and inquiry based model of teaching. It is expected that the skills of historical inquiry will be developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise. In the teaching of history there should not be an artificial separation of content and process nor a focus on historical method at the expense of historical knowledge. In Years 7–10 there is a particular emphasis on the use of overviews and depth studies which draw on a range of historical contexts.

Students' interest and enjoyment of history should be enhanced through a range of different approaches such as the use of artefacts, museums, historical sites and hands-on activities. Historical narrative should be used so that students experience the 'story' in the history, which can be

historical sites and hands-on activities. Historical narrative should be used so that students experience the 'story' in the history, which can be extended into investigations of cause and consequence, historical significance or contestability. Connections should be made where appropriate between past and present events and circumstances to make learning more meaningful for students and to help students make sense of key ideas.

History curriculums have traditionally moved from a student's personal and family history through to studies of local, state or territory and national history, with coverage in the upper year levels of some aspects of world history. This model is based on the need to build from the immediate experience of young students towards a more abstract understanding of elements further removed in terms of both space and time for older students.

Students increasingly come from a far wider range of backgrounds and their personal histories can often have far greater connection to the history of distant countries than that of the local area. The Australian Curriculum: History, while building from immediate experience towards more abstract understanding, will provide learning opportunities that allow for relevant national and global connections to be made to personal, family and local history.

In the implementation of the history curriculum there should be an alignment of curriculum content, teaching and learning strategies, and various modes of assessment to cater for the diverse needs of learners. Assessment should encourage longer-term understanding and enable provision of detailed diagnostic information to support the work of teachers. It should show what students know, understand and can demonstrate. It should also make clear what is needed for greater knowledge and understanding.

General capabilities

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has identified ten general capabilities that will be specifically covered in the curriculum. In the Australian Curriculum: History, seven of these are considered inherent to history and so are explicitly included in the content descriptions. These are literacy, numeracy, information and communication technologies (ICT), thinking skills, creativity, intercultural understanding and ethical behaviour. Each of these is embedded in the content descriptions of the history curriculum where appropriate. Additional detail in each of these general capabilities is also provided in the content elaborations where appropriate. There are also opportunities within history to develop the general capabilities of social competence, teamwork and self-management with an appropriate choice of activities by the teacher.

Literacy is of fundamental importance in the study of history. Students will be taught to read and understand historical texts such as journal entries, cartoons, biographies, films and other accounts of the past. They will learn how to identify relevant information, comprehend and use historical terms in their appropriate context, connect similar ideas to form and support an interpretation, and develop a range of texts to describe, explain and argue through spoken language, print and multimedia.

Numeracy knowledge and skills are embedded in the history curriculum. Students use timelines to organise and interpret historical events and developments. There are also opportunities for students to undertake comparative and causal analyses of data as evidence to make meaning of the past. This involves many aspects of numeracy relating to statistics and number.

Information and communication technologies (ICT) are evident in historical skills associated with locating, processing and communicating historical information. This includes the use of search tools for accessing a growing range of digitised online materials, spreadsheets and databases for analysing evidence and historical trends, and video conferencing for collaboration and debating ideas. ICT tools, such as wikis and blogs, have the potential to enhance students' analytical thinking capabilities in their study of history.

Thinking skills are particularly inherent in the historical inquiry process. The demands of historical inquiry include the ability to ask questions; interrogate, select and cross reference sources; draw inferences and form interpretations using sources from the past that are often cryptic or incomplete; suspend judgment and think critically to test the veracity of claims; and develop an argument and use evidence in support of that argument.

Creativity is reflected in the process of developing new interpretations through divergent thinking to explain the mysteries and contested aspects of the past. Creative endeavour is taught in the design of historical inquiries and the use of different approaches to represent the past.

Intercultural understanding is an important aspect of historical learning in history. Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories.

Ethical behaviour involves students exploring the actions and motivations of people in the past, while recognising that there may have been different standards and expectations compared to the present. Students investigate the diversity of values and principles that have influenced

human affairs, and that continue to influence the present. They develop understanding of the importance of acting with moral and ethical integrity, acting with regard for others, and having a desire and capacity to work for the common good.

Cross-curriculum dimensions

Aboriginal and Torres Strait Islander perspectives, Asia and Australia's engagement with Asia, and sustainable patterns of living are explicitly included in the content descriptions and elaborations of the Historical knowledge and understanding strand.

This includes Aboriginal and Torres Strait Islander people's cultures, spiritualities and histories, and recognition of the contribution they continue to make to contemporary Australia.

Asian history is reflected in its own right in the Australian Curriculum: History through the inclusion of significant content concerning the history of Asia. Students investigate the history of Australia's engagement with Asia, and the ways in which the relationship has changed over time. A feature of the curriculum is the attention given to the telling of the Australian story within the Asian context.

Understanding of the importance of sustainable patterns of living is evident in key historical trends and developments, for example the rise and demise of human societies, the causes and consequences of growth, and the rise of the environmental movement.

Links to other learning areas

Learning in history involves the use of knowledge and skills learned in other areas, particularly in English, mathematics, science, and geography.

English

Strong connections exist between English and history, and literacy is deeply embedded in historical understanding. Through the study of history students learn how to find information, how to read texts with critical discernment and how to create their own texts that present the results of historical understanding clearly and logically. In their study they encounter representations of the past that demonstrate the power of language and symbol, and learn to extend the range of their own expression. These skills should be developed across a range of textual genres and formats, including art, photography, film, music, fiction and multimedia. With a growing range of multimodal texts in the areas of film and ICT, students will develop the capacity to use such texts to undertake and present research that demonstrates historical understanding.

Mathematics

Much of the evidence and reasoning in historical understanding is quantitative: chronology, demography, economic activity, changes in the movement of peoples and in the size and reach of institutions. All of these call for an appreciation of numerical scale and proportion.

Science

A knowledge and understanding of history provides a useful context for student learning in science. The history of invention and discovery provides students with an awareness of the pace of scientific and technological development over time and its implications for the future. An understanding of the past provides opportunities to engage in an informed manner in present debates about, for example, the ethical use of technology and the scientific study of human remains. This is a focus of the strand Science as a human endeavour in the Australian Curriculum: Science. The study of sources of evidence and the conservation of historical sites and materials broadens student understanding of the various applications of science.

Geography

The discipline of history, with its distinctive emphasis on place and time, has always had a close relationship with geography as understanding of history is dependent upon geographical knowledge. Through their learning about the geographical contexts of key historical events and developments, students have the opportunity to make use of historical atlases, including those that are enhanced with digital capacity and to develop and employ skills of mapping and map interpretation. The curriculum will draw on geographical knowledge to enhance understanding of the past, particularly in relation to the influence of topography, access to resources and human use of the environment.

Civics and citizenship

The teaching of civics is strongly linked with history. The Australian Curriculum: History enables students to follow the emergence of key principles of citizenship, the arguments they engendered, the changing institutional forms of government and civil society, and the circumstances in which they have flourished or failed. The skills of historical inquiry equip students to make sense of moral dilemmas and to make informed judgments.

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The Australian Curriculum: History takes account of what students have learned in these areas so that their study of history is supported and their learning in other areas enhanced.

History | Strands

Kindergarten Content descriptions

Knowledge and Understanding	Skills
1. Personal and family stories	1. Historical questions and research
Personal place in the generational structure of family and the differences and similarities in the daily lives of generations within the family	Ask and answer questions about the past using sources provided
Elaborations	Elaborations
looking at and commenting on photographs of (eg parents, grandparents, aunts and uncles); of siblings or peers (friends, cousins); people in the more distant past (eg three generations) and implements, tools and household goods	asking questions related to: who lived before? what were they like?
2. Personal and family stories	2. Analysis and use of sources
Significant events in personal histories and the stories of family that can be told through sources such as photographs and artefacts	Explore and engage with a variety of sources about the past
Elaborations	Elaborations
examining and commenting on books and letters, war medals, clothing	describing interesting features of past objects
engaging with the oral traditions and art of Aboriginal and Torres Strait Islander people	suggesting creative ideas about what objects from the past may have been used for
3. Personal and family stories	3. Analysis and use of sources
How families commemorate past events that are important to them	Identify and compare features of objects from the present and the past
Elaborations	Elaborations
talking about commemorative events such as birthday parties, religious festivals (eg Christmas, Hanukah, Ramadan), family reunions and community commemorations (Anzac Day, Sorry Day)	identifying similarities and differences between objects, present and past
	4. Comprehension and communication
	Order familiar objects and events in a time sequence
	Elaborations
	placing photographs of past and present family members in order
	5. Comprehension and communication
	Use language to describe the passing of time
	Elaborations
	talking using the language of time, eg yesterday, tomorrow
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past

Elaborations

telling a story about their own life or family

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies

Elaborations

representing ideas and creating imaginative responses

Achievement standard (Kindergarten)

By the end of Kindergarten, students are able to select and connect family and familiar sources (photographs, toys, objects) to sequence key events, continuities and changes. They use the language of time (eg the olden days, a long time ago, yesterday, tomorrow) to describe and illustrate events and stories in response to directed questions (eg telling a story about where their family came from, drawing a picture to describe their family). When inquiring into the past, students respond to questions by providing examples. They use terms associated with the passing of time (eg now, then, before, after I had my third birthday). They make reasonable assumptions about the past based on evidence found in stories about past events.

