



NSW Syllabus

History Elective

Years 7–10

Syllabus

© 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The NESA website holds the ONLY official and up-to-date versions of these documents available on the internet. ANY other copies of these documents, or parts of these documents, that may be found elsewhere on the internet might not be current and are NOT authorised. You CANNOT rely on copies from any other source.

The documents on this website contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the *Copyright Act 1968*.

When you access the material you agree:

- to use the material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire material without the prior permission of NESA
- to acknowledge that the material is provided by NESA
- to include this copyright notice in any copy made
- not to modify the material or any part of the material without the express prior written permission of NESA.

The material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: copyright@nesa.nsw.edu.au

Published by
NSW Education Standards Authority
GPO Box 5300
Sydney NSW 2001
Australia

www.educationstandards.nsw.edu.au

NCS-582

D2018/137469

Contents

Introduction.....	4
History Elective Key	7
Rationale	9
The Place of the History Elective Years 7–10 Syllabus in the K–12 Curriculum	10
Aim	11
Objectives.....	12
Outcomes	13
Stage Statements.....	16
Content.....	17
Content for Years 7–10.....	26
Years 7–10 Life Skills Outcomes and Content	34
Years 7–10 Life Skills Outcomes	35
Years 7–10 Life Skills Content	41
Assessment.....	50
Glossary	53

Introduction

The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *History Elective Years 7–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with disability gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with disability

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with [disability](#). [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with disability can access outcomes and content from Years 7–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate Stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate Stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [HSIE](#)
- [Special Education](#)
- [Life Skills](#).

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an additional language or dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

History Elective Key

The following codes and icons are used in the *History Elective Years 7–10 Syllabus*.

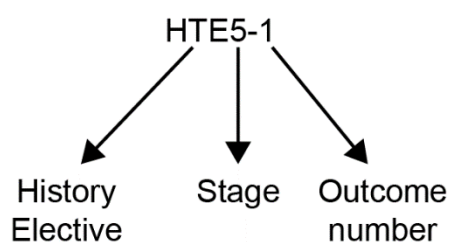
Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Stage 4, Stage 5 and Life Skills are represented by the following codes:

Stage	Code
Stage 4	4
Stage 5	5
Life Skills	LS

In the History Elective syllabus, outcome codes indicate subject, Stage and outcome number. For example:






Outcome code	Interpretation
HTE5-1	History Elective, Stage 5 – Outcome number 1
HTELS-3	History Elective, Life Skills – Outcome number 3








Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

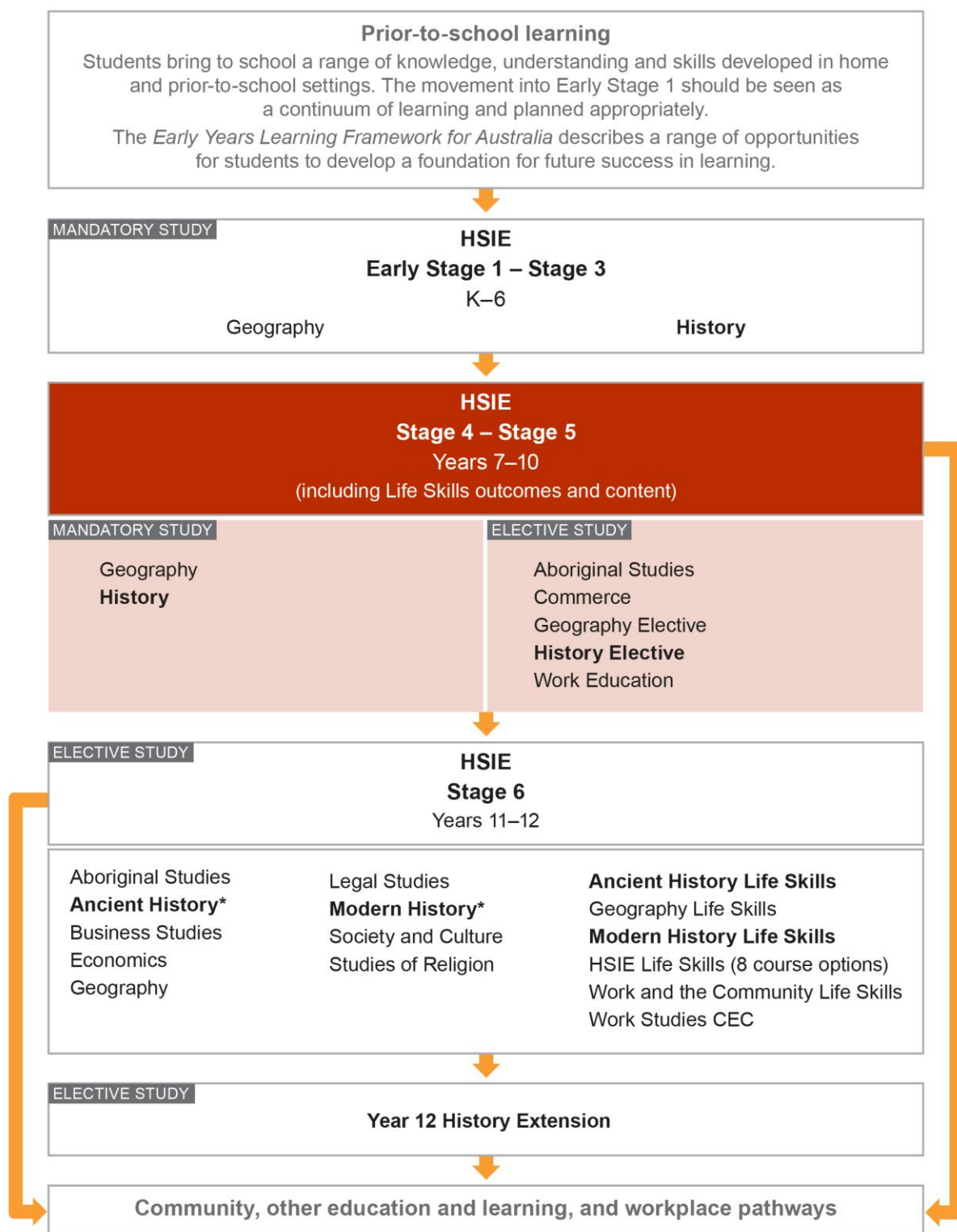
Rationale

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students develop an understanding that history is all around us and that historical evidence may be drawn from the physical remains of the past as well as written, visual and oral sources. They develop an appreciation of the process and role of archaeology in historical inquiry.

