Humanities –   
History

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

History is the disciplined process of investigating evidence to develop understandings of the past. In History, students use evidence from historical sources to construct explanations of the past. This past includes the events, developments and the experiences of individuals, communities and societies that have shaped our diverse contemporary world. In the Victorian Curriculum F–10, students learn about and come to understand themselves and their communities by engaging with the rich and enduring histories and cultures of Aboriginal and Torres Strait Islander Peoples; ancient and pre-modern societies; societies of Africa, the Americas, Asia, Europe and the Pacific region; global themes; and the colonisation of the Australian continent and Australia’s development as a nation.

Learning in History is investigative, interpretive and creative. It asks and responds to questions about the past that give meaning to our shared histories and experiences, and helps in understanding ourselves and the actions of others. The interrelated historical skills and concepts that underpin this process include:

* historical questions
* chronology
* using historical sources
* continuity and change
* causes and consequences
* historical significance
* communicating.

Through learning in History, students come to appreciate that pasts are contestable, shared and relevant to their world. Students learn that the diverse experiences of individuals, society, beliefs, events and developments in the past have shaped our shared experiences. History enables students to appreciate how the world, nations, communities and peoples have changed, and the significant continuities of the present day. This knowledge and understanding is essential for their informed and active participation as citizens in Australia’s diverse society.

## Aims

History aims to ensure that students develop:

* an interest in, and enjoyment of, historical study for lifelong learning and work by cultivating a sense of wonder and curiosity
* their capacity and willingness to be informed and active citizens by fostering an understanding of social diversity, inclusion and social participation
* knowledge, understanding and appreciation of the past, the experiences and perspectives of groups and individuals, and the forces that shape societies and environments, including Aboriginal and Torres Strait Islander Peoples, Australia, Asia and the Western world
* understanding and use of historical concepts and skills, including historical questions, chronology, using historical sources, continuity and change, causes and consequences, historical significance and communicating
* the capacity to undertake historical inquiry, including skills in analysing and using sources, and in explaining and communicating arguments.

## Structure

The History curriculum is presented as a 3-level band at Foundation to Level 2, and then in 2-level bands from Levels 3 to 10.

History is organised under 2 interrelated strands:

* Historical Knowledge and Understanding
* Historical Concepts and Skills.

These strands are interrelated and should be taught in an integrated way. The content descriptions of the 2 strands have been written so that this integration is possible at each band.

Under each strand, curriculum content is further organised into sub-strands, as per the table below.

Table 1: History curriculum structure

| Band | Historical Knowledge and Understanding sub-strands | Historical Concepts and Skills sub-strands |
| --- | --- | --- |
| F–2 | Personal histories  Community histories | Historical questions  Chronology  Using historical sources  Continuity and change  Causes and consequences  Historical significance  Communicating |
| 3–4 | Community, remembrance and celebrations  Early colonisation of Australia to c. 1800 |
| 5–6 | Australia (1800–1900)  Australia (1900–2000) |
| 7–8 | Overview: Levels 7 and 8  Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era)  Investigation: Ancient societies (10 000 BCE – 600 CE)  Investigation: Europe and the Mediterranean world (c. 600–1750 CE)  Investigation: Asia and the Pacific region (c. 600–1750 CE) |
| 9–10 | Overview: Levels 9 and 10  Investigation: Australia (1750–1914)  Investigation: Australians at war (1914–1945)  Investigation: Asia (1750–present)  Investigation: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present)  Investigation: The globalising world (1945–present) |

### Historical Knowledge and Understanding

This strand details what students will learn about in the History curriculum. This learning includes the study of personal histories, communities, societies, events, movements and developments that have shaped individual experiences and world history from the time of the earliest human communities to the present day.

The content of this strand is organised by sub-strands that focus on particular aspects of the past.

#### Foundation to Level 6

At each of the Foundation to Level 2, Levels 3 and 4 and Levels 5 and 6 bands, students will be taught content from 2 sub-strands. The sub-strands are expected to be taught in depth.

#### Levels 7 to 10

At Levels 7 and 8, students study an Overview sub-strand and all 4 Investigations sub-strands. At Levels 9 and 10, students study an Overview sub-strand and at least 4 Investigations sub-strands.

##### Overviews

The first sub-strand in each band is an overview. The Overview provides an expansive chronology that helps students understand broad patterns of historical change, and provides the broader context for the Investigations. It can provide students with an introduction to the historical period, make links to and between Investigations, and consolidate understanding through a review of the period.

The overview is not intended to be taught in depth.

##### Investigations

Investigation sub-strands concern specific historical contexts and topics. At Levels 7 and 8, students study all 4 Investigation sub-strands. At Levels 9 and 10, students study at least 4 Investigation sub-strands.

Some Investigation sub-strands offer multiple topics, which are shown in the elaborations. For example, at Levels 9 and 10 in the Investigation: Asia (1750–present) sub-strand, 4 topics are presented in the elaborations for each content description: China, India, Indonesia, Japan and Vietnam. The content descriptions should be read in conjunction with the relevant elaborations.

Investigations are expected to be taught in depth.

Table 2: Investigation sub-strands and topics, Levels 7–10

| **Band** | **Investigation sub-strand** | **Topics** |
| --- | --- | --- |
| 7–8 | Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era) | – |
| Ancient societies (10 000 BCE – 600 CE) | *Choose at least one of:*   * China * Egypt * Greece * India * Rome |
| Europe and the Mediterranean world (c. 600–1750 CE) | *Choose at least one of:*   * Emergence of the modern world in Europe * Medieval Europe * Ottoman Empire * Renaissance Italy * Spanish and the Americas * Vikings |
| Asia and Pacific region (c. 600–1750 CE) | *Choose at least one of:*   * Angkor/Khmer Empire * Japan under the Shoguns * Mongol Expansion * Polynesian expansion across the Pacific |
| 9–10 | Australia (1750–1914)\* | – |
| Australians at war (1914–1945) | – |
| Asia (1750–present) | *Choose at least one of:*   * China * India * Indonesia * Japan * Vietnam |
| Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present) | – |
| The globalising world (1945–present)\* | *Choose at least one of:*   * Popular culture * Environment movement * Migration experiences * Political crisis * Regional and global conflict |

**\***Students can choose whether to study one of or both the Australia (1750–1914) and The globalising world (1945–present) investigation sub-strands.

### Historical Concepts and Skills

This strand includes 7 sub-strands that support the development of historical thinking using the concepts and skills of the discipline. Further explanation of each Historical Concept and Skill can be found in the Learning in History section.

#### Historical questions

Students develop and apply historical questions to frame their historical investigation.

#### Chronology

Chronology is the organisation of historical phenomena into a time-based sequence. This process supports the development of historical narratives and the identification of continuity and change, and causes and consequences.

#### Using historical sources

Students identify and explain the features, content and context of historical sources, and evaluate the information about interpretations and perspectives they contain as evidence.

#### Continuity and change

Aspects of society, such as institutions, ideas, values and social organisation, may remain the same and/or change over periods of time. Changes may occur at different rates and magnitudes. Continuity and change may be evident in different aspects of a society at the same time.

#### Causes and consequences

Causes and consequences include the short- and long-term factors that contributed to continuity and change in the past, and the intended and unintended outcomes of an event, decision, action, process, interaction or development.

#### Historical significance

Historical significance is the importance assigned to an issue, event, development, person, group, place, society, process, interaction or system over time and place. The importance is determined by the prominence of the event, development or issue at the time, its scope and depth, its long-term consequences and its ability to explain issues in the present.

#### Communicating

Students communicate historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments. They incorporate evidence from historical sources to describe and explain the past and to develop arguments, and use appropriate text and referencing conventions.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In History, students progress along a learning continuum that provides the first achievement standard at Level 2, and then at Levels 4, 6, 8 and 10.

### Content descriptions

In History, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity.

In History, the elaborations also provide details of the different topics within some of the Investigation sub-strands.

## Learning in History

History is the investigative and imaginative discipline of interpreting the past based on the available evidence. In the Victorian Curriculum F–10, learning in History is the process of inquiry through which students learn about and develop interpretations of the past. Historical inquiry brings together 2 key forms of knowledge: the substantive and the disciplinary. In the History curriculum, the substantive knowledge is the content – the events, the people and the developments in the past – and is identified in the Historical Knowledge and Understanding strand. This is the knowledge that students learn about. The disciplinary practices of History, often described as historical thinking, are the techniques and modes of thinking that are applied to the substantive knowledge. In the History curriculum, these disciplinary practices are described as Historical Concepts and Skills. This knowledge is what students learn to do. The combination of the ‘knowing about’ and the ‘doing’ is historical inquiry, the process by which students build their interpretations and communicate their learning about the past.

The following sections introduce the substantive Historical Knowledge and Understandings and the disciplinary Historical Concepts and Skills that together make up the process of historical inquiry in the History curriculum. While the structure of the curriculum distinguishes between the 2 elements as strands, planning for learning brings them together as historical inquiry to support students to develop their interpretation of the past.

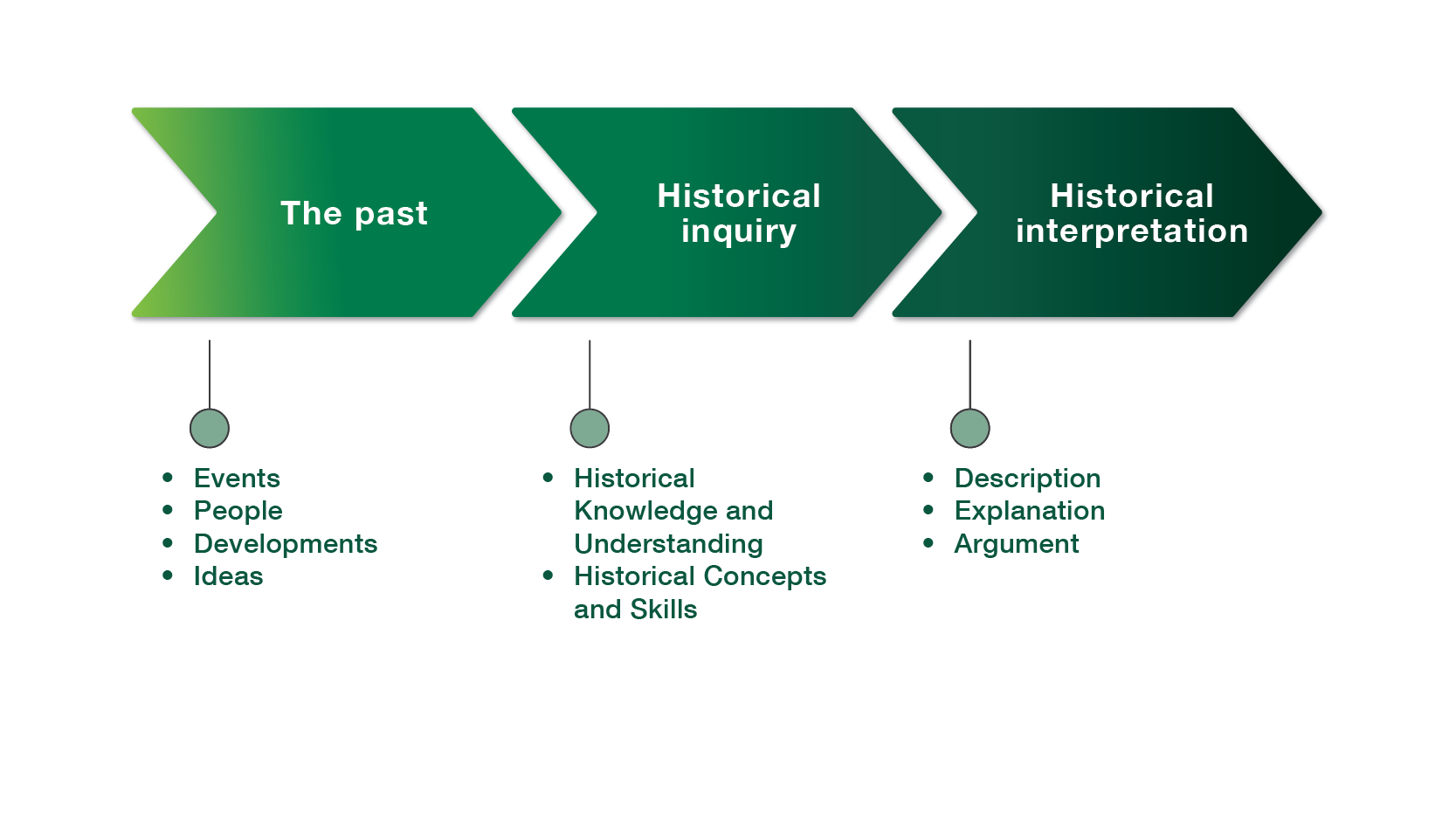


Figure 1: The past becomes historical interpretation through the creative investigative process of historical inquiry

### Historical Knowledge and Understanding

Historical Knowledge and Understanding is the aspect of the past that students engage with as they progress through the History curriculum. It is the content that students learn about.

In the History curriculum, the Historical Knowledge and Understanding strand defines the content and context that students are to investigate. These topics reflect students’ social and cognitive development. At Foundation to Level 2, the focus is on students understanding their immediate personal and familial histories. This focus expands to community and national histories at Levels 3 and 4 and Levels 5 and 6. At Levels 7 and 8, students investigate Aboriginal and Torres Strait Islander Peoples’ histories and cultures in Deep Time and beyond, as well as the ancient and pre-modern worlds. At Levels 9 and 10, students learn about Australia and Asia in the modern era.

The content descriptions of the Historical Knowledge and Understanding strand identify the historical phenomena, such as events, individuals, ideas and developments, that students learn about. This knowledge details the facts of the past, the dates, the places and what occurred that are relevant to the topic of investigation.

The strand also requires students to learn about and apply the conceptual language of the discipline. In the History curriculum, students learn about historical periods, such as ancient and modern, and historical processes and developments, such as migration, colonisation, imperialism and social structures. These understandings are ways of organising and focusing investigations and should be modelled and taught explicitly.

There is considerable choice for topics within Investigations and schools should consider topics relevant to their school and wider context.

### Australian history within a world history approach

Australian history should not be considered in isolation but examined as part of wider global processes. In Levels 7–10, students should study a balanced range of areas to develop an understanding of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, the foundations of the Western world, Asia, and Australian history. Students should consider the significant events, people, groups and ideas in Australian history. They should make links between how global events can shape and influence national events and ideas, and explore Australian developments in a wider transnational and comparative context.

### Historical Concepts and Skills

In the History curriculum, there are 7 Historical Concepts and Skills. These skills describe what students learn to do with the knowledge they have learned about. Students apply these concepts and skills at increasing levels of cognitive demand as they progress in their learning. The level of cognitive demand is expressed in the content descriptions.



Figure 2: Historical Concepts and Skills are discrete yet closely connected disciplinary modes of thinking and doing.

Historical Concepts and Skills are closely interrelated and are often applied holistically. However, these concepts and skills need to be taught explicitly so that students understand the thinking involved in each. This will support students’ historical understanding and their construction of historical interpretation. The application of these concepts and skills is intrinsic to students’ historical inquiry. A single learning activity or assessment should provide opportunities for students to demonstrate understanding and application of more than one concept and/or skill at a time.

#### Historical questions

The Historical questions sub-strand involves students identifying, selecting and using a range of different kinds of historical questions to inform historical inquiry and interpretation.

When studying History, students’ curiosity and investigation are shaped by the questions asked about the past. Their questions drive the process of historical inquiry. Students use questions to focus their thinking about historical knowledge and understandings and their use of historical sources. The responses to their questions inform their interpretations of the past.

Historical questions may be descriptive, procedural, comparative or evaluative, and are used throughout the inquiry process. For descriptive questions, a student must identify or describe an event or development. For procedural questions, students need to recall knowledge, such as when an event occurred or what happened next. Comparative and evaluative questions typically combine historical knowledge and historical concepts and elicit higher-order thinking. Question types may also be combined so that a procedural question about a historical development becomes comparative or evaluative. For example, ‘Why did the British establish colonies in Australia?’ may be modified to ‘Compare 2 causes of British colonisation of Australia’ or ‘Explain the most significant reasons for British colonisation of Australia’.

Table 3: Formulating meaningful historical questions

|  |  |  |  |
| --- | --- | --- | --- |
| Type of thinking | Type of question | Historical thinking concepts | Key knowledge and  key skills |
| Identify  Describe  Compare  Explain  Analyse  Evaluate  Discuss  To what extent | Who…?  What…?  When…?  Where…?  Why…?  How…? | Evidence  Perspectives  Interpretations  Continuity  Change  Causes  Consequences  Significance  Historical arguments | Use key knowledge and/or key skills from the study design area when contextualising a question. |

#### Chronology

The Chronology sub-strand involves students arranging events, ideas, peoples and developments in order of time to observe and explain patterns of continuity and change and causes and consequences.

Chronology is the organisation of content knowledge and developments in time order sequence. This chronological ordering lays the foundation for student understandings of the sequences of, and relationships between, historical events, ideas and developments and the lives of individuals. By ordering historical phenomena in time order, students recognise patterns of continuity and change, analyse causes and consequences and distinguish between short- and long-term triggers or outcomes. Understanding historical time requires students to engage with a range of time scales, such as days, weeks, years, centuries and millennia.

Students build explanatory narratives of the past based on the chronological sequences they create. It is in these narratives that students observe continuity and change, and causes and consequences.

#### Using historical sources

The Using historical sources sub-strand involves students reading, interpreting, analysing and evaluating historical sources so that evidence can be used to develop an explanation, interpretation or argument about the past.

The use of historical sources is an integral skill of historical learning. Knowledge and interpretation of the past is based on information that is derived from historical sources. In the History curriculum, there are 4 elements to working with historical sources:

* features, content, context
* perspectives
* interpretations
* evaluation as evidence.

Each of these elements develops across the continuum of learning in the History curriculum. The requirements are explicitly identified in the content descriptions and illustrated in the supporting elaborations.

##### Features, content, context

Historical sources take a variety of forms, convey information and come from specific historical times and places. The identification and understanding of features, content and context is the introduction to using historical sources.

At the simplest level, the feature of a historical source is the type of source. Broadly, historical sources can be categorised into 2 forms, primary and secondary, within which there is enormous variety.

* Primary sources are from the time of, or shortly after, a historical event. They include oral and written accounts, stories, songs, speeches, laws, visual sources, such as photographs and posters, and objects, such as implements, tools, coins or buildings.
* Secondary sources are interpretations of the past created after the historical event they examine or explain. They include the work of historians, textbooks, documentaries, fiction and some forms of artwork, such as commemorative statues and historical paintings.

When working with historical sources, students need to distinguish between primary and secondary sources and recognise the particular attributes of a source’s form.

The process of ‘sourcing’ also requires that students identify the content of the source. This is simplest in written sources, in which the explicit content can be readily identified. For example, a law is generally very clear and explicit. The information in other sources, such as illustrations, often requires wider knowledge, such as the meaning of symbols, such as crowns, swords or books, in medieval manuscripts. The content of material culture objects, such as tools, weapons or household objects, is not as literal, but such sources provide information about agricultural methods, military technology and domestic life. Identifying the content of sources also requires inference, the identification of what is not explicitly stated.

Students also need to know the circumstances of the source’s creation because this information can be used when evaluating the evidence in the source. Students establish the historical context of a source by asking historical questions, such as ‘When was a speech delivered?’ or ‘Who was the intended audience?’

##### Perspectives

When students engage with primary sources, the content can provide insights into the beliefs, values and attitudes of people in the past. These beliefs, values and attitudes are the mindsets of historical actors that shaped the ways they saw and acted in their world. Through engagement with historical perspectives, students come to understand that people in the past did not have or were not motivated by the same beliefs, values or attitudes that they might hold. Engaging with perspectives invites students to identify and understand the world from the perspective of the individual in their historical context. This is sometimes referred to as historical empathy. The imposition of a student’s own beliefs, values and attitudes onto individuals in the past should be avoided. Doing so risks presentism, which is the imposition of modern values or judgements on historical actors. Students should be encouraged to engage with multiple perspectives and explore the less-heard voices of the past, including those of Aboriginal and Torres Strait Islander Peoples, children, women, workers and people who were not literate, to create a rich narrative and inquiry. The identification and consideration of the perspective of individuals in the past supports students to critically challenge or corroborate sources, assess their reliability and develop interpretations of the past that are sensitive to the factors that shaped the experiences and motivations of individuals.

##### Interpretations

Interpretations of the past, such as the works of historians, also contain information. Historians interpret the past based on their reading and evaluation and interpretation of primary sources, and the interpretations of others. History is an interpretative discipline, so explanations of the past can differ and change as new evidence emerges and new historical questions are posed. Even historians have a historical context and bring a perspective to their work. These differing responses to historical questions make the past contested. Students should engage with a variety of interpretations of the past to develop an understanding of the contestability of history. Doing so models their interpretative practice.

##### Evaluation as evidence

All historical sources contain content, but not all content is relevant or useful to the process of historical inquiry. Therefore, not all content drawn from historical sources is necessarily relevant to or useful in the development of historical interpretations. For information to become evidence, it must be evaluated. The process of evaluating information from historical sources as evidence requires students to identify the sources’ features, content and context, and compare and contrast the sources with others, making judgements about accuracy and reliability, and determining the relevance to the topic of inquiry.