Year 1 Content descriptions

Knowledge and Understanding	Skills
1. Present and past	1. Historical questions and research
Ways in which the present and past are measured and recorded by individuals and by groups	Ask and answer questions about the past using sources provided
Elaborations	Elaborations
looking at and talking about diaries, photographs, newspaper clippings, seasonal records, days, year numbers	asking questions related to: who lived before? what were they like?
2. Present and past	making a distinction between what is old and new, using clues such as the condition of the object
Terms that are commonly used to express time, such as 'tomorrow' and 'a long time ago', including dates and changes that may have personal significance – birthdays, celebrations, the seasons	2. Analysis and use of sources
Elaborations	Explore and engage with a variety of sources about the past
discussing birthdays, celebrations, the seasons, tomorrow, yesterday, long ago, year numbers in sequence, weeks and months in sequence, differences between generations	Elaborations
examining Aboriginal and Torres Strait Islander seasonal calendars	describing interesting features of past objects
3. Present and past	suggesting creative ideas about what objects from the past may have been used for
How the characteristics of present family structures, and other similar social groupings, may have differed from those in the past	3. Analysis and use of sources
Elaborations	Identify and compare features of objects from the present and the past
looking at different social groups such as nuclear family, extended family, blended family as well as extended clans, kinship groups, and tribes and villages	Elaborations
4. Present and past	identifying similarities and differences between objects, present and past
How the roles of individuals and groups have evolved over time to meet changing human needs	4. Comprehension and communication
Elaborations	Order familiar objects and events in a time sequence
how the roles of men and women may (or may not) have changed over time in the changing contexts of the search for food, shelter, clothing, care and safety	Elaborations
	placing photographs of past and present family members in order
	5. Comprehension and communication
	Use language to describe the passing of time
	Elaborations
	talking using the language of time, eg yesterday, tomorrow
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past
	Elaborations

telling a story about their own life or family

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies

Elaborations

representing ideas and creating imaginative responses

Achievement standard (Year 1)

By the end of Year 1, students are able to use familiar personal and local sources and artefacts (eg photographs, buildings, oral accounts) to compare and give reasons for differences and similarities in the way of life and organisation of families and groups over time. They construct narratives and retell stories about aspects of life in the past (roles and relationships, group structures, survival needs) using the language of time (eg anniversaries, years, in the past). When inquiring into the past, students suggest logical ideas about why things happened the way they did and why things occur in the present.

Year 2 Content descriptions

Knowledge and Understanding	Skills
1. Heritage	1. Historical questions and research
Significance of local place names and their links to the past	Ask and answer questions about the past using sources provided
Elaborations	Elaborations
looking at place names that are linked to Aboriginal and Torres Strait Islander peoples, early settlers, historical events (eg Dead Man's Creek) political, religious and social figures	asking questions related to: who lived before? what were they like?
	making a distinction between what is old and new, using clues such as the condition of the object
2. Heritage	2. Analysis and use of sources
Events and people of significance in the local community, in the present and the past	Explore and engage with a variety of sources about the past
Elaborations	Elaborations
discussing long-established sporting matches, longstanding community art shows, local celebrations of national events (Anzac Day), celebrated identities who have lived in the local area	describing interesting features of past objects
	suggesting creative ideas about what objects from the past may have been used for
3. Heritage	3. Analysis and use of sources
Importance of local communities celebrating and preserving their heritage	Identify and compare features of objects from the present and the past
Elaborations	Elaborations
visiting local museums, community libraries, sports pavilions, RSL buildings, National Trust buildings, war memorials	identifying similarities and differences between objects, present and past
	4. Comprehension and communication
	Order familiar objects and events in a time sequence
	Elaborations
	placing photographs of past and present family members in order
	5. Comprehension and communication
	Use language to describe the passing of time
	Elaborations
	talking using the language of time, eg yesterday, tomorrow
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past
	Elaborations

telling a story about their own life or family

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies

Elaborations

representing ideas and creating imaginative responses

Achievement standard (Year 2)

By the end of Year 2, students are able to observe and investigate aspects of their local heritage (event, heritage site, landform, monument) and recognise and communicate their ideas about its past and present significance. When inquiring into the past, students ask questions (eg when did it happen? what did this look like?) that relate to their observations of the remaining evidence of the past. They develop explanations based on plausible interpretations of historical sources. Students use oral, written and graphic forms of communication to express a key idea about the importance of heritage (eg advertisements, talks, interviews, brochures, posters, signage).

Year 3 Content descriptions

Knowledge and Understanding	Skills
1. Our community	1. Historical questions and research
The ways of life, beliefs and practices of traditional owners of country	Pose a range of questions about the past
Elaborations	Elaborations
listening to Aboriginal or Torres Strait Islander elders, grandparents and older community members talk about past life in the community or region	sharing ideas about questions (eg related to: Who? What? When? and Where?)
2. Our community	2. Historical questions and research
Key changes and continuities in the local community, region or state: who lived there in the past; how they made their livings; how they explored and settled; how they developed communities; how transport changed; how schools changed; how parks and gardens were developed; and how entertainment, lifestyle, religion and beliefs evolved	Locate relevant historical information from sources provided
Elaborations	Elaborations
developing an annotated and graphic timeline or other visual representation of key stages of settlement, featuring local, regional or state events and people of historical significance	finding information using key words and phrases
comparing aspects of daily life in the present with some point in the past such as: work done by men and women, schooling, shopping, entertainment, sport, transport and technology	3. Historical questions and research
3. Our community	Identify traces of the past in the present
The significance of an important heritage site or a site of cultural or spiritual significance in the local community, region or state, such as a place (land/sea), war memorial, town hall, church or museum	Elaborations
Elaborations	observing architectural and other historic features in the local area
visiting (where practical) sites of Aboriginal and Torres Strait Islander significance and examining artefacts with an awareness of the need for sensitivity and respect	4. Analysis and use of sources
identifying a significant site and sources of information about it (eg newspaper articles, heritage registers) and identifying features and characteristics of the site (such as dates, decorations and plaques on buildings) that	Compare aspects of the past with the present, using sources provided
	Elaborations
	exploring the concept of old and new, eg comparing old and new objects where obvious changes can be seen (eg irons, photos, furniture, clothes)
	comparing photographs from different periods of time to look at change over time
	5. Perspectives and interpretations
	Identify different points of view
	Elaborations
	reading or listening to an historical story and answering questions about the thoughts or feelings of the people in the story
	6. Comprehension and communication
	Sequence historical people and events
	Elaborations
	placing a series of pictures in chronological order and explaining the sequence

decorations and plaques on buildings) that reveal its past	7. Comprehension and communication
	Use historical terms
developing inquiry questions about the site, (eg What does it look like now? What condition is it in? How might its use have changed? What was its purpose? How was it built/created? How was it paid for? What is its use and importance in the present?)	Elaborations
	identifying historical features in photographs and naming the features using the correct term, eg war memorial, museum
4. We remember	8. Comprehension and communication
The significance of selected celebrations, commemorations, symbols and emblems that are important to communities, cultures or groups, states and territories	Develop historical texts, particularly narratives
Elaborations	Elaborations
	listing key events and linking them together to form a narrative about the past
examining and assessing the significance of artefacts, symbols and commemorations that recall key events in Australian history	9. Comprehension and communication
5. We remember	Use a range of communication forms (oral, graphic, written) and technologies
Reasons for particular days and weeks being marked as celebrations, or as commemorations of events of national significance, including Australia Day, Anzac Day, Sorry Day	Elaborations
6. We remember	developing models, charts, picture stories, digital presentations and talks to explain the past
The meaning and significance of emblems and symbols of the nation including the national flag, the Aboriginal flag, the Torres Strait Islander flag and the Australian national anthem	

Achievement standard (Year 3)

By the end of Year 3, students are able to explain the historical origins of the local area, including key celebrations or commemorations. Students use sources to describe aspects of the way of life of individuals and groups across different time periods. When inquiring into the past, students select and use historical sources (eg buildings, parks, heritage sites, archaeological sites, museums, war memorials, monuments, cemeteries) and use terms and concepts (eg decade, century) to develop historical texts which compare aspects of the past and present. They draw conclusions about the historical significance of key events and celebrations and are able to identify the historical sources on which their conclusions are based.

