

Search

[English](#) [History](#) [Mathematics](#) [Science](#)

Filter results by:

Year Level

Strand

- Knowledge and Understanding
- Skills

General capabilities

Select one

Cross-curriculum dimensions

Select one

Apply filters

Clear filters

Organise curriculum columns by: **Strand** Year level

Save view

Download

Print

Email

History

Kindergarten Content descriptions

Knowledge and Understanding

1. Personal and family stories

Personal place in the generational structure of family and the differences and similarities in the daily lives of generations within the family (HKKU1)

2. Personal and family stories

Significant events in personal histories and the stories of family that can be told through sources such as photographs and artefacts (HKKU2)

3. Personal and family stories

How families commemorate past events that are important to them (HKKU3)

Skills

1. Historical questions and research

Ask and answer questions about the past using sources provided (HKS1)

2. Analysis and use of sources

Explore and engage with a variety of sources about the past (HKS2)

3. Analysis and use of sources

Identify and compare features of objects from the present and the past (HKS3)

4. Comprehension and communication

Order familiar objects and events in a time sequence (HKS4)

5. Comprehension and communication

Use language to describe the passing of time (HKS5)

6. Comprehension and communication

Describe an event or place and retell a narrative from the past (HKS6)

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies (HKS7)

Kindergarten Achievement standard

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

Year 1 Content descriptions

Knowledge and Understanding

1. Present and past

Ways in which the present and past are measured and recorded by individuals and by groups (H1KU1)

Skills

1. Historical questions and research

Ask and answer questions about the past using sources provided (H1SK1)

2. Present and past

Terms that are commonly used to express time, such as 'tomorrow' and 'a long time ago', including dates and changes that may have personal significance – birthdays, celebrations, the seasons (H1KU2)

3. Present and past

How the characteristics of present family structures, and other similar social groupings, may have differed from those in the past (H1KU3)

4. Present and past

How the roles of individuals and groups have evolved over time to meet changing human needs (H1KU4)

2. Analysis and use of sources

Explore and engage with a variety of sources about the past (H1SK2)

3. Analysis and use of sources

Identify and compare features of objects from the present and the past (H1SK3)

4. Comprehension and communication

Order familiar objects and events in a time sequence (H1SK4)

5. Comprehension and communication

Use language to describe the passing of time (H1SK5)

6. Comprehension and communication

Describe an event or place and retell a narrative from the past (H1SK6)

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies (H1SK7)

Year 1 Achievement standard

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

Year 2 Content descriptions**Knowledge and Understanding****1. Heritage**

Significance of local place names and their links to the past (H2KU1)

2. Heritage

Events and people of significance in the local community, in the present and the past (H2KU2)

3. Heritage

Importance of local communities celebrating and preserving their heritage (H2KU3)

Skills**1. Historical questions and research**

Ask and answer questions about the past using sources provided (H2SK1)

2. Analysis and use of sources

Explore and engage with a variety of sources about the past (H2SK2)

3. Analysis and use of sources

Identify and compare features of objects from the present and the past (H2SK3)

4. Comprehension and communication

Order familiar objects and events in a time sequence (H2SK4)

5. Comprehension and communication

Use language to describe the passing of time (H2SK5)

6. Comprehension and communication

Describe an event or place and retell a narrative from the past (H2SK6)

7. Comprehension and communication

Use a range of communication forms (oral, graphic, written, role play) and technologies (H2SK7)

Year 2 Achievement standard

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

Year 3 Content descriptions

Knowledge and Understanding

1. Our community

The ways of life, beliefs and practices of traditional owners of country (H3KU1)

2. Our community

Key changes and continuities in the local community, region or state: who lived there in the past; how they made their livings; how they explored and settled; how they developed communities; how transport changed; how schools changed; how parks and gardens were developed; and how entertainment, lifestyle, religion and beliefs evolved (H3KU2)

3. Our community

The significance of an important heritage site or a site of cultural or spiritual significance in the local community, region or state, such as a place (land/sea), war memorial, town hall, church or museum (H3KU3)

