

# The Australian Curriculum

<b>Subjects</b>	7–10 History
<b>Year levels</b>	Year 7, Year 8, Year 9 and Year 10
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# The Australian Curriculum Humanities and Social Sciences

# Humanities and Social Sciences

## Overview

### Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

### Key ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

#### Who we are, who came before us, and traditions and values that have shaped societies

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

#### How societies and economies operate and how they are changing over time

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

#### The ways people, places, ideas and events are perceived and connected

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

#### How people exercise their responsibilities, participate in society and make informed decisions

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Click on a segment of the diagram to access subject- or sub-strand-specific illustrations.

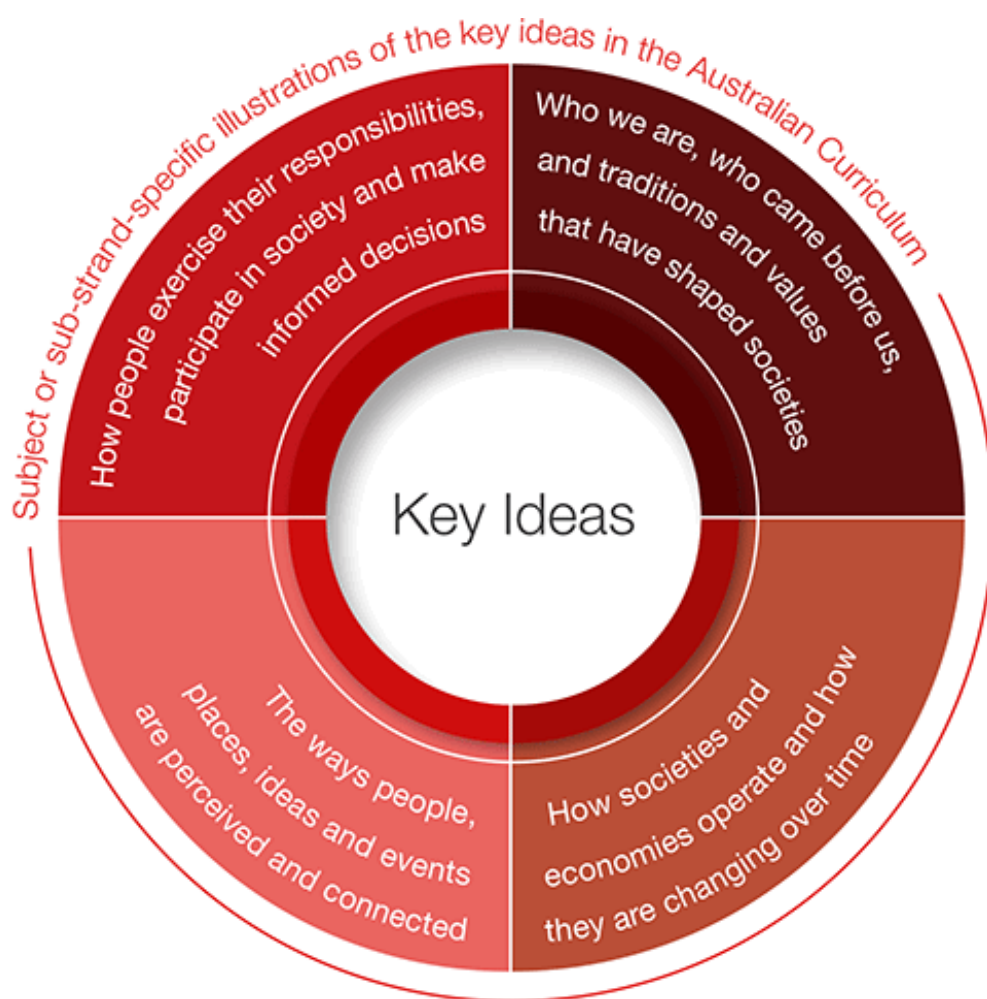


Figure 1: Subject or sub-strand-specific illustrations of the key ideas in the Humanities and Social Sciences curriculum

## Who we are, who came before us, and traditions and values that have shaped societies

### History

- Family, local and Australian history; and celebrations and commemoration
- The longevity of Aboriginal and Torres Strait Islander Peoples' histories and cultures
- The legacy of Ancient Greece and Ancient Rome

### Geography

- The influence of culture on the organisation of places, and their representations
- Aboriginal and Torres Strait Islander Peoples' special connections to Country/Place
- The role of people's environmental worldviews in shaping societies

### Civics and Citizenship

- The influence of social media in shaping identities and attitudes to diversity
- The shared values of Australian Citizenship
- The values that underpin Australia's system of government (including British and American influences and a Christian heritage)

## Economics and Business

- The contribution of work to people's sense of identity
- The 'market system' as a defining feature of Australia's economy
- Influences on consumer and financial choices

## How societies and economics operate and how they are changing over time

### History

- The social structure of ancient societies and their legacy
- The impact of the significant periods on societies (Industrial Revolution, Renaissance, Scientific Revolution, Enlightenment, British imperialism, nationalism and globalisation)
- The development of democracy in Australia

### Geography

- The human alteration of environments
- The role of government and non-government organisations in improving human wellbeing and planning for sustainable futures
- Migration and the increasing concentration of people in urban areas

### Civics and Citizenship

- The operation of the three levels of government and Australia's legal system in Australia
- The development of self-government in Australia
- How governments respond to social and economic change

## Economics and Business

- The influence of government on the ways markets operate in Australia
- The shifting importance of different sectors in the Australian economy
- How societies use limited resources for changing needs and wants now and in the future

## The ways people, places, ideas and events are perceived and connected

### History

- Different perspectives on the arrival of the First Fleet and the colonial presence
- The causes of and relationship between events such as World War I, World War II and the Cold War
- Global influences on Australian culture

### Geography

- People's perceptions of places and how these influence their connections to different places
- How human and natural systems are connected and interdependent
- How places in Australia are connected to other places across the world

