

Learning area	History
Curriculum elements	Rationale/Aims Organisation Prefaces Content descriptions 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.

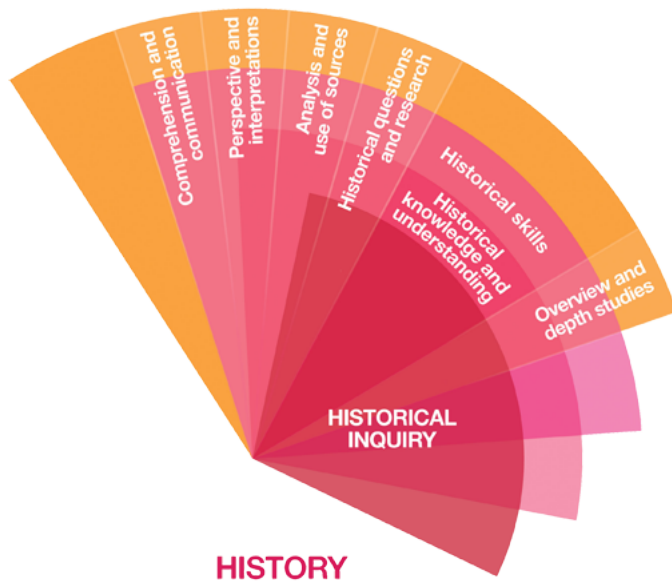
Aims

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 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.

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

Preface

Personal and family stories

The Kindergarten curriculum focuses on personal and family stories. Students learn about their place in their family and its cultural contexts. They will consider broad inquiry questions, including:

- who are we?
- where do we come from?
- what is our family identity?

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
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
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
	4. Comprehension and communication
	Order familiar objects and events in a time sequence
	5. Comprehension and communication
	Use language to describe the passing of time
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past
	7. Comprehension and communication
	Use a range of communication forms (oral, graphic, written, role play) and technologies

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

Preface

A long time ago

The Year 1 curriculum focuses on the concepts of time and society. Students learn about similarities and differences in family life, present and past. They will consider broad inquiry questions, including:

- how is the past different from the present?
- how is time measured and described?
- have families changed over time?

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
2. Present and past	2. Analysis and use of sources
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	Explore and engage with a variety of sources about the past
3. Present and past	3. Analysis and use of sources
How the characteristics of present family structures, and other similar social groupings, may have differed from those in the past	Identify and compare features of objects from the present and the past
4. Present and past	4. Comprehension and communication
How the roles of individuals and groups have evolved over time to meet changing human needs	Order familiar objects and events in a time sequence
	5. Comprehension and communication
	Use language to describe the passing of time
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past
	7. Comprehension and communication
	Use a range of communication forms (oral, graphic, written, role play) and technologies

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

Preface

Heritage and tradition

The Year 2 curriculum focuses on the concepts of heritage and tradition. Students learn about the heritage of their locality and the reasons why the preservation of local traditions is important. They will consider broad inquiry questions, including:

- why is the past important?
- what history is present in our local area?
- how can we preserve this historical heritage?

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
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
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
	4. Comprehension and communication
	Order familiar objects and events in a time sequence
	5. Comprehension and communication
	Use language to describe the passing of time
	6. Comprehension and communication
	Describe an event or place and retell a narrative from the past
	7. Comprehension and communication
	Use a range of communication forms (oral, graphic, written, role play) and technologies

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

Preface

Local and community history

The Year 3 curriculum focuses on the history of the students' local community or region, ways of life in the present and past and one or more significant heritage sites. Students learn about the historical significance of celebrations, commemorations, symbols and emblems. They will consider broad inquiry questions, including:

- who was in our place first?
- how has our community changed over time?
- why do we remember particular events from the past?

