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# Program planning – Courses of study: History

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## Introduction

Queensland School Curriculum Council syllabuses provide frameworks for planning learning and assessment activities through which students have opportunities to demonstrate what they know and can do with what they know in the key learning areas. Syllabuses are intended to be implemented through the development of programs, units and activities that meet the needs of students and communities in their local contexts. The Years 9 and 10 Studies of Society and Environment optional subject syllabuses for Civics, Geography and History outline one way the Levels 5 and 6 core learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus* can be organised to create courses of study for lower secondary students. These syllabuses describe how a combination of any two optional subject syllabuses will assist students in Years 9 and 10 to demonstrate all the core learning outcomes for Levels 5 and 6. School authorities and teachers may choose other ways of developing courses of study, using outcomes drawn from Studies of Society and Environment and other key learning area syllabuses. Courses of study which are designed around outcomes of key learning area syllabuses need to reflect the guidelines, principles and decisions that underpin these syllabuses.

The *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* provides:

- information about an outcomes approach
- an outline of the scope and sequence of learning outcomes
- elaborations of core learning outcomes
- information on planning for learning and assessment. In the 'Planning for learning and assessment' section, advice is offered about characteristics of worthwhile programs, units and activities and program planning considerations. This advice informs the following suggested course of study and should be referred to in conjunction with the following information. The Levels 1 to 6 module topics and Levels 1 to 6 module learning outcomes maps for Studies of Society and Environment provide one way of planning a Studies of Society and Environment program. Elaborations of learning outcomes using Civics, Geography and History perspectives are available on the SOSE sourcebook guidelines page of this website.

Courses of study developed for Years 9 and 10 need to recognise students' prior learning. The core learning outcomes within Queensland School Curriculum Council syllabuses are organised in six levels. Typically, students will have demonstrated a number of Level 5 core learning outcomes by the end of Year 8 and may have begun to work towards some outcomes at Level 6. Similarly, students will have demonstrated all of the Level 4 core learning outcomes by the end of Year 7. In the following proposed course, more units have been included to provide flexibility and to recognise that not all students will have demonstrated all Level 4 or 5 outcomes.

When designing a course of study, it should be acknowledged that History is not restricted to any one of the strands used to organise the Years 1 to 10 Studies of Society and Environment core learning outcomes. Historical knowledge and skills are embedded in all of the core learning outcomes. By the time students begin Year 9, they will typically have demonstrated understandings related to evidence over time, change and continuities, including cultural change and changes within environments and heritage.

The core learning outcomes develop systematically from Level 1 to Level 6 in two main ways:

- **conceptually** — for example, the first outcome in the Time, Continuity and Change (TCC) strand develops the concept of evidence over time; the second the concept of changes and continuities; the fifth heritages and so on.
- in terms of **processes** — for example, the first outcome in ALL strands and levels develops the process of *investigating*. The second outcome develops the process of *creating*, the third *participating*, the fourth *communicating* and the fifth *reflecting*. These processes provide clear links with the criteria used in Board of Senior Secondary School Studies Senior History syllabuses. They also relate closely to the seven valued attributes of a lifelong learner, identified in all Queensland School Curriculum Council syllabuses.

For more information about the sequencing of core learning outcomes, refer to the *Years 1 to 10 Studies of Society and Environment Syllabus* and the sourcebook guidelines (available on this website).

The research paper *History in Years 1 to 10 SOSE* (available on this website) provides detailed advice about the nature of History as a discipline and its place in Years 1 to 10 Studies of Society and Environment. It provides a further reminder that a History course in Years 9 and 10 needs to acknowledge prior historical learning by students.

## Components of a History course of study

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A History course for Years 9 and 10 students should be based on the core learning outcomes outlined in the Studies of Society and Environment syllabus and should include:

- a rationale (see the ‘Rationale’ section of the Years 9 and 10 optional subject syllabuses) for studying History, including some guidelines for topic selection
- the duration of units (*at least* 1.5 hours per week if only core time allocation is to be used)
- the titles of units
- an overview of the type of content that could be expected in the unit
- an outline of the historical time periods to be covered
- information on the core learning outcomes emphasised within units.