4. We remember

The significance of selected celebrations, commemorations, symbols and emblems that are important to communities, cultures or groups, states and territories (H3KU4)

5. We remember

Reasons for particular days and weeks being marked as celebrations, or as commemorations of events of national significance, including Australia Day, Anzac Day, Sorry Day (H3KU5)

6. We remember

The meaning and significance of emblems and symbols of the nation including the national flag, the Aboriginal flag, the Torres Strait Islander flag and the Australian national anthem (H3KU6)

Year 3 Achievement standard

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

Year 4 Content descriptions

Knowledge and Understanding

1. First Australians

The diversity of cultures, beliefs, languages and social organisation of Aboriginal and Torres Strait Islander people in the past (H4KU1)

2. First Australians

The significance of the Dreaming and the perspectives and meaning in Dreaming stories (H4KU2)

3. First Australians

The contribution of Aboriginal and Torres Strait Islander people to the Australian nation (H4KU3)

4. Early contacts

Early European and Asian contact with Australia (H4KU4)

5. Early contacts

Navigators and explorers charting the Australian continent and other parts of the world up to the early

Skills

1. Historical questions and research

Pose a range of questions about the past (H3SK1)

2. Historical questions and research

Locate relevant historical information from sources provided (H3SK2)

3. Historical questions and research

Identify traces of the past in the present (H3SK3)

4. Analysis and use of sources

Compare aspects of the past with the present, using sources provided (H3SK4)

5. Perspectives and interpretations

Identify different points of view (H3SK5)

6. Comprehension and communication

Sequence historical people and events (H3SK6)

7. Comprehension and communication

Use historical terms (H3SK7)

8. Comprehension and communication

Develop historical texts, particularly narratives (H3SK8)

9. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H3SK9)

Skills

1. Historical questions and research

Pose a range of questions about the past (H4SK1)

2. Historical questions and research

Locate relevant historical information from sources provided (H4SK2)

3. Historical questions and research

Identify traces of the past in the present (H4SK3)

4. Analysis and use of sources

Compare aspects of the past with the present, using sources provided (H4SK4)

5. Perspectives and interpretations

Identify different points of view (H4SK5)

6. Comprehension and communication

Sequence historical people and events (H4SK6)

nineteenth century (H4KU5)

6. Early contacts

The story of the journey and arrival of the First Fleet (H4KU6)

7. Early contacts

The early contact experiences of Aboriginal and Torres Strait Islander people and Europeans, including impacts on environment and livelihood (H4KU7)

8. Early contacts

Aspects of the daily life of a person or group from the period such as a child in early Sydney, male and female convicts, Aboriginal peoples at Sydney Cove, as reflected in sources such as buildings, stories, songs, diaries, official documents, paintings and artefacts (H4KU8)

Year 4 Achievement standard

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

Year 5 Content descriptions

Knowledge and Understanding

1. Colonial lives

An overview of continuity and change in the development of colonial Australia (H5KU1)

2. Colonial lives

The founding, character and activities of a convict or colonial settlement in Australia, including aspects of daily life (H5KU2)

3. Colonial lives

Stories of significant individuals or groups that played an important role in the development of a colony (H5KU3)

4. Colonial lives

A key event that demonstrates a milestone in Australia's colonial history (H5KU4)

5. Stories of nationhood

The stories of Australia's federation (H5KU5)

6. Stories of nationhood

Australia's form of government and how representative it was at the time (H5KU6)

7. Stories of nationhood

An overview of how Australia's form of government compared with other nations and the different stories of their path to nationhood (H5KU7)

Year 5 Achievement standard

By the end of Year 5, students are able to ask questions of different types of primary and secondary sources and find answers in those sources to questions such as 'Who wrote this? What does it say? When, where, why was this

7. Comprehension and communication

Use historical terms (H4SK7)

8. Comprehension and communication

Develop historical texts, particularly narratives (H4SK8)

9. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H4SK9)

Skills

1. Historical questions and research

Develop questions about the past to inform an inquiry (H5SK1)

2. Historical questions and research

Identify relevant historical sources and locate information related to the questions (H5SK2)

3. Historical questions and research

Identify a variety of primary and secondary sources (H5SK3)