#### Continuity and change

The Continuity and change sub-strand involves students observing patterns of continuity and change in events, ideas, peoples and developments, identifying turning points that contribute to change and describing the varying pace, direction of change and the extent of the continuities and changes.

Continuity and change are processes. Observing and accounting for patterns of continuity and change, and describing their varied pace, direction or extent, are keys to students developing an understanding of the past. Continuity and change occur across the levels of historical investigation. They may be personal, local, national or global, and social, political, cultural, economic, environmental and/or technological. Some continuities and changes are experienced differently between groups within societies. Change can occur over varying scales of time (a day, a month, a year, decades, generations or millennia), and with different orders of magnitude. Continuities in one aspect of a society may be observed at the same time change is underway in another.

Students develop interpretations of continuity and change by ordering historical phenomena chronologically, using historical sources, explaining causes and consequences and establishing historical significance.



Figure 3: Describing patterns of continuity and change

#### Causes and consequences

The Causes and consequences sub-strand involves students identifying long- and short-term intended and unintended causes and consequences of events by sequencing events, ideas, peoples and developments and analysing links between them.

Historical inquiry involves identifying the relationship between chains of events, ideas, people and movements and their causes and consequences. Causes and consequences may be short or long term. They can stem from or affect social, political, economic, cultural, environmental and/or technological factors, and can be intended or unintended. Students identify causes and consequences to examine why things happened and their impacts. In so doing, they identify different kinds of causes and consequences, including those that are social, political or economic, and short-term triggers and long-term trends.

Students develop interpretations of causes and consequences by establishing chronology, identifying continuity and change, asking questions, using historical sources and establishing historical significance.

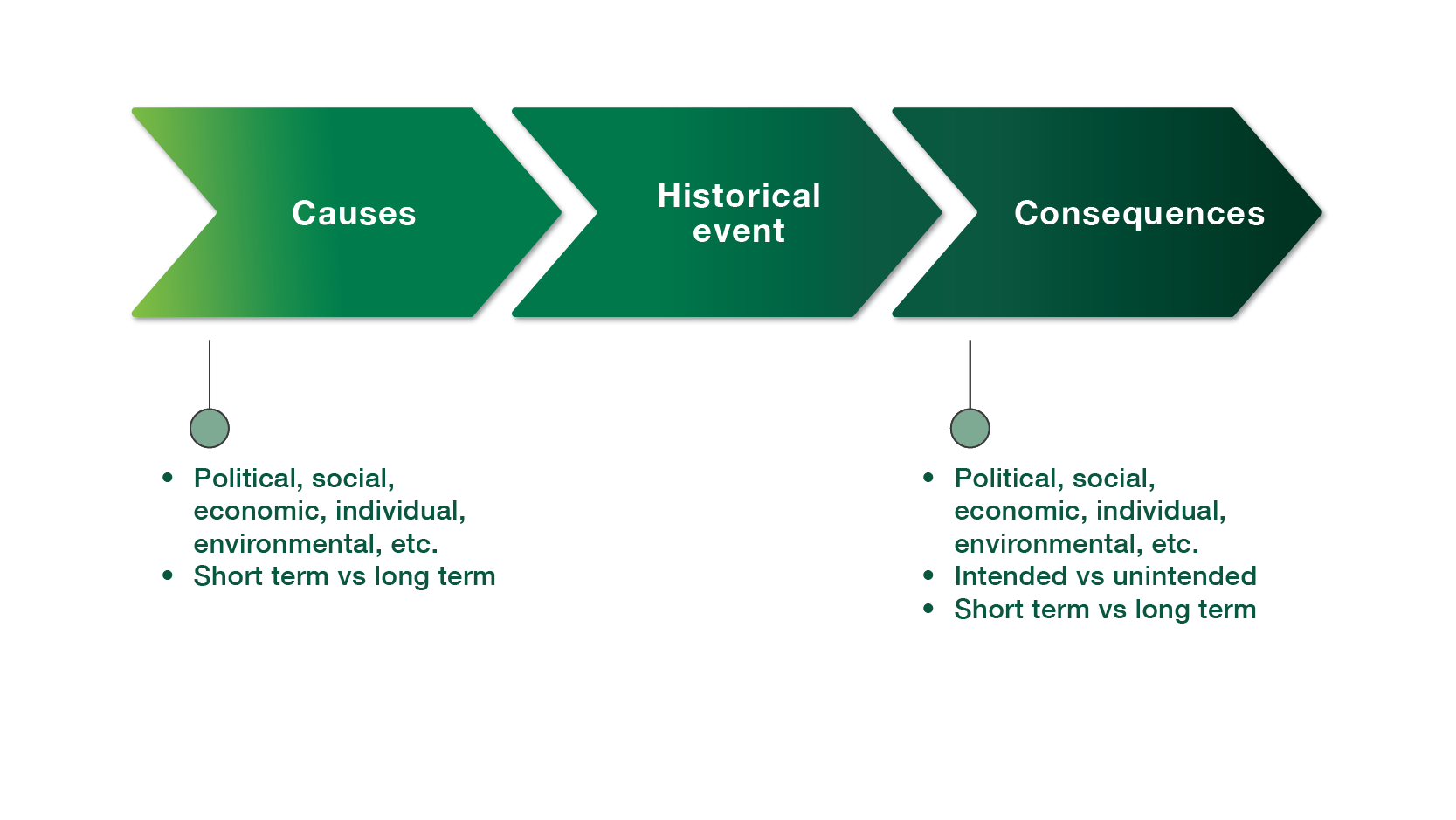


Figure 4: Causes and consequences

#### Historical significance

The Historical significance sub-strand involves students using questions and evaluative criteria to indicate relative importance of an issue, event, development, person, group, place, process, interaction or system over time and place.

Historical significance is an interpretation of the importance of a historical phenomenon. It is contextual and relative. Establishing historical significance involves making evaluative judgements, informed by the evidence of historical inquiry, using criteria and questions. An individual, a group, an event, a cause, a consequence, a trend, a building or an artefact can each be historically significant. This significance is dependent on the relationship between the historical phenomenon and the historical investigation. Questions such as ‘How important was it to people who lived at that time?’, ‘How many people were affected?’, ‘How were people’s lives changed?’, ‘How long-lasting were the consequences?’ or ‘What is the event’s legacy?’ enable students to establish historical significance.

Students establish historical significance by using evaluative criteria they develop and posing historical questions to establish the relationship of the historical phenomenon to continuity and change and/or causes and consequences.

#### Communicating

The Communicating sub-strand involves students communicating historical interpretations and arguments about the past using knowledge and evidence from historical sources in conjunction with historical concepts.

History creates and conveys meaning by communicating and sharing explanations and interpretations through argument. Students use historical evidence and apply historical concepts, historical significance, continuity and change and causes and consequences to develop their interpretations of the past as part of the process of historical inquiry. The presentation of their interpretation is creative and can be expressed in written, multimodal, oral and other modes. When communicating their interpretation, students use appropriate text conventions and substantiate their evidence using referencing.

# Curriculum

## Foundation to Level 2

### Band description

In Foundation to Level 2, students study personal, family and local histories. Students explore and learn about their own history and that of their families and close connections, including stories from different cultures and other parts of the world. As participants in their own history, students develop their knowledge and understanding of how the past is different from the present. Students also learn about continuity and change in family structures and roles by comparing the present with the past. Students discover, recognise and appreciate the history of their local area by examining significant places, buildings, individuals or groups from the past and considering why they should be preserved or remembered. They investigate changes over time in technology and its use in the home, travel and communication, and the consequences of these changes on daily life.

In this band, students will apply the interrelated historical concepts and skills to the historical knowledge of their own past and that of their community by asking historical questions; sequencing chronology; identifying features of historical sources, people’s perspectives, continuity and change, causes and consequences and historical significance; and by creating accounts of events using evidence.

Historical questions provide a focus for students’ historical investigations. The following are examples only and may be used or adapted to suit local contexts:

* Who am I and who am I connected to?
* How has home life changed or remained the same over time?
* Why is the past important to my local community?
* How have changes in technology shaped our daily life?

### Achievement standard

By the end of Level 2, students identify continuity and change in personal, family and community life. They describe significant aspects of personal and family life, and of an individual, a site or an event in their community. They identify how changing technology has influenced the daily life of their families and close connections and in the wider community.

Students ask historical questions to investigate the past and sequence significant events in the past and in their lives in chronological order. Students identify the features and content of sources and the perspectives of people in the past and present. They identify continuities and changes in daily life by comparing the past and the present and identify the causes and consequences of those changes. They identify significant individuals, events and places in their families and community. Students communicate an account of their lives, their family and close connections and community using historical terms and information from sources.

### Content descriptions and elaborations

#### Strand: Historical Knowledge and Understanding

##### Sub-strand: Personal histories

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the stories of family and close connections, where they were born and raised, and how they are related to each other  VC2HH2K01 | * identifying the members of a family and close connections, such as parent(s), caregiver(s), sibling(s), grandparent(s), aunty, uncle or cousin, and varieties of kinship structure that may be represented in the cultural backgrounds of students, such as cousin-brother and mother-aunty in Aboriginal families * drawing family members and close connections and including information collected from questions and observations to share details about that person’s life, including the places they were born and raised * creating concept maps with pictures or photographs to show connections with other people |
| differences in family structures and roles and how these have changed or remained the same over time  VC2HH2K02 | * identifying the similarities and differences for a range of family types, such as nuclear families, large families, single-parent families, extended families, blended or stepfamilies, rainbow families, adoptive- and foster-parent families, grandparent families and kinship groups * comparing families in the present with those from the recent past, for example in the size of families across the generations * examining the roles of family members over time, such as the roles of parents, children and extended family members, and comparing these with family roles today |
| differences and similarities between students’ daily lives and how these have changed or remained the same over time  VC2HH2K03 | * identifying similarities and differences in classroom equipment, learning activities, school playgrounds and playground games through observations of provided artefacts and photos, and asking questions of adults from different generations * examining the traditional toys and games of Aboriginal Peoples, such as the weet-weet throwing stick game and the ball game marngrook * explaining what has changed in daily life over time, such as homes, family traditions, diverse religious and cultural practices, leisure activities, school life, rules and shopping/consumer habits * comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time, for example by talking to parents, carers, grandparents and other close connections |

##### Sub-strand: Community histories

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how they, their family and close connections, friends and communities commemorate significant past events that are important to their community  VC2HH2K04 | * discussing ways of celebrating significant occasions for all cultures, including Aboriginal and Torres Strait Islander Peoples, for example special meals, family gatherings, visiting special places, and the role of art, music, telling stories and handing on traditions from generation to generation * responding to a provided calendar of events that students and their families, friends and communities celebrate or commemorate, such as birthdays; religious festivals, such as Diwali, Easter, Lunar New Year, Passover and Ramadan; family reunions; cultural festivals; and community commemorations, such as Australia Day, NAIDOC Week and Anzac Day, and discussing why each event is important |
| the history of a local historical site of social, cultural or spiritual significance and how it has changed over time  VC2HH2K05 | * identifying the Traditional Owners of the Country or Place on which they live and go to school * visiting, where appropriate, local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples, such as middens, scar trees, engraving sites, rock paintings or natural sites or features, such as creeks or mountains * designing a historical tour of a building or site, such as one related to a particular cultural group * suggesting reasons for the location of a local landmark before searching for resources that provide an explanation, for example a community building, statue or war memorial * discussing why a particular site has heritage significance or cultural value for present generations; for example, is the place of significance to Aboriginal and/or Torres Strait Islander Peoples of an area? Does the place commemorate a significant historical event? Does the location reflect the community’s identity? * investigating the history of a person, building, site or place in the local community, using provided sources (e.g. the internet, books, newspapers, community information guides, audiovisual material, digital sources, photographs) and telling a story of what these reveal about the past |
| the consequences of changing technologies on people’s lives at home, and the ways they worked, travelled and communicated in the past  VC2HH2K06 | * describing the changes in how we communicate with family and friends and the consequences (positive and negative) of these changes * examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people’s lives, for example changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies * creating toys used by children who lived when electricity was not available |

#### Strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| ask historical questions about objects, people, places and events in the past and present  VC2HH2S01 | * posing questions about family and places, such as ‘How old was I?’, ‘Where was I?’ and ‘What was I doing?’, having explored sources relating to their own life, for example family interviews, photographs, stories, film, classmates’ paintings, excursions to places * asking questions before, during and after listening to stories about people and places, and about their past and present * preparing questions for parents and members of older generations about how and where they lived in the past, and the places they value * asking members of their families where they were born and raised and what they did during their childhood * developing inquiry questions about a historical site, for example ‘What does it look like now?’, ‘What condition is it in?’, ‘What was its purpose?’, ‘How might its use have changed?’, ‘How was it built/created?’, ‘Who built it?’, ‘How is it used now?’, ‘Why is it important?’ and ‘Was/is it used by different groups of people?’ |

##### Sub-strand: Chronology

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sequence events chronologically  VC2HH2S02 | * ordering significant personal events or milestones using photographs or drawings; for example, walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school * sequencing photos or drawings of significant events in chronological order to create a timeline of events in their life or their community * ordering key events in the development of the local community, the history of a place or building or a person’s life, using formats such as unscaled timelines, slideshows or stories |

##### Sub-strand: Using historical sources

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the features and content of sources  VC2HH2S03 | * explaining the different information in a story or a photograph of a significant event in their life or community * classifying a range of different objects from the past by their original purpose * recognising that information about the past can be communicated in different forms, such as through photographs, artefacts, books, stories, digital media and museums * collecting information from sources to learn about the past, for example photographs, interviews, newspapers, stories and place and street names on maps, and identifying relevant information |
| identify perspectives of people in the past or present in sources  VC2HH2S04 | * identifying what is important in a person’s story about the past * recognising that stories of the past may differ depending on who is telling them; for example, listening to stories about the same event related by 2 different people, such as a mother and a grandmother |

##### Sub-strand: Continuity and change

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify examples of continuity and change by comparing the past and present  VC2HH2S05 | * defining change and continuity using examples from their own experience * identifying similarities and differences between activities over time by comparing objects of the past with those currently used; for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework, books * distinguishing between what is old and what is new, using clues such as the condition of the object * locating historical evidence of the local community, including signs of the past in the present, for example place and street names, monuments, built and natural historical landmarks * listing features of a site that reveal its past, such as dates, decorations and plaques on buildings * using collected information (e.g. from stories told by parents, grandparents, Elders or familiar older people; from comparison of objects) to make conclusions about continuity and change over time (e.g. how family roles, occupations and/or technologies have changed or remained the same) and how places change (e.g. because of new houses) |

##### Sub-strand: Causes and consequences

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the causes and consequences of changes  VC2HH2S06 | * defining the meaning of causes and consequences * discussing why consequences of a historical event can be positive or negative * explaining how a change in communication technology, such as the development of telephones and televisions, has an influence on everyday life * identifying how computers have changed how and where people work |

##### Sub-strand: Historical significance

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the significance of an individual, event and/or place  VC2HH2S07 | * developing criteria as a class to identify what makes an individual, event or place significant * explaining what makes events and places special by asking questions such as ‘What special events does my family celebrate?’ and ‘What makes my favourite places special?’ * describing a significant person or place from their community’s past, for example a short report on a building of significance that describes when, where and why it was built, who built it and why it is valued in the present, or a biography about an individual that explains why they are significant * explaining why the same place has significance to different groups for different reasons, for example traditional meeting places for Aboriginal and/or Torres Strait Islander Peoples, or an urban area that includes buildings or monuments that are important to other cultural groups |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create a chronological account of events using historical terms and information from sources  VC2HH2S08 | * using terms about time when talking about their experiences, for example then, now, yesterday, today, in the past, one year ago, 10 years ago * telling a story about life in their parents’ or grandparents’ time (orally or through pictures and photographs) * creating a display about a special place or family event using photographs, artefacts and/or drawings * retelling stories about the history of their community using spoken narratives, pictures, role-plays or photographs |

## Levels 3 and 4

### Band description

In Levels 3 and 4, students’ study of history focuses on community, remembrance and celebrations, and Aboriginal and Torres Strait Islander Peoples and the initial phase of British colonisation of Australia after 1788. Students learn about the importance of Country and Place to Aboriginal and Torres Strait Islander Peoples, the contributions of different groups to their community, and the symbols, commemorations and events that underpin Australian diversity and identity. They consider changes in their community and the contributions and experiences of individuals and groups to these changes. Students learn about the celebrations, commemorations, symbols and emblems that are important to Australia’s diversity and identity. With increasing engagement with historical sources, students learn about the histories of Aboriginal and Torres Strait Islander Peoples, the reasons for and consequences of early British colonisation and the experiences and perspectives of Aboriginal Peoples, convicts, the military and civilians in the first years of the colony. Students are introduced to the contested nature of the past by learning to describe different interpretations of the past.

In this band, students will refine their understanding of and apply the interrelated historical concepts and skills to the historical knowledge of community, celebrations and commemoration and early colonisation by asking historical questions; sequencing chronology; identifying and using historical sources as evidence; identifying continuity and change; identifying causes and consequences; determining historical significance; and communicating their interpretations of the past.

Historical questions provide a focus for students’ historical investigations. The following are examples only and may be used or adapted to suit local contexts:

* What is Country and Place?
* How have different groups and individuals contributed to our community?
* What makes an event important enough to commemorate it?
* Why did the British come to Australia?
* What were the consequences of early colonisation for Aboriginal Peoples?

### Achievement standard

By the end of Level 4, students describe continuity and change in their community and the significance of events, symbols and emblems in the celebration of Australia’s identity and diversity. They describe the significant events and the experiences and perspectives of people in Australia between 1750 and 1800. They describe causes and consequences of early colonisation for Aboriginal and Torres Strait Islander Peoples, new arrivals and the environment.

Students ask a range of historical questions to identify evidence of the experiences of people in the past. They sequence events and life stories in chronological order to identify continuity and change in their community and in early colonial Australia. They identify the features and contexts of different primary and secondary historical sources. Students describe the perspectives of people in the past and why historical interpretations differ. Students identify and describe continuity and change in the community and in the early colonisation of Australia. They describe the causes and consequences of changes in local communities and the early colonisation of Australia. Students describe why events, symbols, emblems and the contributions of people from a range of backgrounds are significant to changes in communities and the early colonisation of Australia. Students describe historical developments and events using historical terms and use evidence drawn from historical sources.