### Civics and Citizenship

- How groups within society perceive each other and relate to one another
- The influence of global connectedness and mobility on Australian identity
- Australian's rights and responsibilities towards each other and Australia's international obligations

## Economics and Business

- The performance of the Australian economy and how this is perceived by different groups
- How participants in the global economy are interdependent
- Different ways that entrepreneurs and businesses succeed

## How people exercise their responsibilities, participate in society and make informed decisions

### History

- The development of rights in Australia for women, children, Aboriginal and Torres Strait islander Peoples and other groups
- The participation of people in human rights and environmental campaigns in Australia
- The contributions and achievements of individuals and groups to Australia's development

### Geography

- Strategies used to enhance the liveability of places
- World views about sustainability and environments and how they are expressed
- The management and planning of Australia's urban future

### Civics and Citizenship

- The role of the electoral and representative systems of government
- The participation of groups in civic life, such as social, cultural, political and religious groups
- The importance of active and informed citizenship in decision-making and the use of democratic processes

## Economics and Business

- The responsibilities of employers and employees in the workplace
- How individuals and businesses plan to achieve short- and long-term financial objectives
- The concept of opportunity cost as a means of making informed decisions about alternative uses of resources

## Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

Table 1: Humanities and Social Sciences in the Years F-10 curriculum

	Foundation – Year 2	Years 3–4	Years 5–6/7	Years 7–10
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<b>History</b>	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History
<b>Geography</b>				Geography
<b>Civics and Citizenship</b>	N/A			Civics and Citizenship
<b>Economics and Business</b>	N/A	N/A		Economics and Business

## PDF documents

Resources and support materials for the Australian Curriculum: Humanities and Social Sciences are available as PDF documents.

F-10 HASS Key ideas - Subject sub-strand illustrations



# The Australian Curriculum Humanities and Social Sciences - 7–10 History

# 7–10 History

## Overview

### Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as 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 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

### Aims

The Australian Curriculum: History aims to ensure that students develop:

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

### Structure

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

#### Historical knowledge and understanding strand

This strand includes personal, family, local, state or territory, national, regional and world history. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

## Concepts for developing historical understanding

The Australian Curriculum: History identifies the concepts of evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability as integral to the development of historical understanding. These concepts are the key ideas involved in teaching students to think historically in the Australian Curriculum: History and are developed in the following ways:

### *Evidence*

Evidence is what can be learnt from a historical source to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion. Historical sources do not 'speak for themselves'. While a source can offer information, it yields evidence only when relevant and probing questions are asked about it; for example, the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of a society. To find evidence in a source, a number of processes can be used, beginning simply and becoming more sophisticated. They include comprehending explicit information, interpreting any implied meaning, analysing patterns and themes, evaluating the usefulness of the source, and weighing up if and how the source's evidence helps answer the inquiry/research question being pursued. Evaluating involves probing the 'problematic' aspects of a source, particularly its authenticity, accuracy and representativeness. Evaluating those qualities can involve 'corroboration' – deciding whether other sources provide evidence that complements and supports it.

### *Continuity and change*

Continuity and change are not only key concepts in history, but ones that challenge students to move from simplistic notions of history as a series of events, to powerfully complex understandings about change and continuity. Change occurs at different rates simultaneously, linking forward and backward in time, while continuities define aspects of the past that remain/ed the same over certain periods of time. Elements of change and continuity exist simultaneously in the material and immaterial world. The complex mix of change and continuity is readily evident in human affairs. For example, in the lives of individuals, families and communities; the appearance and uses of places; the structure and purposes of institutions; the beliefs and values underpinning forms of cultural and artistic practice; and the design, accessibility and use of technologies.

### *Cause and effect*

The concepts of cause and effect invoke the most vital question in history: 'why?' The term 'cause and effect' is used by historians to identify chains of events and developments over time, short term and long term. This suggests that there can be multiple causes and effects of an event, that they are related, and that they can be variously immediate or longstanding. Causes imply motive – the question of why significant players in the unfolding events acted as they did. In establishing motive, historical study involves a re-enactment of past thinking, an elusive process fraught with challenge and inevitably ending in tentative explanations. The challenge for students to understand the concepts of cause and effect is complex. From young students' early notion that things simply happen randomly, and what did happen was inevitable, the study of contextual and causal factors in history can enable eventual understanding of the complex interrelationship of multiple, shifting causes.

### *Significance*

There is too much history to remember all of it. In historical studies, the selection of what should be investigated and remembered is assisted by examining the significance of particular aspects of the past, considering questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? And how relevant is it to the contemporary world? Significant events include those resulting in great change over long time periods, as well as the history of ordinary people made significant when contextualised to larger events and of relevance to us today. In recent decades, some historians have explored new areas of significance or have brought fresh perspectives to traditional areas. Increasingly, there are histories of the oppressed, the marginalised and the 'ordinary' people of 'ordinary' communities, including people who were relatively powerless due to race, religion, gender or class. Students could be engaged in historical inquiry by debating whether a particular event is 'historically significant'.

### ***Perspectives***

In historical study, a perspective is a person's point of view, the position from which they see and understand events going on around them. In studying history, two types of perspective are important. First, there are the perspectives of people in the past and the social, cultural, intellectual, and emotional contexts that shaped their lives and actions. Students will encounter some people from the past who had unusual and unexpected ideas and attitudes, which can prompt students to think deeply about those 'strange' ideas, and also – by comparison and contrast – about the taken-for-granted assumptions of their own society. However, not all people in any particular society in the past always had the same perspectives. As today, there could be dramatic differences in values, attitudes and practices among people in societies long ago – producing instability, conflict and upheaval. Studying historical differences in perspective, and consequent conflict, can help students understand the roots of conflict in their own world and offer signposts towards possible resolution of that conflict. At the same time, it should be remembered that a person's point of view on a particular issue can be affected by simple self-interest, rather than by deeply held values and attitudes. Second, there are the perspectives on the past. People, particularly historians, can disagree markedly about past events, their causes and effects. There are various reasons for these differences among historians, including which historical sources they studied, how they interpreted those sources, and the historian's background, knowledge, expertise and values.

