

# HUMANITIES AND SOCIAL SCIENCES

## CONSULTATION CURRICULUM

**History – Scope and sequence – 7–10**

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YEAR 7 TO YEAR 10

History		Year 7	Year 8
		Achievement standard	
		<p>By the end of Year 7, students explain the historical significance of the Ancient past and the histories of Ancient First Nations Peoples of Australia. They sequence and identify the significant periods, events and societies. Students describe the causes and effects of events and developments over time. They observe and identify patterns of continuity and change over time. Students use criteria to evaluate historical significance.</p> <p>Students develop questions about the past. They select, locate and compare a variety of archaeological and historical sources. Students identify the origin, content, context and purpose for use as evidence. They distinguish between fact and opinion in sources. Students describe different perspectives of people who lived at the time. They identify different historians' interpretations of the past and suggest reasons for different points of view. Students develop and communicate an historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.</p>	<p>By the end of Year 8, students analyse the historical significance of the Middle Ages and/or early global exploration. They sequence and describe the major periods, events, societies and developments. They explain the causes and effects of events and developments. Students identify and explain patterns of continuity and the extent of change in the daily life of societies. They select and apply criteria to evaluate historical significance.</p> <p>Students develop different types of questions about the past. They select, organise and describe a variety of historical sources. Students identify their origin and content of sources and explain their context and purpose for use as evidence. They distinguish between fact, perspective, opinion and interpretation. Students describe different perspectives of the past and identify the motives and actions of people at the time. They explain different historians' interpretations of the past and describe reasons for different points of view. Students develop and communicate a historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.</p>
Strand	Sub-strand	Content description <i>Students learn about:</i>	
Knowledge and understanding	Overview of the ancient world (Year 7) Overview of the ancient to modern world (Year 8)	<i>Ancient world</i>	<i>Ancient to modern world</i>
		contested theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)	the significant events from the ancient world to the modern world including the transformation of the Roman world and the spread of Christianity and Islam (AC9HH8K01)
		different representations and understandings of time from archaeological, historical and culture perspectives, such as Pleistocene, Holocene and Anthropocene (AC9HH7K02)	the features of the medieval world such as feudalism, trade routes, voyages of discovery, contact and conflict and their significance in causing change (AC9HH8K02)
		the different methods and sources of evidence used by historians and archaeologists to investigate early societies, the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K03)	the emergence of ideas about the world such as the Renaissance, the Scientific Revolution and the Enlightenment, and the place of significant individuals and people in it that caused change (AC9HH8K03)
	Deep time history of Australia (65,000 years ago) (Year 7) The Western and Islamic world / The Asia-Pacific world / Expanding Contacts (Year 8)	<i>Deep time history of Australia (65,000 years ago)</i>	<i>The Vikings (c.790 – c.1066) or Medieval Europe (c.590 – c.1500) or The Ottoman Empire (c.1299 – c.1683) or Renaissance Italy (c.1400 – c.1600)</i> <i>Angkor/Khmer Empire (c.802 – c.1431) or Shogunate Japan (c.794 – 1867) or The Polynesian expansion across the Pacific (c.700 – 1756)</i> <i>Mongol Expansion (c.1206 – c.1368) or The Black Death in Africa, Asia and Europe or The Spanish conquest of the Aztecs and Incas (c.1492 – c.1572)</i>
		the causes and effects, and responses of the timing, arrival, and routes taken by early First Nations Peoples of Australia into and throughout Australia (AC9HH7K04)	the significant social, cultural, economic, environmental and/or political continuities and changes in the way of life and the roles and relationships of different groups in the society (AC9HH8K04)
the development of innovative technologies by early First Nations Peoples of Australia, including the earliest known examples, and how they developed in different places and contributed to daily life (AC9HH7K05)		the causes and effects of a significant development, event, turning point or challenge that contributed to continuity and change in the society (AC9HH8K05)	

