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| Years 7–10 multi-age HistoryCurriculum and assessment plan[Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: History. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| --- |
| Context and cohort considerations (if applicable) |
| Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

| Level description — Year 7 |  Level description — Year 8 |  Level description — Year 9 |  Level description — Year 10 |
| --- | --- | --- | --- |
| The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.In Year 7, students are expected to study the sub-strand *Deep time history of Australia* and at least one of the topics from *The ancient world* sub-strand. The ancient world sub-strand topics are:* Greece
* Rome
* Egypt
* India
* China.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.* How do we know about the ancient past?
* Why, where and when did the earliest societies develop?
* What emerged as the distinctive features of societies of early First Nations Peoples of Australia?
* What emerged as the defining features and achievements of ancient societies?
* What have been the significant legacies of ancient societies?
 | The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.In Year 8, students are expected to study at least one topic from the sub-strand *Medieval Europe and the early modern world* and at least one topic from either of the other 2 sub-strands, *Empires and expansions* and *Asia-Pacific world*.The Medieval Europe and the early modern world sub-strand topics are:* Medieval Europe (c.590–c.1500)
* The Renaissance (c.1400–c.1600)
* The emergence of the modern world (c.1500–1650).

The *Empires and expansions* sub-strand topics are:* Mongol Empire (c.1206–c.1368)
* Ottoman Empire (c.1299–c.1683)
* Vikings (c.790–c.1066)
* The Spanish conquest of the Americas (c.1492–c.1572).

The *Asia-Pacific world* sub-strand topics are:* Angkor/Khmer Empire (c.802–c.1431)
* Japan under the Shoguns (c.794–1867)
* Polynesian expansion across the Pacific (c.700–1756).

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.* How did societies change from the end of the ancient period to the beginning of the modern age?
* What key beliefs and values emerged, and how did they influence societies?
* What were the causes and effects of contact between societies in this period?
* What were the perspectives of people from the time?
* Which significant people, groups and ideas from this period have influenced and shaped the world today?
* How and why have historians interpreted this period differently?
 | The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.In Year 9, students are expected to study the sub-strand *Making and transforming the Australian nation (1750–1914)* and the sub-strand *First World War (1914–1918)*. *The Industrial Revolution and movement of peoples (1750–1900)* and the *Asia and the World (1750–1914)* sub-strands may be studied as options.Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.* What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
* What were the causes, developments, significance and long-term effects of imperialism in this period?
* What were the causes and significance of World War I?
* What were the perspectives of different people at the time?
* What are the contested debates and reasons for different historical interpretations?
 | The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. It also involves understanding related historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.In Year 10, students are expected to study at least 2 sub-strands: the *Second World War* and *Building Modern Australia*. *The globalising world* is a sub-strand that may be studied as an option.Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.* How did the nature of global conflict change across the 20th century?
* What were the causes and consequences of World War II? How did these consequences shape the modern world?
* How was Australian society affected by other significant global events and changes in this period?
* What were the perspectives of people at the time? How did these perspectives change?
* What are the contested debates and reasons for different historical interpretations?
 |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Year 7 | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  |
| Year 8 | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  |
| Year 9 | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  |
| Year 10 | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  | Insert relevant aspects of the achievement standard.  |

# Year 7

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments. | By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. 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They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Deep time history of Australia**theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including AustraliaAC9HH7K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Questioning and researching**develop historical questions about the past to inform historical inquiryAC9HH7S01 | [ ]  | [ ]  | [ ]  | [ ]  |
| theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continentAC9HH7K02 | [ ]  | [ ]  | [ ]  | [ ]  | locate and identify primary and secondary sources to use in historical inquiryAC9HH7S02 | [ ]  | [ ]  | [ ]  | [ ]  |
| how First Nations Australians are the world’s oldest continuing cultures, displaying evidence of both continuity and change over deep timeC9HH7K03 | [ ]  | [ ]  | [ ]  | [ ]  | **Using historical sources**identify the origin, content, context and purpose of primary and secondary sourcesAC9HH7S03 | [ ]  | [ ]  | [ ]  | [ ]  |
| how First Nations Australians have responded to environmental processes and changes over timeAC9HH7K04 | [ ]  | [ ]  | [ ]  | [ ]  | identify and describe the accuracy and usefulness of primary and secondary sources as evidenceAC9HH7S04 | [ ]  | [ ]  | [ ]  | [ ]  |
| the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source managementAC9HH7K05 | [ ]  | [ ]  | [ ]  | [ ]  | **Historical perspectives and interpretations**describe causes and effects, and explain continuities and changesAC9HH7S05 | [ ]  | [ ]  | [ ]  | [ ]  |
| the social organisation and cultural practices of early First Nations Australians, and their continuity and change over timeAC9HH7K06 | [ ]  | [ ]  | [ ]  | [ ]  | identify perspectives, attitudes and values of the past in sourcesAC9HH7S06 | [ ]  | [ ]  | [ ]  | [ ]  |
| the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservationAC9HH7K07 | [ ]  | [ ]  | [ ]  | [ ]  | explain historical interpretations about significant events, individuals and groupsAC9HH7S07 | [ ]  | [ ]  | [ ]  | [ ]  |
| **The ancient world**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 pastAC9HH7K08 | £ | £ | £ | £ | **Communicating**create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sourcesAC9HH7S08 | [ ]  | [ ]  | [ ]  | [ ]  |
| how the physical environment and geographical features influenced the development of the ancient societyAC9HH7K09 | £ | £ | £ | £ |  |  |  |  |  |
| the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed societyAC9HH7K10 | £ | £ | £ | £ |  |  |  |  |  |
| key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customsAC9HH7K11 | £ | £ | £ | £ |  |  |  |  |  |
| causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treatiesAC9HH7K12 | £ | £ | £ | £ |  |  |  |  |  |
| the role and achievements of a significant individual in an ancient societyAC9HH7K13 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