### ***Empathy***

In historical inquiry, the term 'empathy' is used to describe engagement with past thought. The re-enactment of past thought and feeling is a greater challenge than constructing descriptions and explanations of the past. It requires an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Empathy encourages students to overcome the common tendency to see people of the past as strange and incomprehensible. Student empathy is encouraged when a teacher sets the scene in a particular historical setting and asks the students to describe a memorable episode and to express their thoughts and feelings. It is an imaginative activity, but unlike creative fiction, it relies on a disciplined imagination. The aim is for students to respond in ways that are true to the time and the situation – plausible and convincing in the activities described, words spoken, attitudes expressed and values implied. However, empathy is not authentically achieved if later standards, customs, values and truths are used to judge other times, potentially creating wild and unhistorical imaginings. Empathy promotes deeper understanding of 'difference' in the past and – where appropriate – tolerance and acceptance in the present.

### ***Contestability***

Contestability is an inescapable characteristic of history, emerging from the essential nature of the discipline. History is the study and description of something ('the past') that no longer exists. Reconstructing the past depends on the surviving fragments of the past – themselves 'problematic'; involves processes of interpretation; disciplined imagination; and judgement by historians who bring to the task their various abilities, experiences, perspectives, foibles and fallibilities. Contestability occurs when particular interpretations about the past are open to debate, for example as a result of a lack of evidence or different perspectives, with debate often remaining intractable. Some students might question the value of a discipline that seems incapable of producing 'the truth'. But contestability gives history a distinctive strength and value. In history, as in life, certainty remains elusive – but nonetheless worth the pursuit.

## **Historical inquiry and skills strand**

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Historical inquiry processes and skills are described in bands of schooling at two-year intervals.

## **Relationship between the strands**

The two strands are integrated in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. In each year of 7–10, the skills are applied to increasingly complex concepts.

## **Key inquiry questions**

Each year level in Years 7–10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

## **Overviews**

Historical knowledge and understanding includes an overview of the historical period to be covered in each year level 7–10. The overview is not intended to be taught in depth. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

## **Depth studies**

In addition to the overview, historical knowledge and understanding includes three depth studies for the historical period at each year level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.

## **Relationship between overviews and depth studies**

As part of a teaching and learning program, the depth-study content at each year level 7–10 may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period, it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

## **PDF documents**

Resources and support materials for the Australian Curriculum: History are available as PDF documents.

History: Sequence of content 7-10

History: Sequence of achievement 7-10

# 7–10 History

## Year 7

### The ancient world

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

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

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

## Year 7 Content Descriptions

### Historical Knowledge and Understanding

#### Overview of the ancient world

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)

- using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)



the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)



- exploring an early example of art (for example, the 17 000 BC (BCE) great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted



- discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)



- identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BC (BCE); the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BC (BCE); artefacts found in the tombs at Ur Sumer c.2500 BC (BCE), which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine, made of mud from the River Nile in Egypt, as evidence of trade)



key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)



- exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements



- identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them



- locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation



- identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)



## Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

## 1 Investigating the ancient past

## Elaborations



Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

### Investigating the ancient past

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



- identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating



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



- listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked



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



- evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)



- using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)



The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)



- investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo



- generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)



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



- investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii



- explaining the UNESCO-led rescue mission to save the temples of Abu Simbel



## 2 The Mediterranean world

### Elaborations

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

## Egypt

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)



- describing the importance of the River Nile to Egyptian society (for example, inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation)



Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)



- creating a graphic representation of the social structure of Egyptian society



- outlining the rights of women (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)



Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)



- investigating significant beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)



- generating alternative explanations for the building of the pyramids at Giza



Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)



- explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)



The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)



- examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries



OR

## Greece

Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)



- describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states



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Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)



- examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
- outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom



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Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)



- investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)
- investigating significant beliefs and values associated with warfare (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)



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Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)



- explaining the nature of contact with other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)



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The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)



- examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries



OR

## Rome

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Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)



- describing the methods used by the Romans to manage resources (for example, the water supply through aqueducts and plumbing systems)



Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)



- examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance



- describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)



Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)



- investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)



- describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia))



- reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)



The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)



- examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries



### 3 The Asian world

### Elaborations

Students investigate ONE of these Asian societies in depth: India or China

#### India

Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)



- describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)



- creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population)



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



- creating a graphic representation of the social structure of Indian society



- explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants



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



- investigating the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies (such as rites of passage for boys and men; rites of passage for girls and women; marriage rites)



- investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)



- examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism



The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)



- examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries



OR

## China

Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)



- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade



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



- creating a graphic representation of the social structure of Chinese society



- outlining the rights and responsibilities of women (for example, in the areas of marriage, family life, work and education)



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



- investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)



- explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)



The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)



- examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries



## Historical Skills

### Chronology, terms and concepts

Sequence historical events, developments and periods (ACHHS205)



### Elaborations

- identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted



Use historical terms and concepts (ACHHS206)



- defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)



- defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)



### Historical questions and research

### Elaborations

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)



- posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?'



- posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'



- identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)



Identify and locate relevant sources, using ICT and other methods (ACHHS208)



- compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains)



- using web search techniques to refine a search for information/images related to a historic site (for example, use of place names, dates and search words such as 'photo gallery')



- identifying information within a source that can be used as evidence to support an interpretation



## Analysis and use of sources

## Elaborations

Identify the origin and purpose of primary and secondary sources (ACHHS209)



- responding to 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?'



- discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)



- differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)



Locate, compare, select and use information from a range of sources as evidence (ACHHS210)



- creating categories (that is, concepts) with which to organise information obtained from sources



- identifying a range of archaeological sources (for example, the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)



Draw conclusions about the usefulness of sources (ACHHS211)



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



- distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')



- using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')



## Perspectives and interpretations

## Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)



- identifying the possible meaning of images and symbols in primary sources



- identifying the perspective in a historical source, such as the saying of Confucius, 'women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it



## Explanation and communication

## Elaborations

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)



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



- describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts



Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)



- creating an audiovisual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site





# 7–10 History

## Year 7 Achievement Standard

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

# 7–10 History

## Year 8

### The ancient to the modern world

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

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

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

## Year 8 Content Descriptions

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### Historical Knowledge and Understanding

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#### Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

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the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)



- recognising how relations between the Islamic and Western worlds were characterised by both peaceful coexistence (trade) and conflict during this period (the Crusades)



- discussing Britain after the end of the Roman occupation; the Anglo-Saxon kingdoms; Old English and the foundations of modern English; Beowulf and archaeology; Anglo-Saxon institutions and the roots of medieval parliament



key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)



- identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example, the Vikings through Europe, the Mongols across Eurasia, and the Spanish in the Americas)



- locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example, along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)



- describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world



- explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example, knights) and Japan (for example, samurai)



the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)



- discussing the extent of knowledge about the world as indicated through changing world maps (for example, the Da Ming Hun Yi Tu world map (1389 AD/CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630))



### Depth studies

There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

## 1 The Western and Islamic world

## Elaborations

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

### The Ottoman Empire (c.1299 – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)



- describing the way of life of people in the Ottoman Empire (for example, the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)



Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)



- describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)



Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)



- outlining the millet system that regarded non-Muslim people as subjects, but as not being subject to Muslim law



- explaining the tolerance of the Ottomans towards Christians and Jews



The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)



- investigating the achievements of individuals (for example, Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)



OR

### Renaissance Italy (c.1400 – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)



- describing the way of life of people in Renaissance Italy (for example, the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)



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



- describing the work of Leonardo da Vinci (for example, his artworks Mona Lisa and The Last Supper and inventions: a rudimentary helicopter and solar power); the work of Michelangelo (for example, the Sistine Chapel paintings, David, Pietà); the thinking of Copernicus (for example, astronomy – seeing the sun as the centre of the universe); and the invention of the printing press



- investigating learning in the Renaissance period (for example, humanism, astrology, alchemy, the influence of ancient Greece and Rome)



Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)



- explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts



The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolò Machiavelli (ACDSEH058)



- investigating the achievements of Galileo (for example, improvements in the telescope and his astronomical observations)



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



- outlining the spread of Renaissance culture to England (for example, the rise of literature through Shakespeare)



OR

### The Vikings (c.790 – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)



- locating Viking lands in Scandinavia (Denmark, Norway and Sweden)



- describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)



Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)



- describing Viking craft with particular emphasis on the production of weapons (for example, swords, battle axes and helmets)



- outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period



- investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.



- describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)



Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)



- explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)), and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence



- explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest



- investigating the remains of Viking settlements (for example, Dublin (Ireland) and Jorvik (York))



The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)



- outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE



- comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus



OR

### Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)



- describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants)



Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)



- describing the features of castles and churches of the period (for example, Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour



- researching inventions and developments in the Islamic world and their subsequent adoption in the Western world



- recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts



- examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process



- listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period



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



- investigating different types of crime and punishment (for example, trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time



Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)



- explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of the Frankish kingdom and his support of the Church



## 2 The Asia-Pacific world

## Elaborations

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

### Angkor/Khmer Empire (c.802 – c.1431)

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



- describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets, temple construction)



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



- explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours



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



- describing the main features of the water management system at Angkor (for example, the extensive use of reservoirs and canals)



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



- exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system)



OR

### Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)



- describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)



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



- describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors), workers (for example, farmers, artisans and traders)



- explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853



The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)



- investigating the demand for available land and the patterns of land use in the period



- outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)





Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)



- describing internal pressures in shogunate Japan (for example, the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)



- describing the increasing exposure to Western technology and ideas (for example, the establishment of a naval school with Dutch instructors, the translation of Western books)



- evaluating the significance of the Meiji Restoration of 1868 AD (CE) that restored imperial rule to Japan



OR

### The Polynesian expansion across the Pacific (c.700 – 1756)

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



- locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys



- outlining different theories about the expansion (for example, west/east and east/west movement, the expansion as accidental versus intentional)



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



- describing the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men, links between the household and the extended clan through the exchange of goods, wives and labour; the use of stone tools)



Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)



- investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example, representations of dead ancestors or chiefs)



The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)



- researching the extinction of the moa in New Zealand as a result of hunting and habitat decline



- explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability



- evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)



### 3 Expanding contacts

### Elaborations

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

#### Mongol expansion (c.1206 – c.1368)

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



- describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 AD (CE)



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



- outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire (for example, codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade)



The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)



- mapping the expansion of the Mongol empire across Asia and Europe



- describing the way of life in Mongolia and its incorporation into Chinese life (for example, agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)



The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)



- explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example, the use of paper money and coinage; the growing number of European merchants travelling to China)



- examining life in China before, during and after the Mongol conquest



OR

#### The Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)



- investigating living conditions in London in the fourteenth century (for example, the lack of sanitation, crowded housing); the extent of medical knowledge (for example, based on Hippocrates' theory); and beliefs about the power of God (for example, that diseases were a punishment of God)



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



- mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE



Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)



- explaining reactions to the Black Death (for example, the emergence of flagellants – those who would whip themselves to be free of sin – and the persecution of Jewish people)



The immediate- and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)



- using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics



- investigating the effects of the Black Death on society (for example, labour shortages, peasant uprisings, the weakening of feudal structures and increased social mobility)



