Humanities – History scope and sequence: Levels 7 to 10

| **Levels 7 and 8** | | | **Levels 9 and 10** | | |
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| **Achievement standard** |  |  | |  |  |
| By the end of Level 8, students can analyse different interpretations of the establishment of early societies, explain global patterns of continuity and change and the sources of historical evidence of the period. They can describe the historical significance of the histories of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, ancient societies of Europe, Africa or Asia, and societies leading to the modern world between 600 and 1750 CE.  Students develop and apply historical questions to support the process of historical inquiry, when using historical concepts and sources across the range of historical contexts. They order historical narratives of events, ideas and developments chronologically to explain varied patterns and forms of continuity and change and their causes and consequences.  Students explain the features, content and context of primary and secondary sources and apply historical questions when drawing inferences from sources. They interpret the information from historical sources by analysing and verifying their accuracy and value as historical evidence.  Students use primary and secondary sources to identify and explain the perspectives of individuals and groups and use these sources to understand the beliefs, values and attitudes of the individuals and societies studied.  Students recognise the contested nature of the histories of early and pre-modern societies and apply this knowledge to identify and analyse different historical interpretations and debates.  Students recognise and explain varied patterns and forms of continuity and change in the societies they have studied and identify and explain the significant events, individuals, ideas and developments that contributed continuity and change. They establish and analyse historical significance using criteria to recognise and analyse the role and contributions of individuals, events, locations, developments and legacies of the societies they have studied.  When constructing historical interpretations of the societies studied, students use historical concepts, terms, concepts, relevant knowledge, conventions and evidence obtained from their analysis of primary and secondary historical sources. | | | By the end of Level 10, students evaluate the significant events, developments and ideas that shaped the modern world, including histories of Australia, the world wars and the Holocaust, and Aboriginal and Torres Strait Islander Peoples’ rights and freedoms over the period between 1750 and the early 21st century.  Students formulate and adapt historical questions to support the development of historical investigations and their use of historical sources and concepts to interpret the modern world. They organise historical narratives of events, ideas and developments in chronological order to explain varied patterns and forms of continuity and change and their causes and consequences.  Students analyse the key features of primary and secondary sources, their content and context, and apply historical questions when drawing inferences from them. They evaluate historical sources by verifying and corroborating their accuracy and value as historical evidence.  Students use historical sources to identify and analyse the perspectives of individuals and groups in the modern world and use these perspectives to understand the beliefs, values and attitudes of the individuals and societies studied.  Students recognise the contested nature of history and apply this knowledge to identify and evaluate different historical interpretations and debates.  Students analyse varied patterns and forms of continuity and change and analyse the significant events, individuals, ideas and development that contributed to and resulted from them. They analyse short- and long-term causes and intended and unintended consequences of significant events, individuals, ideas and developments and their relationships to continuity and change. They use criteria informed by historical questions to evaluate the historical significance events, ideas, individuals, groups, movements and developments of the modern world.  When constructing sustained historical interpretations, students use historical concepts, terms, relevant knowledge, conventions and evaluated evidence from a range of historical sources. | | |
| Content descriptions | | | | | |
| Strand: Historical Knowledge and Understanding | | | | | |
| Sub-strand: Overview: Levels 7 and 8 | | | Sub-strand: Overview: Levels 9 and 10 | | |
| *Students learn about:* | | | *Students learn about:* | | |
| interpretations of early human evolution and migration and the establishment of societies, including Aboriginal and Torres Strait Islander Peoples’ populating the Sahul mega-continent  VC2HH8K01 | | | causes and consequences of the Industrial Revolution, the movement of people and European imperialism  VC2HH10K01 | | |
| development and features of early societies, such as the development of technologies, agriculture, trade, social groups, religious beliefs and laws  VC2HH8K02 | | | significant ideas and developments and their impacts on society and politics  VC2HH10K02 | | |
| the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past  VC2HH8K03 | | | significant developments and events since 1945 that have contributed to global change, such as World War II, the United Nations, the Cold War and technologies  VC2HH10K03 | | |