	how the First Nations Peoples of Australia are the world's oldest continuing cultures and have responded to change over deep time (AC9HH7K06)	the experiences and perspectives of rulers and of subject peoples and the interaction between power and/or authority in the society (AC9HH8K06)
	early First Nations Peoples of Australia's innovative solutions such as sustainable land, water, and resource management (AC9HH7K07)	the role and achievements of a significant individual and/or group (AC9HH8K07)
	the sophistication and significance of First Nations Australians complex societies and cultures, changing social organisation and political and economic systems (AC9HH7K08)	interpretations and contested histories about the society, event and/or individual and/or group (AC9HH8K08)
	the key cultural practices of early First Nations Peoples of Australia and how they contributed to societal development and their continuity and change over time (AC9HH7K09)	
	the organisation of deep time according to archaeological evidence found and the archaeology of early First Nations Peoples of Australia (AC9HH7K10)	
	First Nations Australians' cultural sensitivities as they relate to heritage sites of significance, including ancestral remains, material culture and artefacts, and how collaboration with First Nations Australians ensures cultural integrity and protocols are followed (AC9HH7K11)	
	the revised interpretations and views of Early First Nations Peoples of Australia (AC9HH7K12)	
Ancient world 60 000 BC (BCE) – c.650 AD (CE) (Year 7)	<i>The Mediterranean world; Egypt, Greece or Rome</i> <i>The Asian world: India or China</i>	
	the evidence for the emergence and establishment of ancient civilisations and early societies such as art, iconography, writing tools and pottery (AC9HH7K13)	
	significant features of ancient civilisations and early societies including farming, trade, social classes, religion and the rule of law (AC9HH7K14)	
	how the physical environment and geographical features influenced the development of the civilization (AC9HH7K15)	
	the features and the organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society (AC9HH7K16)	
	the key beliefs, values, places and practices of the ancient society, with a particular emphasis on their significance to the development of the society of at least one of the following areas: everyday life, warfare, or death and funerary customs (AC9HH7K17)	
	significant events or turning points in the ancient society and its contribution to continuity and change (AC9HH7K18)	
	the causes and effects of 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 (AC9HH7K19)	
	the role and achievements of a significant individual or group in an ancient society (AC9HH7K20)	
	interpretations and contested histories of the ancient society and/or an individual and their significant legacies (AC9HH7K21)	

Strand	Sub-strand	Content description <i>Students learn to:</i>
Skills	Asking historical questions	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)
	Sequencing chronology	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)
	Using historical sources as evidence	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)
		identify the origin, content, context and purpose of primary and secondary sources (AC9HH8S04)
		corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)
		describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)
	Analysing causes and effects	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)
	Identifying continuity and change	identify and explain patterns of continuity and change to the way of life in ancient and/or middle ages (AC9HH8S08)
	Evaluating historical significance	use criteria to evaluate historical significance (AC9HH8S09)
evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievement (AC9HH8S10)		
Communicating	use a range of communication forms to develop an explanation of the ancient and/or middle ages using evidence from a range of primary and secondary sources (AC9HH8S11)	