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. The History Elective course develops the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving information and communication technology (ICT), including evaluating web-based sources and using a range of technologies for historical research and communication.

The Place of the History Elective Years 7–10 Syllabus in the K–12 Curriculum



* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Aim

The aim of the *History Elective Years 7–10 Syllabus* is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.

Objectives

Knowledge and understanding

Students develop knowledge and understanding of:

- history and historical inquiry
- past societies and historical periods.

Skills

Students develop skills to:

- undertake the processes of historical inquiry
- communicate their understanding of history.

Values and attitudes

Students value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Outcomes

Table of objectives and outcomes – continuum of learning

Knowledge and understanding

Objective

Students develop knowledge and understanding of:

- history and historical inquiry

Stage 4 outcomes A student:	Stage 5 outcomes A student:
HTE4-1 explains the nature of history, heritage, archaeology and the methods of historical inquiry	HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE4-2 recognises the ways in which historical meanings can be constructed through a range of media	HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

Objective

Students develop knowledge and understanding of:

- past societies and historical periods

Stage 4 outcomes A student:	Stage 5 outcomes A student:
HTE4-3 sequences people and events or heritage features, within specific periods of time	HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE4-4 describes some of the main features of past societies or periods, including groups and personalities	HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
HTE4-5 describes the key features of cultural groups, sites and/or family in our shared heritage	HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

Skills

Objective

Students develop skills to:

- undertake the processes of historical inquiry

Stage 4 outcomes A student:	Stage 5 outcomes A student:
HTE4-6 identifies the meaning, purpose and context of historical sources	HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE4-7 identifies and discusses different contexts, perspectives and interpretations of the past	HTE5-7 explains different contexts, perspectives and interpretations of the past
HTE4-8 selects and organises relevant information from sources, to develop an historical inquiry	HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Objective

Students develop skills to:

- communicate their understanding of history

Stage 4 outcomes A student:	Stage 5 outcomes A student:
HTE4-9 uses a range of historical terms and concepts when communicating an understanding of the past	HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE4-10 selects and uses appropriate forms to communicate about the past	HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9. Teachers are advised to select from the elective course content to target the specific needs of students who commence study in Stage 4.

Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Stage 4

By the end of Stage 4, students explain the nature of history, heritage and archaeology, and their contribution to an understanding of the past. They recognise the ways in which historical meanings can be constructed through a range of media. They develop a knowledge and understanding of past societies and historical periods. Students sequence people and events or heritage features, within specific periods of time. They describe some of the major features of past societies, including groups and personalities. Students describe the key features of cultural groups, sites and/or family in our shared heritage. They outline patterns of continuity and change over time and explain the causes and consequences of events and developments.

Students identify and use the methods of historical inquiry. They select and organise relevant information from sources to develop and support an historical inquiry. They identify the meaning, purpose and context of historical sources. Students identify and discuss different contexts, perspectives and interpretations of the past. Students use a range of historical terms and concepts when communicating an understanding of the past. They select and use appropriate forms to communicate about the past.

Stage 5

By the end of Stage 5, students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate forms to communicate effectively about the past for different audiences.

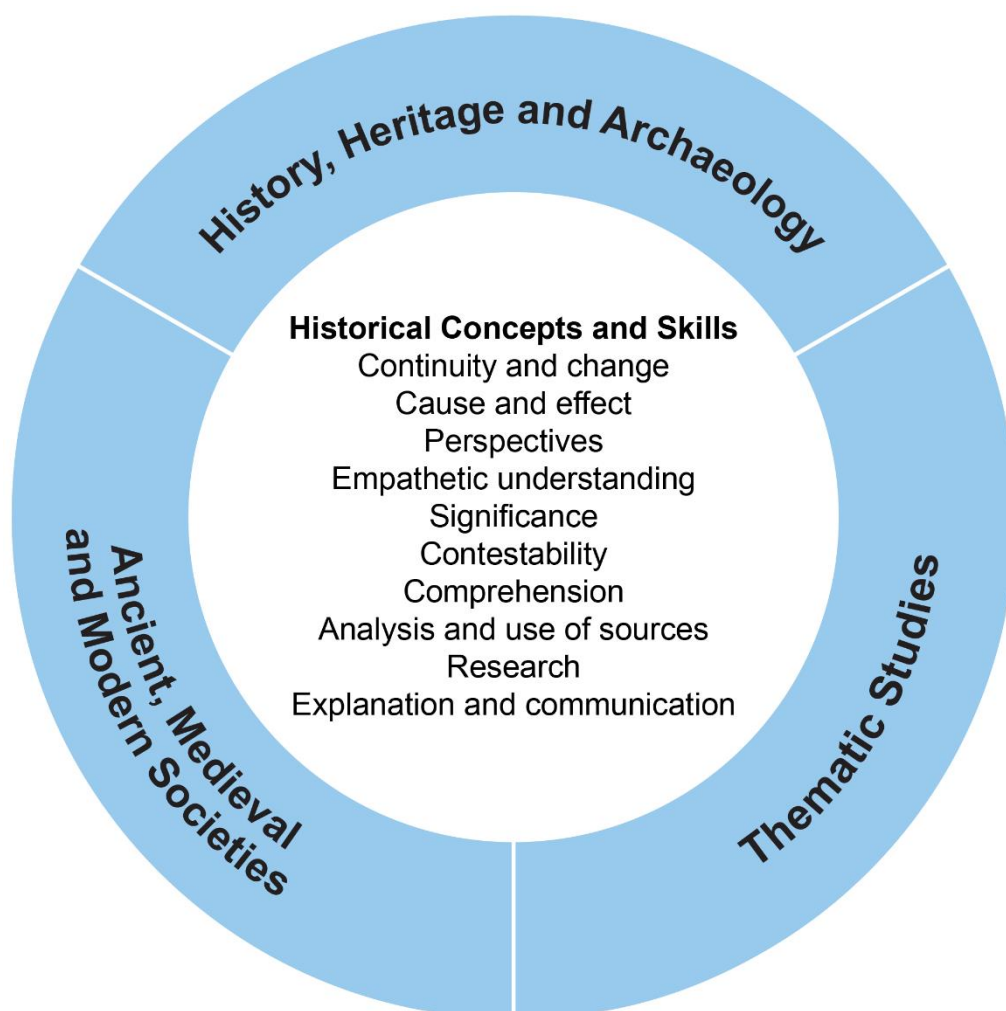
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next Stage of learning.

Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Course structure and requirements

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5.

The History Elective course consists of three topics which include a range of options for study.

The topics include:

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

Courses are structured in the following ways:

- 100 hours: ONE option from each of Topics 1, 2 and 3 must be studied
- 200 hours: ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics.

Topics may be integrated in teaching and learning programs.

Historical concepts and skills

The historical concepts and skills are to be integrated with the content of topics studied in the History Elective course.

The options selected in the History Elective course must not overlap or duplicate significantly any of the studies selected from the *History K–10 Syllabus* and the Stage 6 syllabuses for Ancient History, Modern History and History Extension.

Historical concepts and skills

The Years 7–10 Historical Concepts and Skills Continuums provide an overview of when each concept and skill is introduced to students and examples of how students' understanding of concepts and skills may be developed across Stage 4 and Stage 5.

Years 7–10 historical concepts continuum

Concept	Stage 4	Stage 5
Continuity and change <i>some aspects of a society, event or development change over time and others remain the same</i>	<ul style="list-style-type: none"> changes and continuities over a broad period of time 	<ul style="list-style-type: none"> reasons for change and continuity in a particular historical context
Cause and effect <i>events, decisions and developments in the past that produce later actions, results or effects</i>	<ul style="list-style-type: none"> developments, decisions and events from the past that produced later actions, results or consequences 	<ul style="list-style-type: none"> intended and unintended causes and consequences of a particular historical event or development
Perspectives <i>people from the past may have had different views and experiences from today, and from others at the time</i>	<ul style="list-style-type: none"> different perspectives of participants in a particular historical context 	<ul style="list-style-type: none"> the reasons for different perspectives in a particular historical context
Empathetic understanding <i>the ability to understand another's point of view, way of life and decisions made in a different period of time or society</i>	<ul style="list-style-type: none"> the actions, attitudes and motives of people in the context of the past 	<ul style="list-style-type: none"> the actions, values, attitudes and motives of people in the context of the past
Significance <i>the importance of an event, development, group or individual and their impact on their times and/or later periods</i>	<ul style="list-style-type: none"> the importance of an historical event, development or individual in an historical context 	<ul style="list-style-type: none"> the reasons why the importance of an event, development or individual may change over time
Contestability <i>how historians may dispute a particular interpretation of an historical source, event or issue</i>	<ul style="list-style-type: none"> historical sources, events and issues may be interpreted differently by historians 	<ul style="list-style-type: none"> historical sources, events and issues may be interpreted differently by historians depending on their perspectives and methods of inquiry

Years 7–10 historical skills continuum

Skill	Stage 4	Stage 5
Comprehension: chronology, terms and concepts	<ul style="list-style-type: none"> • read and understand historical texts • sequence historical events and periods • use historical terms and concepts 	<ul style="list-style-type: none"> • read and understand historical texts • sequence historical events to demonstrate the relationship between different periods, people and places • use historical terms and concepts in appropriate contexts
Analysis and use of sources	<ul style="list-style-type: none"> • identify the origin and purpose of primary and secondary sources • locate, select and use information from a range of sources as evidence • draw conclusions about the usefulness of sources 	<ul style="list-style-type: none"> • identify different types of sources • identify the origin, content, context and purpose of historical sources • process and synthesise information from a range of sources as evidence in an historical argument • evaluate the reliability and usefulness of historical sources for a specific historical inquiry
Perspectives and interpretations	<ul style="list-style-type: none"> • identify and describe different perspectives of participants in a particular historical context 	<ul style="list-style-type: none"> • identify and analyse the reasons for different perspectives in a particular historical context • recognise that historians may interpret events and developments differently
Empathetic understanding	<ul style="list-style-type: none"> • interpret history within the context of the actions, attitudes and motives of people in the context of the past 	<ul style="list-style-type: none"> • interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Skill	Stage 4	Stage 5
Research	<ul style="list-style-type: none"> pose a range of questions about the past to inform an historical inquiry identify and locate a range of relevant sources, using ICT and other methods use a range of communication forms and technologies 	<ul style="list-style-type: none"> pose and evaluate different kinds of questions about the past to inform an historical inquiry plan historical research to suit the purpose of an investigation identify, locate, select and organise information from a variety of sources, including ICT and other methods
Explanation and communication	<ul style="list-style-type: none"> develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources select and use a range of communication forms (oral, graphic, written and/or digital) to communicate effectively about the past 	<ul style="list-style-type: none"> develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources select and use a range of communication forms (oral, graphic, written and/or digital) to communicate effectively about the past for different audiences and different purposes

Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

Aboriginal and Torres Strait Islander histories and cultures 🖐️

The study of History Elective provides students with opportunities to develop knowledge and understanding of the history, heritage and archaeology related to Aboriginal and Torres Strait Islander Peoples as part of the shared history belonging to all Australians. They may examine the ways that different perspectives and interpretations of the histories of Aboriginal Peoples have been constructed over time, and recognise the evidence that Aboriginal Peoples have the oldest continuous cultures in the world. Aboriginal histories provide a relevant and valuable basis for an examination of local histories and various relevant thematic historical studies.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

There are opportunities to include Aboriginal and Torres Strait Islander histories and cultures throughout the *History Elective Years 7–10 Syllabus*. As it relates to a high proportion of the content descriptions, this particular area is not tagged in this syllabus.

Asia and Australia's engagement with Asia 🌐

Students have the opportunity to develop knowledge and understanding of Asia through film, historical fiction, museum and/or archival studies, oral history or historical reconstructions. Asia may be studied through archaeology, literature or a specific Asian study related to children in history, heroes and villains, religious beliefs and rituals through the ages, war and peace, world myths and legends, crime and punishment, music, women in history or a school-developed Asian study.