### Content descriptions and elaborations

#### Strand: Historical Knowledge and Understanding

##### Sub-strand: Community, remembrance and celebrations

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their area  VC2HH4K01 | * identifying the Aboriginal People of their region of Victoria using an Aboriginal and Torres Strait Islander languages map * listening to an Aboriginal or Torres Strait Islander Elder or respected community member explain the importance of Country and Place * preparing an Acknowledgement of Country individually or in groups to be presented to their peers, class or school or at a community event * explaining why Country and Place are significant to Aboriginal and Torres Strait Islander Peoples |
| causes and consequences of changes in a local community and the contributions and experiences of people from diverse backgrounds to a local community  VC2HH4K02 | * identifying individuals and groups of diverse backgrounds from the past who have contributed to the community’s economic, social, cultural, civic and environmental development and character * listening to a community member speak about the experiences and contributions of people from diverse backgrounds who have lived in their area * examining photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community, such as entertainment or the natural and built environment, has changed over time * asking questions about changes in the local community, such as ‘What has changed?’, ‘What caused the change?’, ‘How quickly did the change happen?’ and ‘What are the consequences of the change?’ * summarising the causes and consequences of change in their community using a visual organiser |
| significant events, symbols and emblems that express Australian identity and diversity and how they are celebrated, commemorated or recognised, including Australia Day, Anzac Day, Harmony Week, the Australian flag, the Aboriginal flag and Torres Strait Islander People’s flag  VC2HH4K03 | * identifying Australian days of significance, such as Australia Day, Anzac Day, NAIDOC Week and National Sorry Day * examining the symbolism found in the design and protocols associated with displaying and using flags, for example the symbolism of the Australian flag, the Aboriginal flag and Torres Strait Islander flag * generating a list of local, state/territory, national and religious symbols and emblems, such as the Commonwealth Coat of Arms, the Australian, Aboriginal and Torres Strait Islander flags, state/territory flags and coats of arms, club emblems, school logos, flags and floral emblems * recognising that people have different perspectives on the significance of events or dates, such as ‘Australia Day’ and ‘Invasion Day’ |
| the changing ways Aboriginal and Torres Strait Islander Peoples’ knowledge, understandings and experiences are recognised, including Acknowledgement of Country, NAIDOC Week, Reconciliation Week and National Sorry Day  VC2HH4K04 | * describing the importance and meanings of NAIDOC Week, National Sorry Day and Mabo Day * recognising special occasions when the Australian flag, the Aboriginal flag and the Torres Strait Islander flag are flown; for example, all 3 flags are flown during NAIDOC Week and National Reconciliation Week, and on National Sorry Day and Mabo Day |
| the significance of national, religious and cultural celebrations and commemorations in Australia and other places around the world  VC2HH4K05 | * identifying and discussing significant religious or cultural festivals that are celebrated in their community and around the world, such as Christmas, Diwali, Hanukkah, Lunar New Year and Ramadan * explaining the different perspectives on some events that are commemorated and celebrated, such as the importance of Christmas as a religious event to Christians but that other religious worldviews do not celebrate Christmas * creating a presentation or display about national days in different countries, including Australia, that explains what the day commemorates and how it is commemorated (e.g. Anzac Day, National Sorry Day, Independence Day (4 July) in the United States of America, Indian Independence Day, Bastille Day in France) |

##### Sub-strand: Early colonisation of Australia to c. 1800

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and Place  VC2HH4K06 | * discussing the many uses of possum skin cloaks, such as warmth in colder climates, as baby carriers, for burial and as a story about an individual’s life * discussing that Aboriginal Peoples and Torres Strait Islander Peoples are distinct communities with considerable diversity within these groups * using an Aboriginal and Torres Strait Islander Peoples’ language map and other sources to describe differences between Aboriginal and Torres Strait Islander Peoples, such as languages, stories, dances, art, housing, diet and the physical environment and climate * visiting local Aboriginal sites, such as a scar tree, middens, mounds or surface scatter sites and discussing the evidence of daily life they reveal (it is recommended that the school engage with local Aboriginal Communities in developing such learning activities) * investigating pre-colonisation life of Aboriginal and Torres Strait Islanders Peoples; their knowledge and understanding of their environments, including land management practices; their sense of the interconnectedness of Country and Place, people, culture and identity; and some of their principles, such as caring for Country, caring for each other and respecting all things * discussing Aboriginal kinship systems, such as moity, totems and skin names, and explaining how these shape roles, responsibilities, rights and relationships between individuals, groups and Country |
| the causes for the establishment of the first permanent British colony on Gadigal Country (Sydney) in 1788  VC2HH4K07 | * defining key terms such as ‘colony’, ‘navigation’ and ‘economic resources’ * examining journeys of the Australian coastline by one or more European navigators (e.g. Dirk Hartog, Abel Tasman, James Cook, Comte de la Perouse, Willem Jansz) and using maps to reconstruct their routes in order to investigate the possibility of countries settling Australia to expand their empires * describing the journeys of James Cook, including Cook’s ‘secret instructions’ * explaining the reason for moving the initial site of the British colony on Dharawal and Dharug Country (Botany Bay) to Gadigal Country (Port Jackson) * investigating the reasons for the colonisation of Australia, including Britain needing a penal colony, the impact of the loss of the North American colonies, the creation of a base in the global south and resources * explaining the doctrine of Terra Nullius as a factor contributing to settling Australia |
| the experiences and perspectives of individuals and groups, including military and civilian officials and convicts, involved in the establishment of the first British colony on Gadigal Country (Sydney)  VC2HH4K08 | * preparing a table that summarises the different groups and individuals who travelled to Australia on the First Fleet, and their experiences of the journey and Australia * creating an illustrated timeline of the journey of the First Fleet and adding significant dates in the early years of the colony to it * examining the wide range of crimes punishable by transportation and the types of people who were transported * investigating attitudes to the poor, the treatment of prisoners and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards * documenting daily life in the Port Jackson penal colony and the experiences of different groups using evidence from diaries and artworks |
| Aboriginal Peoples’ experiences, perspectives and responses to the impact of colonisation following the arrival of the First Fleet  VC2HH4K09 | * considering the experience and perspectives of Aboriginal people, such as Pemulwuy, Windradyne and Bennelong, and their contact with the British and how such interactions may have been interpreted * examining paintings and accounts of Aboriginal people and British colonists to identify the impact British colonisation had on the lives and experiences of Aboriginal people, for example dispossession, dislocation and the loss of lives through frontier conflict and disease, loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage |
| different interpretations of the early colonisation of Australia, including why British colonisation is interpreted as an invasion, and Terra Nullius  VC2HH4K10 | * defining the difference between settlement and colonisation * explaining the concept of Terra Nullius and its significance in the process of colonisation * defining invasion and discussing the distinctions between settlement and colonisation in relation to the colonisation of Australia * explaining the significance of Eddie Koki Mabo’s claim that Torres Strait Islander Peoples had been on their lands for over 2000 years before British colonisation |

#### Strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| ask a range of historical questions to identify evidence of the experiences of people in the past  VC2HH4S01 | * developing questions to identify the experiences of people in visual sources, such as ‘What is this a picture of?’, ‘What groups of people are represented in the source?’ and ‘What are the people in the image doing?’ * asking questions before, during and after an investigation, using tools such as a KWL chart (what they know, what they want to know and what they have learned) and the 5 Ws + H (who, what, when, where, why and how) * discussing how an investigation about the past, such as through a museum display, video or interactive website, is guided by questions at different stages, including ‘Why is that important now?’ * developing questions that address historical concepts, such as ‘What were the causes…?’, ‘Why was this event significant?’ and ‘How did daily life change?’ |

##### Sub-strand: Chronology

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sequence significant events and peoples’ life stories chronologically to identify continuity and change  VC2HH4S02 | * drawing a timeline or other visual representation of key stages of the establishment of the first British colony in Australia * creating a flow chart that combines the biographical details of significant individuals and the historical events they were associated with * annotating a timeline of the early colonisation of Australia to identify events and individuals that contributed to change and continuity, potentially using different colours to indicate the groups impacted by change or the significance of the continuity and/or change |

##### Sub-strand: Using historical sources

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the features and content of historical sources  VC2HH4S03 | * identifying when an object was made, an artwork was created or a photograph was taken * explaining the differences between primary and secondary sources, and historical perspectives and historical interpretations, using examples * describing the meaning of the symbols on the Australian flag, the Aboriginal flag and the Torres Strait Islander flag * examining a range of sources, such as artworks, photographs, newspapers, maps and oral histories, to locate information about the people, places and events in their community’s present and past * identifying sources to investigate the story of the First Fleet and its arrival, including Aboriginal Peoples’ stories, paintings, maps, written records and accounts |
| describe perspectives of people from the past based on evidence from primary sources  VC2HH4S04 | * using visible thinking strategies to examine different sources, such as diaries or images, to identify and describe different perspectives from the past * describing the perspectives of different groups in a community based on information gathered from interviews and stories about a local area * describing different perspectives about a historical event, for example the different perspectives of Aboriginal people, convicts, soldiers and free colonists during the early period of colonisation using historical sources such as images, stories and diaries * using different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time, such as convicts, Aboriginal and Torres Strait Islander Peoples, convict guards and free colonists |
| describe different historical interpretations  VC2HH4S05 | * outlining why Aboriginal Peoples consider British colonisation an invasion * explaining why using the terms ‘colonisation’ and ‘settlement’ are considered examples of contested historical interpretation |

##### Sub-strand: Continuity and change

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and describe continuity and change  VC2HH4S06 | * investigating the establishment of the colony on Gadigal lands by posing questions such as ‘Who were the original inhabitants of the area?’, ‘Why did colonists choose to settle in the area?’, ‘Where did the colonists come from?’, ‘What types of changes occurred in the area?’, ‘Were the changes gradual or rapid?’ and ‘What stayed the same in the area?’ * identifying Aboriginal names for the features and places in a local area and the origin of new names for streets, rivers and areas * identifying how the population of a colony changed over time and describing the changing patterns over time * using historical sources, such as stories, diaries, letters, drawings and paintings, to identify continuities and changes in land use and the environment following the arrival of the First Fleet |

##### Sub-strand: Causes and consequences

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe the causes and consequences of change  VC2HH4S07 | * drawing a causes and consequences diagram of a significance event in the early phase of colonisation * describing the significance of migration as a cause of change in a local community * using a fishbone diagram to identify the causes and consequences of the establishment of the first British colony on Gadigal Country |

##### Sub-strand: Historical significance

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe the significance of symbols, emblems, individuals, events and developments  VC2HH4S08 | * creating information cards explaining the origin and purposes of commemorative events that are important in Australian life * identifying the meaning of celebrations from different perspectives, for example Australia Day for Aboriginal and Torres Strait Islander Peoples compared with other cultural groups * describing the significance of religious celebrations to people in other countries and in Australia, such as Christmas, Diwali, Hanukkah, Lunar New Year and Ramadan * explaining the significance of Bennelong as a mediator between 2 cultures or the role of Governor Arthur Phillip during the establishment of the first British colony |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop historical interpretations using historical terms, knowledge and evidence from historical sources  VC2HH4S09 | * using historical terms and concepts when speaking, writing and describing historical events and developments, for example Country and Place, community, immigration, commemoration, emblems, symbols, colonisation, invasion, settlement, transportation, sources, perspectives, interpretation, change, causes, consequences and significance * using graphic organisers, timelines, tables or digital applications to communicate information about the past, such as changes in the local community or the journey of the First Fleet * recounting the experiences of an individual based on researched facts, for example a biography, diary or journal of a navigator or convict on the First Fleet |

## Levels 5 and 6

### Band description

In Levels 5 and 6, students study colonial Australia in the 1800s, the formation of the Australian nation and its development during the 20th century. Students examine different types of British colonies in Australia with a more focused consideration on the development of one major area. They investigate what life was like for different groups of people, including Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, during the 1800s by engaging with historical sources and learning about significant events and people, political and economic developments and social structures. Students examine the factors that led to Federation and the creation of a unified Australia and the changing experiences, meanings and significance of Australian government, democracy and citizenship during the 20th century. Students develop an understanding of the importance of migration in Australia’s development during the 20th century and the contributions of individuals and groups that have shaped contemporary Australia.

In this band, students refine their understanding and applications of the interrelated historical concepts and skills to the historical knowledge of Australian history between 1800 and 2000 by asking and responding to historical questions; sequencing chronology; describing the features of historical sources and perspectives of people in the past using historical evidence; describing patterns of continuity and change; explaining causes and consequences and historical significance; and presenting historical interpretations using historical terms and evidence.

Historical questions provide a focus for students’ historical investigations. The following are examples only and may be used or adapted to suit local contexts:

* What is colonisation?
* How did Aboriginal and Torres Strait Islander Peoples experience and respond to change?
* Why did the Australian colonies become a nation?
* What beliefs, values and attitudes shaped Australia?
* In what ways did Australian society change during the 20th century?

### Achievement standard

By the end of Level 6, students explain the causes and consequences of the establishment of British colonies in Australia during the 1800s and the contribution of significant individuals, events and ideas to continuity and change to Australian politics and society, including Federation and migration between 1900 and 2000.

Students develop and ask questions to assist their investigation into continuity and change in Australian history between 1800 and 2000. They organise events, developments and the lives of individuals in chronological order and use that information to create a narrative. Students identify the features, content and context of primary and secondary historical sources and describe the value of evidence in sources for specific historical investigations. They describe the perspectives, beliefs, values and attitudes of people and groups in Australia’s past using evidence from primary sources. Students recognise different historical interpretations and explain why they may vary. Students identify and compare patterns of continuity and change in the events and the lives of Australians between 1800 and 2000. They explain the causes and consequences of significant events, individuals and groups during the Australian colonial period and the 20th century. Students explain the significance of events, individuals and groups as factors contributing to continuity and change in Australia during the period of study. They construct interpretations of Australian history between 1800 and 2000 using appropriate historical terms and evidence drawn from primary and secondary sources.

### Content descriptions and elaborations

#### Strand: Historical Knowledge and Understanding

##### Sub-strand: Australia (1800–1900)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the causes for the establishment of different British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places after 1800  VC2HH6K01 | * explaining the reasons for the establishment of different types of colonies in Australia, such as a penal colony (e.g. Moreton Bay, Van Diemen’s Land) or a free colony (e.g. South Australia, Victoria) * identifying the motivations and perspectives of early colonists of Victoria, such as the Henty family and John Batman, using historical sources * investigating economic reasons for the establishment of different colonies in Australia, such as the acquisition of land and resources, and the economic situation in Britain, including high unemployment and poverty * examining the colonisation of the Torres Strait Islands in the 1870s * mapping local, regional and state/territory rural and urban population patterns in the 1800s, and noting the factors, such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities, that shaped these patterns * using a visible thinking routine to identify the different factors influencing the establishment of a colony |
| the impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environment  VC2HH6K02 | * investigating an event or development and explaining its economic, social and political impacts on a colony; for example, the consequences of frontier conflict events such as the Myall Creek Massacre or the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal ‘exploration’ and the advent of rail on the expansion of farming * using stories, government documents, letters and diaries and historical interpretations to investigate the interaction between Aboriginal Peoples’ communities, colonists and migrants in the development of Victoria * examining the impacts of the pearling industry on Torres Strait Islander communities * investigating colonial life to discover what life was like at that time for different inhabitants (e.g. an Aboriginal or Torres Strait Islander Peoples’ community and a European and/or Asian immigrant community; a convict and a free colonist; a ‘squatter’, European or Chinese gold miners; sugarcane farmers; cameleers; an indentured labourer), the challenges they faced and responses they made in terms of clothing, access to food and water, leisure, paid and unpaid work, use of technologies, shopping or trade, language, housing and children’s lives * mapping colonisation patterns in the 1800s, noting factors that shaped these patterns (e.g. geographical features, climate, access to land for farming and grazing, water resources, the discovery of gold, transport and access to port facilities) and the impact these settlement patterns had on the local environment and its ecosystems (e.g. comparing the present and past landscape, and the flora and fauna of the local community, including introduced species) * investigating the contribution or significance of an individual or group in the shaping of a colony in the 1800s (e.g. explorers, farmers, pastoralists, miners, inventors, writers, artists, humanitarians, religious and spiritual leaders, and political activists, including women, children and people of diverse cultures) |
| the continuities and changes associated with significant developments or events on a colony  VC2HH6K03 | * describing the continuities and changes associated with frontier conflict, the gold rushes, the Eureka Stockade, colonist ‘exploration’, the advent of rail and the expansion of farming * examining significant developments in the history of the Port Phillip District and the colony of Victoria, such as first colonisation by the Henty family, John Batman’s ‘treaty’, pastoralism, the establishment of Melbourne and its development from the 1840s, the gold rushes, the Eureka Stockade, the 40-Hour Week and representative democracy * creating ‘what if’ scenarios by constructing different outcomes for a key event, for example ‘What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?’ |
| the causes and consequences of people migrating to a colony from Europe and Asia and the perspectives, experiences and contributions of a particular migrant group within a colony  VC2HH6K04 | * identifying the reasons for why people migrated to Australia in the 1800s, for example as convicts; assisted passengers; indentured labourers; people seeking a better life, such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances, using evidence of experiences and perspectives from historical sources * investigating the experiences and contributions of a migrant group in a colony, such as Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese on the Victorian Goldfields or Pacific Islanders in the Torres Strait, using a range of historical sources * connecting (where appropriate) stories of migration to students’ own family histories * creating push-pull diagrams to illustrate reasons for migration to an Australian colony * creating a poster about European and Chinese migrants to Victoria during the 1850s that compares and contrasts experiences and perspectives of life on the goldfields and contributions to life in the colony |
| the role of significant individuals or groups, including Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, on the development of or events in a colony  VC2HH6K05 | * explaining the roles and influence of key Aboriginal leaders in colonial Victoria, such as William Barak, Billibellary, Bebejan, Tullamareena and Simon Wonga * investigating the experiences and contributions of a particular migrant group within a colony, such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Ballarat and Bendigo, and Pacific Islanders in the Torres Strait * investigating an event or development and explaining its economic, social or political impact on a colony, for example the impact of Blaxland, Wentworth and Lawson travelling across the Blue Mountains in 1813 on the expansion of farming; the impact of expeditions into the interior by figures such as Mitchell, Oxley and Sturt on frontier conflict; the impact of the introduction of merino sheep on economic development; the impact of the Eureka Stockade on the development of democracy; the impact of rail on the expansion of farming * creating ‘what if’ scenarios by constructing different outcomes for a key event; for example, ‘What if Chinese immigrants were not allowed to land in Robe, South Australia, during the Victorian gold rush?’, ‘What if Governor Macquarie had not been removed by his enemies in 1821?’ and ‘What if there was no gold rush in Victoria?’ * examining the development of at least one primary industry during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling or mining, including the involvement of Aboriginal and Torres Strait Islander Peoples, and explaining why this development was important to the colony * examining the roles of key women in the early Australian colonies, such as Elizabeth Macarthur, Edith Cowan, Maria Lock, Mary Bryant, Mary Reiby, Mary MacKillop and Truganini |
| different interpretations of a significant historical development in a colony during the 19th century  VC2HH6K06 | * evaluating the significance of the Frontier Wars and the impact of colonisation on Aboriginal and Torres Strait Islander communities * contrasting interpretations of the Eureka Stockade’s legacy and explaining why the interpretations differ * comparing different interpretations of the impacts of the Victorian gold rushes and explaining why the interpretations differ * debating the proposition that ‘Ned Kelly was just another outlaw’ and explaining why the interpretations differ |

##### Sub-strand: Australia (1900–2000)

| Content descriptions  *Students learn about* | Elaborations  *This may involve students:* |
| --- | --- |
| significant individuals, events and ideas that led to Australia’s Federation, including the Constitution and democratic systems of government  VC2HH6K07 | * creating a presentation or display that explains the features of the Australian Constitution and its system of government * studying Australia’s path to Federation through an examination of key people and events, such as Henry Parkes, Edmund Barton, Alfred Deakin, George Reid, John Quick, the Tenterfield Oration, the Corowa Conference and the referendums held in the colonies between 1898 and 1900 * exploring how the United States of America’s model of federalism (the Washington system) contributed to the ideas for Andrew Clark’s first draft of the Constitution * investigating how Australia’s system of law and government has origins in the Magna Carta, the English Civil War and the Westminster system and, therefore, why we have a constitutional monarchy and why there was a separation of powers (legislative, executive, judiciary) |
| the changing experiences and perspectives of Australian democracy and citizenship of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since Federation  VC2HH6K08 | * describing the experiences and perspectives of Aboriginal Peoples at Coranderrk, Lake Tyers and Lake Condah during the 1900s * creating biographies evaluating the contribution of Aboriginal and Torres Strait Islander people who have campaigned for political, social and economic rights during the 20th century, such as William Cooper, Evelyn Scott, Eddie Koiki Mabo, Lowitja O’Donoghue and Shirley Colleen Smith * investigating developments in advancing democracy and citizenship for women, such as the suffrage movement, the right to vote, the bar on married women working, equal pay and the *Sex Discrimination Act 1984* * debating the significance of developments in advancing democracy and citizenship for all citizens, such as the right to vote for women and Aboriginal and Torres Strait Islander Peoples, the establishment of the minimum wage, anti-discrimination legislation and official national multicultural policy * creating a visual timeline detailing the changing democratic and citizenship rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since Federation * investigating the experiences of children who were placed in orphanages, homes and other institutions, for example their food and shelter, protection, education and contacts with family |
| the causes for people migrating to Australia from Europe and Asia, including their experiences and perspectives, and their impacts on Australian society during the 20th century  VC2HH6K09 | * describing the features of different migration programs to Australia since 1900 * identifying the push and pull factors that have contributed to people migrating to Australia, including economic factors, conflict and seeking political refuge, and asking why particular 20th century migrant groups came to Australia, for example migrants from Europe following World War II, migrants from South-East Asia due to conflict, the Assisted Passage Migration Scheme * identifying the role of specific cultural groups in Australia’s economic and social development in, for example, the cattle industry, the Snowy Mountains Scheme and the pearling industry * examining population data that show the places of birth of Australia’s people at one or more points of time in the past and present * constructing migration narratives for individuals using primary sources, such as letters, documents and historical objects * preparing questions and recording an oral history of, for example, migration related to students’ own family histories, and then outlining the journey and circumstances of arrival using different historical sources |
| significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander Peoples and migrants, to changing Australian society  VC2HH6K10 | * writing biographies of Aboriginal and Torres Strait Islander people who have contributed to Australian society in different ways, such as Lionel Rose, Albert Namatjira, Charles Perkins, William Cooper, Eddie Koiki Mabo, Neville Bonner and Cathy Freeman * discussing the contributions to Australia of notable Australians who were migrants or from migrant families across a range of fields, for example Hieu Van Le (the 35th governor of South Australia), Sir Frank Lowy, Marita Cheng, Dame Marie Bashir * considering notable individuals in Australian public life across a range of fields, such as the arts, science, sport and education, including Aboriginal and Torres Strait Islander Peoples and non-Indigenous cultural and social groups |
| continuities and changes in the experiences of Aboriginal and Torres Strait Islander Peoples during the 20th century  VC2HH6K11 | * explaining key terms such as ‘genocide’, ‘dispossession’, ‘assimilation’, ‘resistance’, ‘self-determination’, ‘reconciliation’ * sequencing key events, movements and ideas, such as the 1938 Day of Mourning, the right to vote, the 1967 Referendum, Land Rights and reconciliation * investigating the experiences of members of the Stolen Generations using a range of historical sources, such as songs, stories and artworks |
| different interpretations of a significant historical development in Australian society during the 20th century  VC2HH6K12 | * comparing different interpretations of migration or Australia’s political development during the 20th century and explaining why the interpretations are contested * identifying different historians’ interpretations of Aboriginal and Torres Strait Islander Peoples’ experiences during the 20th century and explaining why their interpretations differ * debating the proposition that Australia is ‘the lucky country’ |

#### Strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| ask and develop historical questions to direct historical investigations  VC2HH6S01 | * asking questions that address historical concepts before, during and after an investigation to frame and guide the stages of an inquiry; for example, ‘What caused Britain to establish colonies in different parts of Australia after 1800?’, ‘What does this source indicate about the significance of an event?’ and ‘Why do these interpretations differ?’ * asking questions to establish the value of a historical source, such as ‘What are the features of this source?’, ‘What type of source is it?’ and ‘What is the context for this primary source?’ * developing questions for different purposes; for example, probing questions to seek details, open-ended questions to elicit more ideas, ethical questions regarding sensitivities and cultural protocols |

