

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Year level focus	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).	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 AD (ce)–c.1750).	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.	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.
Key inquiry questions	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
Key concepts	<p>Seven key concepts underpin a historical way of understanding the world. They are key ideas involved in teaching students to think geographically. The key concepts in the F–12 Australian Curriculum: History are evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability.</p> <ul style="list-style-type: none"> Evidence – the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion. Continuity and change – aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change. Cause and effect – used by historians to identify chains of events and developments over time, short term and long term. Perspectives – a person’s perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Empathy – 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 Significance – the importance that is assigned to particular aspects of the past (for example events, developments, movements and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of 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? How relevant is it to the contemporary world? Contestability – when particular interpretations about the past are open to debate (for example as a result of a lack of evidence or different perspectives). 			
Overview	<p>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. An overview will constitute approximately 10% of the total teaching time for the year. 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.</p> <p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</p> <ul style="list-style-type: none"> the theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) key features of ancient societies (farming, trade, social classes, religion, rule of law). 	<p>The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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.</p> <p>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:</p> <ul style="list-style-type: none"> the transformation of the Roman world and the spread of Christianity and Islam key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) 	<p>The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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.</p> <p>Overview content for the making of the modern world includes the following:</p> <ul style="list-style-type: none"> the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) the extent of European imperial expansion and different responses, including in the Asian region the emergence and nature of significant economic, social and political ideas in the period, including nationalism. 	<p>The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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.</p> <p>Overview content for the modern world and Australia includes the following:</p> <ul style="list-style-type: none"> the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping the major movements for rights and freedom in the world and the achievement of independence by former colonies the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.
Historical knowledge and understanding	<p>The depth studies for this year level include:</p> <p>1. Investigating the ancient past This depth study MUST be completed by all students</p> <ul style="list-style-type: none"> Investigating the ancient past <p>2. The Mediterranean World Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> Egypt Greece Rome <p>3. The Asian World Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> India China 	<p>The depth studies for this year level include:</p> <p>1. The Western and Islamic World Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> The Ottoman Empire (c.1299–c.1683) Renaissance Italy (c.1400–c.1600) The Vikings (c.790–c.1066) Medieval Europe (c.590–c.1500) <p>2. The Asia–Pacific World Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> Angkor/Khmer Empire (c.802–c.1431) Japan under the shoguns (c.794–1867) The Polynesian expansion across the Pacific (c.700–1756) <p>3. Expanding contacts Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> Mongol expansion (c.1206–c.1368) The Black Death in Asia, Europe and Africa (14th century plague) The Spanish conquest of the Americas (c.1492–c.1572) 	<p>The depth studies for this year level include:</p> <p>1. Making a better world? Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> The Industrial Revolution (1750–1914) Progressive ideas and movements (1750–1918) Movement of peoples (1750–1901) <p>2. Australia and Asia Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> Asia and the world Making a nation <p>3. World War I This depth study MUST be completed by all students</p> <ul style="list-style-type: none"> World War I (1914–1918) 	<p>The depth studies for this year level include:</p> <p>1. World War II This depth study MUST be completed by all students</p> <ul style="list-style-type: none"> World War II (1939–1945) <p>2. Rights and freedoms This depth study MUST be completed by all students</p> <ul style="list-style-type: none"> Rights and freedoms (1945–present) <p>3. The globalising world Choose ONE of the following depth study options</p> <ul style="list-style-type: none"> Popular culture (1945–present) The environment movement (1945–present) Migration experiences (1960s–present)
Chronology, terms and concepts	<ul style="list-style-type: none"> Sequence historical events developments and periods Use historical terms and concepts 		<ul style="list-style-type: none"> Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Use historical terms and concepts 	
Historical questions and research	<ul style="list-style-type: none"> Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods 		<ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions Identify and locate relevant sources, using ICT and other methods 	
Analysis and use of sources	<ul style="list-style-type: none"> Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources 		<ul style="list-style-type: none"> Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument Evaluate the reliability and usefulness of primary and secondary sources 	
Perspectives and interpretations	<ul style="list-style-type: none"> Identify and describe points of view, attitudes and values in primary and secondary sources 		<ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past Identify and analyse different historical interpretations (including their own) 	
Explanation and communication	<ul style="list-style-type: none"> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies 		<ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies 	
	Year 7 achievement standard	Year 8 achievement standard	Year 9 achievement standard	Year 10 achievement standard
Achievement standards	<p>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.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an 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.</p>	<p>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 an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions.</p> <p>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.</p>	<p>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.</p> <p>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 an 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.</p>	<p>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.</p> <p>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 an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical 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.</p>