4. Analysis and use of sources

Locate and record historical information from a variety of sources (H5SK4)

5. Analysis and use of sources

Compare key ideas and information in a range of sources (H5SK5)

6. Perspectives and interpretations

Identify points of view, perspectives, values and attitudes in historical sources (H5SK6)

7. Comprehension and communication

Sequence historical events (H5SK7)

8. Comprehension and communication

Use historical terms and concepts (H5SK8)

9. Comprehension and communication

Develop historical texts, particularly narratives and descriptions, which incorporate evidence (H5SK9)

10. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H5SK10)

written/produced? They explain the meaning of historical concepts (eg colonial, federation) and empathise by retelling or explaining past experiences, attitudes and values from the perspective of a person or group in the past. When inquiring into the past, students locate and record historical information, in an accurate and concise way, and use historical concepts in their descriptions and narratives.

Year 6 Content descriptions

Knowledge and Understanding

1. Australia, the British Empire and Asia

The character of the British Empire, Australia's place in it, links to Empire and the significance of Australia's British heritage (H6KU1)

2. Australia, the British Empire and Asia

Australia's links with the Asia-Pacific region (H6KU2)

3. Australia, the British Empire and Asia

Other countries' perceptions of Australia in the early twentieth century (H6KU3)

4. New Australians

The development of a culturally diverse society through journeys to Australia over time (eg gold seekers and refugees from wars) (H6KU4)

5. New Australians

Stories of groups of people who journeyed to Australia during the twentieth century and the reasons for their journeys, such as World War II and Australian migration programs (H6KU5)

6. New Australians

Contributions of migrants to Australian life in areas such as the arts, medicine, science, hospitality, inventions and education (H6KU6)

7. New Australians

A particular migrant narrative (H6KU7)

Skills

1. Historical questions and research

Develop questions about the past to inform an inquiry (H6SK1)

2. Historical questions and research

Identify relevant historical sources and locate information related to the questions (H6SK2)

3. Historical questions and research

Identify a variety of primary and secondary sources (H6SK3)

4. Analysis and use of sources

Locate and record historical information from a variety of sources (H6SK4)

5. Analysis and use of sources

Compare key ideas and information in a range of sources (H6SK5)

6. Perspectives and interpretations

Identify points of view, perspectives, values and attitudes in historical sources (H6SK6)

7. Comprehension and communication

Sequence historical events (H6SK7)

8. Comprehension and communication

Use historical terms and concepts (H6SK8)

9. Comprehension and communication

Develop historical texts, particularly narratives and descriptions, which incorporate evidence (H6SK9)

10. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H6SK10)

Year 6 Achievement standard

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

Work samples:

[Human interaction with the Antarctic](#)

Year 7 Content descriptions

Knowledge and Understanding

1. Depth Study 1. What is History?

The range of sources, primary and secondary, used by historians to inquire into, and find out about, the past (H7KU1)

2. Depth Study 1. What is History?

The nature of historical inquiry and the questions historians ask when analysing sources (H7KU2)

3. Depth Study 1. What is History?

Skills

1. Historical questions and research

Formulate inquiry questions and plan an inquiry (H7SK1)

2. Historical questions and research

Identify and locate relevant historical sources and information, using ICT and other methods (H7SK2)

3. Analysis and use of sources

Identify the origin and purpose of historical sources

Scientific and other methods used by historians to investigate the past (H7KU3)

4. Depth Study 1. What is History?

The process of historical inquiry using at least **one** specific site study (H7KU4)

5. Depth Study 1. What is History?

The ways in which the past can be represented through documents, oral history, visual and other accounts (H7KU5)

6. Depth Study 1. What is History?

The importance of conserving the remains of the past in order to continue to understand the present (H7KU6)

7. What was the Ancient World? An Overview

A broad chronological overview from the time of the earliest communities to the end of the Ancient world (c. 500 AD) (H7KU7)

8. What was the Ancient World? An Overview

Discoveries and mysteries that indicate what we know and what we do not know about this period of history (H7KU8)

9. What was the Ancient World? An Overview

The broad movements of early peoples and the formation of settlements (H7KU9)