##### Sub-strand: Chronology

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sequence significant events, developments and the lives of individuals chronologically to describe continuity and change, and causes and consequences  VC2HH6S02 | * positioning key events, ideas, movements and lives in a chronological sequence on timelines * annotating a flow chart or timeline to identify changes and continuities, and causes and consequences * constructing timelines or tables using appropriate digital applications to sequence key events, such as economic or political developments in a colony or immigration in the 19th or 20th centuries * sequencing significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and consequences of Federation on its people |

##### Sub-strand: Using historical sources

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe the features, content and context of historical sources  VC2HH6S03 | * discussing issues explored through sources in which there are a range of views, such as the vote for women or migration, and proposing reasons for different perspectives * checking the publishing details of a historical source to understand features and the context of the source * creating a table summarising a selection of sources, including their features, source type, historical context and the information they contain |
| describe the value of sources for use as evidence to identify historical significance and continuity and change  VC2HH6S04 | * identifying and distinguishing fact and opinion in sources and identifying stereotypes and generalisations * examining sources to identify the causes, consequences and significance of past events, and developments and achievements that contribute to continuity and change * describing the strengths and limitations of different historical sources for use as evidence |
| describe historical perspectives and identify beliefs, values and attitudes of people and groups based on evidence from primary sources  VC2HH6S05 | * identifying inferred messages, stereotypes and over-generalisations about age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (e.g. a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, Aboriginal and Torres Strait Islander Peoples, South Sea Islander workers, and women and children) * comparing sources of evidence to identify similarities and/or differences in accounts and perspectives; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and Aboriginal and Torres Strait Islander people during the Victorian gold rush or the Eureka Stockade; comparing colonial descriptions of Burke and Wills’ achievements with those that have been recently published giving Aboriginal Peoples’ perspectives; comparing representations of Ned Kelly in past and present publications * discussing different perspectives, beliefs, values and attitudes associated with developments in Australian history, such as Federation, women’s suffrage or immigration policies |
| explain different historical interpretations  VC2HH6S06 | * accounting for the interpretation of British colonisation as an invasion * comparing and contrasting interpretations of a historical phenomenon, such as the significance of the gold rushes or the Eureka Stockade in the development of Victoria * identifying differences in historians’ interpretations of significant events or developments in Australia’s history, such as colonisation, migration or Federation, and explaining why they differ |

##### Sub-strand: Continuity and change

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe patterns of continuity and change  VC2HH6S07 | * using appropriate language to describe changes and continuities in Australian history, such as the speed or intensity of change * interpreting graphic representations, such as timelines or flow charts, and making inferences about patterns of continuity and change in the development of an Australian colony * comparing and describing the rates of change in Australian history, such as migration rates and population growth in Victoria in the 1840s and 1850s * identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies |

##### Sub-strand: Causes and consequences

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the causes and consequences of significant events and developments  VC2HH6S08 | * using a visual organiser to summarise the consequences of the Victorian gold rushes * explaining the push and pull factors that influenced immigration to Australia during the 19th and 20th centuries * accounting for the significant events that shaped the Australian colonies and contributed to Australian Federation and the consequences of these on Aboriginal and Torres Strait Islander Peoples and migrants * describing the consequences of changing patterns of migration to Australia during the 19th and 20th centuries |

##### Sub-strand: Historical significance

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the significance of events, individuals and groups that contributed to continuity and change  VC2HH6S09 | * collaborating to develop criteria to determine the historical significance of an event, development, individual or group in Australian history * discussing how significance varies over time and between groups and is dependent on the historical phenomenon under investigation * representing the historical significance of individuals, groups, ideas and events associated with a major change, such as Federation, in a diamond ranking * ranking the significance of individuals who contributed to changes in Australian history, such as the establishment and development of colonies, Federation, migration programs and campaigns for citizenship and democratic rights |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| construct historical interpretations, using historical terms and evidence from historical sources  VC2HH6S10 | * using historical terms and concepts when speaking and writing about, and describing, historical events and developments, for example penal, colonisation, imperialism, the gold rush, migration, Federation, suffrage, contribution, continuity, change, cause, consequence, significance * composing informative, expository or persuasive texts using evidence from sources to describe and explain conclusions from their historical inquiry * using evidence from sources, such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations * creating narrative accounts and recounts (e.g. a digital multimedia story that records migrant experiences) based on information identified from a range of sources and referring to individuals and events |

## Levels 7 and 8

### Band description

In Levels 7 and 8, students study history from the time of the early human migrations to the beginning of the modern era in 1750.

During this period, early humans migrated from Africa and, over millennia, established the rich and diverse cultures and societies that populated the world on the eve of the modern era. Students learn about Aboriginal and Torres Strait Islander Peoples’ communities, the world’s oldest continuous cultures, and examine their histories, social organisation and practices that have continued from Deep Time to the present. Students then explore the rise and fall of ancient societies of Europe, Asia and Africa, their social and political organisation, significant individuals and groups, political and cultural ideas and their legacies. In exploring the medieval and pre-modern worlds, students learn about the characteristics of societies in the 6th to 16th centuries, including continuity and change in systems of government, social organisation, ideas and religion, the causes and consequences of trade, war and expansion, and the experiences and perspectives of individuals and groups in the varied societies of Europe and the Mediterranean world, the Americas, Asia and the Pacific region.

Students are required to study all 5 Historical Knowledge and Understanding sub-strands (the Overview sub-strand and all 4 Investigation sub-strands). Within some Investigation sub-strands they have a choice of topics (found within the elaborations). See the summary in the table below.

| **Historical Knowledge and Understanding sub-strand** | **Topics** |
| --- | --- |
| Overview: Levels 7 and 8 | – |
| Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era) | – |
| Investigation: Ancient societies | *Choose at least one of:*   * China * Egypt * Greece * India * Rome |
| Investigation: Europe and the Mediterranean world (c. 600–1750 CE) | *Choose at least one of:*   * Emergence of the modern world in Europe * Medieval Europe * Ottoman Empire * Renaissance Italy * Spanish and the Americas * Vikings |
| Investigation: Asia and the Pacific region (c. 600–1750 CE) | *Choose at least one of:*   * Angkor/Khmer Empire * Japan under the Shoguns * Mongol Expansion * Polynesian expansion across the Pacific |

In this band, students build on their understanding and application of the interrelated historical concepts and skills to the historical knowledge of early societies, Aboriginal and Torres Strait Islander Peoples’ histories, and societies of the ancient and pre-modern worlds by asking historical questions; sequencing chronology; explaining the features, content and context of historical sources and the perspectives they reveal; analysing the values of sources as evidence and historical interpretations; explaining varied patterns of continuity and change, and causes and consequences; and analysing historical significance and constructing historical interpretations.

Historical questions provide a focus to students’ historical investigations. The following are examples only and may be used or adapted to suit local contexts:

* How do we know about the past?
* Why do societies change?
* What makes a society?
* What factors influence where societies are established?
* How do people understand their world?
* What were the consequences of contact between societies?
* Why are there different interpretations of the past?

### Achievement standard

By the end of Level 8, students can analyse different interpretations of the establishment of early societies, explain global patterns of continuity and change and the sources of historical evidence of the period. They can describe the historical significance of the histories of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, ancient societies of Europe, Africa or Asia, and societies leading to the modern world between 600 and 1750 CE.

Students develop and apply historical questions to support the process of historical inquiry, when using historical concepts and sources across the range of historical contexts. They order historical narratives of events, ideas and developments chronologically to explain varied patterns and forms of continuity and change and their causes and consequences. Students explain the features, content and context of primary and secondary sources and apply historical questions when drawing inferences from sources. They interpret the information from historical sources by analysing and verifying their accuracy and value as historical evidence. Students use primary and secondary sources to identify and explain the perspectives of individuals and groups and use these sources to understand the beliefs, values and attitudes of the individuals and societies studied. Students recognise the contested nature of the histories of early and pre-modern societies and apply this knowledge to identify and analyse different historical interpretations and debates. Students recognise and explain varied patterns and forms of continuity and change in the societies they have studied and identify and explain the significant events, individuals, ideas and developments that contributed continuity and change. They establish and analyse historical significance using criteria to recognise and analyse the role and contributions of individuals, events, locations, developments and legacies of the societies they have studied. When constructing historical interpretations of the societies studied, students use historical concepts, terms, concepts, relevant knowledge, conventions and evidence obtained from their analysis of primary and secondary historical sources.

### Content descriptions and elaborations

#### Strand: Historical Knowledge and Understanding

##### Sub-strand: Overview: Levels 7 and 8

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| interpretations of early human evolution and migration and the establishment of societies, including Aboriginal and Torres Strait Islander Peoples’ populating the Sahul mega-continent  VC2HH8K01 | * creating an illustrated timeline of the evolution of hominins and anatomically modern humans, which can be extended to include migrations and the establishment of early and ancient societies in Africa, Europe, Asia, Australia and the Americas * mapping the Out-of-Africa and multiregional hypothesis of anatomically modern humans’ migration from Africa to other parts of the world and describing the key differences * outlining how different approaches, such as the use of excavation and stratigraphy, climatic, geological and environmental histories, oral histories, genetics and the data derived from radiocarbon dating, inform historical interpretations of the migrations of modern humans * investigating the techniques used to develop a chronology of Aboriginal and Torres Strait Islander Peoples’ migrations across the Australian continent or how DNA from hair samples confirms the connections of Aboriginal and Torres Strait Islander Peoples to specific parts of the continent |
| development and features of early societies, such as the development of technologies, agriculture, trade, social groups, religious beliefs and laws  VC2HH8K02 | * developing shared definitions of key historical terms, such as ‘palaeolithic’, ‘neolithic’, ‘history’, ‘pre-history’, ‘nomadism’, ‘settlement’, ‘society’, ‘culture’, ‘agriculture’, ‘law’, ‘technology’, ‘trade’, ‘social groups’ and ‘religion’ * describing the economic, political and cultural features of an early society, such as those established in Africa, the Americas, Asia, Australia or Europe * mapping the development of herding, crop cultivation and aquaculture in different parts of the world, and adding annotations indicating methods and techniques used and timing * comparing early written codes of law, such as the Code of Ur-Nammu, or extracts from the Edicts of Ashoka or the Laws of Moses, to discuss similarities and differences between the codes and their functions in a society, or considering how societies shared understandings of law before the development of writing * creating an annotated timeline comparing the development of stone and metal work in different societies of Africa, the Americas, Asia, Australia or Europe and proposing explanations for why these changes in technology occurred at different rates * comparing the significant social and political organisation of early societies, such as those of the Celts, Persians, Phoenicians, Nubians, the Indus Valley peoples, or the early Andean cultures |
| the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past  VC2HH8K03 | * using a cross-sectional drawing 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 * describing various methods used by archaeologists for investigating the ancient past, for example stratigraphy to date discoveries or DNA testing to identify past individuals from their remains, such as Egyptian mummies, and common diseases * examining the impact of modern infrastructure works, such as the Aswan Dam or motorways near Stonehenge, on sites of historical significance * examining the roles and responsibilities of governments and other bodies, such as UNESCO, in protecting archaeological sites, such as Juukan Gorge, Western Australia, in 2020, Stonehenge or the temples of Abu Simbel * investigating, individually or in small groups, world heritage criteria for significant ancient sites – for example, Budj Bim (Australia), Mohenjo-daro (Pakistan), Newgrange (Ireland), the Cradle of Humankind (South Africa), Ban Chiang (Thailand), Persepolis (Iran), Lascaux caves (France) – and sharing their research with the class |
| patterns of continuity and change caused by significant events between 600 CE and 1750 CE, including the transformation of the Roman world and the spread of major worldviews  VC2HH8K04 | * collaborating to create a timeline of global developments between 600 CE and 1750 CE; key events and developments to consider include the emergence and fall of key empires (e.g. the Roman Empire, the Holy Roman Empire, the Islamic Caliphate, the Moguls, the Japanese shogunate, the Aztecs, the Incas, the Spanish); the emergence of feudalism in western Europe; the spread of Christianity, Islam, Hinduism and Buddhism; phases of territorial expansion (e.g. the Vikings, Mongols and European navigators); and historical periods, such as the Renaissance, the Reformation, the Enlightenment, the Scientific Revolution and the Agrarian Revolution * identifying the key events and developments that have shaped the modern era, such as the decline of ancient societies; the spread of major religious worldviews, including Buddhism, Christianity, Hinduism and Islam; the decline and transformation of the Roman Empire and the emergence of western European feudalism; the growth of towns and cities and trade; the migration of peoples; and the emergence of new ideas * ranking the historical significance of key developments * describing the connection between key events or developments of this period to modern-day life, such as religious holidays and political systems, for example the expansion of the Ottoman Empire, the Magna Carta and the Westminster system * investigating the emergence of ideas about the world, such as those formed during the Renaissance, and the place of significant individuals and people who caused change |
| features of the pre-modern world, such as social structures, contact and conflict  VC2HH8K05 | * brainstorming the key characteristics of medieval and pre-modern societies, such as agrarian economies, development of urban centres, limited division of labour, rigid social hierarchy, trade and the central role of faith systems in organisation of daily life and politics * examining hierarchical social structures of medieval and pre-modern societies and describing the various roles and status of different social groups * investigating the causes for conflict in the medieval and pre-modern period, including religious, economic and dynastic factors * discussing the factors that caused population migration, territorial expansion and journeys of discovery * identifying the significant legacies of the medieval and pre-modern period in the contemporary world |

##### Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the diversity of Aboriginal and Torres Strait Islander Peoples’ knowledge and understanding of the creation of Country and Place and people in oral accounts, stories and artworks  VC2HH8K06 | * discussing the meaning of Deep Time, Everywhen, the Dreaming and Songlines, and their relationship to Aboriginal and Torres Strait Islander Peoples’ histories and cultures * reviewing a language map of Aboriginal and Torres Strait Islander Peoples as a reminder of the diversity communities, cultures and histories * listening to, reading or viewing a range of Aboriginal Peoples’ creation stories, such as the Kulin story of Bunjil or the Gunaikurnai story of Tiddalick * listening to, reading or viewing Torres Strait Islander Peoples’ creation stories, such as those of Tagai * describing the purpose of creation stories and the types of knowledge and understanding they convey about Aboriginal Peoples’ relationship with Country and Place * investigating how the different features, content and contexts of creation stories are shared in Aboriginal and Torres Strait Islander communities and the evidence of their longevity |
| Aboriginal and Torres Strait Islander Peoples’ responses to environmental processes and changes during Deep Time  VC2HH8K07 | * listening to, viewing or reading stories of Aboriginal and/or Torres Strait Islander Peoples’ that include information about the changing environment during Deep Time, such as stories in Boonwurrung Country (Port Phillip) about the loss of kangaroo hunting grounds, and those in Nukunu Country (Spencer Gulf) about the sea swallowing up the land * explaining the consequences of environmental changes on Aboriginal and Torres Strait Islander Peoples across Australia, such as rising sea levels (e.g. the loss of the land bridge to Tasmania and the formation of the Torres Strait Islands from an existing land bridge) and the aridification of some landscapes, such as Lake Mungo * investigating the megafauna that inhabited Australia in the Pleistocene epoch and discussing how it may have impacted the sustainable harvesting of game by Aboriginal Peoples, both prior to and after the extinction of megafauna * exploring evidence of how Aboriginal and Torres Strait Islander Peoples responded to environmental changes in the Holocene epoch, for example archaeological evidence that people maintained seasonal presence in the Willandra Lakes region at times when water was available, the maritime specialisation of those on the Torres Strait Islands and Cape York around 2500 Before Present (BP), and the de-population of islands such as Rottnest, Kangaroo and Flinders when cut off from the mainland |
| the features and structures of Aboriginal and Torres Strait Islander communities and their continuity and change over time, such as connection to Country and Place, spirituality and kinship systems  VC2HH8K08 | * listening to, viewing or reading Aboriginal and/or Torres Strait Islander Peoples’ stories about Country and Place and customs as evidence of values, beliefs and attitudes * examining the social organisation of Aboriginal and Torres Strait Islander Peoples’ communities, such as moieties, totems and kinship groups, and how they determine roles and relationships with others, including how they underpin marriage laws, and their development and significance in areas such as Central Australia during increasing desertification * examining how social organisation, cultural practices and knowledge of Aboriginal and Torres Strait Islander Peoples are known because they have been passed on through oral traditions, song, dance, music and visual art representations, such as rock paintings, for example narratives or visual representations related to lore, kinship structures and responsibilities to the land, seas, waterways, sky and universe * examining the existence of defined land, sea and sky territories, and the social and political systems that governed Aboriginal and Torres Strait Islander Peoples’ societies, such as land tenure systems, delineation and reciprocal access rights |
| significant Aboriginal and Torres Strait Islander Peoples’ beliefs and values that shaped, and continue to shape, everyday life, such as the relationships with Country and Place, land, trade, technologies and stories  VC2HH8K09 | * listening to, viewing or reading Aboriginal and Torres Strait Islander Peoples’ stories as perspectives that shaped, and continue to shape, aspects of everyday life * investigating important cultural practices of Aboriginal and Torres Strait Islander Peoples and their continuity and change over time, for example lore, rites of passage, and the antiquity and types of funerary customs and burial practices, such as the early example of cremation at the Willandra Lakes, New South Wales, the tombstone openings of the Torres Strait Islands and the log coffins used by the Yolngu Peoples of Arnhem Land * examining the trade and bartering of items, such as tools, ochre, medicine and trepang; land and water management practices, such as cultural burning; or water management systems, such as weirs and irrigation, developed by Aboriginal Peoples * explaining how food production or procurement, such as agriculture, aquaculture and foraging, were influenced by the environment (e.g. people in the Torres Strait Islands and Cape York developing maritime technologies or the Mithaka People’s development of sustainable harvesting practices) * identifying the aquaculture practices developed by Aboriginal Peoples, such as eel traps of the Gunditjmara People at Budj Bim, Victoria; the mollusc harvesting of the Kombumerri People on the Gold Coast, Queensland; and the Baiame’s Ngunnhu stone fish traps used by the Ngemba People at Brewarrina, New South Wales * investigating chronologies of technological achievements for continuity and change over time, including the development of stone tools and stone-knapping techniques, such as ground-edge tools, hafted axes and mill stones |
| cultural protocols for maintaining and preserving Country and Place, ancestral remains, cultural artefacts and artworks and shared responsibility for their maintenance, continuing use and preservation  VC2HH8K10 | * discussing Aboriginal and Torres Strait Islander Peoples’ cultural protocols, obligations and responsibilities for the care of Country and Place, ancestral remains, artefacts, artworks and knowledge * recognising how the human remains of Aboriginal and Torres Strait Islander Peoples are the ancestors of contemporary Aboriginal and Torres Strait Islander Peoples and, as such, any unauthorised disturbance is considered a serious breach of cultural protocol; the ancestral remains found at Lake Mungo (Willandra Lakes region) illustrate these issues of ownership, cultural protocols, research and repatriation * examining the importance of consultation with multiple stakeholders when conserving culture and heritage sites, for example the collaboration between the Traditional Owners and researchers * investigating world heritage criteria for the listing of significant sites, such as the Budj Bim and Willandra Lakes regions, and cultural landscapes, such as Uluru–Kata Tjuta and Kakadu * examining the role of national and state/territory galleries, libraries, archives, museums, historical societies and field sites in curating, conserving and showcasing Aboriginal and Torres Strait Islander Peoples’ histories and cultures * conducting small group investigations into campaigns for the return of ancestral remains from museums, responses to the destruction of significant cultural sites and/or native title campaigns, and sharing learning with the wider class in a presentation |
| changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world’s oldest continuous cultures  VC2HH8K11 | * discussing Aboriginal and Torres Strait Islander Peoples’ understanding and knowledge of creation and their connection to Country and Place as continuous and uninterrupted * comparing historical 20th- and 21st-century historians’ interpretations of the significance of Aboriginal and Torres Strait Islander Peoples’ histories and cultures * evaluating the significance of Mungo Man and Mungo Woman as the oldest evidence of ritual burial by modern humans * evaluating the categories ‘pre-history’ and ‘history’ as organising concepts for the interpretation of Aboriginal and Torres Strait Islander Peoples’ histories before British colonisation |