- categorising the effects of the Black Death as either short term or long term and drawing conclusions about the severity of the Black Death



OR

### The Spanish conquest of the Americas (c.1492 – c.1572)

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



- describing the social organisation of the Aztecs (for example, nobility, slaves); their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan



When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)



- explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD (CE) (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)



The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)



- describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan



The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)



- investigating the impact of conquest on the indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe)



- explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas (for example, the unequal distribution of land and wealth; slavery; and political inequality)



## Historical Skills

### Chronology, terms and concepts

Sequence historical events, developments and periods (ACHHS148)



### Elaborations

- placing historical events in sequence to identify broader patterns of continuity and change (for example, the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)



Use historical terms and concepts (ACHHS149)



- understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan



### Historical questions and research

Identify a range of questions about the past to inform a historical inquiry (ACHHS150)



### Elaborations

- experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus



- posing a key question such as: 'Why did Easter Island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What theories have been developed?')



Identify and locate relevant sources, using ICT and other methods (ACHHS151)







































- compiling a list of different sources needed in an inquiry and their possible locations



### Analysis and use of sources

### Elaborations

<p>Identify the origin and purpose of primary and secondary sources (ACHHS152)</p> <p> </p>	<ul style="list-style-type: none"> <li>explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features)</li> </ul> <p> </p>
<p>Locate, compare, select and use information from a range of sources as evidence (ACHHS153)</p> <p> </p>	<ul style="list-style-type: none"> <li>creating categories to organise the information obtained from sources</li> <li>designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance)</li> </ul> <p>     </p>
<p>Draw conclusions about the usefulness of sources (ACHHS154)</p> <p> </p>	<ul style="list-style-type: none"> <li>recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society</li> <li>distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')</li> </ul> <p>     </p>
Perspectives and interpretations	Elaborations
<p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)</p> <p>   </p>	<ul style="list-style-type: none"> <li>describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society</li> </ul> <p>   </p>
Explanation and communication	Elaborations
<p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)</p> <p> </p>	<ul style="list-style-type: none"> <li>using scaffolds illustrating the structural and language features of particular text types (for example, descriptions and explanations) to create a text that communicates specific findings about the past</li> </ul> <p> </p>
<p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)</p> <p> </p>	<ul style="list-style-type: none"> <li>creating an oral presentation, supported by audiovisual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world</li> </ul> <p>   </p>

# 7–10 History

## Year 8 Achievement Standard

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

# 7–10 History

## Year 9

### The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

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

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

## Year 9 Content Descriptions

### Historical Knowledge and Understanding

#### Overview of the making of the modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the making of the modern world includes the following:

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)

- comparing the usefulness of artworks depicting life in the period with the first photographs
- investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers’ journals and the development of photography and film by 1918



the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)



- identifying the number of slaves transported and the nations/places involved (for example, Portugal, Britain, France, Spain, North America)



the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)



- outlining the technologies of mass production that contributed to the Industrial Revolution and the changes in Australian life that occurred as a result of these technologies



- recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world



- identifying Asian societies that were colonised by the Europeans (such as Indonesia by the Dutch) and those that remained independent



the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)



- outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, egalitarianism and universal education in Australia



- recognising how events such as the French Revolution and American independence contributed to ideas of equality



- the role of Classical models and theories on the invention of democratic values



## Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or with other depth study electives.

## 1 Making a better world?

### Elaborations

Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.

### The Industrial Revolution (1750 – 1914)



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The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)



- mapping the British Empire c.1800 AD (CE) and the raw materials it obtained from colonies (for example, sugar from Jamaica, wool from Australia and cotton from India)



- explaining changes in technology (for example, steam-driven spinning mills, railways and steam ships) which led to factories and cities



- identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan



- identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire



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



- examining changes to the population statistics of major cities during this period



- investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example, those that were taken as the Eiffel Tower was being constructed using iron)



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The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)



- describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution



- investigating the changes in working conditions (for example, longer working hours for low pay and the use of children as a cheap source of labour)



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The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)



- describing the impact of factories, mines and cities on the environment, and on population growth and distribution



- outlining the growth of trade unions as a response to the impacts of the Industrial Revolution



OR

**Progressive ideas and movements (1750 – 1918)**

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The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)



- explaining why an idea emerged and the basis of that idea (for example, egalitarianism — being judged on merit rather than by birth or past deeds)



Reasons why ONE key idea emerged and/or developed a following (ACDSEH086)



- investigating reasons why a key idea gained support, such as the support for Chartism among the poorer classes as a response to deteriorating living and working conditions



The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087)



- explaining responses to particular ideas (for example, how religious groups responded to ideas in Charles Darwin's 1859 book *On the Origin of Species* or how workers responded to the idea of capitalism or socialism)



- investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism)

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)



- assessing the impact of a key idea in Australia and elsewhere (for example, the effect of increasing nationalist sentiment in Australia in the mid- to late nineteenth century or the effects of Chartism on democracy in Britain or on the Victorian goldfields)



OR

### Movement of peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)



- mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia



- explaining the role of the Industrial Revolution in creating a growing need for labour and transportation



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



- investigating sources that record the reactions of new arrivals to other countries in this period (for example, responses to the natural environment and climate)



Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)



- investigating the experiences of a specific group of arrivals to Australia (for example, convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)



- describing the impact of this group on the Aboriginal and Torres Strait Islander Peoples of the region



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



- evaluating the effects of the movement of peoples on the indigenous and immigrant populations



## 2 Australia and Asia

## Elaborations

Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth.

### Asia and the world

Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093)



- investigating the key aspects an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture)



Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)



- identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing the British Raj and identifying British influences on society (such as the building of roads, an extensive railway network, schools and Christian missions))



The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)



- investigating the confrontation between Japan and Western powers (for example, the Russo-Japanese war) and the emergence of Japan as a major world power



The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)



- describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion



### Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)



- explaining the effects of contact (for example, the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended



- investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.