Year 4 Content descriptions

Knowledge and Understanding	Skills
1. First Australians	1. Historical questions and research
The diversity of cultures, beliefs, languages and social organisation of Aboriginal and Torres Strait Islander people in the past	Pose a range of questions about the past
Elaborations	Elaborations
mapping the diversity of Aboriginal and Torres Strait Islander societies in Australia, with particular emphasis on the local area and state/territory	sharing ideas about questions (eg related to: Who? What? When? and Where?)
exploring pre-contact ways of life, kinship groups, artefacts, land management practises, and trade activities	2. Historical questions and research
2. First Australians	Locate relevant historical information from sources provided
The significance of the Dreaming and the perspectives and meaning in Dreaming stories	Elaborations
3. First Australians	finding information using key words and phrases
The contribution of Aboriginal and Torres Strait Islander people to the Australian nation	3. Historical questions and research
4. Early contacts	Identify traces of the past in the present
Early European and Asian contact with Australia	Elaborations
Elaborations	observing architectural and other historic features in the local area
examining the trade of the Macassans in northern Australia and early contact with Aboriginal groups	4. Analysis and use of sources
5. Early contacts	Compare aspects of the past with the present, using sources provided
Navigators and explorers charting the Australian continent and other parts of the world up to the early nineteenth century	Elaborations
Elaborations	exploring the concept of old and new, eg comparing old and new objects where obvious changes can be seen (eg irons, photos, furniture, clothes)
exploring the career, times and daily lives of one or more of the traders and explorers (and their crews) who visited Australia in the seventeenth and eighteenth centuries	comparing photographs from different periods of time to look at change over time
investigating stories of shipwrecks such as the Batavia, off the West Australian coast	5. Perspectives and interpretations
describing and mapping the voyages of Captain James Cook and Vasco de Gama	Identify different points of view
6. Early contacts	Elaborations
	reading or listening to an historical story and answering questions about the thoughts or feelings of the people in the story
	6. Comprehension and communication
	Sequence historical people and events
	Elaborations
	placing a series of pictures in chronological order and explaining the sequence

The story of the journey and arrival of the First Fleet

Elaborations

discussing the departure, the journey and the arrival of the First Fleet as well as the challenges of the early years of the penal settlement

7. Early contacts

The early contact experiences of Aboriginal and Torres Strait Islander people and Europeans, including impacts on environment and livelihood

Elaborations

investigating the relationship of Aboriginal and Torres Strait Islander people with land and sea, the European concept of land ownership, and the impact of the penal settlements and frontier conflict in the local area, region or state

8. Early contacts

Aspects of the daily life of a person or group from the period such as a child in early Sydney, male and female convicts, Aboriginal peoples at Sydney Cove, as reflected in sources such as buildings, stories, songs, diaries, official documents, paintings and artefacts

Elaborations

examining the wide range of crimes punishable by transportation and looking at the kinds of people and groups who were transported

exploring convict life: types of work, housing, crime and punishment

7. Comprehension and communication

Use historical terms

Elaborations

using terms such as navigation, Aboriginal and Torres Strait Islander peoples, convicts

8. Comprehension and communication

Develop historical texts, particularly narratives

Elaborations

listing key events and linking them together to form a narrative about the past

9. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies

Elaborations

developing models, charts, picture stories, digital presentations, and talks to explain the past

Achievement standard (Year 4)

By the end of Year 4, students are able to explain key features of Aboriginal and Torres Strait Islander societies and account for their diversity and significance. They identify and describe early contacts and aspects of daily life. When inquiring into the past, students construct historical narratives using key ideas and images from graphic and written sources. They show empathy by retelling stories from a past perspective and they communicate this empathy in a variety of formats (eg visual, oral, written, role play).

Year 5 Content descriptions

Knowledge and Understanding	Skills
1. Colonial lives	1. Historical questions and research
An overview of continuity and change in the development of colonial Australia	Develop questions about the past to inform an inquiry
Elaborations	Elaborations
developing an annotated and graphic timeline showing key stages of exploration and settlement in the development of colonial Australia	developing key questions about the local community or region such as: why was the area settled? what people came to live in the area? how did they make their living? how did men, women, and children live?
2. Colonial lives	2. Historical questions and research
The founding, character and activities of a convict or colonial settlement in Australia, including aspects of daily life	Identify relevant historical sources and locate information related to the questions
Elaborations	Elaborations
investigating a convict or colonial settlement (eg Port Arthur, Moreton Bay, Melbourne, Adelaide and the Swan River Settlement (WA))	using internet search engines, library catalogues and indexes to find material relevant to an inquiry
piecing together the story of the founding of a colonial settlement using maps and other sources from the time, identifying reasons for the location selected, the pattern of settlement and access to resources	3. Historical questions and research
studying the experiences of men, women and children, including Aboriginal and Torres Strait Islander people, as reflected in stories, songs, poems, artworks, diaries and artefacts	Identify a variety of primary and secondary sources
exploring aspects of daily life using portraiture and landscape paintings such as housing, leisure, education, work and leisure, comparing the daily life and roles of urban and rural dwellers	Elaborations
3. Colonial lives	identifying/classifying sources as either primary or secondary
Stories of significant individuals or groups that played an important role in the development of a colony	4. Analysis and use of sources
Elaborations	Locate and record historical information from a variety of sources
investigating the contribution of key explorers such as Blaxland, Lawson and Wentworth's crossing of the Blue Mountains, Bass and Flinders navigation of south eastern Australia, Mitchell's exploration of north eastern and south eastern Australia, Burke and Wills search for an inland sea, Ludwig Leichhardt	Elaborations
	using proformas and datasheets to develop questions and record sources
	5. Analysis and use of sources
	Compare key ideas and information in a range of sources
	Elaborations
	examining two sources of evidence to identify similarities and/or differences and describing what they reveal about the past
	6. Perspectives and interpretations
	Identify points of view, perspectives, values and attitudes in historical sources
	Elaborations

and his northern Australian exploration and Eyre's exploration of south western Australia

investigating the contribution or significance of well known local, colonial or national individuals such as Lachlan Macquarie, Mary MacKillop, Ned Kelly

4. Colonial lives

A key event that demonstrates a milestone in Australia's colonial history

5. Stories of nationhood

The stories of Australia's federation

Elaborations

identifying the reasons for federation

6. Stories of nationhood

Australia's form of government and how representative it was at the time

Elaborations

looking at the features of Australia's form of government, including the state/federal system and the houses of parliament, and the social roles and political rights of Aboriginal and Torres Strait Islander people and women

7. Stories of nationhood

An overview of how Australia's form of government compared with other nations and the different stories of their path to nationhood

Elaborations

identifying different forms of government: democracies, monarchies and republics

exploring the nature of the path to nationhood (marked by peace, civil war, rebellion) of other nations, such as South Africa and the United States

viewing past events from more than one perspective, eg, Aboriginal and Torres Strait Islander attitudes to the natural environment compared with settlers

comparing perspectives of the past with those of the present, eg White Australia in 1901 with contemporary attitudes to immigration

7. Comprehension and communication

Sequence historical events

Elaborations

using the everyday language of time, eg yesterday, a long time ago, in the Dreaming

8. Comprehension and communication

Use historical terms and concepts

Elaborations

using the concepts related to content such as democracy, federation, empire

9. Comprehension and communication

Develop historical texts, particularly narratives and descriptions, which incorporate evidence

Elaborations

using sources placed in order such as a series of photographs and developing a narrative about changes over time

10. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies

Elaborations

creating a visual representation of the past using ICT which is explained through an oral presentation

Achievement standard (Year 5)

By the end of Year 5, students are able to ask questions of different types of primary and secondary sources and find answers in those sources to questions such as 'Who wrote this? What does it say? When, where, why was this written/produced?' They explain the meaning of historical concepts (eg colonial, federation) and empathise by retelling or explaining past experiences, attitudes and values from the perspective of a person or group in the past. When inquiring into the past, students locate and record historical information, in an accurate and concise way, and use historical concepts in their descriptions and narratives.