# Year 8

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments. | By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. 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Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Medieval Europe and the early modern world**the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern EuropeAC9HH8K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Questioning and researching**develop historical questions about the past to inform historical inquiryAC9HH8S01 | [ ]  | [ ]  | [ ]  | [ ]  |
| the roles and relationships of different groups in Medieval, Renaissance or pre-modern EuropeAC9HH8K02 | [ ]  | [ ]  | [ ]  | [ ]  | locate and identify primary and secondary sources to use in historical inquiryAC9HH8S02 | [ ]  | [ ]  | [ ]  | [ ]  |
| a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern EuropeAC9HH8K03 | [ ]  | [ ]  | [ ]  | [ ]  | **Using historical sources**identify the origin, content, context and purpose of primary and secondary sourcesAC9HH8S03 | [ ]  | [ ]  | [ ]  | [ ]  |
| the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern EuropeAC9HH8K04 | [ ]  | [ ]  | [ ]  | [ ]  | identify and describe the accuracy and usefulness of primary and secondary sources as evidenceAC9HH8S04 | [ ]  | [ ]  | [ ]  | [ ]  |
| the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern EuropeAC9HH8K05 | [ ]  | [ ]  | [ ]  | [ ]  | **Historical perspectives and interpretations**describe causes and effects, and explain continuities and changesAC9HH8S05 | [ ]  | [ ]  | [ ]  | [ ]  |
| interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern EuropeAC9HH8K06 | [ ]  | [ ]  | [ ]  | [ ]  | identify perspectives, attitudes and values of the past in sourcesAC9HH8S06 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Empires and expansions****the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion****AC9HH8K07** | [ ]  | [ ]  | [ ]  | [ ]  | explain historical interpretations about significant events, individuals and groupsAC9HH8S07 | [ ]  | [ ]  | [ ]  | [ ]  |
| a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansionAC9HH8K08 | [ ]  | [ ]  | [ ]  | [ ]  | **Communicating**create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sourcesAC9HH8S08 | [ ]  | [ ]  | [ ]  | [ ]  |
| the experiences and perspectives of rulers and of subject peoples, and how the interaction between power and/or authority relates to the empire and/or expansionAC9HH8K09 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the role and achievements of a significant individual and/or group connected to the empire and/or expansionAC9HH8K10 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansionAC9HH8K11 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **Asia-Pacific world**the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific societyAC9HH8K12 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific societyAC9HH8K13 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific societyAC9HH8K14 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the role and achievements of a significant individual and/or group in the Asian-Pacific societyAC9HH8K15 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the societyAC9HH8K16 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