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



- outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example, 'The Mongolian Octopus')



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



- identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia



- describing the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'



Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091)



- explaining the factors that contributed to federation and the development of democracy in Australia, including the role of key individuals, defence concerns, the 1890s depression, nationalist ideals and egalitarianism



- examining the key features of and British and Western influences on Australia's system of government including the Westminster System and Federalism



- investigating the factors that led to the *Commonwealth Franchise Act 1902*, which enabled women to vote and stand for election for the federal Parliament



Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)



- investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, invalid and old-age pensions and the maternity allowance scheme)



- creating a timeline of major social legislation passed by federal Parliament between 1901 and 1914



### 3 World War I (1914-1918)

### Elaborations

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

## World War I (1914-1918)

An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)



- investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750–1918 (for example, idealistic notions of war; sense of adventure)



The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)



- identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine



- using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)



- exploring the experiences of Aboriginal and Torres Strait Islander people during the war



The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096)



- graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war



- investigating examples of the war's impact on Australia's economy and society (for example, the development of the steel industry in Newcastle and the implementation of the War Precautions Act)



- identifying the groups who opposed conscription (for example, trade unionists, Irish Catholics) and the grounds for their objections



- studying the first and second referenda on conscription, including the division within the Labor Party over this issue



- explaining the treatment of people of German descent during the war (for example, their classification as 'enemy aliens' and placement in internment camps, as well as their depiction in government propaganda)



- investigating the short- and long-term impact of World War I on the role of women in Australia



The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)



- investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society



## Historical Skills

### Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)



### Elaborations

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



- placing key events in sequence (for example, the Boer War, 1899–1902; World War I, 1914–1918), and identifying parts of the world that were involved in, or affected by, those events



Use historical terms and concepts (ACHHS165)



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



- defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'



### Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)



### Elaborations

- developing questions about aspects of the past that require historical argument



- assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I



Evaluate and enhance these questions (ACHHS167)



- developing an inquiry question such as: 'What were the effects of the Industrial Revolution?' and refining it as further factors are introduced into the research process



Identify and locate relevant sources, using ICT and other methods (ACHHS168)




































- locating historical sources from archives, museums and online collections



### Analysis and use of sources

### Elaborations

<p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</p> <p> </p>	<ul style="list-style-type: none"> <li>explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos</li> </ul> <p> </p>
<p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</p> <p> </p>	<ul style="list-style-type: none"> <li>graphing historical data to identify past trends and to draw conclusions about their significance (for example, the proportion of Australian servicemen who returned from World War I, and the 'lost generations' in the years after the war)</li> </ul> <p>  </p>
<p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</p> <p> </p>	<ul style="list-style-type: none"> <li>understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided; however, it may still be useful in revealing past prevailing attitudes)</li> </ul> <p> </p>
Perspectives and interpretations	Elaborations
<p>Identify and analyse the perspectives of people from the past (ACHHS172)</p> <p>   </p>	<ul style="list-style-type: none"> <li>investigating the role of human agency in historical events and developments</li> <li>analysing the accounts of poets such as William Blake ('dark Satanic mills') and novelists such as Charles Dickens (<i>Oliver Twist</i>, <i>Bleak House</i>) as sources of information on living conditions in England during the Industrial Revolution</li> </ul> <p>   </p>
<p>Identify and analyse different historical interpretations (including their own) (ACHHS173)</p> <p>  </p>	<ul style="list-style-type: none"> <li>recognising that historical interpretations may be provisional</li> <li>examining different accounts of eighteenth-century journeys to Australia (for example, ships' logs; diaries; recorded testimonies of male and female convicts, and officers; and explaining the variations in perspective which can lead to different historical interpretations)</li> </ul> <p>   </p>
Explanation and communication	Elaborations
<p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)</p> <p> </p>	<ul style="list-style-type: none"> <li>developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available</li> </ul> <p>  </p>

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Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)



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



- creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth-century Brisbane





# 7–10 History

## Year 9 Achievement Standard

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

# 7–10 History

## Year 10

### The modern world and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

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

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

## Year 10 Content Descriptions

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### Historical Knowledge and Understanding

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#### Overview of the modern world and Australia

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the Modern World and Australia includes the following:

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the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)

- recognising the main features of the Treaty of Versailles (for example, territorial concessions required by Germany and the imposition of war reparations)



- outlining key features of the interwar years (for example, mass production in the 1920s, such as the manufacture of vehicles in the US; the 'flapper generation' and the Jazz Age; the Crash of 1929; and the consequences of the Great Depression)



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continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)

- creating a chronological account of conflicts in which Australia has been involved and the resources (for example, soldiers, equipment, intelligence) that Australia committed to each conflict



- outlining the purpose of the United Nations and the key places where Australia has been involved in UN peacekeeping, such as East Timor (Timor-Leste)



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the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)



- identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women's movements)



- recognising the continuing nature of civil rights movements in the twentieth century, such as the struggle for democracy in Burma



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the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)



- identifying the Cold War superpowers as well as the significance of the Cuban Missile Crisis and the fall of the Berlin Wall



- outlining the competing ideologies of capitalism and communism, the US as the world's last remaining superpower, and the rising influence of China and India (economic and political)



developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)

- brainstorming forms of technology that have affected what people see and hear, where they go, and how they live



- tracing key developments in technology since 1918 that have changed the world in the following areas: the household (radio, television, appliances), travel and trade (shipping, passenger jets), communications (invention of the microchip, satellites, digital technologies)



- recognising the growth in the world's population during the twentieth century, life expectancy changes in different parts of the world, and the depletion of natural resources



### Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or integrated with other depth study electives.