10. What was the Ancient World? An Overview

The defining characteristics of societies that emerged in this period (H7KU10)

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

A chronological account of the significant periods, events and people (H7KU11)

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

The economic, social and strategic importance of the main geographical features, including landforms and resources, and the geographic location of the society in the broader region (H7KU12)

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

The social, military and political structures of the society, particularly how people lived, how they fought and how they were governed (H7KU13)

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

Significant developments in the areas of art, architecture, technology, thinking and literature (H7KU14)

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

The important cultural practices, beliefs, values and customs and the impact on people's way of life (H7KU15)

(H7SK3)

4. Analysis and use of sources

Locate, select and organise historical information from a variety of sources (H7SK4)

5. Analysis and use of sources

Distinguish between fact and opinion (H7SK5)

6. Analysis and use of sources

Draw conclusions about the usefulness of sources (H7SK6)

7. Perspectives and interpretations

Identify and describe points of view, perspectives, values and attitudes in historical sources (H7SK7)

8. Perspectives and interpretations

Identify and explain the perspectives of different individuals and groups (H7SK8)

9. Comprehension and communication

Sequence historical events and periods within history (H7SK9)

10. Comprehension and communication

Use historical terms and concepts (H7SK10)

11. Comprehension and communication

Develop historical texts, particularly descriptions and explanations, which use evidence (H7SK11)

12. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H7SK12)

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

The short and long term impact in and beyond the region of the key events, ideas and people (H7KU16)

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

A chronological account of significant periods, events and people (H7KU17)

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

The economic, social and strategic importance of the main geographical features, including landforms and resources, and of the geographic location of the society in the broader region (H7KU18)

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

The social, military and political structures of the society, particularly how people lived, how they fought and how they were governed (H7KU19)

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

Significant developments in the areas of art, architecture, technology, thinking, oral traditions or literature (H7KU20)

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

The important cultural practices, beliefs, values and customs and the impact on people's way of life (H7KU21)

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

The short and long term impact in and beyond the region of key events, ideas and people (H7KU22)

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

Schools will develop a depth study of their choice related to the Ancient World choosing from societies addressed in previous depth studies or an aspect of local, national or world history that relates to this historical period. The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement, mystery or discovery. (H7KU23)

Year 7 Achievement standard

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

Work samples:

[Nile River Descriptive Report](#)

Year 8 Content descriptions

Knowledge and Understanding

Skills

1. Overview of the Medieval World

A chronological overview of key events and eras from the end of the Ancient period to the beginning of the Modern period c. 500-1750 (H8KU1)

2. Overview of the Medieval World

Discoveries and mysteries that indicate what we know and what we do not know about this period of history (H8KU2)

3. Overview of the Medieval World

The changing nature of societies in this period (H8KU3)

4. Overview of the Medieval World

The movement and interaction of people and cultures (H8KU4)

5. Overview of the Medieval World

The increasing complexity of societies in this period, including changes in technology, population and the distribution of wealth and power (H8KU5)

6. Depth Study 1. Medieval Europe

A chronological account of significant periods, events and people in Medieval Europe c. 500-1750 (H8KU6)

7. Depth Study 1. Medieval Europe

The strategic importance of the main geographical features in this period, including the Silk Road (H8KU7)

8. Depth Study 1. Medieval Europe

The main characteristics of everyday life in ONE Medieval European society, including the influence of art, architecture and religion; the roles of men and women; the role of the family; farming and trade; entertainment (H8KU8)

9. Depth Study 1. Medieval Europe

The social and political organisation of feudalism, its impact on people's daily life and its advantages and problems (H8KU9)

10. Depth Study 1. Medieval Europe

The nature and extent of change in at least ONE of the following areas: ruling and governing; health and medicine; crime and punishment; military and defence systems; towns, cities and commerce (H8KU10)

11. Depth Study 1. Medieval Europe

The nature and significance of the beliefs and values associated with Christendom and other religions, including Islam and Judaism in this period (H8KU11)

12. Depth Study 1. Medieval Europe

The nature of the relationship between medieval Islamic and Christian worldviews (H8KU12)