Year 6 Content descriptions

Knowledge and Understanding	Skills
1. Australia, the British Empire and Asia	1. Historical questions and research
The character of the British Empire, Australia's place in it, links to Empire and the significance of Australia's British heritage	Develop questions about the past to inform an inquiry
Elaborations	Elaborations
identifying areas of the world that were part of the British Empire, including Canada, parts of Africa, India and Australia	developing key questions about the local community or region such as: why was the area settled? what people came to live in the area? how did they make their living? how did men, women, and children live?
2. Australia, the British Empire and Asia	2. Historical questions and research
Australia's links with the Asia-Pacific region	Identify relevant historical sources and locate information related to the questions
Elaborations	Elaborations
investigating Australia's links in the Pacific including its political, social and economic ties with New Zealand and Fiji, the occupancy of Papua as a colony of Queensland	using internet search engines, library catalogues and indexes to find material relevant to an inquiry
3. Australia, the British Empire and Asia	3. Historical questions and research
Other countries' perceptions of Australia in the early twentieth century	Identify a variety of primary and secondary sources
Elaborations	Elaborations
exploring representations of Australia from other countries such as Indonesia through newspapers, cartoons, letters and other sources	identifying/classifying sources as either primary or secondary
4. New Australians	4. Analysis and use of sources
The development of a culturally diverse society through journeys to Australia over time (eg gold seekers and refugees from wars)	Locate and record historical information from a variety of sources
Elaborations	Elaborations
developing a timeline of changes in Australia's immigration from the White Australia Policy to the present	using proformas and datasheets to develop questions and record sources
examining population data such as census data which shows places of birth of Australia's people at one or more points of time in the past and today or individual stories available in local museums	5. Analysis and use of sources
5. New Australians	5. Analysis and use of sources
Stories of groups of people who journeyed to Australia during the twentieth century and the reasons for their journeys, such as World War	Compare key ideas and information in a range of sources
	Elaborations
	examining two sources of evidence to identify similarities and/or differences and describing what they reveal about the past
	6. Perspectives and interpretations
	Identify points of view, perspectives, values and attitudes in historical sources
	Elaborations

II and Australian migration programs	viewing past events from more than one perspective, eg, Aboriginal and Torres Strait Islander attitudes to the natural environment compared with settlers
Elaborations	
exploring particular global events which affected Australian immigration (eg the Industrial Revolution, Irish potato famine, World War I, World War II, the Vietnam War, the end of Apartheid, the War in Sudan)	comparing perspectives of the past with those of the present, eg White Australia in 1901 with contemporary attitudes to immigration
exploring an individual or group of people, their journeys and their experiences, challenges and opportunities in Australia (eg the Afghan cameleers, Chinese gold seekers, Germans escaping religious persecution, Europeans displaced by World War II, Vietnamese people fleeing war and its aftermath)	
6. New Australians	7. Comprehension and communication
Contributions of migrants to Australian life in areas such as the arts, medicine, science, hospitality, inventions and education	Sequence historical events
	Elaborations
	using the everyday language of time, eg yesterday, a long time ago, in the Dreaming
7. New Australians	8. Comprehension and communication
A particular migrant narrative	Use historical terms and concepts
Elaborations	Elaborations
interviewing and recording an oral history account of a migrant story	using the concepts related to content such as democracy, federation, empire
	9. Comprehension and communication
	Develop historical texts, particularly narratives and descriptions, which incorporate evidence
	Elaborations
	learning about text forms and their key features to create structured historical texts
	10. Comprehension and communication
	Use a range of communication forms (oral, graphic, written) and technologies
	Elaborations
	creating a visual representation of the past, using ICT, explained through an oral presentation

Achievement standard (Year 6)

By the end of Year 6, students are able to identify primary and secondary sources and use them to make comparisons. Students sequence past events accurately and use sources to communicate their knowledge and understanding of history. When inquiring into the past, students distinguish between primary and secondary sources. They identify and suggest reasons for change and continuity over time in Australia's links with other countries. They communicate historical knowledge and understanding using narratives and descriptions, which include relevant information and key ideas.

Year 7 Content descriptions

Knowledge and Understanding	Skills
1. Depth Study 1. What is History?	1. Historical questions and research
The range of sources, primary and secondary, used by historians to inquire into, and find out about, the past	Formulate inquiry questions and plan an inquiry
Elaborations	Elaborations
looking at and discussing primary sources referred to by historians including artefacts, letters, wall paintings, preserved bodies, tombs, clay tablets, inscriptions	experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus
examining secondary sources and comparing accounts	posing a key question such as, how were the pyramids built?, and identifying related questions to inform the inquiry, including: what evidence is there? what theories have been developed?
explaining how archaeologists, palaeontologists, anthropologists and cryptographers are important sources of information for historians	2. Historical questions and research
2. Depth Study 1. What is History?	Identify and locate relevant historical sources and information, using ICT and other methods
The nature of historical inquiry and the questions historians ask when analysing sources	Elaborations
Elaborations	compiling a list of different sources, eg papyrus scrolls, coins, statues, human remains
examining the nature of historical inquiry as a disciplinary process by asking such historical questions as: <i>Who were they? Where did they come from, live, go, and obtain their needs? What did they believe in, do, achieve, think and eat? What did they see, hear, smell and feel? Why and how did they take that action, go to that place, and make that object?</i>	3. Analysis and use of sources
3. Depth Study 1. What is History?	Identify the origin and purpose of historical sources
Scientific and other methods used by historians to investigate the past	Elaborations
Elaborations	answering questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: who wrote/produced this? when? why? what does it show about the past?
identifying scientific and technological methods used by historians including stratigraphy, radiocarbon dating, tree ring dating, DNA analysis	4. Analysis and use of sources
4. Depth Study 1. What is History?	Locate, select and organise historical information from a variety of sources
The process of historical inquiry using at least one specific site study	Elaborations
Elaborations	creating categories to organise the information obtained from sources
conducting a site study which could include a	5. Analysis and use of sources
	Distinguish between fact and opinion
	Elaborations
	using strategies to detect whether a statement is fact or opinion, including word

conducting a site study which could include a local museum, part of a suburb, a settlement, a house, a heritage site, a cemetery, a virtual site

5. Depth Study 1. What is History?

The ways in which the past can be represented through documents, oral history, visual and other accounts

6. Depth Study 1. What is History?

The importance of conserving the remains of the past in order to continue to understand the present

Elaborations

exploring the issue of conservation of heritage as represented in museums, theme parks and historic sites, the celebration of commemorative events, the media and the world wide web

7. What was the Ancient World? An Overview

A broad chronological overview from the time of the earliest communities to the end of the Ancient world (c. 500 AD)

Elaborations

describing early migrations, the rise of agriculture, invention of writing, development of societies and empires

identifying the importance of the fertile crescent – Mesopotamia and Sumer

discussing and interpreting detailed, annotated/illustrated timelines of ancient societies in the Greco–Roman world, the Near East and Asia

identifying the social, economic, political and religious importance of the great rivers and mountains of Asia

8. What was the Ancient World? An Overview

Discoveries and mysteries that indicate what we know and what we do not know about this period of history

Elaborations

investigating a major archaeological discovery (the city of Troy, Tutankhamen's tomb, the Rosetta stone)

choices that indicate an opinion is being offered, eg the use of conditionals 'could', 'might' and other words such as 'believe', 'think', 'suggests'

6. Analysis and use of sources

Draw conclusions about the usefulness of sources

Elaborations

recognising that, although the evidence may be limited for a particular group of people, this can provide useful insights into the power structures of a society

7. Perspectives and interpretations

Identify and describe points of view, perspectives, values and attitudes in historical sources

Elaborations

identifying supporting and contradictory evidence

8. Perspectives and interpretations

Identify and explain the perspectives of different individuals and groups

Elaborations

developing empathetic understanding through an appreciation of the circumstances and challenges faced by people in the past

9. Comprehension and communication

Sequence historical events and periods within history

Elaborations

understanding that the past can be divided into different periods of time

identifying change over time using stratigraphy

10. Comprehension and communication

Use historical terms and concepts

Elaborations

developing an understanding of the different meaning of particular terms and concepts, in their historical and contemporary context, such as democracy in Ancient Greece