History		Year 9	Year 10
<b>Achievement standard</b>			
		<p>By the end of Year 9, students evaluate the historical significance of the events, ideas, figures and groups in the making of the modern world. They sequence and explain the events, ideas, individuals and groups that contributed to making change in the modern world between 1759 and 1918. Students analyse the causes and effects of events and developments. They analyse patterns of continuity and change and evaluate the extent to which change occurred. Students develop criteria to evaluate historical significance.</p> <p>Students develop and refine different kinds of questions about the past. They describe the origin and content of sources and explain the purpose and context of sources. Students compare sources to determine their usefulness and reliability for use as evidence. Students compare and explain different perspectives of the past and determine how people’s perspectives are influenced by their contexts and experiences. They analyse different historians’ interpretations of the past and justify reasons for different opinions, points of view and/or contested debates. Students develop their own interpretations about the past. They construct and communicate a historical argument by using knowledge, relevant evidence and the application of historical thinking concepts.</p>	<p>By the end of Year 10, students evaluate the historical significance of events, ideas, figures and groups in the modern world and Australia in its global content. They sequence and analyse the events, ideas, historical figures, individuals and groups that contributed to causing change between 1918 and the present day. Students analyse significant causes and effects of events and developments. They evaluate patterns of continuity and change and the most significant changes brought to society. Students develop, refine and apply criteria to judge historical significance.</p> <p>Students develop, evaluate and refine different types of questions about the past. They analyse and compare sources and evaluate their usefulness and reliability as evidence to support their historical arguments. Students compare perspectives and evaluate how they are influenced by events, ideas, location, beliefs and values. They evaluate different historians’ interpretations of the past, recognise the evidence used to support these interpretations and investigate at least one contested historical debate. Students develop and justify their own interpretations about the past. Students communicate a historical argument by using knowledge, evidence and the application of historical thinking concepts.</p>
Strand	Sub-strand	<b>Content description</b> <i>Students learn about:</i>	
<b>Knowledge and understanding</b>	Overview of the making of the modern world (Year 9) Overview of the Modern World and Australia (Year 10)	<i>The making of the modern world</i>	
		the significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (AC9HH9K01)	significant events and ideas during the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (AC9HH10K01)
		the causes and effects of European imperial expansion and the movement of peoples in the period (colonisers, slaves, convicts, settlers and indigenous peoples such as the First Nations Peoples of Australia), their responses and their different perspectives (AC9HH9K02)	continuities and changes in the post-World War II world and continuing efforts to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping (AC9HH10K02)
		the emergence of significant economic, social and political ideas in the period and their influence on changing society, including nationalism (AC9HH9K03)	the contribution to significant change by major movements for rights and freedom in the world and the achievement of independence by former colonies (AC9HH10K03)
		the diverse and competing interpretations about significant events, ideas, individuals and people, groups and movements in making the modern world and why history can be contestable (AC9HH9K04)	the causes and effects 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 (AC9HH10K04)
	Foundations of the modern world 1750–1914 (Year 9) World War II (1939–1945) (Year 10)	<i>The Industrial Revolution (1750–1914)</i>	
		the causes of the Industrial Revolution, such as technological innovations and other conditions that influenced the industrialisation of Britain (AC9HH9K05)	<p style="text-align: center;"><i>World War II (1939–45)</i></p> the causes and course of World War II (AC9HH10K06)
			the places of significance where Australians fought and their perspectives and experiences during World War II, such as the Fall of Singapore, Prisoners of War (POWs), the Battle of Britain and Kokoda (AC9HH10K07)
		the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life (AC9HH9K06)	the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb (AC9HH10K08)

	the ideas that emerged and influenced change in society such as capitalism, socialism, egalitarianism and Chartism (AC9HH9K07)	the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, including the changing roles of women and First Nations Australians, 'enemy aliens', as well as the use of wartime government controls such as conscription, 'manpower controls', rationing and censorship (AC9HH10K09)
	the role of a significant individual or group in the promotion of one these ideas, for example from agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups (AC9HH9K08)	the significance of World War II to Australia's international relationships in the 20 <sup>th</sup> century, with reference to the United Nations, Britain, USA and Asia (AC9HH10K10)
		the commemoration of World War II, including different historical interpretations and contested debates (AC9HH10K11)
	<i>Movement of peoples (1750–1901)</i>	
	the significant events that caused the movement of peoples throughout the world, such as the transatlantic slave trade, the Irish Famine, convict transportation and the Industrial Revolution (AC9HH9K09)	
	the short-, medium- and long-term effects and impacts of population movements and changing settlement patterns during this period in Australia and the world, such as global demographic changes, transport, including impacts on Aboriginal and Torres Strait Islander Peoples and other indigenous peoples, new ideas, and political and social reforms (AC9HH9K10)	
	the different perspectives and experiences of slaves, convicts and free settlers upon departure, their journey abroad, their reactions on arrival and their changing way of life, including the Australian experience and their effects on Aboriginal and Torres Strait Islander Peoples (AC9HH9K11)	
	the ideas that emerged and influenced change in society, such as nationalism, imperialism, Darwinism, capitalism and egalitarianism (AC9HH9K12)	
	the impacts of a significant individual or group in the promotion of one these ideas for example, from explorers, politicians, agricultural and industrial workers, colonialists, and landowners, religious groups, and First Nations Peoples (AC9HH9K13)	
Australia and Asia (1750–1918) (Year 9) Rights and freedoms (1945–the present) (Year 10)	<i>An Asian society (1750 – 1918)</i>	<i>Rights and freedoms (1945 – the present)</i>
	<i>Australia: Making and transforming a nation (1750 – 1918)</i>	
	the key social, cultural, economic and political features and their significance in the development in one society during the period (AC9HH9K14)	the origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (AC9HH10K12)
	the causes and effects of European contact and extension of settlement on the First Nations Peoples of Australia or Asian peoples (AC9HH9K15)	the background and causes, such as discriminatory legislation and policies, to the struggle of First Nations Peoples of Australia for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (AC9HH10K13)
	significant events, ideas, people, groups and movements in the development of the society (AC9HH9K16)	the effects of the US civil rights movement and its influence on Australia in changing perspectives, beliefs and opinions (AC9HH10K14)
	patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (AC9HH9K17)	the contributions of First Nations Australian pioneering advocacy groups and significant individuals in the struggle and the extent they brought change to Australian society (AC9HH10K15)