# Year 9

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources. | By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. 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They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Making and transforming the Australian nation (1750–1914)**the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migrationAC9HH9K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Questioning and researching**develop and modify a range of historical questions about the past to inform historical inquiryAC9HH9S01 | [ ]  | [ ]  | [ ]  | [ ]  |
| the key social, cultural, economic and political changes and their significance in the development of Australian society during the periodAC9HH9K02 | [ ]  | [ ]  | [ ]  | [ ]  | locate, identify and compare primary and secondary sources to use in a historical inquiryAC9HH9S02 | [ ]  | [ ]  | [ ]  | [ ]  |
| the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of AustraliaAC9HH9K03 | [ ]  | [ ]  | [ ]  | [ ]  | **Using historical sources**identify the origin and content of sources, and explain the purpose and context of primary and secondary sourcesAC9HH9S03 | [ ]  | [ ]  | [ ]  | [ ]  |
| significant events, ideas, people, groups and movements in the development of Australian societyAC9HH9K04 | [ ]  | [ ]  | [ ]  | [ ]  | explain the usefulness of primary and secondary sources, and the reliability of the information as evidenceAC9HH9S04 | [ ]  | [ ]  | [ ]  | [ ]  |
| continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian societyAC9HH9K05 | [ ]  | [ ]  | [ ]  | [ ]  | **Historical perspectives and interpretations**analyse cause and effect, and evaluate patterns of continuity and changeAC9HH9S05 | [ ]  | [ ]  | [ ]  | [ ]  |
| different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and valuesAC9HH9K06 | [ ]  | [ ]  | [ ]  | [ ]  | compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and valuesAC9HH9S06 | [ ]  | [ ]  | [ ]  | [ ]  |
| the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of peopleAC9HH9K07 | [ ]  | [ ]  | [ ]  | [ ]  | analyse different and contested historical interpretationsAC9HH9S07 | [ ]  | [ ]  | [ ]  | [ ]  |
| **First World War (1914–1918)**the causes of the First World War and the reasons why Australians enlisted to fight in the warAC9HH9K08 | [ ]  | [ ]  | [ ]  | [ ]  | **Communicating** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sourcesAC9HH9S08 | [ ]  | [ ]  | [ ]  | [ ]  |
| the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle EastAC9HH9K09 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the ArmisticeAC9HH9K10 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers AC9HH9K11 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the warAC9HH9K12 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **The Industrial Revolution and the movement of peoples (1750–1900)**the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th centuryAC9HH9K13 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the changing population movements and settlement patterns during the period 1750 to 1900AC9HH9K014 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reformsAC9HH9K15 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of lifeAC9HH9K16 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and ChartismAC9HH9K17 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial RevolutionAC9HH9K18 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **Asia and the world (1750–1914)**the key social, cultural, economic and political features of an Asian society during the 18th and early 19th CenturyAC9HH9K19 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the causes and effects of European contact, including colonialisation, on an Asian societyAC9HH9K20 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| significant events, ideas, people, groups and/or movements in the development of an Asian societyAC9HH9K21 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an Asian societyAC9HH9K22 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| different experiences and perspectives of colonisers and Asian peoples from the time and the impact of changes to society, including events, ideas, beliefs and valuesAC9HH9K23 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the development of an Asian society in relation to other nations in the world by 1914, including the effects of ideas such as nationalism and self-determinationAC9HH9K24 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

# Year 10

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources. | By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. 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Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Second World War**the causes, outbreak and course of the Second World War and the significance of Australian involvementAC9HH10K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Questioning and researching**develop and modify a range of historical questions about the past to inform historical inquiryAC9HH10S01 | [ ]  | [ ]  | [ ]  | [ ]  |
| the places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and KokodaAC9HH10K02 | [ ]  | [ ]  | [ ]  | [ ]  | locate, identify and compare primary and secondary sources to use in a historical inquiryAC9HH10S02 | [ ]  | [ ]  | [ ]  | [ ]  |
| the significant events and turning points of the Second World War, including the Holocaust and use of the atomic bombAC9HH10K03 | [ ]  | [ ]  | [ ]  | [ ]  | **Using historical sources**identify the origin and content of sources, and explain the purpose and context of primary and secondary sourcesAC9HH10S03 | [ ]  | [ ]  | [ ]  | [ ]  |
| the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controlsAC9HH10K04 | [ ]  | [ ]  | [ ]  | [ ]  | explain the usefulness of primary and secondary sources, and the reliability of the information as evidenceAC9HH10S04 | [ ]  | [ ]  | [ ]  | [ ]  |
| the significance of the Second World War to Australia’s immediate post-war economic, political and social development, and Australia’s international relationships in the 20th centuryAC9HH10K05 | [ ]  | [ ]  | [ ]  | [ ]  | **Historical perspectives and interpretations**analyse cause and effect, and evaluate patterns of continuity and changeAC9HH10S05 | [ ]  | [ ]  | [ ]  | [ ]  |
| the commemoration of the Second World War, including different historical interpretations and debatesAC9HH10K06 | [ ]  | [ ]  | [ ]  | [ ]  | compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and valuesAC9HH10S06 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Building modern Australia**the effects of significant post–Second World War world events, ideas and developments on Australian societyAC9HH10K07 | [ ]  | [ ]  | [ ]  | [ ]  | analyse different and contested historical interpretationsAC9HH10S07 | [ ]  | [ ]  | [ ]  | [ ]  |
| the causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945AC9HH10K08 | [ ]  | [ ]  | [ ]  | [ ]  | **Communicating**create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sourcesAC9HH10S08 | [ ]  | [ ]  | [ ]  | [ ]  |
| the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen GenerationsAC9HH10K09 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian societyAC9HH10K10 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to changeAC9HH10K11 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of womenAC9HH10K12 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and womenAC9HH10K13 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **The globalising world**changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainabilityAC9HH10K14 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declarationAC9HH10K15 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| causes and effects of the significant events and developments of the major global influences on Australia in the post-Second World War periodAC9HH10K16 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| changing social, political, economic, cultural, environmental and technological conditions, and the causes of a major global influence in AustraliaAC9HH10K17 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of lifeAC9HH10K18 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| the effects of global influences on Australia’s changing identity as a nation and its international relationshipsAC9HH10K19 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| different historical interpretations and debates during the second half of the 20th centuryAC9HH10K20 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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