13. Depth Study 1. Medieval Europe

The legacy of Medieval European events, ideas and people (H8KU13)

14. Depth Study 2. Asian societies

A chronological account of significant periods, events and people in the Asian region c. 500-1750 (H8KU14)

15. Depth Study 2. Asian societies

The nature and significance of the beliefs and values of Asian societies such as Hinduism, Buddhism or Shinto (H8KU15)

16. Depth Study 2. Asian societies**1. Historical questions and research**

Formulate inquiry questions and plan an inquiry (H8SK1)

2. Historical questions and research

Identify and locate relevant historical sources and information, using ICT and other methods (H8SK2)

3. Analysis and use of sources

Identify the origin and purpose of historical sources (H8SK3)

4. Analysis and use of sources

Locate, select and organise historical information from a variety of sources (H8SK4)

5. Analysis and use of sources

Distinguish between fact and opinion (H8SK5)

6. Analysis and use of sources

Draw conclusions about the usefulness of sources (H8SK6)

7. Perspectives and interpretations

Identify and describe points of view, perspectives, values and attitudes in historical sources (H8SK7)

8. Perspectives and interpretations

Identify and explain the perspectives of different individuals and groups (H8SK8)

9. Comprehension and communication

Sequence historical events and periods within history (H8SK9)

10. Comprehension and communication

Use historical terms and concepts (H8SK10)

11. Comprehension and communication

Develop historical texts, particularly descriptions and explanations, which use evidence (H8SK11)

12. Comprehension and communication

Use a range of communication forms (oral, graphic, written) and technologies (H8SK12)

The main characteristics of everyday life in ONE Asian society, including the influence of art, architecture and religion; the roles of men and women; farming, trade and commerce; entertainment; tensions between rulers and ruled (H8KU16)

17. Depth Study 2. Asian societies

Those factors (political, social, economic, environmental or military) that contributed to the rise and/or to the subsequent demise of the society (H8KU17)

18. Depth Study 2. Asian societies

The achievements and legacy of the society, including the role played by key historical individuals, groups and/or events (H8KU18)

19. Depth Study 3. Expanding horizons

The origins of the Renaissance and its influence on European ideas, beliefs and values (H8KU19)

20. Depth Study 3. Expanding horizons

The reasons for voyages of discovery in this period, the nature of the voyages and the redrawing of the map of the world (H8KU20)

21. Depth Study 3. Expanding horizons

The main characteristics of the people and society in ONE of the following regions of the world prior to European contact: North America, South America, Africa, the Pacific (H8KU21)

22. Depth Study 3. Expanding horizons

The nature of the contact between these people and European explorers, the respective responses and effects of the contact (H8KU22)

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

Schools will develop a depth study of their choice related to the Medieval world, choosing from societies addressed in previous depth studies or an aspect of local, national or world history that relates to this historical period. The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement, mystery or discovery (H8KU23)

Year 8 Achievement standard

By the end of Year 8, students are able to identify the main features of past societies and produce explanations of the significance of these features to the development of that society. They identify significant changes and continuities over time and show an understanding of cause and consequence in their explanations. They recognise why some events, people and changes might be judged as more historically significant than others. When inquiring into the past, students follow a deliberate research process such as posing an inquiry question and sub-questions to develop a research focus, identifying information needed and planning tasks. Their inquiries show refinement through the incorporation of different perspectives and evidence.

Year 9 Content descriptions

Knowledge and Understanding

Skills

1. Overview of the making of the Modern World and Australia

A chronological overview of the modern world and Australia from 1750 to 1901 (H9KU1)

2. Overview of the making of the Modern World and Australia

The rise of European industrialism, imperialism and nationalism and its effects on Australia (H9KU2)

3. Overview of the making of the Modern World

1. Historical questions and research

Formulate and modify inquiry questions and plan an inquiry (H9SK1)

2. Historical questions and research

Identify and locate relevant historical sources and information, using ICT and other methods (H9SK2)

3. Analysis and use of sources

Identify the origin, purpose and context of historical sources (H9SK3)

4. Analysis and use of sources

Process and synthesise historical information from a variety of sources, including historical data (H9SK4)