11. Comprehension and communication

9. What was the Ancient World? An Overview

The broad movements of early peoples and the formation of settlements

10. What was the Ancient World? An Overview

The defining characteristics of societies that emerged in this period

Elaborations

outlining the changing nature of forms of communication, law and order, religious belief, conduct of warfare

11. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

A chronological account of the significant periods, events and people

Elaborations

examining the duration of periods of stability and change, events that were influential (political, military, geographical) and the motivations and actions of individuals and groups in key events

12. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

The economic, social and strategic importance of the main geographical features, including landforms and resources, and the geographic location of the society in the broader region

Elaborations

observing photographs and maps to identify fertile zones/rivers, buffer zones against invasion, bays, resources such as gold and silver

13. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

The social, military and political structures of the society, particularly how people lived, how they fought and how they were governed

Elaborations

examining the relationships between different groups in society – their rights and responsibilities

14. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

Significant developments in the areas of art,

Develop historical texts, particularly descriptions and explanations, which use evidence

Elaborations

outlining the significance of a past event, providing reasons for the event and referring to relevant evidence

12. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies

Elaborations

creating an audio-visual presentation, using ICT, to recreate a past event or period

architecture, technology, thinking and literature

Elaborations

comparing buildings/architectural features from different historical periods – accounting for changes in their location, size, materials and decoration

15. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

The important cultural practices, beliefs, values and customs and the impact on people's way of life

Elaborations

expectations about the role and size of families, reasons for burial practises and the role of festivals and public games in daily life

16. Depth Study 2. The Ancient World – Egypt OR Greece OR Rome

The short and long term impact in and beyond the region of the key events, ideas and people

Elaborations

distinguishing between impacts on the society of the time and other peoples of the ancient world, including the legacy for the present (eg democratic ideals)

17. Depth Study 3. The Ancient World – China OR India OR Australasia

A chronological account of significant periods, events and people

Elaborations

examining, where relevant, the duration of periods of stability and change, focussing on the motivations and actions of individuals and groups

18. Depth Study 3. The Ancient World – China OR India OR Australasia

The economic, social and strategic importance of the main geographical features, including landforms and resources, and of the geographic location of the society in the broader region

Elaborations

mapping migrations and voyages of trade, discovery and conquest

19. Depth Study 3. The Ancient World – China OR India OR Australasia

The social, military and political structures of the society, particularly how people lived, how they fought and how they were governed

Elaborations

assessing the economic and political role of women

assessing the role and effectiveness of the military and armed bands in defensive and offensive campaigns

20. Depth Study 3. The Ancient World – China OR India OR Australasia

Significant developments in the areas of art, architecture, technology, thinking, oral traditions or literature

Elaborations

examining the development of building/shelter technology and civilian/military technology from different periods – accounting for changes in design, purpose and effect

investigating a major archaeological site (eg Mohenjo-daro, the Xian terracotta warriors site, the 'Bradshaw' rock paintings, the Wairu Bar 'te Pokohiwi' site)

21. Depth Study 3. The Ancient World - China, India OR Australasia

The important cultural practices, beliefs, values and customs and the impact on people's way of life

Elaborations

examining the social, economic and political role and nature of families, different family members as well as examining the changing course of daily life

investigating how people constructed their worldview through religion and philosophy and how this influenced daily life as well as ideas about life after death

looking at the social, economic and political role of gatherings, festivals and public games

22. Depth Study 3. The Ancient World – China OR India OR Australasia

The short and long term impact in and beyond the region of key events, ideas and people

Elaborations

investigating the reconstruction of Australasian history through archaeological methods and traditional cultural narratives

23. Depth Study 4. The Ancient World – A school-developed study

Schools will develop a depth study of their choice related to the Ancient World choosing from societies addressed in previous depth studies or an aspect of local, national or world history that relates to this historical period.

The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement, mystery or discovery.

Achievement standard (Year 7)

By the end of Year 7, students are able to describe the contribution of different methodologies (eg stratigraphy) in finding out about the past. Students use relevant concepts and chronological terms (eg BC/AD, BCE/CE) to demonstrate a broad understanding of the development of ancient societies. They describe the main features of ancient societies and their legacy. When inquiring into the past, students use a guided plan to conduct an appropriate historical inquiry. They communicate their findings through structured historical descriptions and explanations, with reference to evidence derived from their analysis of historical sources.

Year 8 Content descriptions

Knowledge and Understanding	Skills
1. Overview of the Medieval World	1. Historical questions and research
A chronological overview of key events and eras from the end of the Ancient period to the beginning of the Modern period c. 500-1750	Formulate inquiry questions and plan an inquiry
Elaborations	Elaborations
briefly describing key periods and developments such as the 'Dark Ages', the Medieval period, the Renaissance, the Reformation and early medieval and late medieval Ages of Exploration	experimenting with different words/phrases/historical concepts when drafting a question to develop a research focus
identifying and mapping the major world sites of political and economic power and influence (eg Western Europe, China, and Constantinople)	posing a key question such as, how were the pyramids built?, and identifying related questions to inform the inquiry, including: what evidence is there? what theories have been developed?
locating and mapping regions of the world where the major religions were practised	2. Historical questions and research
2. Overview of the Medieval World	Identify and locate relevant historical sources and information, using ICT and other methods
Discoveries and mysteries that indicate what we know and what we do not know about this period of history	Elaborations
3. Overview of the Medieval World	compiling a list of different sources, eg papyrus scrolls, coins, statues, human remains
The changing nature of societies in this period	3. Analysis and use of sources
Elaborations	Identify the origin and purpose of historical sources
outlining the conflicts that existed between monarchical rule and aristocratic/popular aspirations, including questioning the divine right of kings	Elaborations
4. Overview of the Medieval World	answering questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: who wrote/produced this? when? why? what does it show about the past?
The movement and interaction of people and cultures	4. Analysis and use of sources
Elaborations	Locate, select and organise historical information from a variety of sources
identifying, mapping and commenting on movements and interactions in the medieval world (eg military encounters, pilgrimage routes and trade routes, and spread of disease including the Black death)	Elaborations
5. Overview of the Medieval World	creating categories to organise the information obtained from sources
The increasing complexity of societies in this period, including changes in technology, population and the distribution of wealth and power	5. Analysis and use of sources
	Distinguish between fact and opinion
	Elaborations
	using strategies to detect whether a statement is fact or opinion, including word

power	choices that indicate an opinion is being offered, eg the use of conditionals 'could', 'might' and other words such as 'believe', 'think', 'suggests'
Elaborations	
understanding the role and influence of religion in medieval societies	
discussing how Aboriginal and Torres Strait Islander people had complex social systems and forms of technology that continued to develop in this period	
6. Depth Study 1. Medieval Europe	6. Analysis and use of sources
A chronological account of significant periods, events and people in Medieval Europe c. 500-1750	Draw conclusions about the usefulness of sources
Elaborations	Elaborations
examining the duration of periods of stability and change, key events, and the motivations and actions of individuals in these key events	recognising that, although the evidence may be limited for a particular group of people, this can provide useful insights into the power structures of a society
7. Depth Study 1. Medieval Europe	7. Perspectives and interpretations
The strategic importance of the main geographical features in this period, including the Silk Road	Identify and describe points of view, perspectives, values and attitudes in historical sources
Elaborations	Elaborations
understanding how geography contributed to the development of medieval society by identifying features from maps and other sources related to climate, landscape features (mountains, valleys, rivers, sea) and impacts on political unity and the peaceful or warlike nature of the society	identifying supporting and contradictory evidence
8. Depth Study 1. Medieval Europe	8. Perspectives and interpretations
The main characteristics of everyday life in ONE Medieval European society, including the influence of art, architecture and religion; the roles of men and women; the role of the family; farming and trade; entertainment	Identify and explain the perspectives of different individuals and groups
Elaborations	Elaborations
investigating the symbols and conventions used in paintings and sculpture; the design and layout of castles or villages; the activities, expectations and status of men and women in society; the nature and importance of farming and trade, popular forms of entertainment	developing empathetic understanding through an appreciation of the circumstances and challenges faced by people in the past
9. Depth Study 1. Medieval Europe	9. Comprehension and communication
The social and political organisation of feudalism, its impact on people's daily life and its advantages and problems	Sequence historical events and periods within history
	Elaborations
	understanding that the past can be divided into different periods of time
	identifying change over time using stratigraphy
	10. Comprehension and communication
	Use historical terms and concepts
	Elaborations
	using historical terms in their appropriate context, such as Christendom and Christianity
	11. Comprehension and communication
	Develop historical texts, particularly descriptions and explanations, which use