Elements to be developed from this course outline include:

- sequenced and phased activities for each unit that provide opportunities for students to demonstrate the core learning outcomes
- assessment and reporting strategies
- student profiles
- links within and across the key learning areas
- equity considerations
- school authority policies.

When designing and implementing courses of study, consideration could be given to varying the time commitments and resources for:

- discrete subjects in discretionary time in addition to recommended minimum core times
- other courses taught in discretionary time that may complement a History course
- inclusion of the History course across a range of key learning areas
- particular histories, such as local history, that may occur in core and/or discretionary time.

## Proposed History course of study for Years 9 and 10 (core learning outcomes Levels 5 and 6)

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The proposed sequence of units within this course reflects a sequence similar to that suggested by the Queensland History Teachers' Association in *The History Teacher* (February 2000). It is not prescriptive or the only sequence of History units that is possible. The proposed units are mapped against the core learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus*. This course relates to indicative core time within a common curriculum of eight key learning areas as detailed in the Adelaide Declaration and information about indicative time allocations for Studies of Society and Environment provided in the syllabus. Although existing school units could be substituted in this course outline, core learning outcomes would need to be mapped to ensure that multiple opportunities were provided for students' demonstrations of outcomes.

This course is developmental over Years 9 and 10 and includes some geographical, political, economic and other elements as it is based on the core learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus*. It is possible to offer students opportunities to demonstrate the learning outcomes by creating more than one course of study. For example, History could be offered with courses in Tourism Studies, Futures Studies, Geography, Economics and/or Environmental Education.

A wide range of historical content is available and, as new historical evidence and new perspectives emerge, the choices widen. The following course outline is not intended to be definitive.

**Note:** The codes in the header refer to the Studies of Society and Environment strands. That is:  
**TCC** = Time Continuity and Change                      **CI** = Culture and Identity  
**PS** = Place and Space    **SRP** = Systems, Resources and Power

The second column includes information about titles and available resources. Asterixed resources are sourcebook modules available on this website. Other resources available in all schools, such as the *Discovering Democracy* materials, are identified in brackets. Where resources are not suggested the unit can be supported by a variety of commercially available resources. Units do not need to be taught in the sequence provided. Chronological understanding develops when students revisit time periods. The last unit is one way of emphasising the importance of chronological perspectives.

Year	Possible History unit titles	Outcome Level	Overview	Time period	Core learning outcomes in strands (? = outcomes to be negotiated)			
					TCC	PS	CI	SRP
9	<b>*Australian Federation</b> (QSCC module)	4 and 5	Centres on the personalities and issues involved in Federation, as well as the celebratory events held in 1901.	1880 – 1910	4.1 4.3 5.3 5.5		5.4	4.4
9	<b>Australian immigration</b> (‘What Sort of Nation?’ in <i>Discovering Democracy</i> middle secondary units)	5	Looks at Australia’s demographic history and immigration policies.	1788 – 1996	5.4 5.5	5.5	5.1 5.3 5.5	
9	<b>Ancient Egypt</b>	5	Focuses on religion, writing and environments at the time of the pharaohs.	2025 – 1627 BC	5.1	5.1 5.2	5.3 5.5	5.1
9	<b>The European Renaissance</b>	5	Examines the impact rapid change had on people and their environments during the age of European discovery.	c. 1500 – 1800	5.2 5.3 5.5	5.3	5.2	
9	<b>*The Industrial Revolution</b> (QSCC module)	5	Students devise research questions related to significant events of this ongoing revolution.	c. 800 + mainly 19 <sup>th</sup> century	5.1 5.2	5.3	5.3	5.4 5.5
9	<b>History and a Queensland business — a negotiated unit</b>	5	Students who have not demonstrated some outcomes negotiate some ‘catch-up’ time and explore a topic of their own choice. One requirement is that the investigation relates to changes that have occurred in a Queensland industry.	1950 – present	?	5.5	?	?
9	<b>Discover Democracy Let the Franklin Flow!</b> (‘Getting things done’ in <i>Discovering Democracy</i> middle secondary units)	5	An exploration of the 1980s Tasmanian dams case with an emphasis on using maps, diagrams and statistics to support a historical argument.	1975 – 1985	5.1 5.3 5.5	5.2 5.4	5.4	5.3
9	<b>*Anzac Cove to Anzac Day</b> (QSCC module)	5	Focuses on Australia’s involvement in World War I, the contributions of culturally diverse veterans and how Anzac Day has contributed to Australia’s national identity.	c. 1910 – 1918	5.3 5.4 5.5		5.2	5.1
10	<b>Child’s Play</b> (A State Library of Queensland module developed in collaboration with QSCC <a href="http://childsplay.slq.qld.gov.au/">childsplay.slq.qld.gov.au/</a> )	6	Explores the history of children in Queensland during the Federation era via syllabus-related activities. This unit is supported by photographs from the John Oxley Library collection.	c. 1880 – 1920	6.1		6.4	6.5
10	<b>Australia’s record on Indigenous people’s rights</b> (‘What is Australia’s record on Indigenous people’s rights?’ <i>Discovering Democracy</i> middle secondary units)	6	Australia’s legal history and the history of active citizenship in a context that has continuing relevance.	1788 – present	6.3 6.5	6.4 6.1	6.1	
10	<b>Rabbits, Cane toads, Cows and Horses</b> (a module from the Queensland History Teachers’ Association <a href="http://qhta.com.au">qhta.com.au</a> )	6	The history of species introduced into Australia can be taught in conjunction with the <i>Tangled destinies</i> ( <a href="http://www.nma.gov.au/exhibitions/tangled.htm">www.nma.gov.au/exhibitions/tangled.htm</a> ) theme at The National Museum of Australia.	1788 – present		6.1 6.3 6.4 6.5		6.1

