Year 9 plan — Australian Curriculum: History

Implementation year: 2013 School name: Exemplar

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| Identify curriculum | Phase curriculum focus and Year level description | **Curriculum focus:** World and Australian history, the analysis and use of sources, and historical interpretation.  **Year 9 level description: The Making of the Modern World**  The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914–1918, the ‘war to end all wars’.  The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * What were the changing features of the movements of people from 1750 to 1918? * How did new ideas and technological developments contribute to change in this period? * What was the origin, development, significance and long-term impact of imperialism in this period? * What was the significance of World War I? | | |
| Achievement standard | By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.  Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources. | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, www.australiancurriculum.edu.au/History/Curriculum/F-10 | | |
| Teaching and learning | Course outline (overview and depth studies) | This Year 9 History course introduces students to the making of the modern world from 1750 to 1918. The course has been developed in three units based on the depth studies: *Making a Better World?, Australia and Asia* and *World War I.* The electives (The Industrial Revolution, Making a nation and World War I) have been chosen to provide students with an understanding of the cause, effect, and significance of change as the modern world developed.  One description in the overview content with a focus on the Industrial Revolution is incorporated into the first depth study; however, the content of the overview is primarily integrated into the second depth study. The nature and significance of the Industrial Revolution is seen in the Making a Better World? depth study. The nature and extent of movement of peoples, European imperial expansion and the emergence of economic, social and political ideas is integrated into the second depth study, Australia and Asia. | | |
| Unit overview | Unit 1 | Unit 2 | Unit 3 |
| **Depth study: *Making a Better World?***  **Elective: The Industrial Revolution**  In this depth study, students build on and develop their understandings of historical inquiry in the context of the making of the modern world. They investigate how life changed between the late seventeenth century and the beginning of the twentieth century through study of the Industrial Revolution, including the causes and effects of the development, and by making links to the Australian experience during this time of rapid industrialisation.  This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy and significance.  Students will:   * use historical terms and concepts such as “historical sources”, “evidence”, “industrialisation”, “colonisation” and “empire” | **Depth study: *Australia and Asia***  **Elective: Making a nation**  In this depth study, students investigate the history of Australia in the period 1750–1918, including the expansion of settlement, the experiences of non-Europeans, living and working conditions, key events and ideas in the development of Australian self-government and democracy, and legislation 1901–1914. In their survey of Australian history, students focus on a particular idea, concept or sequence of events to investigate and develop a historical argument.  This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.  Students will:   * use chronological sequencing to demonstrate the extension of settlement in Australia and the development of key events that led to self-government | **Depth study: *World War I* (exemplar unit)**  In this depth study, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history.  This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, significance and contestability.  Students will:   * use chronological sequencing to demonstrate relationships between places, events and developments in relation to World War I * use historical terms and concepts such as “nationalism”, “imperialism”, “propaganda”, “conscription” and “commemoration” |
| Teaching and learning |  | * identify and select questions about the Industrial Revolution, technological innovations and the other causes and conditions that led to rapid industrialisation; evaluate and enhance these questions; and locate relevant sources, using ICT and other methods to inform the historical inquiry * identify the origin, purpose and context of primary and secondary sources when examining the nature and significance of the Industrial Revolution, and evaluate the reliability and usefulness of these sources * identify and analyse perspectives and experiences of men, women and children during the Industrial Revolution * develop texts, using a range of communication forms, to discuss evidence from sources in relation to how life changed leading up to, and during, the Industrial Revolution. | * use historical terms and concepts to highlight their contestability, for example “settlement”, “invasion”, “colonisation”, and “rights” * identify and select questions about the history of Australia as a nation in the period 1750–1918, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry * identify the origin, purpose and context of primary and secondary sources when examining the settlement of Australia and the development of Australia’s self-government and democracy, and evaluate the reliability and usefulness of these sources * identify and analyse perspectives of people in the extension of settlement in Australia, including Aboriginal and Torres Strait Islander peoples and European and non-European peoples * identify and analyse different historical interpretations of key events and ideas in the development of Australia * develop texts, using a range of communication forms, to discuss evidence from sources in relation to settlement in Australia and the development of key events that led to self-government. | * identify and select questions about World War I and the Australian experience of the war, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry * process and synthesise information from a range of sources for use as evidence in a historical argument about the nature and significance of World War I in world and Australian history * identify and analyse different historical interpretations about the causes and impact of World War I, such as reasons for enlisting, propaganda, changing roles of women, and conscription, with particular reference to Australia * develop texts, particularly discussions, using a range of communication forms to investigate evidence from sources in relation to places where Australian fought and the nature of warfare and commemorations of World War I. |
| Aboriginal and Torres Strait Islander perspectives | History provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. For Aboriginal and Torres Islander students, it provides an opportunity to see themselves within the curriculum and in an educational setting that respects and promotes their cultural identities. Students are taught that Australian Aboriginal societies are the longest surviving societies in the world and that Aboriginal and Torres Strait Islander peoples are two distinct groups. Students learn about Aboriginal and Torres Strait Islander occupation of the continent prior to colonisation by the British, and the ensuing contact and conflict between these societies. Students develop an awareness of the resilience of Aboriginal peoples and Torres Strait Islander peoples and the ways in which their expertise and experiences in contemporary science, education, the arts, sport and tourism; their inventions; and their knowledge of medicine have contributed to the development of a culturally diverse Australian society. | | |
| General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: gc_ethicalDescription: Description: gc_intercultural  Description: cc_asiaDescription: cc_sust | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: gc_ethicalDescription: Description: gc_intercultural  Description: cc_asia | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_critical Description: Description: gc_personal_socialDescription: Description: gc_ethicalDescription: Description: gc_intercultural |
|  | Key to general capabilities and cross-curriculum priorities | Description: Description: gc_literacy Literacy  Description: Description: gc_numeracy Numeracy  Description: Description: gc_ict ICT capability  Description: Description: gc_critical Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability  Description: Description: gc_ethical Ethical behaviour Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | |

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| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | | The following assessment will provide a targeted selection of evidence of student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points, and to inform the reporting process. | | |
| Unit 1 | Unit 2 | Unit 3 |
| Assessment | Assessment | Assessment |
| Research: Report (Written)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students select a significant social, technological or economic development associated with the Industrial Revolution, research the extent to which it was significant and draw conclusions about the connections between the specific development and some of the changes and/or continuities that arose from the Industrial Revolution.  Students present their findings in a research report that includes subheadings, illustrations (e.g. pictures, graphs, tables) and an annotated bibliography. | Supervised assessment: Responses to historical sources (Written)  The purpose of this assessment is to make judgments about students’ responses that are produced independently, under supervision and in a set time frame.  Students consider a range of sources about the impact of self-government and democracy on Australia, specifically:   * the effects of contact between European settlers and Aboriginal and Torres Strait Islander peoples * the living and working conditions in different parts of Australia * events and ideas in the development of Australian self-government and democracy, including Federation and the legislation of early Commonwealth governments.   The student responses required will vary in length and require the interpretation, analysis and evaluation of historical sources, both seen and unseen. | Research: Essay (Written)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students construct a persuasive essay about the commemoration of World War I and debates about the nature and significance of the Anzac legend. The essay will be based on research and make reference to the:   * causes of World War I * places where Australians fought * impact of World War I on Australian society. |
| Make judgments and use feedback | | Moderation | Teachers develop tasks and plan units.  Teachers cross-mark tasks to ensure consistency of judgments. | Teachers develop tasks and plan units.  Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments.  Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | Teachers develop tasks and plan units.  Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments.  Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. |

Year 9 History: review for balance and coverage of content descriptions, including emphasis on historical understandings