Elaborations	evidence
identifying the rights and obligations of lords, serfs and knights	Elaborations
10. Depth Study 1. Medieval Europe	outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
The nature and extent of change in at least ONE of the following areas: ruling and governing; health and medicine; crime and punishment; military and defence systems; towns, cities and commerce	12. Comprehension and communication
Elaborations	Use a range of communication forms (oral, graphic, written) and technologies
analysing the role of women in medieval society; living conditions and sanitation; increasing knowledge about the human body and treatments for disease; serious crimes and forms of punishment; composition of fighting forces, types of armour, fortifications; the knightly Code of Chivalry; the growth of towns and cities, increasing varieties of commodities traded and available from newly explored lands or regions of the world	Elaborations
studying the origins, course and consequences of the Black Death	creating an audio-visual presentation, using ICT, to recreate a past event or period
11. Depth Study 1. Medieval Europe	
The nature and significance of the beliefs and values associated with Christendom and other religions, including Islam and Judaism in this period	
Elaborations	
examining the observance, and non-observance, of beliefs and values associated with religion	
understanding the similarities and differences in the beliefs and practices of Christianity, Islam and Judaism	
12. Depth Study 1. Medieval Europe	
The nature of the relationship between medieval Islamic and Christian worldviews	
Elaborations	
understanding the changing nature of relationships between Christians, Jews and Muslims and explaining the reasons for, the nature of, and the consequences of, the Crusades	
13. Depth Study 1. Medieval Europe	
The legacy of Medieval European events, ideas and people	

ideas and people

Elaborations

explaining the factors that brought about a decline of feudalism in Western Europe, including (eg a reduced population and growth in commerce and trade)

14. Depth Study 2. Asian societies

A chronological account of significant periods, events and people in the Asian region c. 500-1750

Elaborations

examining the duration of periods of stability and change, influential events (political, military, geographical), motivations and actions of individuals

15. Depth Study 2. Asian societies

The nature and significance of the beliefs and values of Asian societies such as Hinduism, Buddhism or Shinto

Elaborations

explaining the main ideas of either Hinduism, Buddhism or Shinto and their religious practises, the commitment of the people to these religions and the nature of temples and learning

16. Depth Study 2. Asian societies

The main characteristics of everyday life in ONE Asian society, including the influence of art, architecture and religion; the roles of men and women; farming, trade and commerce; entertainment; tensions between rulers and ruled

Elaborations

investigating the symbols and conventions used in paintings and sculpture; the design and layout of public areas or villages; the expectations, activities and status of men and women in society; the nature and importance of farming, trade and commerce, popular forms of entertainment

understanding how geography has contributed to the development of an Asian society including identifying features from maps and other sources related to climate, landscape features (mountains, valleys, rivers, sea) and impacts on political unity and the peaceful or warlike nature of the society

the peaceful or warlike nature of the society

17. Depth Study 2. Asian societies

Those factors (political, social, economic, environmental or military) that contributed to the rise and/or to the subsequent demise of the society

Elaborations

identifying factors such as a change of ruler, increasing power of social elites, social cohesion/unrest, decline in population, increasing trade, discovery of new resources, use and overuse of resources, climate and new techniques and approaches to warfare

18. Depth Study 2. Asian societies

The achievements and legacy of the society, including the role played by key historical individuals, groups and/or events

Elaborations

explaining the conquest of territory, increased wealth from trade, building programs and the founding of new cities, irrigation works, and the spread of ideas and beliefs

evaluating and summarising the long term significance of events (eg, technological and scientific inventions, ideas (the Asian cultural legacy) and people, eg Confucius, Kublai Khan, Ming dynasty emperor Hung-wu and Shogun Yoshimitsu)

19. Depth Study 3. Expanding horizons

The origins of the Renaissance and its influence on European ideas, beliefs and values

Elaborations

describing the revival of Greek and Roman ideas and influences such as education, humanism

explaining the influence of the Renaissance on government (eg Machiavelli's approach to politics), arts and sculpture, science and the printed page

20. Depth Study 3. Expanding horizons

The reasons for voyages of discovery in this period, the nature of the voyages and the redrawing of the map of the world

Elaborations

understanding the reasons for voyages of discovery, including the expansion of trade and the religious drive to convert

investigating the nature of voyages, the character of the explorers, their destinations, the dangers they encountered and the benefits that accrued from successful expeditions

describing and commenting on a rapidly changing map of the world

21. Depth Study 3. Expanding horizons

The main characteristics of the people and society in ONE of the following regions of the world prior to European contact: North America, South America, Africa, the Pacific

Elaborations

describing the nature of conflict that came from exploration, including the need for trade and treasure, slavery, the impact of missionaries and their felt need to spread Western civilisation to the New World

22. Depth Study 3. Expanding horizons

The nature of the contact between these people and European explorers, the respective responses and effects of the contact

Elaborations

examining the results of the contact, including war and mass killings, disease, forced labour, the supplanting of indigenous cultures and the Westernisation of society

23. Depth Study 4. The Medieval World – A school-developed study

Schools will develop a depth study of their choice related to the Medieval world, choosing from societies addressed in previous depth studies or an aspect of local, national or world history that relates to this historical period. The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement, mystery or discovery

Achievement standard (Year 8)

By the end of Year 8, students are able to identify the main features of past societies and produce explanations of the significance of these features to the development of that society. They identify significant changes and continuities over time and show an understanding of cause and

features to the development of that society. They identify significant changes and continuities over time and show an understanding of cause and consequence in their explanations. They recognise why some events, people and changes might be judged as more historically significant than others. When inquiring into the past, students follow a deliberate research process such as posing an inquiry question and sub-questions to develop a research focus, identifying information needed and planning tasks. Their inquiries show refinement through the incorporation of different perspectives and evidence.

Year 9 Content descriptions

Knowledge and Understanding	Skills
1. Overview of the making of the Modern World and Australia	1. Historical questions and research
A chronological overview of the modern world and Australia from 1750 to 1901	Formulate and modify inquiry questions and plan an inquiry
Elaborations	Elaborations
identifying centres of power and/or influence (eg Britain, France, Austria-Hungary; Russia, Germany, China, the Ottoman Empire, the United States)	changing a key question or related questions in an inquiry depending on the suitability of the sources available
2. Overview of the making of the Modern World and Australia	developing questions about aspects of the past that require historical argument
The rise of European industrialism, imperialism and nationalism and its effects on Australia	identifying, planning and investigating, individually and as part of a team, specific historical questions or issues
Elaborations	2. Historical questions and research
understanding the main themes and trends in the modern world in the period, including industrialism, imperialism, nationalism, political radicalism, democracy, Social Darwinism, slavery and its abolition	Identify and locate relevant historical sources and information, using ICT and other methods
3. Overview of the making of the Modern World and Australia	Elaborations
Exploration, contact and conflict in the establishment of New World settler societies	locating historical sources from archives, museums and online collections
4. Overview of the making of the Modern World and Australia	3. Analysis and use of sources
The nations, empires and lands that made up the American and Asia-Pacific region c. 1800	Identify the origin, purpose and context of historical sources
5. Overview of the making of the Modern World and Australia	Elaborations
Global population movements	using data from immigration records, and processing the data using ICT, to identify historical trends over time
6. Overview of the making of the Modern World and Australia	4. Analysis and use of sources
Significant debates among historians about aspects of this period	Process and synthesise historical information from a variety of sources, including historical data
7. Depth Study 1. Technology, progress and social change	Elaborations
The causes and consequences of the Industrial Revolution, including an examination of the impact of major scientific and technological innovations	graphing historical data to identify past trends and to draw conclusions about their significance
Elaborations	5. Analysis and use of sources
	Draw conclusions about the reliability and usefulness of sources
	Elaborations
	understanding that the reliability and usefulness of sources depends on the questions asked of the source, eg an account

understanding the need for, and consequences of, changes to the British agrarian system

8. Depth Study 1. Technology, progress and social change

The experiences of men, women and children during the Industrial Revolution

9. Depth Study 1. Technology, progress and social change

The main features of the factory system and its effects on productivity, consumption, social structure, labour conditions and the division of labour

Elaborations

the importance of technological inventions and scientific advances to industry; reasons for population growth and urbanisation; new forms of consumption; the move to a factory-based labour force; the growth of investment banks; increasing British demand for raw materials and a worldwide demand for finished goods and effect on world trade