## 1 World War II (1939-45)

### Elaborations

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

### World War II (1939-45)

Overview of the causes and course of World War II (ACDSEH024)



- outlining the contributing factors of World War II (for example, the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan's imperial ambitions)



- identifying key events in the European theatre of war (for example, Germany's invasion of Poland in 1939; the Holocaust 1942–1945; the Russians reaching Berlin in 1945)



- identifying key events in the Asia-Pacific theatre of war (for example, the Japanese attack on Pearl Harbor in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)



Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)



- investigating the scale and significance of the Holocaust, using primary sources



- explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki



Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)



- explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend



The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)



- investigating the impact of World War II at a local and national level (for example, significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the 'Battle of Brisbane'; the Cowra breakout and the Brisbane Line)



The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)



- evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia's alliance with the US (for example, the threat of Japan)



## 2 Rights and freedoms (1945 – the present)

## Elaborations

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

### Rights and freedoms (1945 – the present)

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)



- describing the drafting of the Universal Declaration of Human Rights and the contribution of Australia's HV Evatt



Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)



- describing accounts of the past experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families



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



- outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms



The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)



- describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms



Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)



- investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention



The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)



- identifying areas (for example, education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples



- investigating the legacy of children's experiences in 'care' (their placement in orphanages, Children's Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990)



### 3 The globalising world

#### Elaborations

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or Migration experiences or The environment movement.

#### Popular culture (1945 – present)

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



- identifying sports that were popular in Australia such as football, horse racing, cricket



Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)



- investigating America's cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley's Australian tour (1957)



- comparing and contrasting views on the values and beliefs of rock'n'roll, film and television across time, age and gender (for example, issues of conservatism and rebellion, the challenge to established ideas and national identity)



Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)



- identifying American and Asian influences on Australian popular culture since World War II (for example, through mainstream and Hollywood and Bollywood films)



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



- investigating the changing contribution of the Australian rock'n'roll, film and television industries to Australian culture and identity through the development and export of music, film and television, for example the Easybeats from Sydney and Go-Betweens from Brisbane, *Crocodile Dundee* (1986)



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



- describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism



OR

#### Migration experiences (1945 – present)

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



- investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia



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



- describing the main features of a government policy that affected migration to Australia, such as the *Immigration Restriction Act 1901* and use of the dictation test to restrict the immigration of non-Europeans



- explaining the reasons for changes in government policy (for example, the influence of White Australia ideology at the time of the introduction of the *Immigration Restriction Act 1901*; the Displaced Persons Scheme in the aftermath of World War II)



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



- describing the impact of the Vietnam war on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia



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



- investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation



- analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs



OR

### The environment movement (1960s – present)

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



- outlining the emergence of concerns about the preservation of natural areas for future generations (for example, as reflected in the establishment of national parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887))



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



- investigating the impact of early texts that warned about environmental change (for example, *Silent Spring* by Rachel Carson, 1962; *Don't it make you want to go home* by Joe South, 1970; Mother Earth News magazine in 1970; *Mercy mercy me (the ecology)* lyrics by Marvin Gaye, 1971)



The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)



- recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people's view of the world
- explaining the significance of ideas about the environment (for example, Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)



Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)



- investigating a range of environmental impacts (for example, the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry)
- explaining the struggle over French nuclear weapon testing in the Pacific 1966–1996 (for example, the sinking of the ship, the Rainbow Warrior, in 1985)





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



- explaining the responses of governments and organisations to environmental threats (for example, New Zealand's anti-nuclear policy, the United States' Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia's first Great Barrier Reef Outlook Report (2009)



- evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)



## Historical Skills

### Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)



### Elaborations

- placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns



- using interactive timelines to explore the various manifestations or effects of an event in different geographical locations



Use historical terms and concepts (ACHHS183)



- defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'



### Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)



### Elaborations

- 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



Evaluate and enhance these questions (ACHHS185)



- changing a key question or related questions in an inquiry depending on the suitability of the sources available



Identify and locate relevant sources, using ICT and other methods (ACHHS186)



- locating sources for recording oral histories (for example, Vietnam War veterans, recent migrants)



- recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example, a Google search for 'significance of Kokoda')



## Analysis and use of sources

Identify the origin, purpose and context of primary and secondary sources (ACHHS187)



## Elaborations

- using data from immigration records and processing them using ICT to identify historical trends over time



- explaining the context of a source such as the *Bringing Them Home* Report (1997) and the significance of that context in understanding responses to the report (with varying perspectives)



Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)



- combining historical data from a range of sources to identify and explain the impact of World War II



Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)



- understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided and therefore of use in revealing past prevailing attitudes)



- discussing the reliability and usefulness of Martin Luther King's 1963 'I Have A Dream' speech as a source to assist in understanding the aims and motivations of the US Civil Rights movement



## Perspectives and interpretations

Identify and analyse the perspectives of people from the past (ACHHS190)



## Elaborations

- analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes



Identify and analyse different historical interpretations (including their own) (ACHHS191)





















- examining different accounts of the first 1957 rock'n'roll tours of Australia and identifying the different perspectives based on age



- explaining the enthusiasm of young people for the 1957 rock'n'roll tours of Australia and the opposition of older generations, as reflected in the sources



Explanation and communication	Elaborations
<p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)</p> <p> </p>	<ul style="list-style-type: none"> <li>developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available</li> </ul> <p>  </p> <ul style="list-style-type: none"> <li>explaining the significance of the fall of Singapore (1942) in the changes in Australia's military alliances and use of troops during World War II, using a range of sources (for example, accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources)</li> </ul> <p>    </p>
<p>Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)</p> <p> </p>	<ul style="list-style-type: none"> <li>designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster</li> </ul> <p>     </p>

# 7–10 History

## Year 10 Achievement Standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

# 7–10 History

## Glossary

### AD

A part of a dating system, an abbreviation of 'anno Domini', meaning 'in the year of our Lord'; the years after the birth of Christ.