##### Sub-strand: Investigation: Ancient societies (10 000 BCE – 600 CE)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the influence of the physical environment on the development of an ancient society  VC2HH8K12 | China   * 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 * examining the role of climate in enabling the establishment and expansion of agriculture around the Yellow River and how this supported the ancient society   Egypt   * describing the importance of the Nile River to Egyptian society, for example inundation and farming, the worship of Hapi (god of the inundation), and the use of the Nile as a means of transportation * explaining how the Nile River enabled the establishment of ancient Egyptian society through farming (including the role of the inundation), transportation, defence (e.g. the cataract fortifications) and religion (e.g. Hapi, god of the inundation; Khnum, a god of the Nile; and Satet, goddess of Nile floods and the Nile cataracts)   Greece   * describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states * explaining the role of topography in providing barriers of defence for city-states, such as the surrounding seas, mountain ranges and river systems, for example the Axios (Vardar), Strymónas (Struma) and Nestos rivers   India   * identifying how the environment and harmonious relationships with the natural world were reflected in belief systems such as Hinduism, Buddhism and Jainism * creating a graphic representation of the extent of India as a political unit at this time, including, for example, its diverse climatic and geographical features, types and location of food production, and areas of high- and low-density population   Rome   * mapping the geography of the Tiber River and the 7 hills of Rome to explain reasons for the development of the city * explaining the role of the fertile soil of the Po and Tiber River regions in enabling trade through surplus production * describing the methods used by the Romans to manage resources, such as the water supply through aqueducts and plumbing systems |
| features and organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society  VC2HH8K13 | China   * creating a graphic representation of the social structure of Chinese society, including kings, emperors, scholars, farmers, craftsmen and women * describing the role of women in shaping ancient society in the areas of marriage, family life, work and education   Egypt   * describing the rights and responsibilities of women of different classes in the areas of marriage, family life, work and education, and the depiction of women fulfilling these roles in artwork and funerary texts * explaining the social structure of ancient Egypt, including slaves, farmers, craftsmen, merchants, scribes, soldiers, priests, viziers, nomarchs and Pharaoh   Greece   * examining evidence of the social structure of Athenian or Spartan society, for example the roles of citizens, women and slaves in Athenian society and the roles of Spartiates, Perioikoi and helots in Spartan society * describing the rights of citizens in ancient Athens (e.g. the right for men to vote), their responsibilities (e.g. military service, attending assembly meetings) and the concept of freedom   India   * explaining the role of different groups in the social hierarchy of ancient Indian society, including Brahmans (priests, teachers), Kshatriyas (kings, warriors), Vaishyas (merchants, artisans) and Shudras (labourers, peasants)   Rome   * 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, agricultural labourers and domestic servants, and the rise of freedmen * investigating material culture and visual primary sources depicting the role of social structure (e.g. the roles of patricians, plebeians, women of different classes and slaves) to understand the lived experience of republicanism in Rome |
| significant beliefs, values, places and practices of an ancient society and their continuity and change over time, such as everyday life, worldviews, warfare, or death and funerary customs  VC2HH8K14 | China   * investigating the significant beliefs, values and practices of daily life in ancient Chinese society, for example irrigation and agriculture, the teachings of Confucius and the evidence of daily life from the Han tombs * identifying how the Mandate of Heaven assisted people in understanding and justifying periods of warfare   Egypt   * investigating significant beliefs associated with death and funerary customs (e.g. belief in an afterlife) and practices (e.g. burial in tombs and techniques of mummification) * analysing hieroglyphic representations of the Book of the Dead   Greece   * investigating the significant beliefs, values and practices of the ancient Greeks, such as the Olympic Games or the Delphic Oracle * investigating the significant beliefs and values associated with warfare (e.g. heroic ideals as revealed in the *Iliad*) and military practices (e.g. army organisation, the hoplite phalanx and naval warfare)   India   * investigating the significant beliefs, values and practices of Indian society associated with, for example, rites of passage for boys and men; rites of passage for girls and women; and marriage rites, such as the role of the family and religious ceremonies * formulating questions to analyse how Vedism, and later Brahmanism, shaped death and funerary customs   Rome   * describing the characteristics of the Roman military, including the organisation of legions, the role of centurions and military tactics * investigating the significant beliefs associated with daily life (e.g. the evidence of household religion) and practices (e.g. the use of public amenities, such as baths, and the forms of entertainment in theatres and amphitheatres) |
| significant events or turning points in an ancient society and their contribution to continuity and change  VC2HH8K15 | China   * describing the short- and long-term impacts of the Warring States Period (481–221 BCE), such as the weakening of the Zhou Dynasty, the system of feudal states and multiple claims to the Mandate of Heaven   Egypt   * using archaeological evidence and historians’ interpretations to interrogate the impact of repeated poor Nile inundations as a cause of the First Intermediate Period (c. 2181–2055 BCE)   Greece   * sequencing key events, such as the creation of the Greek alphabet, the first Olympics, the rise of the Tyrants, Draco’s Code of Law, the introduction of coinage and the introduction of democracy, to identify elements of continuity and change   India   * developing questions to evaluate the extent to which an interaction, such as contact with the Persians and/or trade with the Romans, can be considered a catalyst for change   Rome   * observing the patterns of change that resulted from periods of warfare, such as the Pyrrhic War, Punic Wars, Macedonian Wars and/or Great Roman Civil War |
| causes and consequences 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  VC2HH8K16 | China   * 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 and military strategies as codified in Sun Tzu’s *The Art of War* * analysing the causes and consequences of the rise and expansion of the Chinese Empire   Egypt   * explaining the impact of contact with other societies (e.g. trade with Cyprus, Crete and Greece) and conflict, such as the Battle of Kadesh in the New Kingdom, which concluded with Rameses II’s peace treaty with the Hittites * analysing the causes and consequences of the rise and expansion of the Egyptian Empire   Greece   * explaining the nature of contact with other societies (e.g. the commodities traded with Egypt, Greek colonisation of the Mediterranean) and conflict (e.g. the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the expansion of Greek culture) * analysing the causes and consequences of the rise and expansion of the Athenian Empire * analysing the causes and consequences of a conflict such as the Peloponnesian and Persian wars   India   * examining the extent of Indian contact with other societies, such as the Persians under Cyrus, the Macedonians under Alexander; 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 * analysing the causes and consequences of the rise of the Mauryan Empire and the spread of philosophies and beliefs   Rome   * describing the furthest expansion 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) * explaining Pax Romana * analysing the causes and consequences of the rise and expansion of the Roman Empire |
| the role, contribution and achievements of a significant individual or group to change an ancient society  VC2HH8K17 | China   * 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, using questions and criteria to evaluate their achievement * creating a biography of a significant individual in early China, such as Wu Zetian, Confucius or Qin Shi Huang   Egypt   * examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, such as Rameses II or Nefertiti, and how they were perceived by their contemporaries, using questions and criteria to evaluate their achievement * creating a biography of a significant individual in Ancient Egypt, such as Hatshepsut, Rameses II or Cleopatra   Greece   * examining the historical context, early life and achievements of a significant historical figure from ancient Greece, such as Herodotus or Plato, and how they were perceived by their contemporaries, using questions and criteria to evaluate their achievement * creating a biography of a significant individual in Ancient Greece, such as Leonidas or Pericles   India   * 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, using questions and criteria to evaluate their achievement * creating a biography of a significant individual in early India, such as Chandragupta Maurya or Ashoka   Rome   * examining the historical context, early life and achievements of a significant historical figure from ancient Rome, such as Mark Antony or Agrippina the Younger, and how they were perceived by their contemporaries, using questions and criteria to evaluate their achievement * creating a biography of a significant individual in Ancient Rome, such as Julius Caesar or Augustus |
| interpretations of the significance of an ancient society and/or individual and their legacies  VC2HH8K18 | China   * identifying how ancient festivals, such as the Spring Festival (Lunar New Year) and Mid-Autumn Festival (Moon Festival), are still celebrated * investigating world heritage criteria for the listing of the Great Wall of China or the Mausoleum of the First Qin Emperor (Qin Shi Huang)   Egypt   * evaluating legacies of ancient Egyptian society, such as the development of papyrus and brewing, or its influence on ancient Greece and Rome * investigating a site, such as the Great Pyramids or a significant tomb site, and explaining how archaeologists’ and/or historians’ understanding of its significance has changed over time   Greece   * investigating a site, such as the Acropolis, Agora of Athens, Delos, Delphi Archaeological Site and/or Olympia, and explaining how archaeologists’ and/or historians’ understanding of the site has changed over time * evaluating the importance of Pericles and the legacy of Athenian democracy in the modern world   India   * explaining how archaeologists identify the social, political and economic features of sites, such as the city of Lothal and/or Sanchi * investigating world heritage criteria for the listing of Mohenjo-daro   Rome   * describing the various methods used to examine a site of significance, such as the Colosseum, Herculaneum, Ostia Antica, Pompeii and/or Roman Forum * analysing the impact of Nero’s reign on the city of Rome and the provinces |

##### Sub-strand: Investigation: Europe and the Mediterranean world (c. 600–1750 CE)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
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| significant social, cultural, economic, environmental and political continuity and change in the way of life and the roles and relationships of different groups  VC2HH8K19 | Medieval Europe   * describing the features of castles and churches of the period, such as Warwick Castle in England and Notre Dame Cathedral in Paris, as examples of the Church’s power in terms of its control of wealth, land and labour * examining the nature of illuminated manuscripts and recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek, Roman and Arab literary texts * explaining the changing relations between Islam and Europe, including the consequences of the Crusades and trade * describing the impact of the Magna Carta on social groups, including the nobility, religious orders, merchants, workers/craftsmen, peasants and women * identifying the consequences of the Black Death on human populations using studies of church records from the period, considering the reliability of these statistics and explaining the impact of the population change in areas such as farming, commerce, culture and religion   The Ottoman Empire   * describing the way of life of people in the Ottoman Empire, for example the role of the coffee house and bazaar or marketplace * using a selection of primary sources to track changes to the way of life in the Ottoman Empire across time and/or locations * explaining the power and responsibility of the Sultan to ensure that justice was served within society * explaining the importance of Islam in the Ottoman Empire   Vikings   * 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 * describing the social structures of Viking societies * explaining the system of Viking religious beliefs and their impact on the organisation of society   Renaissance Italy   * describing the significance of double-entry bookkeeping, as seen in the Messari accounts of the Republic of Genoa in 1340 CE, in accelerating the production of wealth and patronage * investigating learning in the Renaissance period (e.g. humanism and the influence of ancient Greece and Rome) and analysing the symbolic representation of this learning in architecture, artworks and inventions from individuals such as Brunelleschi, Copernicus, Donatello, da Vinci, Michelangelo and Titian * explaining why the Catasto of 1427 CE was introduced in Florence following the end of war with the Duchy of Milan * identifying a range of primary sources, such as artwork, music, literature, architecture, correspondence and diaries, that demonstrate the spread of the Renaissance across Europe   The Spanish and the Americas   * describing pre-Columbian life in the Americas, including the social organisation of the Aztecs (e.g. nobility, slaves), their beliefs (e.g. worship of a number of gods and the need to make human sacrifices to appease these gods) and life in the capital city, Tenochtitlan   The emergence of the modern world in Europe   * describing the impact of the printing press on the rise of literacy * investigating the Enlightenment ideas about human freedom and the exercise of authority, which promoted radical change to the political order, for example constitutional government and the separation of Church and state * examining how rulers in different European nations responded differently to new and dissenting ideas that were emerging by comparing the responses of France, England, Spain and Russia * investigating the way of life in key features of the French Ancien Régime and how it represented increasing centralisation of administrative power in the monarchy |
| causes and consequences of a significant event, development or turning point that contributed to continuity and change  VC2HH8K20 | Medieval Europe   * examining the causes and consequences of significant developments, such as the migrations of Germanic, Hun and Slavic peoples into western and central Europe, the rule of Charlemagne, the Norman invasion of England, the first Crusade and the impact of plague * describing the impacts of the Church in the development of western European political and social institutions, such as kingship * identifying the causes of the formation of the feudal order and its impacts on European societies   The Ottoman Empire   * describing Ottoman art and architecture, such as Selimiye Mosque in the city of Edirne in Türkiye, and Islamic geometric design * explaining the role of warfare in expanding Ottoman territory, including the sieges of Bursa (1317–1326 CE) and Nicaea (1328–1331 CE) * outlining inventions and developments in the Islamic world, such as the astrolabe, public hospitals and libraries, and their subsequent adoption in the Western world * explaining the impact of the Crusades in challenging the Ottoman Empire and the responses of the Ottomans to the challenge   Vikings   * identifying the role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the consequences of the adoption of Christianity on Viking culture * explaining the significance of the construction of longboats and their role in exploration, including innovations in keel and sail design, as factors contributing to change in Viking society * identifying and analysing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople) * describing Viking craft with particular emphasis on the production of weapons and armour (e.g. swords, battle axes and helmets) and the effectiveness of these in battle * explaining the triggers of declining Viking power, such as the Battle of Stamford Bridge, the treaty of Saint-Clair-sur-Epte, new colonies, changing climate and/or the spread of Christianity   Renaissance Italy   * analysing the Black Death and the fall of Constantinople as a trigger of the Renaissance * using a concept map or visual display to organise notes about the significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art, learning and the invention of the printing press * describing the artwork of Leonardo da Vinci, such as the Mona Lisa and The Last Supper, and his inventions, including a rudimentary helicopter and solar power * investigating learning in the Renaissance period, for example humanism, astrology, alchemy, the influence of ancient Greece and Rome * investigating the achievements of Galileo, such as his improvements on the telescope and his astronomical observations   The Spanish and the Americas   * explaining the arrival of Spanish conquistadors in Mexico and Peru from 1510 CE (Balboa) to 1531 CE (Pizarro), and their reasons, such as seeking wealth, claiming land for their king, converting the local populations to Christianity and a sense of adventure * analysing the significance of Alexander VI’s papal decrees of 1493 CE as a factor legitimising Spanish territorial expansion and claims in the Americas * outlining the consequences of Columbian exchange, such as the spread of disease; the introduction of crops, such as maize, beans, tobacco, chocolate and potatoes, to Europe; the encomienda system; mining and deforestation; and the impact of the loss of natural resources * explaining the longer-term consequences of conquest and colonisation on the indigenous populations of the Americas, such as the unequal distribution of land and wealth, slavery, political inequality, and imposition of Spanish culture and language over conquered territories   The emergence of the modern world in Europe   * considering the causes and consequences of a key development of the period, such as movable type and the translation of the Bible into vernacular languages * evaluating the consequences of the Reformation and/or the Enlightenment on the political organisation of Europe |
| experiences and perspectives of rulers and ruled, and the interaction between power and/or authority  VC2HH8K21 | Medieval Europe   * describing the impact of the Black Death on daily life using primary sources such as Matteo Villani’s diary, Boccaccio’s *Decameron*, Fordun’s *Chronicle of the Scottish Nation* and Ibn Khaldun’s recollection of the impact of the plague * explaining the reasons for different punishments for different groups of people, such as trial by combat as a privilege granted to the nobility and ducking stools as a punishment for women, and the use of punishment as a deterrent * analysing how rulers responded to demands from the lower classes to improve their working conditions and lives following the plague, using sources such as King Edward III’s Statute of Labourers   The Ottoman Empire   * outlining the millet system that regarded non-Muslim people as subjects but as not being subject to Islamic law * describing the importance of eunuchs, such as Beshir Agha in the 18th century, in the palace structure * explaining the tolerance of the Ottomans towards Christians and Jews   Vikings   * explaining the attacks on monasteries such as Lindisfarne (793 CE) and Iona (795 CE) and reviewing the written accounts of monks that contributed to the Vikings’ reputation for pillaging 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 and the Anglo-Norman conquest * investigating the remains of Viking settlements, such as Dublin (Ireland) and Jorvik (York)   Renaissance Italy   * explaining the differing levels of political involvement in city-states, such as the guilds in Florence and Libro d’Oro in Venice * analysing primary sources to understand the interactions between the rulers of Florence, Venice, Naples and/or the Papal States   The Spanish and the Americas   * describing encounters between Hernán Cortés and the Aztecs, and the siege of Tenochtitlan (1521 CE) * investigating the impact of the Spanish on the indigenous populations of the Americas (e.g. the introduction of new diseases, horses and gunpowder, and the loss of natural resources)   The emergence of the modern world in Europe   * examining the changes in the role and the power of monarchies in the political systems of western Europe, for example the decline of absolutism, development of parliaments and new ideas relating to nationalism * investigating the continuities and changes in the political power of the bourgeoise and peasant classes with the growth of cities and increased urbanisation, and the movement of peoples |
| the role and contribution of a significant individual and/or group to change  VC2HH8K22 | Medieval Europe   * investigating the role of the Catholic Church in medieval Europe in providing social services, such as education, health care and social welfare, and in feudal village organisation * explaining the influences and contributions of individuals such as Gregory the Great, Charlemagne, Alfred the Great and Hildegard of Bingen   The Ottoman Empire   * investigating the contributions of the Janissaries to the Ottoman Empire, including as the first modern standing army in Europe and the Mediterranean world * comparing historians’ interpretations of the achievements of individuals such as Selim I in establishing the empire and capturing Jerusalem, or Suleiman the Magnificent in expanding the empire into Europe   Vikings   * 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 journeyed to North America 500 years before Christopher Columbus   Renaissance Italy   * explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts * explaining the influences and contributions of individuals such as Lucrezia Borgia, Galileo, Lorenzo de Medici, Leonardo da Vinci and Niccolo Machiavelli   The Spanish and the Americas   * explaining the significance of key chronological events in the lives of individuals, such as Columbus, Balboa, Cortés, Montezuma II and/or Pizarro   The emergence of the modern world in Europe   * investigating the role and achievements of Henry VIII, Elizabeth I and Martin Luther * investigating the importance of the Scientific Revolution, in particular the scientific theories and discoveries of Copernicus, Galileo, Kepler and Newton, for overturning traditional views of the motion of the planets, and how these contributed to science being seen by many as an alternative to the Church as a source of fundamental truth about reality * investigating the role and significance of Oliver Cromwell and the execution of Charles I in the English Civil War in the development of the Westminster parliamentary system |
| historical interpretations of an event, individual, group or institution and its legacies  VC2HH8K23 | Medieval Europe   * explaining how historians have disproved medieval myths such as King Arthur or Pope Joan * evaluating the impact of the Black Death on Europe with reference to differing historians’ interpretations   The Ottoman Empire   * describing the contrasting perspectives on the Fall of Constantinople (1453 CE), including prophecies and legends, and how these shaped historians’ interpretations of the experience of people living at the time   Vikings   * analysing the extent to which historians’ interpretations are corroborated with the oral histories contained in Icelandic sagas, such as about Erik the Red founding Greenland * reviewing representations of Vikings in modern films, games and popular culture   Renaissance Italy   * analysing the importance of key women in Renaissance society, such as Caterina Sforza (1463–1509 CE), Isabella d’Este (1474–1539 CE), Lucrezia Borgia (1480–1519 CE) and Catherine de Medici (1519–1589 CE), using a range of artwork, written sources and historians’ interpretations to justify claims   The Spanish and the Americas   * analysing the extent to which historians’ interpretations that the Spanish conquest can be attributed to the pursuit of ‘Gold, God and Glory’ differ   The emergence of the modern world in Europe   * explaining how the interpretations of the discoveries of science are linked to ideas about the free exercise of human reason and how that could lead to improvements and progress in human life and society generally * examining historical interpretations of key events, developments or achievements during this period, such as the Scientific Revolution or the beginnings of the Age of Reason/Enlightenment, and how these interpretations highlight their importance or significance to contemporary society |

##### Sub-strand: Investigation: Asia and the Pacific region (c. 600–1750 CE)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
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| significant social, cultural, economic, environmental and political continuities and changes in the way of life and the roles and relationships of different groups  VC2HH8K24 | The Polynesian expansion across the Pacific   * describing the way of life in one Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Māori and Rapa Nui (Easter Island) society * investigating the way of life of Rapa Nui (Easter Island) society, for example fishing by the men; links between the household and the extended clan through the exchange of goods, wives and labour; and the use of stone tools   Japan under the shoguns   * 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 * explaining reasons for why the shogun increased power * describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors) and workers (e.g. farmers, artisans and traders)   Angkor/Khmer Empire   * mapping the Khmer Empire and its physical features and annotating how these significantly influenced everyday life * describing the way of life in the Khmer Empire as shown through stone carvings and the writings of the Chinese ambassador Zhou Daguan   Mongol expansion   * describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan), who united all Mongol tribes in 1206 CE * describing the way of life in Mongolia, for example agriculture (domestication of animals, such as horses, camels and cattle), food (dried meat and yoghurt) and housing (yurts) |
| causes and consequences of a significant event, development or turning point that contributed to continuity and change  VC2HH8K25 | The Polynesian expansion across the Pacific   * explaining the significance of rāhui to prohibit the collection of resources to ensure their sustainability in response to the decline and extinction of animals, such as the moa * explaining how environmental challenges were overcome on different islands to make settlement possible, for example the practice of aquaculture in Nauru and/or agricultural practices in Hawaii   Japan under the shoguns   * explaining reasons for Japan’s closure to foreigners under the Tokugawa shogunate and the impact of USA Commodore Perry’s visit in 1853 * explaining the continuity of shogunate power in areas such as trade, resource use and social classes * outlining the reasons for attempts by the Tokugawa shogunate to curb deforestation, including imposing heavy regulations on farmers, managing the harvesting of trees and using new, lighter and more efficient construction techniques * explaining the role of the daimyo in contributing to the end of the Ashikaga shogunate   Angkor/Khmer Empire   * investigating theories about the decline of the Khmer Empire, for example the development of an unstable climate, such as drought and monsoons; the rise of Theravada Buddhism; and the breakdown of Angkor’s water management system * explaining how being revered as the devaraja (god-king) enabled the Khmer kings to rule over the empire with absolute authority, enhancing their ability to mobilise the population to defend the empire and invade neighbours * explaining the significance of the archaeological site of Angkor Wat as a demonstration of the empire’s power * explaining how archaeologists and paleo-environmentalists have established the prevalence of droughts in the 14th–15th centuries and the impact of these droughts on the empire   Mongol expansion   * explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade, including the use of paper money and coinage, and the growing number of European merchants travelling to China * explaining Genghis Khan’s use of decimal organisation in his army and his policies for governing his empire, including codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade * analysing the consequences of Mongol expansion, including on life in China before, during and after the Mongol conquest |
| experiences and perspectives of rulers and ruled, and the interaction between power and/or authority  VC2HH8K26 | The Polynesian expansion across the Pacific   * examining artefacts such as Lapita pottery from Vanuatu, tapa cloth and/or shipbuilding techniques to provide insight into those societies * describing the responsibilities and privileges of being a chief in a society such as those in New Zealand, Hawaii, Tonga and/or the Society Islands   Japan under the shoguns   * discussing the role of the Tokugawa shogunate in reimposing a feudal system (based on daimyo and samurai) and explaining the impact of this change on the daily life of different classes   Angkor/Khmer Empire   * analysing the perspectives of Angkor as shown in stone carvings and the writings of Chinese ambassador Zhou Daguan   Mongol expansion   * describing the reign of Kublai Khan as the first Mongol emperor of China (the Yuan Dynasty), including the processes of government using administrators from different backgrounds and the growth of Chinese culture during this time * explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade, for example the Silk Road and the meeting of Marco Polo and the development of trade |
| the role, contribution and achievements of a significant individual and/or group to change  VC2HH8K27 | The Polynesian expansion across the Pacific   * describing the achievements of one Polynesian group of people, such as Māori, Samoan, Tahitian (Maohi), Tongans or Rapa Nui   Japan under the shoguns   * explaining the legacy of Tokugawa Ieyasu as founder of the Tokugawa shogunate   Angkor/Khmer Empire   * describing the rule of Jayavarman VII and his influence in expanding the empire, expelling the Chams and on the scale of the construction program in Angkor   Mongol expansion   * identifying the similarities and differences in the leadership styles and successes of Genghis Khan and Kublai Khan |
| historical interpretations of an event, individual, group or institution and its legacies  VC2HH8K28 | The Polynesian expansion across the Pacific   * explaining the challenges posed by the lack of written sources in understanding the history of Polynesia, such as changes in interpretations of Lapita culture being present in Vanuatu * analysing different theories about the expansion, such as the west–east and east–west movements of settling peoples, and/or the expansion as accidental versus intentional   Japan under the shoguns   * evaluating the significance of different explanations of Japan’s closure to foreigners under the Tokugawa shogunate and the impact of USA Commodore Perry’s visit in 1853   Angkor/Khmer Empire   * discussing theories about the decline of the Khmer Empire, such as Thai invasions; economic decline as a result of Jayavarman VII’s building program; population growth and attempts to control trade routes; the rise of Theravada Buddhism; internal political tension; environmental challenges; and the breakdown of Angkor’s water management system   Mongol expansion   * discussing the validity of various death tolls linked to Mongol expansion, such as one million people in Nishapur and 60 million people in China, using primary sources and historians’ interpretations |

#### Strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop and use historical questions to inform historical investigations  VC2HH8S01 | * developing questions to evaluate historical sources that are based on oral tradition * developing 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?’ and ‘What theories have been developed?’ * developing questions using historical concepts, such as cause, consequence, continuity, change, perspectives, interpretations and significance, for example ‘What were the consequences of rising sea levels on Aboriginal and Torres Strait Islander Peoples during Deep Time?’ * developing a key question, such as ‘How did Aboriginal and Torres Strait Islander People respond to changing climatic and environmental conditions?’ or ‘How did the decline of Rome’s western empire change the organisation of European society?’, and subsidiary questions, such as ‘What evidence is there?’ and ‘What interpretations are there?’ to inform the inquiry * developing questions about historical significance, such as ‘How were communities affected by the Black Death?’ and ‘How long did it last?’ * reviewing questions when faced with unexpected or challenging developments posed by the historical investigation, for example ‘How was the organisation of Japanese society influenced by world events?’ |

##### Sub-strand: Chronology

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences  VC2HH8S02 | * defining terms, such as ‘Deep Time’, ‘Everywhen’, ‘Pleistocene’, ‘Holocene’, ‘BC (Before Christ)’, ‘AD (Anno Domini)’, ‘BCE (Before Common Era)’, ‘CE (Common Era)’, ‘Before Present (BP)’, ‘pre-history’ and ‘history’ * identifying gaps in timelines or narratives and explaining possible reasons for why these gaps occur * sequencing a range of primary sources in chronological order to support the development of an explanation of continuities or changes * identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted * creating scaled timelines to represent continuities and changes over millennia |

##### Sub-strand: Using historical sources

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the features, content and context of historical sources  VC2HH8S03 | * engaging with a broad range of archaeological and historical sources, including written materials, such as letters or speeches; oral tradition, including stories; visual sources, such as artworks; and artefacts, including weapons, tools and buildings * engaging with a broad range of historical interpretations, including textbooks, the writings of historians, documentaries, films and fiction * selecting and recording information from a range of materials and visual and written sources, and differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) * explaining the challenges of translation and intercultural understanding when interrogating sources of evidence, such as the inscriptions of Asoka and other edicts carved in stone and contained in religious literature, and the Vedas and epics of the Ramayana and Mahabharata * evaluating various methods for investigating the ancient past, for example stratigraphy to date discoveries and DNA testing to identify common diseases and past individuals from their remains, such as Egyptian mummies * creating 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 |
| analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequences  VC2HH8S04 | * recognising that, while evidence may be limited for a particular group of people, it may still provide useful insights into the power structures in a society * discussing the value of different forms of historical and archaeological evidence * distinguishing between a fact (e.g. ‘Some gladiators wore helmets’) and an opinion (e.g. ‘All gladiators were brave’) * identifying information within a source that can be useful evidence to support an interpretation of an event, movement, individual, group or society and analysing its causes and why they are significant * using sources and criteria to evaluate the historical significance of an event or individual * examining the validity of sources by asking questions such as ‘Where does it come from?’, ‘What information is provided?’, ‘Is the information factual or an opinion?’ and ‘What other sources may be needed to support/challenge this source?’ |
| explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources  VC2HH8S05 | * explaining the distinct meaning of Country and Place to Aboriginal and Torres Strait Islander Peoples * identifying perspectives in a historical source, such as the saying by Confucius, ‘Women and underlings are especially difficult to handle’, and discussing the values and attitudes of the society that produced them * identifying that, while evidence may be limited for a particular group of people, such as women, slaves, ethnic groups or peoples living in newly conquered areas, such evidence can provide useful insights into the power structures of a society * 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 or contrast the values and attitudes of the society * identifying the perspective in a source and discussing the values and attitudes of the society that produced it; for example, explaining why historians have different interpretations, including access to source material, personal views and other contextual factors influencing the time in which the historian was working * identifying and exploring differing perspectives, beliefs, values and attitudes of peoples from the time, acknowledging that some voices, such as those of women and children, are less audible |
| analyse historical interpretations and debates  VC2HH8S06 | * evaluating the distinction between pre-history and Deep Time as a way of characterising history when there are no written records * identifying different interpretations of an event or development, such as the influence of scientific ideas or the status of women, and accounting for the differences * exploring different historical interpretations of an event or development, such as how the pyramids were built or theories about the decline of the Angkor/Khmer Empire * using a range of historical interpretations to explain the significant achievements of the Ottoman Empire or Renaissance Italy * using a selection of historical interpretations to identify the positive and negative consequences of the Spanish conquest of the Americas * analysing a museum exhibition, film, documentary or video game as a historical interpretation |

##### Sub-strand: Continuity and change

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain continuity and change  VC2HH8S07 | * explaining continuities and changes during Deep Time and recognising the different rates and scales of change associated with climatic and physical environments during that period * describing continuities by highlighting the lack of deviation, the similarities of important aspects and the widespread nature of similarities in the era, period or society despite an event, idea, person, group or movement achieving short-term significance * listing examples of concurrent social, economic, political and cultural continuity and/or change * brainstorming a class word bank of terms to describe rates, extents and order of historical continuity and/or change * creating an annotated visual concept map using historical sources to explain the continuities and/or changes resulting from a historical development or event, such as the consequences of the Renaissance in Europe, the impact of the crusades or the outcomes of the Spanish conquest of the Americas * listing the changes to everyday life in Ancient Egypt and ranking them in order of most to least significance, and justifying the argument using sources of evidence * using chronologies to observe and identify patterns of continuity or change in medieval Europe |

##### Sub-strand: Causes and consequences

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and change  VC2HH8S08 | * explaining the significance of environmental and climatic changes during Deep Time * sequencing historical events to identify broader patterns of causes and/or consequences and continuity and/or change across society, and explaining their observations with reference to key events, individuals, themes and sources of evidence * identifying differing historians’ interpretations on the short-term triggers and longer-term causes of a significant event * analysing the causes and consequences of decline of an ancient society and ranking them according to their significance * organising causes and consequences of contact between societies using a graphic organiser * categorising the long-term consequences of the Black Death at the end of the medieval period, including labour shortages, peasant uprisings, the weakening of feudal structures and increased social mobility, and drawing conclusions about the severity of the Black Death and explaining its significance as a cause of the Renaissance |

##### Sub-strand: Historical significance

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse the significance of individuals, events, sites, developments and/or cultural achievements  VC2HH8S09 | * asking questions such as ‘What makes this individual, development or achievement significant?’, ‘How significant was it to people who lived at that time?’, ‘How many people were affected?’, ‘To what extent were people’s lives changed?’, ‘How long-lasting were the consequences?’, ‘Can the consequences still be felt today?’ and ‘What is its legacy?’ * using criteria to evaluate the historical significance of an event or person such as importance (how important was it to the people living at the time?); profundity (how deeply were people’s lives affected?); quantity (how many lives were affected?); durability (for how long were people’s lives affected?); and relevance (what was the extent to which the event has contributed to an increased understanding of present life?); and/or alternative criteria such as the 5 Rs (Relevance, Resonance, Revealing, Remembered, Resulting in Change) * ranking individuals and their achievements, or events, in order of significance and justifying their choices * creating a concept map ranking the significance of individuals, events, developments, causes, consequences, continuities and changes in a society |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources  VC2HH8S10 | * applying historical terms and concepts such as history, Country, Place, pre-history, Deep Time, archaeology, Pleistocene and Holocene, ancient, medieval, pre-modern, slavery, divine right, feudalism, worldview, religion, source, evidence, continuity, change, cause, consequence and significance * communicating a description, explanation, narrative or argument using historical knowledge (e.g. describing the social structure of a society) and referring to evidence from sources, such as an artwork * creating a presentation using different formats, for example visual displays to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site supported by a timeline, annotations on a diagram or a summary * developing a historical argument; for example, explaining the significance and causes of a past event with reference to relevant evidence * presenting findings or historical knowledge in a range of formats, such as a podcast, an oral presentation or an essay, appropriate to the audience and purpose, with reference to evidence |

## Levels 9 and 10

### Band description

In Levels 9 and 10, students study the history of the modern world.

During this period, a globalised world took shape, as societies connected through ideas, trade, migration, technological advancements, colonisation, war and peace to bring us to the present day. Students learn about the 2 world wars of the 20th century, their causes and connections, and the consequences that still influence society today, with a particular focus on Australia. They investigate Aboriginal and Torres Strait Islander Peoples’ movements that have promoted rights and freedoms in the modern era. Students can enhance these investigations by re-examining colonial Australia and/or by exploring how Australia has developed since World War II to become the country it is today. Students also learn about at least one Asian society from 1750 to the present, including its relationship with European powers, contributions in the world wars and movements of independence over the 20th century.

Students are required to study at least 5 Historical Knowledge and Understanding sub-strands (the Overview sub-strand and at least 4 Investigation sub-strands). They can choose whether to study one or both of the Investigation: Australia (1750–1914) and Investigation: The globalising world (1945–present) sub-strands. Within some Investigation sub-strands students have a choice of topics (found within the elaborations). See the summary in the table below.

| **Historical Knowledge and Understanding sub-strand** | **Topics** |
| --- | --- |
| Overview: Levels 9 and 10 | – |
| Investigation: Australia (1750–1914)\* | – |
| Investigation: Australians at war (1914–1945) | – |
| Investigation: Asia (1750–present) | *Choose at least one of:*   * China * India * Indonesia * Japan * Vietnam |
| Investigation: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present) | – |
| Investigation: The globalising world (1945–present)\* | *Choose at least one of:*   * Popular culture * Environment movement * Migration experiences * Political crisis * Regional and global conflict |

\* Students can choose whether to study one of or both the Australia (1750–1914) and The globalising world (1945–present) investigation sub-strands.

In this band, students build on their understanding and application of the interrelated historical concepts and skills to the historical knowledge of national histories, including Australia’s, and the impacts of global developments in the modern era by asking and modifying historical questions; sequencing chronology; evaluating historical evidence, perspectives and interpretations; analysing continuity and change, and causes and consequences; evaluating historical significance; and presenting their historical interpretations with terms, knowledge, conventions and evaluated evidence from a range of historical sources.

Historical questions provide a focus for students’ historical investigations. The following are examples only and may be used or adapted to suit local contexts:

* What shapes the modern world?
* How have global developments shaped Australia?
* What are the causes and consequences of war?
* How do individuals contribute to change?

### Achievement standard

By the end of Level 10, students evaluate the significant events, developments and ideas that shaped the modern world, including histories of Australia, the world wars and the Holocaust, and Aboriginal and Torres Strait Islander Peoples’ rights and freedoms over the period between 1750 and the early 21st century.

Students formulate and adapt historical questions to support the development of historical investigations and their use of historical sources and concepts to interpret the modern world. They organise historical narratives of events, ideas and developments in chronological order to explain varied patterns and forms of continuity and change and their causes and consequences. Students analyse the key features of primary and secondary sources, their content and context, and apply historical questions when drawing inferences from them. They evaluate historical sources by verifying and corroborating their accuracy and value as historical evidence. Students use historical sources to identify and analyse the perspectives of individuals and groups in the modern world and use these perspectives to understand the beliefs, values and attitudes of the individuals and societies studied. Students recognise the contested nature of history and apply this knowledge to identify and evaluate different historical interpretations and debates. Students analyse varied patterns and forms of continuity and change and analyse the significant events, individuals, ideas and development that contributed to and resulted from them. They analyse short- and long-term causes and intended and unintended consequences of significant events, individuals, ideas and developments and their relationships to continuity and change. They use criteria informed by historical questions to evaluate the historical significance events, ideas, individuals, groups, movements and developments of the modern world. When constructing sustained historical interpretations, students use historical concepts, terms, relevant knowledge, conventions and evaluated evidence from a range of historical sources.

### Content descriptions and elaborations

#### Strand: Historical Knowledge and Understanding

##### Sub-strand: Overview: Levels 9 and 10

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| causes and consequences of the Industrial Revolution, the movement of people and European imperialism  VC2HH10K01 | * describing the significant technical developments of the Industrial Revolution and their impacts on manufacturing, social organisation and trade * identifying and describing the causes of the movement of peoples in the modern world, including the push factors (e.g. the Agricultural Revolution, the Industrial Revolution, the Irish Potato Famine, discrimination and persecution, and forced migration, such as slavery and convict settlements) and pull factors (e.g. the promise of a better life, employment opportunities, space and personal freedom) * identifying and describing the consequences of imperialism on colonised peoples, such as dispossession, disease and destruction of existing social structures and cultures * examining data on the movement of peoples in the period, such as the number of slaves transported and the nations/places involved, including Portugal, Britain, France, Spain and North America, or the number of people forced to migrate from Ireland because of the potato famine, and the nations/places they emigrated to, such as the USA, Canada and Australia |
| significant ideas and developments and their impacts on society and politics  VC2HH10K02 | * explaining key ideas, their origins and their social and political consequences, such as democracy, capitalism, nationalism, liberalism, imperialism, conservatism, socialism, anarchism and egalitarianism * discussing the relationship between the Industrial Revolution and its impacts on work practices, social structures, politics and the development of cities * explaining why an idea emerged and the basis of that idea, such as Chartism (the movement in support of the People’s Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot * examining the causes and impacts of the American Revolution on politics and citizens’ rights, including in the United Kingdom and France * examining the role of religious beliefs in the movement to end the slave trade, reforms to improve the negative consequences of the Industrial Revolution, the enfranchisement of women and the rise of organised labour * examining the consequences of the 1848 revolutions in Europe and their impact of political institutions |
| significant developments and events since 1945 that have contributed to global change, such as World War II, the United Nations, the Cold War and technologies  VC2HH10K03 | * identifying key developments in technology since 1945 that have changed the world in the following areas: the household, such as television, appliances, central heating and cooling; travel and trade, such as shipping and passenger jets; globalisation, mass consumption and communications, such as the microchip, satellites and digital systems * creating an annotated timeline of major global social, economic, political, technological and cultural developments between 1945 and the present, including events such as the end of World War II, the establishment of the United Nations, the Cold War, key conflicts of the Cold War, decolonisation, development of the transistor, manned space flight, the end of the Cold War, development of personal computers and information technology, the War on Terror, the Global Financial Crisis, the COVID-19 pandemic and the emergence of new global economic powers * discussing the growth in the world’s population during the 20th century, including life expectancy changes in different parts of the world, and the depletion of natural resources * identifying how the rise of the environmental movement around the world has changed people’s perspectives on things such as developments in renewable energy technology and sustainability measures, such as recycling |
| the contribution of significant movements for social and political change since 1945, such as independence, nationalist and conservative political movements, indigenous rights, civil rights, women’s rights, LGBTQI+ rights and environmentalism  VC2HH10K04 | * annotating a map of the world to show major political independence movements since 1945 * comparing the campaigns of indigenous rights movements in the USA, Canada, Australia and New Zealand * explaining the significance of key activists for social and political change globally since 1945, including Betty Friedan, Mikhail Gorbachev, Ernesto ‘Che’ Guevara, Martin Luther King Jr, Nelson Mandela, Ho Chi Minh, Margaret Thatcher, Greta Thunberg, Malala Yousafzai and Mao Zedong * comparing the techniques used by movements for social and political change, such as direct action, civil disobedience and legal campaigns * examining the connection between movements and global connectivity through technology in the 21st century, such as #metoo, the Arab Spring, Black Lives Matter, Extinction Rebellion and Occupy * comparing the changes in movements over time and the different perspectives within movements, such as the waves of feminism from suffrage to today, anti-slavery to Black Lives Matter, the illegality of same-sex relationships to same-sex marriage and trans rights, environmental focus from conservation to responding to climate change, populism, self-determination and decolonialism |
| the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of women  VC2HH10K05 | * investigating events connected to the changing roles and rights of women in the workforce since 1945, such as the repeal of the ‘marriage bar’, the *Sex Discrimination Act 1984*, the changing nature of participation in employment and the gender pay gap * examining the contributions of significant female leaders in Australian public life, for example political leaders and activists, social reformers, sporting identities, artists and entertainers |
| the continuing efforts to create change in the civil rights and freedoms in Australia, for Aboriginal and Torres Strait Islander Peoples, migrants and women  VC2HH10K06 | * identifying areas, such as education, health care, housing and employment, that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples, and discussing why there continues to be a need for such action * examining the changes in women’s rights in 20th- and 21st-century Australia, ranging from suffrage to election to state and commonwealth parliaments, employment law, reproductive rights, access to public places such as hotels, and protections against domestic and family violence * investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia’s changing place in the world, for example the Racial Discrimination Act 1975 * examining the ideas in and Australia’s responsibilities as a signatory to the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) (2007) and discussing how it influences calls for recognising the rights of Aboriginal and Torres Strait Islander Peoples and First Peoples in other countries |