		different experiences and perspectives of colonisers, settlers and First Nations Australians from the time and the impact of changes to society including events, ideas, beliefs and values (AC9HH9K18)	the significant events in the movement for the civil rights of First Nations Peoples of Australia and the extent they contributed to change: 1962 right to vote federally; Freedom Rides, 1967 Referendum; Tent Embassy, Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (AC9HH10K16)
		different historical interpretations and debates about the colonial and settler societies, such as contested terms, including 'colonisation', 'settlement' and 'invasion' (AC9HH9K19)	methods used by civil rights activists to challenge inequalities and discriminatory governmental practices against First Nations Peoples of Australia (AC9HH10K17)
		development of the society in relation to other nations in the world by 1914, including the effects of ideas and movements of people (AC9HH9K20)	the continuity and change in the continuing efforts to secure civil rights and freedoms in Australia, especially for First Nations Australians and First nations peoples of the world, such as the Declaration on the Rights of Indigenous Peoples (AC9HH10K18)
	World War I (1914–18) (Year 9) The globalising world (Year 10)	<i>World War I 1914–18</i>	<i>The globalising world 1945–Present</i>
		the causes of World War I and the reasons why men enlisted to fight in the war (AC9HH9K21)	the effects of significant post-World War II world events, ideas and developments on one major global influence that influenced change in Australian society (AC9HH10K19)
		the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign (AC9HH9K22)	causes and effects of the significant events and developments of the major global influences on Australia (AC9HH10K20)
		significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice (AC9HH9K23)	changing social, political, economic, cultural, environmental and technological conditions of a major global influence in Australia (AC9HH10K21)
		the effects of World War I, with a particular emphasis on continuities and changes in Australia society including the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers and the status of First Nations Australian veterans (AC9HH9K24)	continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life (AC9HH10K22)
		the commemoration of World War I, including different historical interpretations and contested debates about the nature and significance of the Anzac legend and the war (AC9HH9K25)	the contribution of the global influence to Australia's changing identity as a nation and to its international relationships (AC9HH10K23)
			different historical interpretations and contested debates during the second half of the 20 <sup>th</sup> century (AC9HH10K24)
<b>Strand</b>	<b>Sub-strand</b>	<b>Content description</b> <i>Students learn to:</i>	
<b>Skills</b>	Asking historical questions	develop different kinds of questions about the past (AC9HH10S01)	
		evaluate and refine these questions (AC9HH10S02)	
	Sequencing chronology	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)	
		evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)	



Using historical sources as evidence	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)
	describe the origin and content, and explain the purpose and context, of primary and secondary sources (AC9HH10S06)
	analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)
	evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)
	compare different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)
	evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)
	analyse the short and long causes and the intended and unintended effects of significant events and developments (AC9HH10S11)
Identifying continuity and change	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)
Evaluating historical significance	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)
	evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)
Communicating	use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)