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
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
3. Our community	3. Historical questions and research
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	Identify traces of the past in the present
4. We remember	4. Analysis and use of sources
The significance of selected celebrations, commemorations, symbols and emblems that are important to communities, cultures or groups, states and territories	Compare aspects of the past with the present, using sources provided
5. We remember	5. Perspectives and interpretations
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	Identify different points of view
6. We remember	6. Comprehension and communication
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	Sequence historical people and events
	7. Comprehension and communication
	Use historical terms
	8. Comprehension and communication
	Develop historical texts, particularly narratives
	9. Comprehension and communication
	Use a range of communication forms (oral, graphic, written) and technologies

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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

Preface

Australia before 1800

The Year 4 curriculum focuses on Aboriginal and Torres Strait Islander societies and the early years of the European colonies. Students investigate past events and the lives of people, including the past and present diversity of Aboriginal and Torres Strait Islander peoples. They will consider broad inquiry questions, including:

- what was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?
- who were the early navigators and explorers in Australia and their reasons for exploring Australia?
- what was the nature of contact between Aboriginal and Torres Strait Islander peoples and early explorers?

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
2. First Australians	2. Historical questions and research
The significance of the Dreaming and the perspectives and meaning in Dreaming stories	Locate relevant historical information from sources provided
3. First Australians	3. Historical questions and research
The contribution of Aboriginal and Torres Strait Islander people to the Australian nation	Identify traces of the past in the present
4. Early contacts	4. Analysis and use of sources
Early European and Asian contact with Australia	Compare aspects of the past with the present, using sources provided
5. Early contacts	5. Perspectives and interpretations
Navigators and explorers charting the Australian continent and other parts of the world up to the early nineteenth century	Identify different points of view
6. Early contacts	6. Comprehension and communication
The story of the journey and arrival of the First Fleet	Sequence historical people and events
7. Early contacts	7. Comprehension and communication
The early contact experiences of Aboriginal and Torres Strait Islander people and Europeans, including impacts on environment and livelihood	Use historical terms
8. Early contacts	8. Comprehension and communication
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	Develop historical texts, particularly narratives
	9. Comprehension and communication
	Use a range of communication forms (oral, graphic, written) and technologies

artefacts

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

Preface

Australian society in the 1800s

The Year 5 curriculum focuses on the history of colonial Australia and migration. Students investigate the lives of people and significant events in the growth and development of the Australian colonies. They explore the development of a culturally diverse society through the journeys of people over time and their contributions to Australia. Students also trace the lives and achievements of men and women in the past. They will consider broad inquiry questions, including:

- what do we know about the lives of people in Australia's past?
- how did Australian colonies develop during the nineteenth century?
- how did Australia become a diverse multicultural society?

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
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
3. Colonial lives	3. Historical questions and research
Stories of significant individuals or groups that played an important role in the development of a colony	Identify a variety of primary and secondary sources
4. Colonial lives	4. Analysis and use of sources
A key event that demonstrates a milestone in Australia's colonial history	Locate and record historical information from a variety of sources
5. Stories of nationhood	5. Analysis and use of sources
The stories of Australia's federation	Compare key ideas and information in a range of sources
6. Stories of nationhood	6. Perspectives and interpretations
Australia's form of government and how representative it was at the time	Identify points of view, perspectives, values and attitudes in historical sources
7. Stories of nationhood	7. Comprehension and communication
An overview of how Australia's form of government compared with other nations and the different stories of their path to nationhood	Sequence historical events
	8. Comprehension and communication
	Use historical terms and concepts
	9. Comprehension and communication
	Develop historical texts, particularly narratives and descriptions, which incorporate evidence
	10. Comprehension and communication
	Use a range of communication forms (oral, graphic, written) and technologies

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

Preface

Australia becomes a nation

The Year 6 curriculum focuses on the development of democracy in Australia and some historic origins of democratic concepts and rights. Students investigate the development of Australian identity in the late 19th century and the reasons why the Australian colonies decided to become one nation. They also explore Australia's links with Britain, Europe and the Asia-Pacific at the turn of the twentieth century. They will consider broad inquiry questions, including:

- why and how did Australia change from an autocratic rule by governors to a democratic nation?
- how did the Australian colonists' views of themselves and their place change over time?
- how did Australia's links in the late nineteenth century to Britain, Europe and the Asia-Pacific influence the development of Australian society?

