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| --- |
| Year 10 HistoryCurriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level 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.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| 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 World War I and World War II, including the Great Depression, and developments post World War II, including Cold War international relations. It also involves understanding related historical themes of the post-World War II 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: *World War II* 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?
 | 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] |

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

| 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] |

**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 World War II, 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 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 |
| **World War II**the causes, outbreak and course of World War II 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 World War II, 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 World War II, 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 World War II, 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 World War II 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 change****AC9HH10S05** | [ ]  | [ ]  | [ ]  | [ ]  |
| the commemoration of World War II, 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–World War II world events, ideas and developments on Australian society****AC9HH10K07** | [ ]  | [ ]  | [ ]  | [ ]  | **analyse different and contested historical interpretations****AC9HH10S07** | [ ]  | [ ]  | [ ]  | [ ]  |
| 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 women****AC9HH10K13** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **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 sustainability****AC9HH10K14** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration****AC9HH10K15** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| causes and effects of the significant events and developments of the major global influences on Australia in the post-World War II 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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