Exploration, contact and conflict in the establishment of New World settler societies (H9KU3)

5. Analysis and use of sources

4. Overview of the making of the Modern World and Australia

Draw conclusions about the reliability and usefulness of sources (H9SK5)

6. Perspectives and interpretations

The nations, empires and lands that made up the American and Asia-Pacific region c. 1800 (H9KU4)

Identify and analyse the different actions, motives, values and attitudes of people from the past (H9SK6)

5. Overview of the making of the Modern World and Australia

7. Perspectives and interpretations

Global population movements (H9KU5)

Identify and account for differing perspectives and historical interpretations (H9SK7)

8. Comprehension and communication

6. Overview of the making of the Modern World and Australia

Sequence events chronologically to demonstrate the relationship between events in different periods and places (H9SK8)

Significant debates among historians about aspects of this period (H9KU6)

9. Comprehension and communication

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

Use historical terms and concepts (H9SK9)

10. Comprehension and communication

The causes and consequences of the Industrial Revolution, including an examination of the impact of major scientific and technological innovations (H9KU7)

Explain change and continuity over time with reference to the actions, motives, values and attitudes of individuals and groups (H9SK10)

11. Comprehension and communication

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

Develop historical texts, particularly explanations and discussions (incorporating historical argument), which use evidence from a range of sources (H9SK11)

The experiences of men, women and children during the Industrial Revolution (H9KU8)

12. Comprehension and communication

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

Select and use a range of communication forms (oral, graphic, written) and technologies (H9SK12)

The main features of the factory system and its effects on productivity, consumption, social structure, labour conditions and the division of labour (H9KU9)

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

The nineteenth century concept of progress as defined by the standards and expectations of society in this period (H9KU10)

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

The impact of the Industrial Revolution on the mass movement of peoples, including the slave trade, convict transportation and migration of settlers (H9KU11)

12. Depth Study 2. Asia and the Pacific World

The societies that made up the Asia-Pacific region c.1800 (H9KU12)

13. Depth Study 2. Asia and the Pacific World

The impact of European influence in the Asia-Pacific region, with a particular emphasis on ONE of the following: Japan, China, Indochina OR the Dutch East Indies and Fiji (H9KU13)

14. Depth Study 2. Asia and the Pacific World

The consequences of contact, intended and unintended,

between Aboriginal and Torres Strait Islander people and Europeans in Australia, and in ONE other part of the Asia-Pacific (H9KU14)

15. Depth Study 2. Asia and the Pacific World

The cultural influence of the Asia-Pacific region on European and Australian society (H9KU15)

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

The extension of settlement into Australia including pastoralism, squatters and selectors, the overland telegraph, the impact of gold rushes and mining (H9KU16)

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

The development of self-governing colonies and the tensions and ambitions that led to the creation of an Australian nation (H9KU17)

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

The living and working conditions of rural and urban Australians in the mid to late nineteenth century (H9KU18)

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

The motivation, behaviour and legacy of individuals and groups who rebelled against social conditions and authority (H9KU19)

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

The early years of the Australian nation, including the introduction of the White Australia policy, exclusion of Aboriginal and Torres Strait Islander people, voting rights of women and the introduction of the basic wage (H9KU20)

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

Schools will develop a depth study of their choice related to the making of the Modern world and Australia, choosing from an aspect of local, national or world history that relates to this historical period. The content to be taught must be drawn from either the depth studies or the overview. The school-developed study could focus on ONE or more of the following: a significant event, person, group, movement or historical debate (H9KU21)

Year 9 Achievement standard

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

Work samples:

[Impact of colonisation of Aboriginal peoples in the early years of the Australian Colony](#)

Year 10 Content descriptions

Knowledge and Understanding

Skills

1. Overview of Australia in the Modern World

1. Historical questions and research

A chronological study of Australia in the Modern World from 1901 to the present (H10KU1)

2. Overview of Australia in the Modern World

Significant social movements and changes concerning women, migration, religion, land rights and the environment (H10KU2)

