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| --- |
| Year 9 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 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 *World War I (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?
 | 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 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 World War I 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 World War I or in an Asian context. 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| 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 change****AC9HH9S05** | [ ]  | [ ]  | [ ]  | [ ]  |
| 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 people****AC9HH9K07** | [ ]  | [ ]  | [ ]  | [ ]  | **analyse different and contested historical interpretations****AC9HH9S07** | [ ]  | [ ]  | [ ]  | [ ]  |
| **World War I (1914–1918)****the causes of World War I and the reasons why Australians enlisted to fight in the war****AC9HH9K08** | [ ]  | [ ]  | [ ]  | [ ]  | **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 World War I 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 World War I, 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 century****AC9HH9K13** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **the changing population movements and settlement patterns during the period 1750 to 1900****AC9HH9K014** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **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 reforms****AC9HH9K15** | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| 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 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

**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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