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| Historical Knowledge and Understanding | | | | | | | |  | Historical Skills | | | |
| **Historical Knowledge** | **1** | **2** | **3** | **Historical Understandings[[1]](#footnote-1)**  The key concepts of historical understanding are: | **1** | **2** | **3** |  | Historical Skills | 1 | 2 | 3 |
| **The Making of the Modern World: Overview** | | | | **Evidence**  Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion. | ✓ | ✓ | ✓ |  | **Chronology, terms and concepts** | | | |
| Overview content for the making of the modern world includes the following: |  |  |  | Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places [(ACHHS164)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS164) |  | ✓ | ✓ |
| * the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia | ✓ |  |  | **Continuity and change**  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ |  |  | Use historical terms and concepts [(ACHHS165)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS165) | ✓ | ✓ | ✓ |
| **Historical questions and research** | | | |
| * the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) |  | ✓ |  | Identify and select different kinds of questions about the past to inform historical inquiry [(ACHHS166)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS166) | ✓ | ✓ | ✓ |
| * the extent of European imperial expansion and different responses, including in the Asian region |  | ✓ |  | **Cause and effect**  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ | ✓ |  | Evaluate and enhance these questions [(ACHHS167)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS167) | ✓ | ✓ | ✓ |
| Identify and locate relevant sources, using ICT and other methods [(ACHHS168)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS168) | ✓ | ✓ | ✓ |
| * the emergence and nature of significant economic, social and political ideas in the period, including nationalism |  | ✓ |  | **Perspectives**  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and  beliefs and values. | ✓ | ✓ | ✓ | **Analysis and use of sources** | | | |
| Identify the origin, purpose and context of primary and secondary sources [(ACHHS169)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS169) | ✓ | ✓ |  |
| **Making a Better World: The Industrial Revolution** | | | | **Empathy**  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind  actions. | ✓ | ✓ |  | Process and synthesise information from a range of sources for use as evidence in an historical argument [(ACHHS170)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS170) |  |  | ✓ |
| The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia [(ACDSEH017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH017) | ✓ |  |  |
| Evaluate the reliability and usefulness of primary and secondary sources [(ACHHS171)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS171) | ✓ | ✓ |  |
| **Perspectives and interpretations** | | | |
| The population movements and changing settlement patterns during this period [(ACDSEH080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH080) | ✓ |  |  | **Significance**  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ | ✓ |  | Identify and analyse the perspectives of people from the past ([ACHHS172)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS172) | ✓ | ✓ | ✓ |
| The experiences of men, women and children during the Industrial Revolution, and their changing way of life [(ACDSEH081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH081) | ✓ |  |  | Identify and analyse different historical interpretations (including their own) [(ACHHS173)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS173) |  | ✓ | ✓ |
| The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication [(ACDSEH082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH082) | ✓ |  |  | **Contestability**  Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives. |  | ✓ | ✓ | **Explanation and communication** | | | |
| Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced [(ACHHS174)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS174) | ✓ | ✓ | ✓ |
| **Australia and Asia: Making a nation** | | | |
| The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples [(ACDSEH020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH020) |  | ✓ |  |  |  |  |  | Select and use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS175)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS175) | ✓ | ✓ | ✓ |
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| The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) [(ACDSEH089)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH089) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| Living and working conditions in Australia around the turn of the twentieth century (that is 1900) [(ACDSEH090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH090) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| Key events and ideas in the development of Australian self-government and democracy, including women's voting rights [(ACDSEH091)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH091) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act [(ACDSEH092)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH092) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| **World War I** | | | |  |  |  |  |  |  |  |  |  |
| An overview of the causes of World War I and the reasons why men enlisted to fight in the war [(ACDSEH021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH021) |  |  | ✓ |  |  |  |  |  |  |  |  |  |
| The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign [(ACDSEH095)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH095) |  |  | ✓ |  |  |  |  |  |  |  |  |  |
| The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) [(ACDSEH096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH096) |  |  | ✓ |  |  |  |  |  |  |  |  |  |
| The commemoration of World War I, including debates about the nature and significance of the Anzac legend [(ACDSEH097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH097) |  |  | ✓ |  |  |  |  |  |  |  |  |  |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10

1. The historical understandings are derived from the content descriptions and achievement standards, and are supported by Historical Skills. The Year level description provides information about the development of historical understandings through the key concepts. The definitions of historical understandings are based on the glossary terms published in Australian Curriculum v3.0: History for Foundation-10, www.australiancurriculum.edu.au/History/Curriculum/F-10. [↑](#footnote-ref-1)