Sustainability 🌱

Students have the opportunity to develop knowledge and understanding of past societies and their access to and use of the Earth's resources. Heritage and conservation may involve an examination of the positive and negative impacts of peoples and governments on environments, through an examination of continuity, change and causation. Students develop an understanding of how people from the past were influenced by different values, attitudes and motives that may relate to sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and should be informed by historical trends and experiences.

Critical and creative thinking

The process of critical and creative thinking is central to historical inquiry. In an historical inquiry, students select and analyse a range of historical sources to locate relevant information and question sources such as for reliability and usefulness. History Elective provides opportunities for students to think critically by selecting and analysing sources for evidence in the process of constructing and defending an argument or interpretation. Students explore viewpoints and perspectives in the context of studying history. When investigating the past, sources are incomplete and, in this context, both critical and creative thinking are engaged in the construction of an historical explanation using limited evidence. These modes of thinking also provide scope for presenting new and challenging interpretations when difficult or distracting information, newly discovered sources or unsettling recent events contest our familiar understanding of the past and require that this past be reinterpreted.

Ethical understanding

Through a study of history, students engage with a range of human behaviours displayed by the peoples of the past. History Elective provides students with an opportunity to examine and explore the strengths and weaknesses, motives and actions of historical personalities and groups. The study of behaviours in past contexts enables students to compare and strengthen their own ethical understanding.

Information and communication technology capability

Students develop competence in information and communication technology (ICT) as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Competence in ICT is most evident in historical skills associated with locating, processing and communicating historical information. Through the study of History Elective, students have opportunities to use information technologies, access a growing range of digitised online materials, and analyse evidence and historical trends using spreadsheets and databases. Digital technologies enable students to create, publish and present their learning; communication technologies, for example wikis and blogs, can enhance students' analytical thinking capabilities; and online forums and videoconferencing provide opportunities for students to discuss and debate ideas.

Intercultural understanding

Intercultural understanding forms a vital element of the study of history. Students learn about the perspectives, beliefs, motives and values of people, past and present. Students have opportunities to engage with thematic studies of religious beliefs and rituals through the ages, world myths, legends, and music through history.

Literacy

History provides opportunities to develop students' literacy skills, including the reading and comprehension of texts, the understanding and use of specific historical language, the analysis and use of sources and historical texts, and researching and communicating in oral, written and/or digital forms for a variety of audiences.

Numeracy

Numeracy content within the study of history involves the construction and interpretation of timelines, graphs, tables, maps, scales and statistical data. Students have opportunities in History Elective to develop proficiency in applying these skills to represent, comprehend and analyse quantitative data to make meaning of the past.

Personal and social capability

The study of History Elective provides students with opportunities to investigate and appreciate the different ways people of the past managed their lives, their relationships, work, play and learning. Such learning enables students to experience and express the essential historical skill of empathetic understanding. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

Civics and citizenship

In History Elective, students investigate how their own and other societies have organised themselves, and have opportunities to explore how the ideals and practices of their own democratic society have evolved over time. Students examine the changing role of citizens in the context of other government systems and institutions over time, as well as political and social life in the past and present. Students examine how people from the past were influenced by different values, attitudes and motives through, for example relevant thematic studies such as crime and punishment, slavery and women in history.

Difference and diversity

History develops students' knowledge and understanding about difference and diversity among peoples of the past. Students learn to identify and examine the varying perspectives of individuals and groups throughout history and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between the present and the past and how people of the past may have been influenced by different values, attitudes and motives. Students have the opportunity to engage with thematic studies of religious beliefs and rituals through the ages.

Work and enterprise

In History Elective, there are opportunities to investigate and examine the living and working conditions of the people of the past and their experiences under changing social, economic and technological conditions.

Content for Years 7–10

Historical concepts and skills

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

The following historical concepts are to be integrated within the content of topics selected for the History Elective course.

Continuity and change: some aspects of a society, event or development change over time and others remain the same.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects.

Perspectives: people from the past may have had different views and experiences from today, and from others at the time.

Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods.

Contestability: how historians may dispute a particular interpretation of an historical source, event or issue.

The following historical skills for Stage 4 are to be integrated within the content of topics selected for the History Elective course.

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods
- use historical terms and concepts

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources
- locate, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources

Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context

Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past

Research

- pose a range of questions about the past to inform an historical inquiry
- identify and locate a range of relevant sources, using ICT and other methods
- use a range of communication forms and technologies

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and/or digital) to communicate effectively about the past

The following historical skills for Stage 5 are to be integrated within the content of topics selected for the History Elective course.

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events to demonstrate the relationship between different periods, people and places
- use historical terms and concepts in appropriate contexts

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of historical sources
- process and synthesise information from a range of sources as evidence in an historical argument
- evaluate the reliability and usefulness of historical sources for a specific historical inquiry

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context
- recognise that historians may interpret events and developments differently

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Research

- pose and evaluate different kinds of questions about the past to inform an historical inquiry
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and/or digital) to communicate effectively about the past for different audiences and different purposes

Topic 1: History, Heritage and Archaeology

Outcomes

A student:

- › applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1
- › examines the ways in which historical meanings can be constructed through a range of media HTE5-2
- › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6
- › explains different contexts, perspectives and interpretations of the past HTE5-7
- › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8

Related Stage 4 outcomes: HTE4-1, HTE4-2, HTE4-6, HTE4-7, HTE4-8

Related Life Skills outcomes: HTELS-1, HTELS-2, HTELS-3, HTELS-4, HTELS-9, HTELS-10, HTELS-11

Content focus

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option or explore a range of options to broaden students' understanding of the various ways that historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

This topic may be taught as a discrete topic or be integrated into Topics 2 and 3.