##### Sub-strand: Investigation: Australia (1750–1914)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings that shaped the relationship between Country and Place, communities and cultural practices during the 18th and early 19th centuries  VC2HH10K07 | * reviewing the AIATSIS Map of Indigenous Australia as a reminder of the diversity of Aboriginal and Torres Strait Islander Peoples’ communities, cultures and histories * investigating the consequences on Aboriginal and Torres Strait Islander Peoples of contact with non-Indigenous populations, including the Macassans and British * using a visual organiser to document the ways in which connection to Country and Place informed relationships between Aboriginal and Torres Strait Islander individuals, communities and nature * describing the structures of kinship in Aboriginal and Torres Strait Islander communities and explaining how this influenced everyday life |
| the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places during the 18th and early 19th centuries  VC2HH10K08 | * investigating Cook’s ‘secret instructions’ from the Lords of the Admiralty (30 July 1768) that requested he ‘with the Consent of the Natives to take possession of the Convenient Situations in the Country in the Name of the King of Great Britain’ with relation to an understanding of Terra Nullius * ranking and explaining the most significant causes of British establishment of colonies in Australia, such as economic factors, the need for penal colonies, the impacts of the Industrial Revolution and competition with other powers * using a table to summarise the types of colonies established, their locations, the reasons for their establishment and examples of evidence from primary and secondary sources to support their interpretation |
| significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914  VC2HH10K09 | * discussing the colonisation of the Torres Strait Islands in the 1870s, the development of the pearling industry and the changes experienced by Torres Strait Islander Peoples * investigating Victorian instances of frontier violence, such as the Eumeralla Wars, and evaluating their historical significance to Aboriginal Peoples and colonists * brainstorming the contribution of different groups to Australian society between 1750 and 1914, such as Aboriginal and Torres Strait Islander Peoples, local-born colonists, migrant groups, including the Chinese and cameleers, different social classes and religious groups, and differences in regions * explaining the factors that contributed to Federation and the development of democracy in Australia, such as defence concerns, economic concerns and the 1890s depression, the ‘White Australia’ ideal, nationalist ideals, egalitarianism and the influences of the British Westminster system and the USA’s Washington and federal models * describing the key steps to Federation, such as the Australasian Federation Conference (1890), the first Federal Constitutional Convention (1891), the second Federal Constitutional Convention (1897–1898), the first referendum on the Federal Constitution (1898), the second referendum on the Federal Constitution (1899), the *Commonwealth of Australia Constitution Act* (1900) and Federation Day (1 January 1901), and evaluating the contribution of key groups and individuals, such as Sir Henry Parkes, Sir Samuel Griffith, William Guthrie Spence, John Feltham Archibald, Catherine Helen Spence, Alfred Deakin, Tom Roberts, Frederick McCubbin, Arthur Streeton, Joseph Furphy, Barbara Baynton, Banjo Paterson, Henry Lawson, ‘Federation leagues’, the Australian Natives Association and *The Bulletin* * analysing the significance of advancing women’s voting rights on the development of Australian democracy, including the women’s suffrage movements, the Christian Women’s Temperance Union and the *Commonwealth Franchise Act 1902* |
| Aboriginal and Torres Strait Islander Peoples’, local-born colonists’ and migrants’ experiences and perspectives of continuity and change between 1750 and 1914  VC2HH10K10 | * analysing Aboriginal and Torres Strait Islander Peoples’ responses to frontier warfare, massacres, removal from land and relocation to protectorates, reserves and missions * investigating how Aboriginal and Torres Strait Islander Peoples responded to colonisation, including through making important contributions to the various industries that were established on their lands and waters, and adopting Christianity and other religions * investigating the forcible removal of children from Aboriginal and Torres Strait Islander Peoples’ families in the late 19th century and 20th century, including the motivations for the removal of children, the practices and laws that were in place, and experiences of separation * investigating the experiences and perspectives of a specific group of arrivals to Australia, such as convicts in Sydney, Hobart or Brisbane, or free colonists in Melbourne, Adelaide, Perth or Darwin * examining how convicts transported to Australia were able to begin new lives away from the rigid class structures of English society, with many of them making significant contributions to the emerging colonial society, such as Francis Greenway and Samuel Terry * examining the experiences of non-Europeans in Australia prior to the 1900s, such as Japanese pearlers in Darwin, Chinese people on the goldfields in Victoria and New South Wales, South Sea Islanders on sugar plantations in Queensland, and Afghan cameleers in Central Australia |
| continuities and changes and their consequences on ways of life, living conditions, political and legal institutions and cultural expression around the turn of the 20th century  VC2HH10K11 | * examining the living and working conditions in Australia around 1900 and making comparisons between different settings using sources such as photographs, paintings, diaries and newspapers * examining the social and political impact of religious sectarianism between Protestants and Catholics in the formation of the Australian nation * identifying the main features of housing, sanitation, transport, education, agriculture and industry that influenced living and working conditions in Australia around 1900 and comparing them with early colonisation around 1800 * explaining how laws made by the federal parliament, such as those resulting from the Harvester Judgement or the introduction of pensions, affected working conditions and standards of living |
| interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratory  VC2HH10K12 | * discussing the interpretation of the colonisation of Australia as an invasion * comparing historical interpretations of the Frontier Wars * evaluating the characterisation of Australia as the ‘social laboratory of the world’ * discussing the interpretation of Australia as a ‘working man’s paradise’ using evidence from a range of sources * researching the Eumeralla Wars |

##### Sub-strand: Investigation: Australians at war (1914–1945)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the causes of World War I and World War II  VC2HH10K13 | * creating a concept map to analyse the causes of World War I or World War II * identifying and describing the long-term causes of World War I, such as militarism, the alliance system among European countries in the late 19th and early 20th centuries, imperialism and nationalism, and short-term triggers of World War I, such as the assassination of Archduke Franz Ferdinand of Austria-Hungary, the ‘July Crisis’ and the invasion of Belgium by Germany * identifying significant events and ideas between World War I and World War II, including the Treaty of Versailles, the Russian Revolution, the Great Depression and the rise of Adolf Hitler and the Nazi Party in Germany from 1933, and evaluating their significance as causes of World War II * analysing the major events leading up to the outbreak of World War II, such as the Japanese invasion of Manchuria, the Spanish Civil War, the Italo-Abyssinian Wars, the annexation of Austria, the Munich Agreement and the annexation of the Sudetenland, the invasion of Poland in 1939, the occupation of China and the attack on Pearl Harbor in 1941 * evaluating the impacts of the Treaty of Versailles on Germany, the structural weaknesses of the League of Nations, the rise of fascist and militarist regimes, and the failure of appeasement policies as factors contributing to World War II |
| the reasons that Australians, including Aboriginal and Torres Strait Islander Peoples, fought in the world wars  VC2HH10K14 | * explaining the different perspectives towards war at the beginning of the 20th century, such as notions of war as noble and heroic or as an adventure, and the significance of loyalty to Britain as an aspect of Australian identity * examining the responses of Australia’s political leaders to the outbreak of war, such as prime minister Andrew Fisher’s pledge to back Britain ‘to the last man and the last shilling’ * describing the reasons why Australian men enlisted in the Australian Imperial Force, for example the challenges of living on the land and a need for a regular pay; adventure; to do their duty for the British Empire; the impact of persuasive propaganda posters, pamphlets and leaflets; peer and community pressure * examining the stories of Aboriginal and Torres Strait Islander men who enlisted in the Australian Imperial Force * examining the reasons for Australia’s involvement in World War II and prime minister Robert Menzies’ ‘Australia is also at war’ speech * comparing and contrasting the reasons for Australia’s involvement in World War I and World War II |
| significant places where Australians fought  VC2HH10K15 | * identifying the places where Australians fought during World War I, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux, the Sinai Peninsula, Gaza and Beersheba * identifying places where Australians fought during World War II, such as Greece, North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya and Singapore, and evaluating their significance to Australia’s war effort and to the war as a global conflict |
| the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and women  VC2HH10K16 | * comparing and contrasting the different experiences of combat between 1914 and 1945, noting distinctions between the experience of infantry on the Western Front and the Light Horse in Palestine during World War I and that of soldiers in the Greek campaigns, North Africa and the Pacific theatres, naval personnel and aircrews of World War II * researching the roles of Aboriginal and Torres Strait Islander service personnel during World War I and World War II * comparing the experiences of Australian women deployed overseas during World War I and World War II, such as nurses, using historical sources * examining the perspectives of those who fought or were deployed overseas using sources such as diaries, letters and newspapers * comparing the experiences of various prisoners of war (POWs), such as the treatment of Australian POWs under German and Japanese control * examining the perspectives of particular groups of prisoners of war (POWs), such as those in camps in Ambon or Rabaul, those used as forced labour on the Thai-Burma Railway, or army nurses captured in Singapore |
| significant events and turning points of the world wars  VC2HH10K17 | * evaluating the significance to Australia of one major World War I battle or campaign, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux or Beersheba, and then evaluating its significance to the war from a global perspective * explaining why particular events in Europe between 1939 and 1945, such as Germany’s invasion of Poland in 1939, Operation Barbarossa, Stalingrad, the D Day landings and the Soviets’ capture of Berlin, are significant * ranking the significance of key events and developments of the Asia-Pacific conflict between 1941 and 1945, such as the bombing of Pearl Harbor, the fall of Singapore, the Kokoda campaign, the bombing of Darwin, the Battle of Midway, Iwo Jima, and the dropping of the atomic bombs on Japan * investigating the significance of Kokoda as a battle that halted the Japanese advance on Port Moresby and why it helped reinforce the Anzac legend |
| continuities and changes in the nature of warfare  VC2HH10K18 | * comparing the targeting of civilian populations in World War I and World War II and explaining the significance of these differences * investigating the nature of trench warfare and the development of military technology, such as the use of tanks, aeroplanes and chemical weapons (gas), during World War I * evaluating changing aspects of warfare during World War II, such as Blitzkrieg, air power, bombing campaigns, mass mobilisation of society, targeting of civilian populations and atomic weapons * examining the race to build the atomic bomb and analysing why the atomic bombs were dropped on Hiroshima and Nagasaki * investigating the consequences of the atomic bombs on Hiroshima and Nagasaki, including short- and long-term consequences on human health and short- and long-term environmental impacts on the cities and surrounding areas |
| significant consequences of the world wars on Australian society and the experiences and historical perspectives of those on the home front, including Aboriginal and Torres Strait Islander Peoples and women  VC2HH10K19 | * investigating the consequences of World War II on the changing roles of women in Australia during the war, for example women in the military, the Women’s Land Army and factory work, contrasted with the continuities of their roles before and after the war * investigating the impact of World War II at a local and national level, 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 * describing the consequences of changes to individual rights and freedoms because of the *National Security Act 1939*, such as censorship of the media; detention of Japanese, German and Italian residents; banning groups opposed to the war on political or religious grounds; and controls over the workforce (‘manpower controls’) * identifying the barriers that affected Aboriginal and Torres Strait Islander Peoples’ enlistment in World War II, such as the lack of trust in their loyalty by the Australian Government, denial of their status as Aboriginal or Torres Strait Islander Peoples and the notion that they would contribute to disharmony in the armed forces * examining the reasons for the Australian Government changing its views on including Aboriginal or Torres Strait Islander Peoples in the defence forces, such as the critical shortage of soldiers, the Torres Strait Light Infantry Battalion established in 1941 and specialised work undertaken by Aboriginal and/or Torres Strait Islander people, for example the Nackeroos and the Northern Territory Special Reconnaissance Unit * examining the changing roles of Aboriginal and/or Torres Strait Islander people working as civilians for the army during World War II, such as increased employment opportunities in domestic work in hospitals, ammunition stacking, timber cutting and cement works, maintaining gardens, slaughtering cattle, and assembling and clearing gearboxes |
| the causes of the Holocaust  VC2HH10K20 | * discussing the meaning of racism, anti-Semitism and genocide * investigating the global context and attitudes towards racism, anti-Semitism and genocide before and during World War II * examining the historical context in which the Holocaust occurred, including National Socialist ideology, racism and anti-Semitism, National Socialist rule and racial policy in Germany before 1939 and the impacts of World War II on racial policy * evaluating the significance of ideology in National Socialist racial and genocidal programs |
| significant events, individuals and developments of the Holocaust  VC2HH10K21 | * explaining the key phases of National Socialist anti-Semitism and the Holocaust, including identification, exclusion, ghettoisation, mass shooting, death camps and death marches * evaluating the roles of organisations and individuals associated with the Holocaust, such as the Nazi Party, the SS, Adolf Hitler, Heinrich Himmler, Hermann Goering, Heinrich Heydrich and Adolf Eichmann * evaluating the significance of events and developments associated with the Holocaust, such as the Nuremberg Laws, Aktion T4, the Commissar Order or the Wannsee Conference * mapping and comparing National Socialist genocidal programs in eastern and western Europe |
| the diverse experiences and perspectives of Jewish and non-Jewish peoples of the Holocaust  VC2HH10K22 | * creating a biographical exhibition of the experiences and perspectives of individual Jewish people during the Holocaust, with examples from a variety of countries, ages and experiences and including personal details such as place of birth, education or a photograph * explaining National Socialist racial policies as they related to other groups in Europe and Germany, such as people with disabilities, members of LGBQTI+ communities, and Sinti, Roma, Black and Slavic peoples * examining stories and accounts of Jewish resistance to National Socialist genocide, such as armed resistance, camp-based resistance, spiritual resistance and concealment * investigating the experiences and perspectives of non-Jewish people who protected or saved Jewish people during the Holocaust |
| different interpretations and debates about the significance and legacies of the world wars  VC2HH10K23 | * explaining the impacts of war on returned soldiers, including Aboriginal and Torres Strait Islander soldiers, such as physical and psychological trauma, shell shock, employment opportunities, social and racial discrimination, service recognition, land allocation (Soldier Settlement Scheme), wage inequality, and access to health care and pensions * investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society and discussing the similarities and differences in historians’ views of the Anzac legend over time * evaluating the significance of World War I and/or World War II to Australia’s international relationships, such as with Britain, the USA, Asian countries and the United Nations * evaluating different historians’ interpretations of the significant short- and long-term legacies of World War II, such as the establishment of the United Nations, the occupation and reconstructions of Germany and Japan and international war crimes trials, as causes of the Cold War and decolonisation * discussing the short- and long-term impacts of the Holocaust on the Jewish community after World War II, such as coming to terms with the scale of loss, migration to Israel, Australia and the USA, and the creation of Yad Vashem and other Holocaust centres, museums and memorials * debating the significance of the United Nations’ Universal Declaration of Human Rights as a legacy of World War II and the Holocaust |

##### Sub-strand: Investigation: Asia (1750–present)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the key social, cultural, economic and political features of a society during the 18th and 19th centuries  VC2HH10K24 | China   * investigating the significant economic and political features of the Qing dynasty in China, including the role and influence of the emperor and the role of cultural features, such as art, literature and architecture * examining the ethnic and linguistic diversity of the Qing dynasty   India   * describing the political complexity of India at the start of the period of study, including the Mughal Empire and other Indian states, and the forms of involvement of European powers, such as the British, French and Portuguese * mapping the ethnic, religious, linguistic and cultural diversity of India at the start of the period * examining the economic significance of the Mughal Empire, which, until the 18th century, produced approximately 25 per cent of the world’s economic output   Indonesia   * discussing the organisation of Dutch rule and the continuing independence of other areas * examining the ethnic and linguistic diversity of the region * evaluating the role and authority of the Islamic states in the region   Japan   * examining the influence of the Tokugawa shogunate on Japan’s political, economic and social development * comparing the social structures of shogunate Japan with those of feudal institutions in Europe * explaining the reasons for the Meiji Restoration   Vietnam   * investigating the civil wars throughout the 18th century * explaining the success of Gia Long to reunite and name the area ‘Vietnam’ in 1802 * describing the economic conditions during this period, such as the significance of rice and agriculture, and Gia Long’s redistribution of land |
| the causes and consequences of contact with other countries and/or colonisation and liberation of a society  VC2HH10K25 | China   * describing the reasons for and the consequences of at least one war between China and European countries, such as the Opium Wars, the Sino-French War, or Russian occupations * explaining the development of Hong Kong, from British occupation to the British lease in 1898, to its return to China in 1997, to the present * examining Japanese colonisation of China from the First Sino-Japanese War in 1894 to the end of World War II in 1945 * evaluating the extent to which European countries caused the 1911 revolution in China * analysing the influence of other countries on the Chinese Civil War   India   * evaluating the significance of key developments, including the motivations and expansion of the British East India Company, the Indian Mutiny and the development of the British Raj * describing the significance of the Portuguese State of India, such as its relationship with the British Raj, Portugal’s neutrality in World War II, and joining the Republic of India in 1961 * examining India’s contribution to World War I and its aftermath * investigating the British Raj’s attempts at democracy and representation in the early 20th century * explaining the Indian movement towards independence from the British, including the importance of 15 August 1947, and Britain’s influence in separating the British Raj into India and Pakistan   Indonesia   * identifying the economic motives of the Dutch for engagement in the region * examining how the Dutch ruled the Dutch East Indies * describing the Japanese occupation of the Dutch East Indies in World War II * explaining the Indonesian movement towards independence from the Dutch, including the importance of 17 August 1945, and the conflict with the Dutch and their allies until sovereignty on 27 December 1949   Japan   * analysing the consequences of USA Commodore Perry’s diplomatic mission to Japan to force open Japanese ports to American trade, culminating in the signing of the Treaty of Kanagawa in 1854, and Japan’s response * describing the responses of European countries to Japan’s victory in the Russo-Japanese War * analysing Japan’s response to the Treaty of Versailles * explaining the significance of the US occupation of Japan after World War II and the subsequent San Francisco Treaty and Security Treaty * evaluating the relationships between Japan and the countries it occupied since World War II   Vietnam   * outlining a timeline of French occupation of Vietnam, including Napoleon III’s declaration of invasion, the establishment of the Indochinese Union, the First Indochina War and the establishment of 2 Vietnams in the Geneva Accords of 1954 * investigating how French and Japanese occupation influenced the creation and growth of the Viet Minh * explaining the USA and its allies’ growing involvement and eventual withdrawal in the Second Indochina War * describing the relevance of international communism over time, such as the support of the USSR and China to the Viet Minh, the Democratic Republic of Vietnam and the Socialist Republic of Vietnam * analysing the consequences of colonialism and foreign countries’ intervention in Vietnam in the 20th century and how this influences Vietnam in the 21st century, such as its relationship with the USA and China |
| significant events and influencing ideas that contributed to continuity and change in a society  VC2HH10K26 | China   * describing the Confucian revival during the Qing dynasty * outlining the 1911 revolution and the end of imperial rule in China * examining the importance of communism and other ideologies in the Chinese Civil War * explaining the importance of ideas to the Cultural Revolution and its consequences, such as the Little Red Book and Destruction of the Four Olds * analysing how ‘communism with Chinese characteristics’ has changed since 1949   India   * investigating the reasons why the British Raj implemented and removed democracy and representation for its people * explaining the importance of non-violence to Gandhi and his independence movement * describing the ethnic, religious and cultural origins of different independence movements, and their cooperation and conflict towards independence * examining the ideas that justified Partition * analysing the changing popularity of Hindu nationalism in India since independence   Indonesia   * describing the origins and use of slavery in the Dutch East Indies, and its abolition * outlining the rise of nationalism among the diverse societies of the archipelago * examining the ideological differences in early independence movements, including Budi Utomo (Boedi Oetomo), Sarekat Islam and the Indonesian Community Party * analysing the Indonesian state philosophy of pancasila, its significance to Indonesian independence and how this has continued and changed since * explaining the changes in democracy from independence to the present, including the Sukarno presidency and the Suharto regime   Japan   * examining the roles of Emperor Meiji, USA Commodore Perry and the Satsuma Rebellion in Japan * evaluating the significance of the rise of nationalism, militarism and expansionism, economic modernisation, and the emergence of Japan as a major world power in the early 20th century * describing Japan’s invasion of Asia in World War II, and its defeat * examining the degree of change to Japan’s society after World War II, including the influence of the military, and political, economic and social reforms imposed by the US occupation of Japan * explaining Japan’s interpretation of capitalism and its economic successes and failures since the 1980s   Vietnam   * identifying periods of unification and separation between North and South Vietnam since 1750 * describing the effects of French colonial rule, such as foreign ownership of industry and trade, and how this contributed to movements for independence * examining the importance of communism and other ideologies in independence movements and the First and Second Indochina Wars * explaining the reunification of Vietnam after the Second Indochina War * analysing the forming of ‘Ho Chi Minh Thought’ and how it has changed over time |
| the experiences and perspectives of individuals, groups and movements within a society and their impact on the society over time  VC2HH10K27 | China   * describing the activities of Christian missionaries in China, and the roles of the Self-Strengthening Movement and the Society of Righteous and Harmonious Fists in the Boxer Rebellion * explaining the role of Empress Dowager Cixi in modernising China * investigating the role of Sun Yat-sen in ending the Qing dynasty * creating an infographic that illustrates the development of a popular movement, such as the New Culture and May Fourth Movements, the New Life Movement, the Red Army, the Guomindang (Kuomintang) or the Chinese Communist Party, between 1912 and 1949 * analysing how different groups participated and/or were targeted by the Cultural Revolution * comparing the focuses of presidents of the People’s Republic of China since Mao Zedong   India   * examining the development of the British Raj and identifying British influences on Indian society * describing the contributions of Gopal Krishna Gokhale, Dadabhai Naoroji and Bal Gangadhar Tilak to the development of Indian nationalism * investigating the development of the Indian nationalist movement, including the religious foundations of distinct independence groups, such as the Congress Party and the Muslim League, and Sikh independence in Punjab * analysing the relationship between Gandhi, Nehru and Jinnah * explaining the changing popularity of the Congress Party and the Bharatiya Janata Party since independence   Indonesia   * investigating the contribution of an individual to the development of the Indonesian independence movement, such as Diponegoro, Wahidin Soedirohoesodo, Oemar Said Tjokroaminoto and/or Hendricus Sneevliet * explaining the significance of Sukarno to the independence movement and the establishment of pancasila, and as the President of Indonesia * describing how Suharto came to, maintained and lost power * examining the rights and freedoms of an ethnic group within Indonesia over time   Japan   * describing the changes to the Japanese military from the Meiji Restoration, to the US occupation, to the present * examining the influence of emperors over time, such as Meiji, Hirohito and Akihito * investigating the significance of geishas to Japanese society over time   Vietnam   * describing the activities of French missionaries in Vietnam and how this contributed to the French invasion of Vietnam * explaining the role of Vietnamese emperors during the French colonisation of Vietnam * analysing the importance of Ho Chi Minh to Vietnamese independence and his legacy * examining the establishment of the Communist Party in Vietnam and its impact on Vietnam over time, including in the 21st century |
| continuities and changes on ways of life and living conditions, political and legal institutions, and cultural expression  VC2HH10K28 | China   * drawing an infographic that shows changing living conditions in China over time * describing how increasing foreign influence and imperialism were challenging and changing Imperial China and society through trade, railway networks, missionaries and foreign concessions in cities such as Shanghai * describing the significance of Confucianism from the Qing dynasty to today * examining the importance of cultural expression in the Cultural Revolution * explaining the changes in how the Chinese Communist Party has ruled China since 1949   India   * investigating what remained the same and what changed during the British Raj, and identifying British influences on society (e.g. the building of roads, an extensive railway network, schools and Christian missions) and the impact of the introduction of British government and law * describing the role of cultural expression in the development of India since independence, including music and Bollywood * explaining the contributions of Sikhs to the independence movement and participation in Indian society since independence, such as the election of Prime Minister Manmohan Singh * analysing the diversity of living conditions in India over time   Indonesia   * creating a timeline of government in Indonesia, from the Dutch East Indies, to the Sukarno presidency, to the Suharto regime, to today * comparing the cultural expressions across the archipelago and how governments have allowed or suppressed these expressions over time, from the Dutch ‘culture system’, to pancasila and Indonesia in the 21st century * investigating differences in the ways of life, including religion and language, and living conditions between the islands in Indonesia and over time   Japan   * describing how increasing trade, modernisation, expansions and nationalism in Japan influenced everyday life in the Meiji period * examining the changing relevance of Shintoism to Japanese society * explaining the living conditions of Japanese people in Tokyo over time * investigating Japanese cultural expressions and how their global popularity has maintained and changed them since the 1980s, including food, gaming and manga/anime   Vietnam   * outlining the leadership structure of different governments in Vietnam, from 1750 to the present * investigating the influences on cultural expression in contemporary Vietnam, including local traditions, French colonialism and communism * examining the continuities and changes in the importance of rice farming to Vietnam’s economy over time |
| interpretations and debates about a society’s history over time  VC2HH10K29 | China   * examining interpretations of China’s ‘century of humiliation’ * explaining debates around the ownership of Taiwan   India   * evaluating legacies of the British Raj * comparing interpretations of the Partition and explaining the significance of the differences in these interpretations * analysing debates on the significance of Hinduism to India   Indonesia   * evaluating legacies of the Dutch East Indies on the people of Indonesia * comparing interpretations of the Suharto regime   Japan   * comparing and evaluating different historians’ interpretations of the significance of the Meiji period on the social and economic development of Japan, the Russo-Japanese War, Japan’s response to the Treaty of Versailles, Japan’s invasion of Asia in World War II, the emperor post-World War II, the US occupation of Japan, and the economic recovery and prosperity of Japan * evaluating interpretations over time of Article 9 of the Japanese Constitution, which outlaws the use of force in settling international disputes   Vietnam   * investigating the continuity of using guerrilla warfare in conflicts within Vietnam over time * analysing different interpretations for the justifications of the French invasion of Vietnam * comparing sources from Vietnamese combatants on different sides of the Second Indochina War |

##### Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| Aboriginal and Torres Strait Islander Peoples’ experiences and perspectives of colonisation and resistance between 1788 and 1938  VC2HH10K30 | * discussing the diverse experiences of Aboriginal and Torres Strait Islander Peoples during the period, including individuals and groups who maintained connection with Country and Place, lived on missions and reserves, in urban settings and in community * examining examples of maintaining connection to Country and Place, community and culture during the 20th century through stories, language and family * researching the experiences and perspectives of Aboriginal and Torres Strait Islander people who were forcibly removed from Country and Place, culture and community using the *Bringing Them Home* report (1997) * documenting, in table form, the legal status and rights of Aboriginal and Torres Strait Islander Peoples at the national and state levels in 1960 * explaining the significance of the 1938 Day of Mourning in the campaigns of Aboriginal and Torres Strait Islander Peoples for rights and freedoms, including the significance of 26 January 1938 (150 years since the arrival of the First Fleet) and the national Indigenous rights meeting |
| the significant events, developments, campaigns and movements for Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K31 | * creating a timeline of significant events and developments that contributed to or influenced campaigns for rights and freedoms between 1938 and the present, with events and developments including the Pilbara strike, the Universal Declaration of Human Rights, the *Commonwealth Electoral Act* (1962)*,* the Freedom Rides, the 1966 Wave Hill Walk-Off, the 1967 Referendum, the establishment of the Aboriginal Embassy in Canberra, the 1988 bicentenary protest, the Mabo decision (*Mabo v Queensland (No 2) 1992*)the *Native Title Act* (1993), the *Bringing Them Home* report and National Sorry Day (the Stolen Generations), the UN Declaration on the Rights of Indigenous Peoples, Closing the Gap, the Apology, the Uluru Statement from the Heart and the 2023 Voice Referendum * evaluating the influence of movements in the USA on the campaigns for Aboriginal and Torres Strait Islander Peoples’ rights and freedoms, from the civil rights movements of the 1960s to Black Lives Matter * identifying the key features of the Universal Declaration of Human Rights and the UN Declaration on the Rights of Indigenous Peoples and their relevance to Aboriginal and Torres Strait Islander Peoples * researching the importance of music to events, developments, campaigns and movements, such as comparing Paul Kelly’s 1993 song ‘From Little Things Big Things Grow’ to Ziggy Ramo’s 2021 song ‘Little Things’ featuring Paul Kelly * analysing prominent campaign phrases, including ‘Always was, always will be’, ‘Sovereignty was never ceded’ and ‘Voice, truth, treaty’ * researching the history and practice of including ‘Welcome to Country’ and ‘Acknowledgement of Country’ at events |
| the experiences and perspectives of significant individuals and groups that contributed to or denied Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K32 | * investigating the lives of significant Aboriginal and Torres Strait Islander people and other Australians who contributed to their rights and freedoms, such as Neville Bonner, William Cooper, Fred Maynard, Jack Patten, Douglas Nicholls, Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Daisy Bindi, Gary Foley, Michael Anderson, Eddie Koiki Mabo and Lowitja O’Donoghue * investigating Aboriginal and Torres Strait Islander groups that contributed to changing Australian society, such as the Australian Aborigines League (Victoria), the Australian Aboriginal Progressive Association (AAPA), Student Action for Aborigines, the First Peoples’ Assembly of Victoria and other groups within Australian states working towards treaties * describing the experiences and perspectives of Aboriginal and Torres Strait Islander professional sportspeople, such as Lionel Rose, Evonne Goolagong Cawley, Charles Perkins, Nicky Winmar, Cathy Freeman, Nova Peris, Anthony Mundine, Adam Goodes, Ash Barty and Patty Mills * explaining the diverse perspectives of Aboriginal and Torres Strait Islander individuals and groups regarding a particular event in history, such as the bicentenary, the construction of the Adani mine in Queensland or the 2023 Voice Referendum |
| the effectiveness of methods and tactics used to achieve Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K33 | * identifying areas that are a focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples, such as education, health and work * analysing the recognition of Aboriginal and Torres Strait Islander Peoples, histories, cultures and languages in broader Australian society, such as the national anthem and an Indigenous Round in AFL and NRL * investigating the legacy of children’s experiences in ‘care’, including 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) * evaluating the effectiveness of government policies concerning Aboriginal and Torres Strait Islander Peoples since the *Bringing Them Home* report, such as the Northern Territory Emergency Response or Closing the Gap * evaluating the effectiveness of the legal, political and direct-action methods used in campaigns for Aboriginal and Torres Strait Islander Peoples’ rights and freedoms * analysing how not-for-profit, social and commercial enterprises contribute to promoting Aboriginal and Torres Strait Islander Peoples’ rights and freedoms, such as the Indigenous Literacy Foundation or Clothing the Gaps |
| the rights and freedoms Aboriginal and Torres Strait Islander Peoples have secured since 1938  VC2HH10K34 | * evaluating the outcomes and legacies of different campaigns for Aboriginal and Torres Strait Islander Peoples’ rights and freedoms between 1938 and the present * explaining the relationship between political rights and social, cultural and land rights * investigating the outcomes of Aboriginal and Torres Strait Islander Peoples’ campaigns for self-management and self-determination in health, legal services, education and community development from the 1970s * evaluating the significance of the Apology, state-based treaties and the 2023 Voice Referendum as consequences of Aboriginal and Torres Strait Islander Peoples’ rights and freedoms |
| different historical interpretations and debates about Aboriginal and Torres Strait Islander Peoples’ rights and freedoms campaigns  VC2HH10K35 | * discussing the contribution of Bruce Pascoe to Aboriginal and Torres Strait Islander Peoples’ rights and freedoms in writing *Dark Emu* and the different responses to his book * evaluating debates about Treaty since the Mabo decision (*Mabo v Queensland (No 2) 1992*) * using sources to discuss debates around constitutional recognition as a path towards greater rights and freedoms for Aboriginal and Torres Strait Islander Peoples, including the Uluru dialogues and Blak sovereignty |

##### Sub-strand: Investigation: The globalising world (1945–present)

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| changing historical perspectives over time in relation to the developments in technology, public health, longevity and standards of living in the 20th century, and concern for the environment and sustainability  VC2HH10K36 | * identifying key developments in technology since 1945 that have changed the world in the following areas: the household, such as television, appliances, central heating and cooling; travel and trade, such as shipping and passenger jets; globalisation, mass consumption and communications, such as the microchip, satellites and digital systems * discussing the growth in the world’s population during the 20th century, including life expectancy changes in different parts of the world and the depletion of natural resources * identifying how the rise of the environmental movement around the world has changed people’s perspectives on things such as developments in renewable energy technology and sustainability measures such as recycling |
| the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration  VC2HH10K37 | * describing the causes of the development of the Universal Declaration of Human Rights, such as the atrocities of the Holocaust and the immense scale of destruction and displacement because of World War II * investigating the present significance of the Universal Declaration of Human Rights * examining how human rights have developed in Australia, including movements related to human rights and the introduction of human rights legislation such as the Victorian Charter of Human Rights |
| causes and consequences of significant post-1945 world events, ideas and developments, and their influences on Australia after 1945  VC2HH10K38 | Popular culture   * examining popular culture in Australia after World War II, including music, film and sport * discussing the influence music, film and sport has had on movements and vice versa * analysing how music, film and sport have expressed, challenged and developed an Australian identity after World War II * analysing the role of technology and consumerism on popular culture   The environment movement   * outlining the origins of environmental movements in the campaigns to preserve the natural environment for future generations, for example the establishment of the USA’s Yellowstone National Park in 1872, Australia’s Royal National Park in 1879, Canada’s Rocky Mountains National Park in 1885 and New Zealand’s Tongariro National Park in 1887 * investigating the impact of early texts that warned about environmental change, such as *Silent Spring* by Rachel Carson (1962), ‘Don’t It Make You Want To Go Home’ by Joe South (1970), *Mother Earth News* magazine (1970) and ‘Mercy Mercy Me (The Ecology)’ by Marvin Gaye (1971) * discussing the consequences of nuclear warfare and Mutually Assured Destruction in raising concerns about the environment * explaining reasons why the United Kingdom conducted 12 major nuclear weapons tests in Australia between 1952 and 1957 at the Montebello Islands, Emu Field and Maralinga, and why opposition to the testing grew in the 1950s   Migration experiences   * analysing the causes and conditions that led to increased migration to Australia and changes to public opinion and government policy * 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, and the ‘populate or perish’ government policy immediately following World War II * investigating the nature of the waves of migration (e.g. from Europe in the 1950s–1960s, from different parts of Asia in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s), the numbers of migrants from those countries since World War II and the reasons for those migrations, including push factors such as the effects of war, economic downturns or social upheaval, and pull factors such as Australia’s peaceful democracy and economic and educational opportunities   Political crisis   * analysing the causes and consequences of the Petrov Affair, including the influence of McCarthyism * evaluating the developments during the Whitlam government and the causes of the government’s dismissal, including changing political ideologies * analysing the causes and the consequences of a conflict in which Australia participated, such as the Korean War, the Vietnam War, the Gulf War, Australian peacekeeping in East Timor, the War in Afghanistan or the Iraq War * comparing the changing of prime ministers while in government and the attitudes and effects of these changes, including Hawke to Keating (1991), Rudd to Gillard to Rudd (2010–2013) and Abbott to Turnbull to Morrison (2015–2018)   Regional and global conflict   * analysing the causes and the consequences of one regional or global conflict, such as the Cold War, the Korean War, the Vietnam War, Middle East conflicts, South Africa Apartheid, the Irish Troubles, the Balkans War, the War in Afghanistan or the Iraq War * evaluating how one regional or global conflict may or may not have influenced Australia, such as changing migration patterns, contribution of aid from Australia, how Australian society may have responded to regional or global events and how the communist victory in the Vietnam War resulted in the arrival of refugees into Australia and contributed to the abolishment of the ‘White Australia Policy’ |
| continuities and/or changes caused by a major global influence, development and/or event after 1945  VC2HH10K39 | Popular culture   * discussing the changing nature of the music, film and television industries in Australia during the post-war period, including the influence of overseas developments such as rock ‘n’ roll, disco, punk, hip hop, electronic dance music and other music genres; Hollywood, Bollywood, Korea and the animation film industry in China, Japan and Korea; and the development of satellite broadcast and streaming on television * investigating Australia’s contribution to international popular culture in music, film, television and sport, and the recognition of Australian creative and performing arts internationally   The environment movement   * explaining events such as the struggle over American, British and French nuclear weapon testing in the Pacific from 1946 to 1996 or the sinking of the Rainbow Warrior in 1985 * evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992, especially 2015) and the Washington Declaration (2007) * explaining the significance of the Franklin Dam protests in the 1970s and 1980s and their impact on Australian politics and law, including the establishment of a World Heritage Site, the Hawke government’s response and the subsequent Tasmanian Dams Case (*The Commonwealth of Australia v Tasmania* (1983))   Migration experiences   * describing how the communist victory in the Vietnam War resulted in the arrival of refugees into Australia and contributed to the abolishment of the ‘White Australia Policy’ * investigating policies of multiculturalism, cultural diversity and inclusion 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   Political crisis   * identifying and evaluating the continuities and changes to Australian society that resulted from a political crisis * using a chart or graphic organiser to categorise the continuities and changes associated with a political crisis   Regional and global conflict   * identifying and evaluating changes caused by one regional or global conflict, such as the dissolution of the USSR at the end of the Cold War or the end of Apartheid in South Africa * analysing continuities caused by the regional or global conflict, including social, political, economic, cultural, environmental and historical continuities |
| the historical perspectives of those who experienced a major global influence, development and/or event, and how these perspectives may have changed over time, including Australian and global perspectives  VC2HH10K40 | Popular culture   * comparing and contrasting generational perspectives on popular music * interviewing a selection of relatives about their experiences in their teens, tracking the changing perspectives through the 20th and 21st centuries and suggesting reasons for these changes   The environment movement   * explaining why environmental movements gained increasing public and political voice and identifying different perspectives, such as a shift from conservation and anti-nuclear movements to responding to climate change   Migration experiences   * using sources to analyse the changing attitudes to the arrival of migrants over time * analysing the arguments for and against the White Australia Policy between 1964 and 1973 * interviewing members of their community about their experiences of migrating to Australia and presenting an evaluation of their perspectives based on wider research   Political crisis   * analysing a selection of different historical sources from Australia about a political crisis or conflict * comparing and contrasting a range of different perspectives on the extent of continuity and change in relation to a political crisis or conflict   Regional and global conflict   * using historical sources to analyse different perspectives of people experiencing the conflict and how these perspectives may have changed over time and why these perspectives have changed * evaluating sources from the international community on the conflict, such as the United Nations or Human Rights Watch * explaining why a range of perspectives still exists in relation to the conflict |
| different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society  VC2HH10K41 | Popular culture   * evaluating contrasting historical interpretations of continuity and change in Australian popular culture since 1945   The environment movement   * evaluating the different interpretations of the significance of the environmental movement on political developments in Australia since 1975   Migration experiences   * examining the debates about migration over time and the degree to which they have changed over time   Political crisis   * evaluating the legacies of a political crisis, including different interpretations of these legacies * analysing the legacies of a conflict, including on Australian society * evaluating historical interpretations and debates on the degree to which a conflict has been effectively resolved   Regional and global conflict   * explaining a debate concerning the legacy of the conflict, including whether it is resolved * examining interpretations from Australians on the conflict and its impact on Australia * analysing the reasons for different interpretations concerning the intended and unintended consequences and changes a conflict created |

#### Strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| formulate, refine and use historical questions to inform historical investigations  VC2HH10S01 | * changing a key question or related questions in an inquiry, depending on the suitability of the sources available * developing an inquiry question, such as ‘What were the causes of World War I?’, and refining it as further factors are introduced into the research process * modifying questions using historical concepts such as cause, consequence, continuity and change * modifying an inquiry question in response to suitability of evidence from available sources * determining whether a key question or related questions are too broad or narrow given the requirements of the investigation |

##### Sub-strand: Chronology

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequences  VC2HH10S02 | * collaborating to develop a timeline of significant global developments and movements for change between a moment in the past and the present to identify continuities and changes over the period * creating a timeline that identifies the significant events or individuals across a particular period, observing and discussing patterns of causation and change, and/or identifying parts of the world that were involved in or affected by a significant event * organising a range of primary sources and/or perspectives in chronological order to support the development of a historical argument about continuities or changes |

##### Sub-strand: Using historical sources

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse the purpose, features, content and context of historical sources  VC2HH10S03 | * engaging with a broad range of historical sources, including written materials, such as diaries, letters, speeches, newspapers, legislation and government reports; oral records, including interviews, accounts and stories; and visual sources, such as cartoons, photographs, paintings, film and video * engaging with a broad range of historical interpretations, including textbooks, the writings of historians, documentaries, films and fiction * preparing a table to summarise the types of sources available for the study of modern history and identifying the strengths and limitations of different source types * explaining the events, ideas, individuals and symbols represented in a visual source, such as racial stereotypes, characterisations of political figures or the use of the Hakenkreuz as a symbol of Nazism, which has been appropriated from the Hindu swastika * 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 * 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 source (with varying perspectives) |
| evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences  VC2HH10S04 | * identifying that the reliability and usefulness of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes * determining the extent to which the accuracy or purpose of a source affects its usefulness * comparing and contrasting the range of perspectives at the time of a historical event and identifying voices that may be absent from the sources, such as those of women, men, children, ethnic groups, Indigenous peoples or minority groups * identifying information in a primary or secondary source that is relevant to the historical questions being asked * comparing a range of historical sources and identifying similarities, differences and inconsistencies * comparing a range of historical sources to identify long- and short-term causes and/or intended and unintended consequences of events |
| analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources  VC2HH10S05 | * discussing whether the perspective of one individual in the period is representative of a majority or minority view at that time * identifying and explaining the different beliefs, values and attitudes of people and groups in the past as expressed in sources, such as diaries, oral accounts, letters, laws, propaganda and popular culture * explaining why some perspectives, beliefs, values or attitudes in the past may not have been recorded * examining different accounts of 18th-century journeys to Australia, such as ships’ logs, diaries and recorded testimonies of male and female convicts, and officers, and explaining the variations in perspective that can lead to different historical interpretations |
| evaluate historical interpretations and debates  VC2HH10S06 | * exploring debates about the historical period or topic studied, such as the relative importance of the causes of World War I or the long- and short-term causes of World War II * evaluating a museum exhibition, film, documentary or video game as a historical interpretation * comparing the similarities and differences in historians’ views about colonial society, such as the emergence of a distinct Australian identity, the influence of the White Australia debate on the push for Federation and the idea of Australia as a ‘working man’s paradise’ * identifying different interpretations of specific events, such as the debate about conscription in Australia during World War I * analysing how historians have changed the way they interpret the event under investigation over time, such as a change in view with the discovery of more sources (e.g. as with frontier conflicts in Australia) |

##### Sub-strand: Continuity and change

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse continuity and change  VC2HH10S07 | * identifying different manifestations or consequences of an event, such as World War I or World War II, in different geographical locations * using sources of evidence (perspectives and interpretations) to identify continuity and changes during Australia at the turn of the 20th century * using chronologies to observe and identify patterns where changes or continuities have occurred in Australian history between 1750 and 1914 |

##### Sub-strand: Causes and consequences

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments and their contributions to continuity and change  VC2HH10S08 | * using graphic organisers, such as concept maps, causal spider webs, fishbone diagrams or ripple effect charts, to analyse causes and consequences of historical continuity and change * differentiating between intended and unintended consequences * organising causes and consequences of a historical development, such as European colonisation of Australia, World War I and World War II, into a concept map |

##### Sub-strand: Historical significance

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| evaluate the significance of individuals, groups, movements, events, developments and ideas  VC2HH10S09 | * identifying a significant event, person or idea and evaluating its significance using the criteria of importance, profundity, quantity, durability and relevance * constructing an explanation using sources of evidence to support the analysis of a significant individual, event and/or cultural achievement, and using consistent referencing and historical terms and concepts * 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, such as accounts of prisoners of war; commanders such as General Gordon Bennett; politicians such as Prime Minister John Curtin, and Japanese and British sources |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources  VC2HH10S10 | * using relevant historical and conceptual terminology (e.g. imperialism, colonisation, settler society, invasion, Agricultural Revolution, Industrial Revolution, migration and immigration, urbanisation, conflict, genocide, nationalism, Cold War, human rights, popular culture, environmentalism, source, perspective, interpretation, contested, continuity, change, cause, consequence, significance) in historical interpretations * constructing a historical argument that identifies different possibilities in interpretation, synthesises ideas to build an argument and presents a particular point of view that incorporates and evaluates available evidence * constructing an extended text that evaluates a historical event, development or movement * presenting a historical argument, such as an essay, oral presentation, debate, interactive digital or non-digital display, online conference or forum, incorporating evidence * using appropriate citation and referencing conventions, including the preparation of bibliographies that distinguish between primary and secondary sources |