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
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
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
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
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 II and Australian migration programs	Compare key ideas and information in a range of sources
6. New Australians	6. Perspectives and interpretations
Contributions of migrants to Australian life in areas such as the arts, medicine, science, hospitality, inventions and education	Identify points of view, perspectives, values and attitudes in historical sources
7. New Australians	7. Comprehension and communication
A particular migrant narrative	Sequence historical events
	8. Comprehension and communication
	Use historical terms and concepts
	9. Comprehension and communication
	Develop historical texts, particularly narratives and descriptions, which incorporate evidence
	10. Comprehension and communication
	Use a range of communication forms (oral, graphic, written) and technologies

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

Preface

Defining characteristics of the ancient world

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. Students will consider broad inquiry questions, including:

- what are the defining characteristics of societies?
- how did people live in other times and places?
- who should rule in a society?

Knowledge and Understanding	Skills
1. Depth Study 1. What is History? The range of sources, primary and secondary, used by historians to inquire into, and find out about, the past	1. Historical questions and research Formulate inquiry questions and plan an inquiry
2. Depth Study 1. What is History? The nature of historical inquiry and the questions historians ask when analysing sources	2. Historical questions and research Identify and locate relevant historical sources and information, using ICT and other methods
3. Depth Study 1. What is History? Scientific and other methods used by historians to investigate the past	3. Analysis and use of sources Identify the origin and purpose of historical sources
4. Depth Study 1. What is History? The process of historical inquiry using at least one specific site study	4. Analysis and use of sources Locate, select and organise historical information from a variety of sources
5. Depth Study 1. What is History? The ways in which the past can be represented through documents, oral history, visual and other accounts	5. Analysis and use of sources Distinguish between fact and opinion
6. Depth Study 1. What is History? The importance of conserving the remains of the past in order to continue to understand the present	6. Analysis and use of sources Draw conclusions about the usefulness of sources
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)	7. Perspectives and interpretations Identify and describe points of view, perspectives, values and attitudes in historical sources
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	8. Perspectives and interpretations Identify and explain the perspectives of different individuals and groups
9. What was the Ancient World? An Overview	9. Comprehension and communication Sequence historical events and periods within history
	10. Comprehension and communication Use historical terms and concepts
	11. Comprehension and communication Develop historical texts, particularly

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

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

A chronological account of the significant periods, events and people

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

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

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

Significant developments in the areas of art, architecture, technology, thinking and literature

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

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

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

A chronological account of significant periods, events and people

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

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

12. Comprehension and communication

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

broader region

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

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

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

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

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

Preface

Change and continuity in the medieval world

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 and continuity in societies. It was the period when the modern world began to take shape, through expanding horizons and the increasing complexity of societies. Students will consider broad inquiry questions, including:

- how do beliefs and values influence people's way of life?
- how do societies interact?
- why do societies change?

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
2. Overview of the Medieval World	2. Historical questions and research
Discoveries and mysteries that indicate what we know and what we do not know about this period of history	Identify and locate relevant historical sources and information, using ICT and other methods
3. Overview of the Medieval World	3. Analysis and use of sources
The changing nature of societies in this period	Identify the origin and purpose of historical sources
4. Overview of the Medieval World	4. Analysis and use of sources
The movement and interaction of people and cultures	Locate, select and organise historical information from a variety of sources
5. Overview of the Medieval World	5. Analysis and use of sources
The increasing complexity of societies in this period, including changes in technology, population and the distribution of wealth and power	Distinguish between fact and opinion
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
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
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
	9. Comprehension and communication
	Sequence historical events and periods within history
	10. Comprehension and communication
	Use historical terms and concepts
	11. Comprehension and communication

9. Depth Study 1. Medieval Europe

The social and political organisation of feudalism, its impact on people's daily life and its advantages and problems

10. Depth Study 1. Medieval Europe

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

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

12. Depth Study 1. Medieval Europe

The nature of the relationship between medieval Islamic and Christian worldviews

13. Depth Study 1. Medieval Europe

The legacy of Medieval European events, ideas and people

14. Depth Study 2. Asian societies

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

15. Depth Study 2. Asian societies

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

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

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

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

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

12. Comprehension and communication

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

individuals, groups and/or events

19. Depth Study 3. Expanding horizons

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

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

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

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

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 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

Preface

Making of the Modern World

The Year 9 curriculum focuses on the history of the Modern World and Australia from 1750 to 1901. This period involved the transformation of the 'Old World' and the creation of 'New World' settler societies. Students will consider broad inquiry questions, including:

- what is progress?
- how are societies influenced by global changes?
- how do societies understand their indigenous past?