Inquiry question

- How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

Options

Students study at least ONE of the following:

- | | |
|-----------------------------|--|
| • Archaeological sites | • Historical reconstructions |
| • Biography | • History and the media |
| • Family history | • History websites/online environments |
| • Film as history | • Local history |
| • Heritage and conservation | • Museum and/or archives studies |
| • Historical fiction | • Oral history |

Content

History, archaeology and historical inquiry

Students:

- explain the features of history, heritage and archaeology 🗺️ 🏛️
- identify and assess the range of sources used in investigating history, heritage or archaeology 📖 📱 ⚙️
- examine the varying methods of historical and archaeological investigations ⚙️

Continuity and change

Students:

- explain the significance of features of continuity and change ⚙️ 🗺️

Historical meaning

Students:

- examine the varying constructions of historical meaning through a range of examples ⚙️ 📱 🗺️

Issues related to the study of the past

Students:

- identify and examine the various means of collecting sources, displaying the past and reconstructing the past ⚙️ 🗺️
- identify and assess the ethical issues arising from ownership of the past ⚙️ 🗺️
- analyse the significance of preservation and conservation issues ⚙️ 🗺️ 🏛️

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *Barrow Island (Archaeological sites)*
- *The Sutton Hoo Burial (Archaeological sites)*
- *Digital reconstructions of historic sites (Heritage and conservation, integrated with Historical reconstructions)*
- *Richard III (Historical reconstructions)*
- *Portrayals of the past (History websites/online environments, integrated with History and the media)*
- *Local site study (Local history, integrated with Oral history)*

Teachers may develop their own examples.

Topic 2: Ancient, Medieval and Modern Societies

Outcomes

A student:

- › applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1
- › sequences major historical events or heritage features, to show an understanding of continuity, change and causation HTE5-3
- › explains the importance of key features of past societies or periods, including groups and personalities HTE5-4
- › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8
- › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10

Related Stage 4 outcomes: HTE4-1, HTE4-3, HTE4-4, HTE4-8, HTE4-10

Related Life Skills outcomes: HTELS-1, HTELS-2, HTELS-5, HTELS-6, HTELS-7, HTELS-11, HTELS-13

Content focus

This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies. Students may focus on a particular time period, including the 21st century. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Students examine causation and factors contributing to continuity and change. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

Inquiry questions

- How does the study of ancient, medieval or modern societies contribute to our understanding of the past?
- What can be learned from this study about continuity, change and causation in history?

Options

Students study at least ONE ancient, medieval or modern society from one of the following areas:

- | | |
|----------------|-------------------|
| • Africa | • Europe |
| • The Americas | • The Middle East |
| • Asia | • The Pacific |
| • Australia | |

Content

Historical inquiry

Students:

- identify relevant sources for the chosen society ⚙️📖
- use historical sources appropriately in an historical inquiry ⚙️📖📚

Past societies and historical periods

Students:

- describe key features of the chosen society(ies) and historical period(s) 🌐📖⚙️
- sequence major events to show an understanding of continuity, change and causation ⚙️📖📚📖

Events, people and issues in the context of their own time

Students:

- explain how people of the past were influenced by different values, attitudes and motives ⚙️⚖️🌐
- discuss significant historical issues in the chosen society(ies) ⚙️

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *an Aboriginal Country/Language group in New South Wales (Australia)*
- *Literature of Ancient Greece and Rome (Europe); Archaeology of Bagan (Asia)*
- *The Ayutthaya Kingdom (Asia)*
- *The rise of the British Empire (Europe)*
- *Māori (The Pacific)*
- *Petra and the Nabateans (The Middle East)*

Teachers may develop their own examples.

Topic 3: Thematic Studies

Outcomes

A student:

- › applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1
- › evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-5
- › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6
- › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8
- › applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-9
- › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10

Related Stage 4 outcomes: HTE4-1, HTE4-5, HTE4-6, HTE4-8, HTE4-9, HTE4-10

Related Life Skills outcomes: HTELS-1, HTELS-2, HTELS-8, HTELS-9, HTELS-11, HTELS-12, HTELS-13

Content focus

This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

Inquiry question

- How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to a thematic study?

Options

Students study at least ONE of the following:

- | | |
|---|---|
| • Continuity and diversity of Aboriginal cultures and histories | • Power and political unrest |
| • Economy and society | • Religious and spiritual beliefs/practices |
| • Children in history | • Slavery |
| • Crime and punishment | • Sport and recreation in history |
| • Gender in the past | • War and peace |
| • Heroes and villains | • World myths and legends |
| • Music through history | • A school-developed study |

Content

Historical inquiry

Students:

- apply an understanding of the methods of historical inquiry ⚙️📖🎓
- evaluate the value of sources as evidence for an historical inquiry ⚙️
- locate, select, organise and communicate historical information from a number of sources to address historical problems and issues ⚙️📖🎓

Historical themes and concepts

Students:

- identify historical themes and concepts in appropriate historical contexts ⚙️
- outline and explain continuity and change within a specific historical context ⚙️
- sequence major events or cultural practices to show an understanding of continuity and change ⚙️📖📅📖

Events and people in the context of their time

Students:

- explain how people from the past were influenced by different values, attitudes and motives ⚙️🌐🌐

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *Cultural expression of local and neighbouring Aboriginal communities (Continuity and diversity of Aboriginal cultures and histories)*
- *Personalities of the Medieval World – Hero or villain? (Heroes and villains)*
- *Comparative Study: Greek and Roman myths and legends (World myths and legends)*
- *Historical experiences of ONE social group through the ages, eg people with disability (School-developed study)*
- *Propaganda through the ages (School-developed study)*

Teachers may develop their own examples.

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *History Elective Years 7–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [HSIE](#)
- [Special Education](#)
- [Life Skills](#).