| patterns of continuity and change caused by significant events between 600 CE and 1750 CE, including the transformation of the Roman world and the spread of major worldviews  VC2HH8K04 | | | the contribution of significant movements for social and political change since 1945, such as independence, nationalist and conservative political movements, indigenous rights, civil rights, women’s rights, LGBTQI+ rights and environmentalism  VC2HH10K04 | | |
| features of the pre-modern world, such as social structures, contact and conflict  VC2HH8K05 | | | the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of women  VC2HH10K05 | | |
|  | | | the continuing efforts to create change in the civil rights and freedoms in Australia, for Aboriginal and Torres Strait Islander Peoples, migrants and women  VC2HH10K06 | | |
| **Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era)** | | | **Sub-strand: Investigation: Australia (1750–1914)** | | |
| *Students learn about:* | | | *Students learn about:* | | |
| the diversity of Aboriginal and Torres Strait Islander Peoples’ knowledge and understanding of the creation of Country and Place and people in oral accounts, stories and artworks  VC2HH8K06 | | | Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings that shaped the relationship between Country and Place, communities and cultural practices during the 18th and early 19th centuries  VC2HH10K07 | | |
| Aboriginal and Torres Strait Islander Peoples’ responses to environmental processes and changes during Deep Time  VC2HH8K07 | | | the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places during the 18th and early 19th centuries  VC2HH10K08 | | |
| the features and structures of Aboriginal and Torres Strait Islander communities and their continuity and change over time, such as connection to Country and Place, spirituality and kinship systems  VC2HH8K08 | | | significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914  VC2HH10K09 | | |
| significant Aboriginal and Torres Strait Islander Peoples’ beliefs and values that shaped, and continue to shape, everyday life, such as the relationships with Country and Place, land, trade, technologies and stories  VC2HH8K09 | | | Aboriginal and Torres Strait Islander Peoples’, local-born colonists’ and migrants’ experiences and perspectives of continuity and change between 1750 and 1914  VC2HH10K10 | | |
| cultural protocols for maintaining and preserving Country and Place, ancestral remains, cultural artefacts and artworks and shared responsibility for their maintenance, continuing use and preservation  VC2HH8K10 | | | continuities and changes and their consequences on ways of life, living conditions, political and legal institutions and cultural expression around the turn of the 20th century  VC2HH10K11 | | |
| changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world’s oldest continuous cultures  VC2HH8K11 | | | interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratory  VC2HH10K12 | | |
| Sub-strand: Investigation: Ancient societies (10,000 BCE – 600 CE) | | | Sub-strand: Investigation: Australians at war (1914–1945) | | |
| *Students learn about:* | | | *Students learn about:* | | |
| the influence of the physical environment on the development of an ancient society  VC2HH8K12 | | | the causes of World War I and World War II  VC2HH10K13 | | |
| features and organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society  VC2HH8K13 | | | the reasons that Australians, including Aboriginal and Torres Strait Islander Peoples, fought in the world wars  VC2HH10K14 | | |
| significant beliefs, values, places and practices of an ancient society and their continuity and change over time, such as everyday life, worldviews, warfare, or death and funerary customs  VC2HH8K14 | | | significant places where Australians fought  VC2HH10K15 | | |
| significant events or turning points in an ancient society and their contribution to continuity and change  VC2HH8K15 | | | the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and women  VC2HH10K16 | | |
| causes and consequences of contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties  VC2HH8K16 | | | significant events and turning points of the world wars  VC2HH10K17 | | |
| the role, contribution and achievements of a significant individual or group to change an ancient society  VC2HH8K17 | | | continuities and changes in the nature of warfare  VC2HH10K18 | | |
| interpretations of the significance of an ancient society and/or individual and their legacies  VC2HH8K18 | | | significant consequences of the world wars on Australian society and the experiences and historical perspectives of those on the home front, including Aboriginal and Torres Strait Islander Peoples and women  VC2HH10K19 | | |
|  | | | the causes of the Holocaust  VC2HH10K20 | | |
|  | | | significant events, individuals and developments of the Holocaust  VC2HH10K21 | | |
|  | | | the diverse experiences and perspectives of Jewish and non-Jewish peoples of the Holocaust  VC2HH10K22 | | |
|  | | | different interpretations and debates about the significance and legacies of the world wars  VC2HH10K23 | | |
| Sub-strand: Investigation: Europe and the Mediterranean world (c. 600–1750 CE) | | | Sub-strand: Investigation: Asia (1750–present) | | |
| *Students learn about:* | | | *Students learn about:* | | |
| significant social, cultural, economic, environmental and political continuity and change in the way of life and the roles and relationships of different groups  VC2HH8K19 | | | the key social, cultural, economic and political features of a society during the 18th and 19th centuries  VC2HH10K24 | | |
| causes and consequences of a significant event, development or turning point that contributed to continuity and change  VC2HH8K20 | | | the causes and consequences of contact with other countries and/or colonisation and liberation of a society  VC2HH10K25 | | |