10. Depth Study 1. Technology, progress and social change

The nineteenth century concept of progress as defined by the standards and expectations of society in this period

11. Depth Study 1. Technology, progress and social change

The impact of the Industrial Revolution on the mass movement of peoples, including the slave trade, convict transportation and migration of settlers

Elaborations

explaining the slave trade as a ready and cheap labour force and the reasons for its abolition

12. Depth Study 2. Asia and the Pacific World

The societies that made up the Asia-Pacific region c.1800

Elaborations

understanding the locations of societies that made up the American, Asian, Australasian and Pacific world

creating an accurate map that shows where Asian and Pacific countries existed and their

questions asked of the source, eg an account may be one-sided but may therefore be useful for revealing prevailing attitudes in the past

6. Perspectives and interpretations

Identify and analyse the different actions, motives, values and attitudes of people from the past

Elaborations

understanding the role of human agency in historical events and developments

7. Perspectives and interpretations

Identify and account for differing perspectives and historical interpretations

Elaborations

understanding that at any point in time, groups value certain aspects of the past and this can change with the passage of time

recognise that historical interpretations may be tentative

8. Comprehension and communication

Sequence events chronologically to demonstrate the relationship between events in different periods and places

Elaborations

representing the relationship between events in different times and places using interactive timelines

9. Comprehension and communication

Use historical terms and concepts

Elaborations

discussing the contestability associated with particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history

10. Comprehension and communication

Explain change and continuity over time with reference to the actions, motives, values and attitudes of individuals and groups

Elaborations

recognising that some people's interests are best served by change and others by continuity; that initiating change and

Asian and Pacific countries existed and their geographical relationship to Australia

mapping points of contact

13. Depth Study 2. Asia and the Pacific World

The impact of European influence in the Asia-Pacific region, with a particular emphasis on ONE of the following: Japan, China, Indochina OR the Dutch East Indies and Fiji

Elaborations

investigating the impact of European influence on Asian and Pacific societies including the effect of trade, the undermining of traditional industries, the growth of an administrative class, the indentured labourer system, missionary activity, growth of resistance both to foreigners and their own leaders and in the case of Japan, the quest for modernisation

14. Depth Study 2. Asia and the Pacific World

The consequences of contact, intended and unintended, between Aboriginal and Torres Strait Islander people and Europeans in Australia, and in ONE other part of the Asia-Pacific

Elaborations

analysing the personal experiences of Aboriginal and Torres Strait Islander people as described by themselves in primary and secondary sources

looking at the reasons, circumstances and consequences of two comparative incidents of colonial resistance

examining and assessing conflicting stories of events such as stock raids, punitive expeditions and massacres

assessing the importance of religious initiatives in (a) assimilating Indigenous peoples and (b) in inspiring resistance

analysing the issues of Indigenous displacement, susceptibility to disease, killing of livestock, differing values attached to the notion of ownership of land

reading stories of survival and resistance reflected in oral accounts, artworks and other sources

implementing change is not always easily achieved; that the consequences of change are not always those that are intended; and that change is a necessary part of society's growth but, at the same time, there are enduring elements of belief and practise that give stability to a society

11. Comprehension and communication

Develop historical texts, particularly explanations and discussions (incorporating historical argument), which use evidence from a range of sources

Elaborations

developing an historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

12. Comprehension and communication

Select and use a range of communication forms (oral, graphic, written) and technologies

Elaborations

use online conferencing and other forms of ICT to discuss historical questions and issues

sources

15. Depth Study 2. Asia and the Pacific World

The cultural influence of the Asia-Pacific region on European and Australian society

Elaborations

explore the ways that Oriental culture travelled back to Britain

16. Depth Study 3. The making of an Australian nation

The extension of settlement into Australia including pastoralism, squatters and selectors, the overland telegraph, the impact of gold rushes and mining

Elaborations

examining how rural land was cleared and allocated, how rural Australians lived their lives, conflicts between squatters and selectors, how pastoral properties functioned and prospered, conflicts between pastoralists and shearers

17. Depth Study 3. The making of an Australian nation

The development of self-governing colonies and the tensions and ambitions that led to the creation of an Australian nation

Elaborations

analysing the growth of established political parties and the changing nature of government in Australia

18. Depth Study 3. The making of an Australian nation

The living and working conditions of rural and urban Australians in the mid to late nineteenth century

Elaborations

investigating urban life and work in the late nineteenth and early twentieth centuries including suburban identities, the condition and styles of vernacular architecture and the style and state of offices and factories

examining the impact of advances in medicine and medical care on common and uncommon diseases

19. Depth Study 3. The making of an Australian nation

The motivation, behaviour and legacy of individuals and groups who rebelled against social conditions and authority

Elaborations

discussing stories of rebellion by groups such as bushrangers, suffragettes and shearers

assessing the challenges of daily life for men and women on the goldfields, the broad impact of these discoveries and examining relations between miners and the authorities

20. Depth Study 3. The making of an Australian nation

The early years of the Australian nation, including the introduction of the White Australia policy, exclusion of Aboriginal and Torres Strait Islander people, voting rights of women and the introduction of the basic wage

21. Depth Study 4. The making of the Modern World and Australia – A school-developed study

Schools will develop a depth study of their choice related to the making of the Modern world and Australia, choosing from an aspect of local, national or world history that relates to this historical period. The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement or historical debate

Achievement standard (Year 9)

By the end of Year 9, students are able to explicitly relate their knowledge and understanding of the history of the period, readily using a range of key concepts (social, cultural, economic, political). They interrogate primary and secondary sources with consideration of origin, purpose, context and usefulness. When inquiring into the past, students investigate a range of sources to develop an interpretation about the past, independently. They refer to information from a variety of viewpoints and connect similar ideas to form and support an interpretation.

Year 10 Content descriptions

Knowledge and Understanding	Skills
1. Overview of Australia in the Modern World	1. Historical questions and research
A chronological study of Australia in the Modern World from 1901 to the present	Formulate and modify inquiry questions and plan an inquiry
Elaborations	Elaborations
investigating examples of the social and political influence of changes in technological development including (eg the development and use of radio, film, television, recorded sound and television) as well as the growth of global communications (eg through developments in computers and digital communications and in space science)	changing a key question or related questions in an inquiry depending on the suitability of the sources available
	developing questions about aspects of the past that require historical argument
	identifying, planning and investigating, individually and as part of a team, specific historical questions or issues
2. Overview of Australia in the Modern World	2. Historical questions and research
Significant social movements and changes concerning women, migration, religion, land rights and the environment	Identify and locate relevant historical sources and information, using ICT and other methods
Elaborations	Elaborations
examining the origins of the White Australia policy and comparing it with migration policies in other developed nations	locating historical sources from archives, museums and online collections
3. Overview of Australia in the Modern World	3. Analysis and use of sources
Significant Australian economic and political debates during the twentieth century, including constitutional issues and workplace and workforce reforms	Identify the origin, purpose and context of historical sources
Elaborations	Elaborations
investigating the role of women, the contribution of migrants, the influence of religion, the importance of the environment, and the status of Indigenous peoples	using data from immigration records, and processing the data using ICT, to identify historical trends over time
4. Overview of Australia in the Modern World	4. Analysis and use of sources
The transformation of the modern world as a consequence of radical political actions and ideas, global conflict and attempts to deal with these events through international cooperation, including Australia's influence in the United Nations, the Middle East and the Asia-Pacific region	Process and synthesise historical information from a variety of sources, including historical data
Elaborations	Elaborations
comparing the political situation in the world	graphing historical data to examine past events and to draw conclusions about their significance
	5. Analysis and use of sources
	Draw conclusions about the reliability and usefulness of sources
	Elaborations
	understanding that the reliability and usefulness of sources depends on the questions asked of the source, eg an account

of 1900 with that of 2000, including the nature of conflict, international cooperation, the dominant powers in the world, globalisation and Australia's place in the Asia-Pacific region

examining the changing nature of rivalries between the Communist and the anti-Communist blocs

the growing influence of the post-colonial developing world

5. Overview of Australia in the Modern World

Significant debates among historians about aspects of the history of this period

6. Depth Study 1. The Great War and its aftermath

The significance of the Gallipoli and Western front campaigns during World War I

Elaborations

briefly investigating why and how Australians became involved in the Great War

studying AIF training for conflict; military and political contexts of the Dardanelles campaign; the landing at Gallipoli, combat operations in 1916 and the withdrawal; the contribution of other nations to the Dardanelles campaign (eg New Zealand, Britain, France and India; the response of the Ottoman army); the impact of the Dardanelles campaign on later Australian campaigns and national identity; the achievements of John Monash; the role and reputation of Australian troops in the western front