Years 7–10 Life Skills Outcomes

Table of objectives and outcomes

Knowledge and understanding

Objective

Students develop knowledge and understanding of:

- history and historical inquiry

Life Skills outcomes A student:
HTELS-1 explores personal connections to history
HTELS-2 explores history, heritage and archaeology
HTELS-3 recognises a range of historical sources
HTELS-4 recognises that sources communicate ideas about history

Objective

Students develop knowledge and understanding of:

- past societies and historical periods

Life Skills outcomes A student:
HTELS-5 sequences historical people or events to demonstrate an understanding of time and chronology
HTELS-6 explores some features of past societies or periods
HTELS-7 explores significant groups or personalities within past societies or periods
HTELS-8 participates in an historical investigation to explore people, events, family and/or cultural practices over time

Skills

Objective

Students develop skills to:

- undertake the processes of historical inquiry

Life Skills outcomes A student:
HTELS-9 recognises sources that can be used to explore the past
HTELS-10 explores different perspectives of people, events or issues
HTELS-11 uses information from sources to independently or collaboratively investigate the past

Objective

Students develop skills to:

- communicate their understanding of history

Life Skills outcomes A student:
HTELS-12 uses historical terms to describe the past
HTELS-13 selects and uses a variety of strategies to organise and communicate information about the past

Values and attitudes

Objectives

Students value and appreciate:

- History as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge and understanding

Objective

Students develop knowledge and understanding of:

- history and historical inquiry

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
HTELS-1 explores personal connections to history HTELS-2 explores history, heritage and archaeology	HTE4-1 explains the nature of history, heritage, archaeology and the methods of historical inquiry HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTELS-3 recognises a range of historical sources HTELS-4 recognises that sources communicate ideas about history	HTE4-2 recognises the ways in which historical meanings can be constructed through a range of media HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

Objective

Students develop knowledge and understanding of:

- past societies and historical periods

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
HTELS-5 sequences historical people or events to demonstrate an understanding of time and chronology	HTE4-3 sequences people and events or heritage features, within specific periods of time HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTELS-6 explores some features of past societies or periods HTELS-7 explores significant groups or personalities within past societies or periods	HTE4-4 describes some of the main features of past societies or periods, including groups and personalities HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
HTELS-8 participates in an historical investigation to explore people, events, family and/or cultural practices over time	HTE4-5 describes the key features of cultural groups, sites and/or family in our shared heritage HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

Skills

Objective

Students develop skills to:

- undertake the processes of historical inquiry

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
HTELS-9 recognises sources that can be used to explore the past	HTE4-6 identifies the meaning, purpose and context of historical sources HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTELS-10 explores different perspectives of people, events or issues	HTE4-7 identifies and discusses different contexts, perspectives and interpretations of the past HTE5-7 explains different contexts, perspectives and interpretations of the past
HTELS-11 uses information from sources to independently or collaboratively investigate the past	HTE4-8 selects and organises relevant information from sources, to develop an historical inquiry HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Objective

Students develop skills to:

- communicate their understanding of history

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
HTELS-12 uses historical terms to describe the past	HTE4-9 uses a range of historical terms and concepts when communicating an understanding of the past HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTELS-13 selects and uses a variety of strategies to organise and communicate information about the past	HTE4-10 selects and uses appropriate forms to communicate about the past HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Topics

The following topics provide possible frameworks for addressing the Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop topics that will meet the needs, strengths, goals, interests and prior learning of their students.

- History, Heritage and Archaeology
- Ancient, Medieval and Modern Societies
- Thematic Studies.

Where appropriate, students should have the opportunity to investigate a variety of sites, people, societies, ideas, movements, events and developments through the study of History Elective Years 7–10 Life Skills.

Historical concepts and skills

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

The following historical concepts may be explored, as appropriate, through the History Elective Years 7–10 Life Skills outcomes and content to facilitate an understanding of the past and provide a focus for historical inquiries:

Continuity and change: some aspects of a society, event or development change over time and others remain the same.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects.

Perspectives: people from the past may have had different views and experiences.

Empathetic understanding: the ability to understand another's point of view, way of life and actions.

Significance: the importance of an event, development, group or individual.

The following historical skills may be integrated, as appropriate, into the History Elective Years 7–10 Life Skills outcomes and content:

Comprehension: chronology, terms and concepts

- demonstrate understanding of historical texts
- sequence historical people and events
- use historical terms.

Analysis and use of sources

- identify primary and secondary sources
- locate, select and use information from sources.

Perspectives and interpretations

- identify points of view in the past and present.

Empathetic understanding

- recognise that the behaviour and attitudes of people from the past may differ from people today.

Research

- pose questions about the past
- investigate questions about the past using relevant sources and ICT.

Explanation and communication

- develop historical texts, including narratives and descriptions
- select and use a range of communication forms, such as oral, graphic, written and/or digital, to communicate about the past.

Topic 1: History, Heritage and Archaeology

Outcomes

A student:

- › explores personal connections to history HTELS-1
- › explores history, heritage and archaeology HTELS-2
- › recognises a range of historical sources HTELS-3
- › recognises that sources communicate ideas about history HTELS-4
- › recognises sources that can be used to explore the past HTELS-9
- › explores different perspectives of people, events or issues HTELS-10
- › uses information from sources to independently or collaboratively investigate the past HTELS-11

Related Stage 4/5 outcomes: HTE4-1, HTE4-2, HTE4-6, HTE4-7, HTE4-8, HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8

Content focus

This topic focuses on developing students' understanding of history and the ways in which history can be recorded and interpreted. Teachers may examine a single option or explore a range of options to broaden students' understanding of the ways in which historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

This topic may be taught as a discrete topic or integrated into Topics 2 and 3.

Options

The options listed provide possible frameworks for addressing the content and are suggestions only.

- | | |
|-----------------------------|--|
| • Archaeological sites | • Historical reconstructions |
| • Biography | • History and the media |
| • Family history | • History websites/online environments |
| • Film as history | • Local history |
| • Heritage and conservation | • Museum and/or archives studies |
| • Historical fiction | • Oral history |

Content

Personal connections to history

Students:

- recognise significant people, such as family and/or carers, relatives and friends, in their personal histories ⚙️👤
- recognise significant events, such as celebrations, achievements, holidays and experiences, in their personal histories ⚙️👤
- identify the significance of a person or event in their personal history 👤
- recognise some aspects of their family heritage, for example:
 - cultural background 👤
 - shared experiences 👤
 - traditions 👤
- explore their family heritage 👤
- compare some aspects of their family heritage with those of their classmates ⚙️👤
- recognise significant people or events in the local community in their recent past ⚙️🌐👤🗣️
- participate in a celebration significant to their personal history, for example:
 - birthday 👤
 - Mother's Day/Father's Day 👤
 - specific cultural celebration 🌐👤

The range of historical sources

Students:

- recognise objects from the past as historical sources ⚙️
- recognise texts, including digital and visual texts, as historical sources 📖📱
- respond to one or more sources ⚙️📖📱
- compare primary and secondary sources ⚙️📖📱

How we discover what happened in the past

Students:

- respond to one or more sources to identify what they tell us about the past ⚙️📖📱
- pose questions about the past using sources ⚙️
- recognise a source as a means of generating or answering questions about the past ⚙️📖
- explore the difference between fact and opinion, for example:
 - explore firsthand and second-hand accounts of events ⚙️
 - view original film footage of an event and the fictional film version ⚙️📖📱
- recognise archaeology as a process historians use to discover the past ⚙️📖
- identify the role of archaeologists in understanding the past
- recognise some tools or methods used by archaeologists to find out about the past 📖📱
- recognise that there can be more than one way of representing people and events ⚙️
- participate in an investigation of an historically or culturally significant location in the local community using ICT and other sources as appropriate, for example: ⚙️📖📱
 - school
 - heritage building
 - museum
 - memorials
- participate in an investigation of an historically significant person in the local area or wider community using ICT and other sources as appropriate ⚙️📖📱

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *Researching their ancestry (Family history)*
- *Gallipoli (Film as history)*
- *Local site study (Local history integrated with Oral history)*

Teachers may develop their own examples.

Topic 2: Ancient, Medieval and Modern Societies

Outcomes

A student:

- › explores personal connections to history HTELS-1
- › explores history, heritage and archaeology HTELS-2
- › sequences historical people or events to demonstrate an understanding of time and chronology HTELS-5
- › explores some features of past societies or periods HTELS-6
- › explores significant groups or personalities within past societies or periods HTELS-7
- › uses information from sources to independently or collaboratively investigate the past HTELS-11
- › selects and uses a variety of strategies to organise and communicate information about the past HTELS-13

Related Stage 4/5 outcomes: HTE4-1, HTE4-3, HTE4-4, HTE4-8, HTE4-10, HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10

Content focus

This topic focuses on the major features of ancient, medieval or modern societies. Students may focus on a particular time period, including the 21st century. Students should continue to develop their understanding of history and their skills of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

Options

Students may study one or more ancient, medieval or modern society from any of the following areas.

- Africa
- The Americas
- Asia
- Australia
- Europe
- The Middle East
- The Pacific

Content

Past societies and historical periods

Students:

- recognise some features of past societies or historical periods 🌐🏠🔧🌟
- recognise some sources about the chosen society or historical period, for example: ⚙️📺👉
 - clothing
 - tools
 - texts
 - film footage
 - photographs
 - artworks
- describe aspects of everyday life in a past society or historical period using one or more sources 📺👉
- explore some traditions or cultural practices in a past society or historical period using one or more sources 📺👉
- identify some significant events of the past society or historical period ⚙️

- sequence significant events of the past society or historical period, for example: 📅📱📺
 - ordering events
 - independently or collaboratively constructing a timeline
- use one or more sources to ask questions about the chosen society or historical period ⚙️📱
- independently and/or collaboratively participate in an investigation of some key features of a past society or historical period using ICT and other sources as appropriate, for example: ⚙️📱🌐📱
 - housing
 - food
 - leisure
 - religion
 - celebrations
 - the role of men and women
 - government
 - social groups, eg people with disability

Groups and personalities within past societies and historical periods

Students:

- identify significant groups or personalities within the chosen past society or historical period ⚙️
- respond to one or more sources about a significant group or personality within the chosen past society or historical period ⚙️📱
- independently or collaboratively investigate a significant group or personality within the chosen past society or historical period using ICT and other sources as appropriate ⚙️📱🌐📱
- recognise different perspectives of significant groups or personalities within the chosen past society or historical period ⚙️✳️
- explore the legacy of a significant group or personality within the chosen past society or historical period ⚙️

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *Cultural practices of an Aboriginal Country/Language group in New South Wales (Australia)*
- *Religion of the Ayutthaya Kingdom (Asia)*
- *Contact and conflict in the British Empire (Europe)*
- *Daily life of Māori (The Pacific)*
- *Architecture of Petra and the Nabateans (The Middle East)*

Teachers may develop their own examples.

Topic 3: Thematic Studies

Outcomes

A student:

- › explores personal connections to history HTELS-1
- › explores history, heritage and archaeology HTELS-2
- › participates in an historical investigation to explore people, events, family and/or cultural practices over time HTELS-8
- › recognises sources that can be used to explore the past HTELS-9
- › uses information from sources to independently or collaboratively investigate the past HTELS-11
- › uses historical terms to describe the past HTELS-12
- › selects and uses a variety of strategies to organise and communicate information about the past HTELS-13

Related Stage 4/5 outcomes: HTE4-1, HTE4-5, HTE4-6, HTE4-8, HTE4-9, HTE4-10, HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10

Content focus

This topic offers the opportunity for students to engage in an area of interest and to develop an understanding of the thematic approach to the study of history. Students have opportunities to engage in historical inquiry. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.

Options

The options listed provide possible frameworks for addressing the content and are suggestions only.

- | | |
|---|---|
| • Continuity and diversity of Aboriginal cultures and histories | • Power and political unrest |
| • Economy and society | • Religious and spiritual beliefs/practices |
| • Children in history | • Slavery |
| • Crime and punishment | • Sport and recreation in history |
| • Gender in the past | • War and peace |
| • Heroes and villains | • World myths and legends |
| • Music through history | • A school-developed study |

Content

Historical inquiry

Students:

- recognise sources that could be used to explore a specific historical theme ⚙️
- locate and use historical information from one or more sources ⚙️ 📺 📖
- organise and communicate historical information relating to a specific historical theme ⚙️ 📺 📖

Events and people related to a specific historical theme

Students:

- recognise significant people or events related to a specific historical theme ⚙️ 🌐
- identify significant people or events related to a specific historical theme using ICT and other sources as appropriate ⚙️ 📺 🌐

The significance of the historical theme

Students:

- explore one or more changes and developments that have occurred over time in relation to a specific historical theme ⚙️
- explore the significance of a specific historical theme to our society ⚙️

There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.