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
2. Overview of the making of the Modern World and Australia	2. Historical questions and research
The rise of European industrialism, imperialism and nationalism and its effects on Australia	Identify and locate relevant historical sources and information, using ICT and other methods
3. Overview of the making of the Modern World and Australia	3. Analysis and use of sources
Exploration, contact and conflict in the establishment of New World settler societies	Identify the origin, purpose and context of historical sources
4. Overview of the making of the Modern World and Australia	4. Analysis and use of sources
The nations, empires and lands that made up the American and Asia-Pacific region c. 1800	Process and synthesise historical information from a variety of sources, including historical data
5. Overview of the making of the Modern World and Australia	5. Analysis and use of sources
Global population movements	Draw conclusions about the reliability and usefulness of sources
6. Overview of the making of the Modern World and Australia	6. Perspectives and interpretations
Significant debates among historians about aspects of this period	Identify and analyse the different actions, motives, values and attitudes of people from the past
7. Depth Study 1. Technology, progress and social change	7. Perspectives and interpretations
The causes and consequences of the Industrial Revolution, including an examination of the impact of major scientific and technological innovations	Identify and account for differing perspectives and historical interpretations
8. Depth Study 1. Technology, progress and social change	8. Comprehension and communication
The experiences of men, women and children during the Industrial Revolution	Sequence events chronologically to demonstrate the relationship between events in different periods and places
9. Depth Study 1. Technology, progress and social change	9. Comprehension and communication
	Use historical terms and concepts
	10. Comprehension and communication
	Explain change and continuity over time with reference to the actions, motives, values and

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

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

12. Depth Study 2. Asia and the Pacific World

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

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

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

15. Depth Study 2. Asia and the Pacific World

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

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

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

reference to the actions, motives, values and attitudes of individuals and groups

11. Comprehension and communication

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

12. Comprehension and communication

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

creation of an Australian nation

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

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

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

Preface

Australia and the modern world

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. The transformation of the modern world during a period of global conflict and international cooperation provides a necessary context for understanding Australia's development and Australia's place within the Asia-Pacific region. Students will consider broad inquiry questions, including:

- why do nations go to war and how does war influence a society?
- how do people struggle for rights and freedoms?
- how does a nation deal with its past and shape the future?

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
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
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
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
5. Overview of Australia in the Modern World	5. Analysis and use of sources
Significant debates among historians about aspects of the history of this period	Draw conclusions about the reliability and usefulness of sources
6. Depth Study 1. The Great War and its aftermath	6. Perspectives and interpretations
The significance of the Gallipoli and Western front campaigns during World War I	Identify and analyse the different actions, motives, values and attitudes of people from the past
	7. Perspectives and interpretations
	Identify and account for differing perspectives and historical interpretations
	8. Comprehension and communication
	Sequence events chronologically to demonstrate the relationship between events in different periods and places
	9. Comprehension and communication

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

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

Stories of returned combatants, nurses and auxiliaries

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

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

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

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

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

14. Depth Study 2. Struggles for freedom and rights

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

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

16. Depth Study 2. Struggles for freedom and rights

The civil rights struggles of Aboriginal and Torres Strait Islander people with reference to

Use historical terms and concepts

10. Comprehension and communication

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

11. Comprehension and communication

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

12. Comprehension and communication

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

government policies (including protection, assimilation, integration, reconciliation and self determination), the 1967 Referendum, the Mabo decision and the Apology to the Stolen Generations

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

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

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.