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### ancient

As defined in the Australian Curriculum: History, the ancient period covers history from the development of early human communities (from 60 000 BCE) to the end of late antiquity (around 650 CE).

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### Anzac Day

A national remembrance in Australia for the troops that fought at Gallipoli in Turkey (April–December 1915) during World War I, and for Australians who have fought in subsequent conflicts. The acronym ANZAC refers to the Australian and New Zealand Army Corps (ANZAC).

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### artefact

Something made or shaped by humans for their use, such as a stone tool, a metal sword, a letter, a plastic toy, usually of historical interest.

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### Asia

As defined in the Australian Curriculum: History, *Asia* refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and to the southern border of Indonesia.

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### BCE

An abbreviation of 'before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 BCE. Also see *CE*.

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### cause and effect

Used by historians to identify chains of events and *developments* over time, short-term and long-term.

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## CE

An abbreviation of 'Common Era'. It is the same dating system as the traditionally used *AD*, short for the Latin phrase *anno Domini*, 'in the year of our Lord'. Historical dates after the birth of Christ are classified as CE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see *BCE*.

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## chronology

A study of time. In history, *chronology* involves an arrangement of events in order, as in a timeline.

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## citizenship

An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.

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## concept

Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of *historical inquiry* (for example, evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place*.

---

## contestability

An inescapable characteristic of history that occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of *evidence* or different *perspectives*.

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## continuity and change

Are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time.

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## Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

*Place* (as it pertains in *Country/Place*) is a *space* mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

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**culture**

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.

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**democracy**

A form of government where a decision-making power is vested in the people. In a democracy, the people or their elected representatives determine policy and/or laws. Equality of rights is a principle of democracy.

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**demography**

A study of characteristics of human populations, such as size, age profile and life expectancy.

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**depth study**

As described in the Australian Curriculum: History, a detailed study of specific aspects of a historical period, for example, a particular society, event, movement or *development*. It gives students an opportunity to develop and apply concepts and skills of *historical inquiry*. A *depth study* commonly employs investigation of a range of *sources*, and may include site and museum visits.

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**development**

Economic, social and political changes that improve the wellbeing of people.

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**digital media**

Data generated in a computer, that is, digital audio, digital video, the World Wide Web and other technologies.

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**empathy**

As defined in the Australian Curriculum: History, engaging with past thought and feelings through a *historical inquiry*.

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**empire**

An extensive group of states or countries ruled over by a single monarch, or a sovereign state, which exercises political, economic and cultural rule or control over the people within, such as the Roman Empire and the British Empire.

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## **ethical protocols**

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of data.

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## **evidence**

What can be learnt from a historical *source* to help construct a historical *narrative*. Also see *primary source* and *secondary source*.

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## **Harmony Day**

A national day, held in Australia, which celebrates Australia's cultural diversity and promotes intercultural understanding and peace.

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## **historical inquiry**

A process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing *sources* and using *evidence* from *sources* to develop an informed explanation about the past.

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## **imperialism**

A process whereby rule or control is established and maintained over other peoples and nations.

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## **industrialism**

An introduction of machinery to produce large quantities of goods using fuel-based technology. *Industrialisation* involves a division of labour and a development of factories and cities.

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## **interpretation**

An explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different *sources*, asked different questions and held different points of view about the topic.

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## **liberalism**

A political philosophy or world view founded on ideas of liberty and equality.

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## **medieval**

A term used to describe the period of history between the end of the Roman Empire in the West in the fifth century *CE* to the end of the Renaissance around 1500 *CE*.

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## **modern**

A term used to describe the period of history from the beginning of the Industrial Revolution around 1750 *CE* to the present.

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## **narrative**

In history, a way of making sense of the past based on a selection of events. There are different types of *narrative* such as accounts of the past that relate a story (for example, personal, fictitious) and historical recounts (for example, the course of events during the Second World War).

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## **nationalism**

Loyalty and devotion of a person to their nation and *culture*.

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## **native title**

The name given by the High Court of Australia to Indigenous property rights recognised by the court in the *Mabo* judgement (3 June 1992). The *Mabo* judgement overthrew the concept of *terra nullius* – that the land of Australia had belonged to no-one when the British arrived in 1788.

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## **oral histories**

People's spoken recollections of the past, sometimes recorded through an audio or video interviews.

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## **overview**

As described in the Australian Curriculum: History, a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, *developments* and broad patterns of historical change. An overview provides a context for a *depth study*.

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## **perspective**

In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those 'of' people, and perspectives 'on' events and phenomena of the past and present. Also see *point of view*.

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## **point of view**

Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual's view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective. Also see *perspective*.

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## **primary sources**

In history, objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of *primary sources* include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film, documentaries, artefacts, and oral histories. These original, firsthand accounts are analysed by a historian to answer questions about the past.

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## **quantitative**

Measuring or being measured and expressed in numerical terms, for example, the number of women who arrived on the First Fleet; the proportion of Australian soldiers who died in World War I; radiocarbon dating of an ancient site.

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## **religion**

An organised system of human values, which recognises spiritual or transcendent dimensions in life.

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## **secondary sources**

In history, accounts about the past that were created after the time being investigated, and which often use or refer to *primary sources* and present a particular interpretation. Examples of *secondary sources* include writings of historians, encyclopaedia, documentaries, history textbooks and websites.

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## **significance**

Pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events.

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## **significant past**

Those aspects of history that are of importance or significance for a nation or group when considering such issues as curricula, or research funding, or what should be emphasised in museums.

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## **source**

Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcripts. A source becomes '*evidence*' if it is of value to a particular inquiry.

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## **sustainability**

An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

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## **term**

In the Australian Curriculum: History, a word or phrase used to describe an abstract aspect or feature of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features (for example, pyramid, gladiator, temple, rock shelter).

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## **terra nullius**

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the colonisation of Australia. Also see *native title*.

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