Examples that could be used to illustrate aspects of the content include:

- *Anne Frank, Children's Crusade (Children in history)*
- *Ned Kelly, Albert Jacka, Mahatma Gandhi, Pol Pot, Nelson Mandela, Joan of Arc (Heroes and villains)*
- *Greek gods, Ancient Egyptian religion, Chinese religion, Indigenous spirituality (Religious and spiritual beliefs/practices)*
- *Olympic Games, Cathy Freeman, Frank Ponta, impact of technology on recreation/leisure (Sport and recreation in history)*
- *World War I, Between the wars, World War II, Vietnam War (War and peace)*
- *Witch trials, convict settlement in Australia, Winnie Mandela (Crime and punishment)*
- *Beethoven, The Beatles, The Sapphires (Music through history)*
- *William Wilberforce, abolishment of international slave trade (Slavery)*
- *Cleopatra, Hatshepsut, Sacajawea, Caroline Chisholm, Amelia Earhart, Doris Pilkington Garimara, Helen Keller, Oodgeroo Noonuccal (Gender in the past)*
- *Historical experiences of ONE social group through the ages, eg people with disability (School-developed study)*

Teachers may develop their own examples.

Assessment

Standards

The NSW Education Standards Authority (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

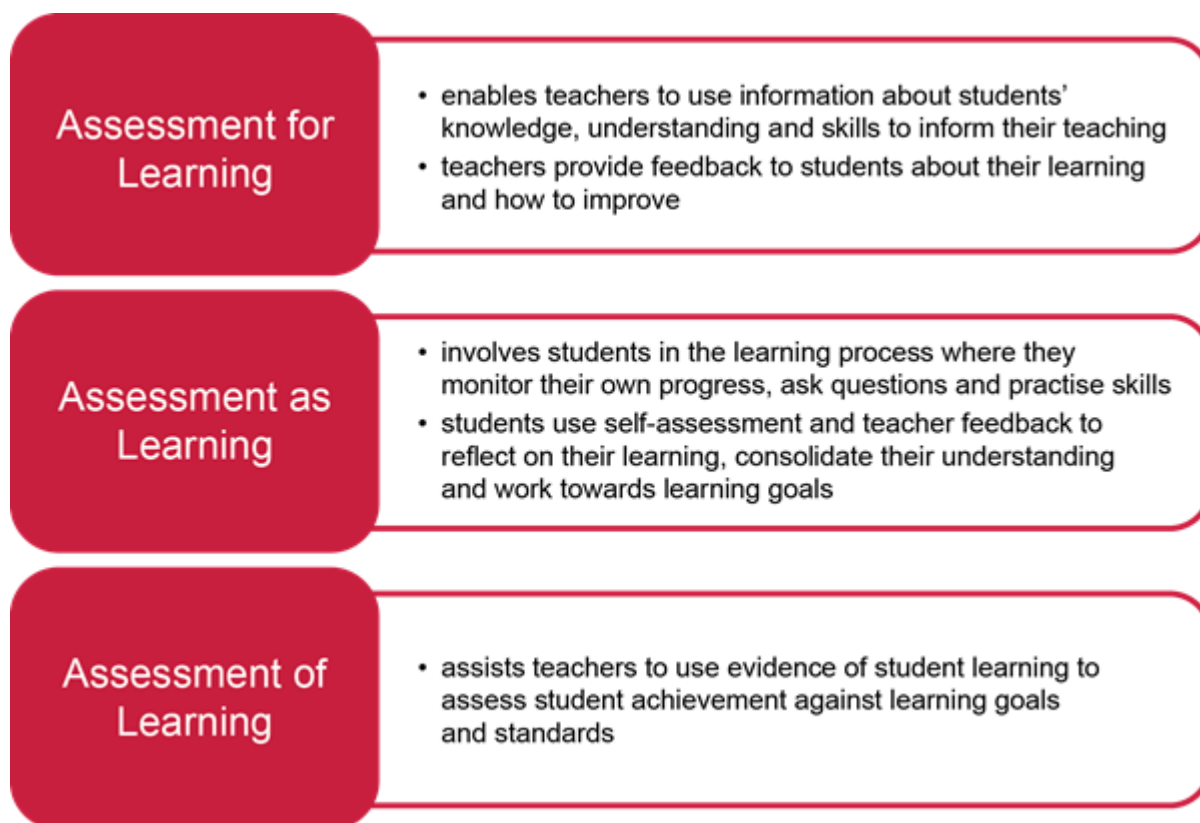
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in History Elective contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with disability and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [HSIE](#)
- [Special Education](#)
- [Life Skills](#).

Reporting

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with disability, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with disability to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
accessibility	The extent to which a system, environment or object may be used irrespective of a user's capabilities or abilities. For example, the use of assistive technologies to allow people with disability to use computer systems, or the use of icons in place of words to allow young children to use a system.
Ancient	As defined in the NSW <i>History Elective Years 7–10 Syllabus</i> , the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).
archives	Refers both to collections of public records, documents, etc and to the place(s) where they are stored.
causation	A process that includes a range of possible reasons for an historical event, situation or development.
collaboration/ collaboratively	Working with others towards a shared goal, through a variety of modes of communication. This may be achieved using a range of technologies, tools and processes.
conservation	The process of protection and preservation of the natural and heritage features of the environment.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a process.
copyright	The protection provided to the creators of original works that offers a legal framework for the control and reproduction or transmission of their creations. Copyright protects written works, computer programs and artistic works such as: architecture, broadcasts, computer programs, drawings, films, music, paintings, photographs, sound recordings and videos.
disability	<p>An umbrella term for any or all of the following components:</p> <ul style="list-style-type: none"> • impairments: challenges in body function or structure • activity limitations: difficulties in executing activities • participation restrictions: challenges an individual may experience in involvement in life situations.

Glossary term	Definition
diversity	Differences that exist within a group, eg age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion, learning differences, socioeconomic background, values and experience.
evidence	The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry.
heritage	Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.
Indigenous	Internationally recognised term for the first people of a land. In New South Wales the term 'Aboriginal person/Peoples' is preferred.
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory (see intellectual property).
intellectual property	Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions (see Indigenous cultural and intellectual property, and copyright).
medieval	The period of history from the end of the Western Roman Empire in the fifth century to the Renaissance and Reformation period of Europe in the sixteenth century.
Modern	As defined in the NSW <i>History Elective Years 7–10 Syllabus</i> , the period of time in the modern world generally between 1750 and the present.
reconstruction	A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites.
significance	The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.
source	Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.