Year	Possible History unit titles	Outcome Level	Overview	Time period	Core learning outcomes in strands (? = outcomes to be negotiated)			
					TCC	PS	CI	SRP
10	<b>Ancient Greece</b>	6	An emphasis on Athens links this with other units related to civics and citizenship and an understanding of democracy.	600 – 200 BC	6.1 6.5		6.1 6.5	6.4 6.5
10	<b>Medieval Japan</b>	6	The Tokugawa era provides an opportunity to study militarism and examine an isolated society undergoing rapid change.	1600 – 1864	6.1 6.2 6.3		6.1	6.5
10	<b>Looking for Adventure: Women, Tourism and History</b> (a module from the Queensland History Teachers' Association qhta.com.au)	6	Explore various histories, including the British Empire, women, tourism and cinema. Students critically compare cinema to investigate historical fiction concerning 1860s Thailand in the era of the British Empire.	1860 – 1910	6.1 6.2 6.4 6.5		6.1 6.5	
10	<b>Revolutions in Germany and China</b>	6	A comparative study of the rise of communism in China and Nazism in Germany.	1949 – present	6.3 6.4 6.5		6.1 6.4	6.4
10	<b>The American Civil War</b>	6	Explores the causes of the war and its impact on national identity.	1850s – 1860s	6.1 6.5		6.1	
10	<b>*The History of Youth Cultures</b> (QSCC module)	6	Traces the history of youth cultures that have emerged in the USA, especially in the 20 <sup>th</sup> century.	1900 – 2000	6.2 6.4		6.2 6.4 6.5	
10	<b>1930s Depression</b>	6	Fieldwork to relevant 1930s locations is used to investigate how people coped, lasting impacts on attitudes and ideas and what can be learnt for improving productivity and working conditions today.	1930s	6.3	6.3		6.2 6.4 6.5
10	<b>*The Future of work</b> (QSCC module)	6	Designed to complement work experience programs, this module assists students to critically examine a history of work in Australia and to envision better futures.	c. 1900 – present	6.4		6.3	6.1 6.2 6.4 6.5
10	<b>Asia-Pacific challenges</b> (based on a QSCC module)	6	Emphasises the ways people are influenced by the region's landscapes and the challenges people have faced over time, especially in the Pacific. The unit can be based on a QSCC module and on commercial texts.	c. 1900 – present		6.2 6.3 6.4		6.3
10	<b>Timelines</b>	6	Students review earlier units and the history of ideas. In the process they use devices like timelines to 'bring it all together'. The outcomes of this unit can be negotiated to suit individual needs.	ancient to the present	?	?	?	?