7. Depth Study 1. The Great War and its aftermath

The development of the Anzac legend and its relationship with developing a national identity

8. Depth Study 1. The Great War and its aftermath

Life on the 'Home Front' during the war

Elaborations

considering the introduction of restrictions on daily life, censorship, growing unemployment, strikes, moral reform movements; the 'six o'clock swill'

9. Depth Study 1. The Great War and its aftermath

questions asked of the source, eg an account may be one-sided but may therefore be useful for revealing prevailing attitudes in the past

6. Perspectives and interpretations

Identify and analyse the different actions, motives, values and attitudes of people from the past

Elaborations

understanding the role of human agency in historical events and developments

7. Perspectives and interpretations

Identify and account for differing perspectives and historical interpretations

Elaborations

recognising that people have different points of view of the past as a result of past experiences, eg Aboriginal and Torres Strait Islander perspectives

8. Comprehension and communication

Sequence events chronologically to demonstrate the relationship between events in different periods and places

Elaborations

representing the relationship between events in different times and places using interactive timelines

9. Comprehension and communication

Use historical terms and concepts

Elaborations

understanding the meaning of concepts such as nationalism, communism and reconciliation

10. Comprehension and communication

Explain change and continuity over time with reference to the actions, motives, values and attitudes of individuals and groups

Elaborations

identifying how people have attempted to either change or preserve certain aspects of society; explaining the ideas, values and motives behind these attempts; and recognising the traditions and institutions that have emerged

Stories of returned combatants, nurses and auxiliaries

Elaborations

researching the origins of the RSL; the governmental responses to the plight of returned soldiers; evidence of the effects of war on returned soldiers, war widows and other participants

10. Depth Study 1. The Great War and its aftermath

The rapid growth of a new consumer society in the 1920s, the 1929 Crash, its effect on world economies and on Australian society

Elaborations

investigating the character and style of the 'New Woman', the Roaring Twenties and consumer confidence; social and economic advances including the development of motor and aerial transport

investigating the financial irregularities in the USA and the origins of the 1929 Crash; the social, economic and political effects of the Crash and the inter-war Depression on Australian men, women and children

examining political responses to the Depression including government policies, the rise of protest and the globalised responses of groups such as the Nazis, the Communists and, in Australia, the rise and fall of the New Guard

11. Depth Study 1. The Great War and its aftermath

The origins of World War II and Australia's role in events

Elaborations

investigating why and how Australia became involved in World War II

detailing Australia's involvement in selected theatres of war in Europe, North Africa and Asia

understanding the impact of war upon Australia and Australians, including the bombings of Darwin, the Japanese submarine attacks on Sydney, Australian POW experiences, role of Aboriginal and Torres Strait Islander servicemen and women, the role and experiences of Australian nurses

have emerged

11. Comprehension and communication

Develop historical texts, particularly explanations and discussions (incorporating historical argument), which use evidence from a range of sources

Elaborations

developing an historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

12. Comprehension and communication

Select and use a range of communication forms (oral, graphic, written) and technologies

Elaborations

use online conferencing and other forms of ICT to discuss historical questions and issues

serving in the war, the impact on the home front including conscription, rationing and censorship, the role of women, casualties and post-war after effects

12. Depth Study 1. The Great War and its aftermath

The significance of World War II, including the Holocaust and use of the atomic bomb

Elaborations

understanding the social, political and scientific impact of the war including the nature and effects of the Holocaust, what total war meant for civilians in Asia, Europe and Russia; developments in science and technology

examining reasons for the defeat of Germany; discussing the dropping of the A-bombs and the Japanese surrender

debating the significance of World War II (eg assessing the 'Good War'); looking at the impact of propaganda; analysing the contribution and change in status of women; studying migration away from Europe; comparing the 1945 post war settlement (eg the Marshall plan with Versailles peace arrangements; discussing consequences of the Holocaust)

13. Depth Study 2. Struggles for freedom and rights

The contribution of the United Nations and other international organisations, treaties and declarations to establishing and monitoring human rights throughout the world

Elaborations

analysing the role of international human rights and other collaborative organisations such as the contribution of UN resolutions, the work of UNHCR, WHO, UNESCO and UNICEF, the role of Amnesty International, international war crimes tribunals (Nuremburg to the Hague), the International Court of Justice and the European Court of Human Rights, ASEAN and APEC

14. Depth Study 2. Struggles for freedom and rights

The effects of the Cold War on human rights and freedoms throughout the world

Elaborations

investigating the human rights restrictions imposed by the Berlin Wall and the significance of the fall of the Berlin Wall in 1989

15. Depth Study 2. Struggles for freedom and rights

The origins and consequences of anti-colonial movements and civil rights movements, one to be chosen from (a) the 20th century independence movement in India (b) the 1960s US civil rights movement (c) anti-colonial resistance and war in Vietnam (d) the anti-apartheid movement in South Africa

Elaborations

analysing the course and outcomes of non-violent and violent campaigns for independence in India through the contribution of individuals such as Mahatma Gandhi and Jawaharlal Nehru, groups such as the Indian Congress Party and politicians such as Clement Attlee

analysing the course and success of the non-violent African-American civil rights movement in USA through the contribution of individuals such as Martin Luther King, organisations such as NAACP and politicians such as President Lyndon Baines Johnson

analysing the course and consequences the end of apartheid in South Africa through the contribution of individuals such as Nelson Mandela, organisations such as the ANC and politicians such as F W de Klerk and Pik Botha

16. Depth Study 2. Struggles for freedom and rights

The civil rights struggles of Aboriginal and Torres Strait Islander people with reference to government policies (including protection, assimilation, integration, reconciliation and self determination), the 1967 Referendum, the Mabo decision and the Apology to the Stolen Generations

Elaborations

analysing twentieth and twenty-first century attempts to improve Aboriginal conditions including assimilationist policies: the Freedom Rides, the Wave Hill Movement, the 1967 referendum, the Mabo decision, the deaths in custody investigation, the stolen generations commission

commission

17. Depth Study 2. Struggles for freedom and rights

A case study of the influence of a key individual, group or event in the struggle for rights and freedoms

18. Depth Study 3. Social and cultural influences

The nature and type of change in popular culture during this century, including the influence of film, music, particularly rock and roll (and its successor genres), fashion, sport, mass communication and the digital revolution

Elaborations

investigating one or more changes in popular culture which could include the introduction of television in Australia in 1956, American and British influences on popular culture, introduction of the internet in 1989, changing trends in music and its relationship to social movements and styles (blues, jazz, rock'n'roll, punk, heavy metal, indie); fashion and image; sport, (cricket, horse racing, AFL, NRL, World Series Cricket, Olympics)

19. Depth Study 3. Social and cultural influences

A decade in Australia's twentieth century history, compared with the present, with a particular emphasis on the following: family, work, education, health, leisure, transport and communications

20. Depth Study 3. Social and cultural influences

The impact on the Australian way of life of ONE the following developments:

- migration
- women's liberation movements
- concern for the environment
- urbanisation

and ONE other significant social development

Elaborations

examining the increasingly diverse composition of the Australian people from a predominantly Anglo-Celtic 1900 society to a twenty-first century multicultural population by

twenty-first century multicultural population by analysing the causes and impact of successive waves of newcomers on Australia's way of life

assessing the impact of women's movements on Australia's way of life, from suffragettes to feminists, including debates about greater educational opportunities, increased involvement in business and professional life, improvements in pay and conditions and greater participation in political life

analysing shifting attitudes to the environment, including: the Green bans, changing patterns of consumption, globalisation of commodities, rise of the environment movement, Franklin Dam 1983, sustainability and climate change

analysing the impact of urbanisation on Australia's way of life, including: bush identity, global identity, beach culture

Achievement standard (Year 10)

By the end of Year 10, students are able to account for historical events and developments by making links within and across periods. They draw conclusions in the context of the actions, motives, values and attitudes of people in the past. They understand that the past is problematic and identify and explain reasons for differences in historical interpretation. When inquiring about the past, students consider issues of reliability and usefulness when selecting sources and synthesise evidence by cross-referencing the detail of a range of sources. They develop an historical argument in written form that is coherent, structured and substantiated.