| experiences and perspectives of rulers and ruled, and the interaction between power and/or authority  VC2HH8K21 | | | significant events and influencing ideas that contributed to continuity and change in a society  VC2HH10K26 | | |
| the role and contribution of a significant individual and/or group to change  VC2HH8K22 | | | the experiences and perspectives of individuals, groups and movements within a society and their impact on the society over time  VC2HH10K27 | | |
| historical interpretations of an event, individual, group or institution and its legacies  VC2HH8K23 | | | continuities and changes on ways of life and living conditions, political and legal institutions, and cultural expression  VC2HH10K28 | | |
|  | | | interpretations and debates about a society’s history over time  VC2HH10K29 | | |
| Sub-strand: Investigation: Asia and the Pacific region (c. 600–1750 CE) | | | **Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present)** | | |
| *Students learn about:* | | | *Students learn about:* | | |
| significant social, cultural, economic, environmental and political continuities and changes in the way of life and the roles and relationships of different groups  VC2HH8K24 | | | Aboriginal and Torres Strait Islander Peoples’ experiences and perspectives of colonisation and resistance between 1788 and 1938  VC2HH10K30 | | |
| causes and consequences of a significant event, development or turning point that contributed to continuity and change  VC2HH8K25 | | | the significant events, developments, campaigns and movements for Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K31 | | |
| experiences and perspectives of rulers and ruled, and the interaction between power and/or authority  VC2HH8K26 | | | the experiences and perspectives of significant individuals and groups that contributed to or denied Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K32 | | |
| the role, contribution and achievements of a significant individual and/or group to change  VC2HH8K27 | | | the effectiveness of methods and tactics used to achieve Aboriginal and Torres Strait Islander Peoples’ rights and freedoms  VC2HH10K33 | | |
| historical interpretations of an event, individual, group or institution and its legacies  VC2HH8K28 | | | the rights and freedoms Aboriginal and Torres Strait Islander Peoples have secured since 1938  VC2HH10K34 | | |
|  | | | different historical interpretations and debates about Aboriginal and Torres Strait Islander Peoples’ rights and freedoms campaigns  VC2HH10K35 | | |
|  | | | Sub-strand: Investigation: The globalising world (1945–present) | | |
|  | | | *Students learn about:* | | |
|  | | | changing historical perspectives over time in relation to the developments in technology, public health, longevity and standards of living in the 20th century, and concern for the environment and sustainability  VC2HH10K36 | | |
|  | | | the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration  VC2HH10K37 | | |
|  | | | causes and consequences of significant post-1945 world events, ideas and developments, and their influences on Australia after 1945  VC2HH10K38 | | |
|  | | | continuities and/or changes caused by a major global influence, development and/or event after 1945  VC2HH10K39 | | |
|  | | | the historical perspectives of those who experienced a major global influence, development and/or event, and how these perspectives may have changed over time, including Australian and global perspectives  VC2HH10K40 | | |
|  | | | different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society  VC2HH10K41 | | |
| Strand: Historical Concepts and Skills | | | | | |
| Sub-strand: Historical questions | | | | | |
| *Students learn to:* | | | | | |
| develop and use historical questions to inform historical investigations  VC2HH8S01 | | | formulate, refine and use historical questions to inform historical investigations  VC2HH10S01 | | |
| Sub-strand: Chronology | | | | | |
| *Students learn to:* | | | | | |
| sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences  VC2HH8S02 | | | sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequences  VC2HH10S02 | | |
| Sub-strand: Using historical sources | | | | | |
| *Students learn to:* | | | | | |
| explain the features, content and context of historical sources  VC2HH8S03 | | | analyse the purpose, features, content and context of historical sources  VC2HH10S03 | | |
| analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequences  VC2HH8S04 | | | evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences  VC2HH10S04 | | |
| explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources  VC2HH8S05 | | | analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources  VC2HH10S05 | | |
| analyse historical interpretations and debates  VC2HH8S06 | | | evaluate historical interpretations and debates  VC2HH10S06 | | |
| Sub-strand: Continuity and change | | | | | |
| *Students learn to:* | | | | | |
| explain continuity and change  VC2HH8S07 | | | analyse continuity and change  VC2HH10S07 | | |
| Sub-strand: Causes and consequences | | | | | |
| *Students learn to:* | | | | | |
| explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and change  VC2HH8S08 | | | analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments and their contributions to continuity and change  VC2HH10S08 | | |
| Sub-strand: Historical significance | | | | | |
| *Students learn to:* | | | | | |
| analyse the significance of individuals, events, sites, developments and/or cultural achievements  VC2HH8S09 | | | evaluate the significance of individuals, groups, movements, events, developments and ideas  VC2HH10S09 | | |
| Sub-strand: Communicating | | | | | |
| *Students learn to:* | | | | | |
| construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources  VC2HH8S10 | | | construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources  VC2HH10S10 | | |