3. Overview of Australia in the Modern World

Significant Australian economic and political debates during the twentieth century, including constitutional issues and workplace and workforce reforms (H10KU3)

4. Overview of Australia in the Modern World

The transformation of the modern world as a consequence of radical political actions and ideas, global conflict and attempts to deal with these events through international cooperation, including Australia's influence in the United Nations, the Middle East and the Asia-Pacific region (H10KU4)

5. Overview of Australia in the Modern World

Significant debates among historians about aspects of the history of this period (H10KU5)

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

The significance of the Gallipoli and Western front campaigns during World War I (H10KU6)

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

The development of the Anzac legend and its relationship with developing a national identity (H10KU7)

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

Life on the 'Home Front' during the war (H10KU8)

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

Stories of returned combatants, nurses and auxiliaries (H10KU9)

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

The rapid growth of a new consumer society in the 1920s, the 1929 Crash, its effect on world economies and on Australian society (H10KU10)

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

The origins of World War II and Australia's role in events (H10KU11)

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

The significance of World War II, including the Holocaust

Formulate and modify inquiry questions and plan an inquiry (H10SK1)

2. Historical questions and research

Identify and locate relevant historical sources and information, using ICT and other methods (H10SK2)

3. Analysis and use of sources

Identify the origin, purpose and context of historical sources (H10SK3)

4. Analysis and use of sources

Process and synthesise historical information from a variety of sources, including historical data (H10SK4)

5. Analysis and use of sources

Draw conclusions about the reliability and usefulness of sources (H10SK5)

6. Perspectives and interpretations

Identify and analyse the different actions, motives, values and attitudes of people from the past (H10SK6)

7. Perspectives and interpretations

Identify and account for differing perspectives and historical interpretations (H10SK7)

8. Comprehension and communication

Sequence events chronologically to demonstrate the relationship between events in different periods and places (H10SK8)

9. Comprehension and communication

Use historical terms and concepts (H10SK9)

10. Comprehension and communication

Explain change and continuity over time with reference to the actions, motives, values and attitudes of individuals and groups (H10SK10)

11. Comprehension and communication

Develop historical texts, particularly explanations and discussions (incorporating historical argument), which use evidence from a range of sources (H10SK11)

12. Comprehension and communication

Select and use a range of communication forms (oral, graphic, written) and technologies (H10SK12)

and use of the atomic bomb (H10KU12)

13. Depth Study 2. Struggles for freedom and rights

The contribution of the United Nations and other international organisations, treaties and declarations to establishing and monitoring human rights throughout the world (H10KU13)

14. Depth Study 2. Struggles for freedom and rights

The effects of the Cold War on human rights and freedoms throughout the world (H10KU14)

15. Depth Study 2. Struggles for freedom and rights

The origins and consequences of anti-colonial movements and civil rights movements, one to be chosen from (a) the 20th century independence movement in India (b) the 1960s US civil rights movement (c) anti-colonial resistance and war in Vietnam (d) the anti-apartheid movement in South Africa (H10KU15)

16. Depth Study 2. Struggles for freedom and rights

The civil rights struggles of Aboriginal and Torres Strait Islander people with reference to government policies (including protection, assimilation, integration, reconciliation and self determination), the 1967 Referendum, the Mabo decision and the Apology to the Stolen Generations (H10KU16)

17. Depth Study 2. Struggles for freedom and rights

A case study of the influence of a key individual, group or event in the struggle for rights and freedoms (H10KU17)

18. Depth Study 3. Social and cultural influences

The nature and type of change in popular culture during this century, including the influence of film, music, particularly rock and roll (and its successor genres), fashion, sport, mass communication and the digital revolution (H10KU18)

19. Depth Study 3. Social and cultural influences

A decade in Australia's twentieth century history, compared with the present, with a particular emphasis on the following: family, work, education, health, leisure, transport and communications (H10KU19)

20. Depth Study 3. Social and cultural influences

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

migration
women's liberation movements
concern for the environment
urbanisation
and ONE other significant social development
(H10KU20)

Year 10 Achievement standard

By the end of Year 10, students are able to account for historical events and developments by making links within

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



© [Copyright](#) | [Privacy policy](#)