# History – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students explain aspects of daily life to identify how some aspects have changed over time, while others have remained the same. They describe personal and family life, a person, a site, or an event of significance in the local community.Student use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and range of sources. | By the end of Level 2, students identify continuity and change in personal, family and community life. They describe significant aspects of personal and family life, and of an individual, a site or an event in their community. They identify how changing technology has influenced the daily life of their families and close connections and in the wider community.Students ask historical questions to investigate the past and sequence significant events in the past and in their lives in chronological order. Students identify the features and content of sources and the perspectives of people in the past and present. They identify continuities and changes in daily life by comparing the past and the present and identify the causes and consequences of those changes. They identify significant individuals, events and places in their families and community. Students communicate an account of their lives, their family and close connections and community using historical terms and information from sources. | Refined and included more relevance to content descriptions and historical concepts |

### Content descriptions

#### VC2 strand: Historical Knowledge and Understanding

##### Sub-strand: Personal histories

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Who the people in their family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared (VCHHK058) | the stories of family and close connections, where they were born and raised, and how they are related to each otherVC2HH2K01 | Condensed for clarity |
| Differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time (VCHHK059) | differences in family structures and roles and how these have changed or remained the same over time VC2HH2K02 | More concise |
| How the present, past and future are signified by terms indicating and describing time (VCHHK060) |  | Removed |
| Differences and similarities between students' daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications (VCHHK061) | differences and similarities between students’ daily lives and how these have changed or remained the same over timeVC2HH2K03 | More expansive to ensure inclusivity for potentially diverse constitutions of students’ families |

##### Sub-strand: Community histories

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| How they, their family, friends and communities commemorate past events that are important to them (VCHHK062) | how they, their family and close connections, friends and communities commemorate significant past events that are important to their communityVC2HH2K04 | Broader in focus to ensure inclusivity |
| The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (VCHHK063)The significance today of an historical site of cultural or spiritual importance (VCHHK064) | the history of a local historical site of social, cultural or spiritual significance and how it has changed over timeVC2HH2K05 | Focus on historical sites, as people are covered in other content descriptions |
| The effect of changing technology on people’s lives and their perspectives on the significance of that change (VCHHK065) | the consequences of changing technologies on people’s lives at home, and the ways they worked, travelled and communicated in the past VC2HH2K06 | Uses historical concepts terminology of ‘consequences’ |

#### VC2 strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | ask historical questions about objects, people, places and events in the past and presentVC2HH2S01 | New content description |

##### Sub-strand: Chronology

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Sequence significant events about personal and family history to create a chronological narrative (VCHHC053) | sequence events chronologicallyVC2HH2S02 | More concise to also apply more broadly |

##### Sub-strand: Using historical sources

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the content features of primary sources when describing the significance of people, places or events (VCHHC054) | identify the features and content of sourcesVC2HH2S03 | More concise |
| Identify perspectives about changes to daily life from people in the past or present (VCHHC055) | identify perspectives of people in the past or present in sourcesVC2HH2S04 | More concise |

##### Sub-strand: Continuity and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify examples of continuity and change in family life and in the local area by comparing past and present (VCHHC056) | identify examples of continuity and change by comparing the past and presentVC2HH2S05 | More concise |

##### Sub-strand: Causes and consequences

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | identify the causes and consequences of changesVC2HH2S06 | New content description. Included to show progression across bands |

##### Sub-strand: Historical significance

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the significance of a person and/or place in the local community (VCHHC057) | identify the significance of an individual, event and/or placeVC2HH2S07 | More concise |

##### Sub-strand: Communicating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create a chronological account of events using historical terms and information from sources VC2HH2S08 | New content description |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences and perspectives of an individual or group over time. They recognise the significance of events in bringing about change.Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. They identify sources (written, physical, visual, oral), and locate information about their origin and content features.They describe perspectives of people from the past and recognise different points of view. Students create a narrative or description which explains continuity and change and cause and effect using historical terms. | By the end of Level 4, students describe continuity and change in their community and the significance of events, symbols and emblems in the celebration of Australia’s identity and diversity. They describe the significant events and the experiences and perspectives of people in Australia between 1750 and 1800. They describe causes and consequences of early colonisation for Aboriginal and Torres Strait Islander Peoples, new arrivals and the environment.Students ask a range of historical questions to identify evidence of the experiences of people in the past. They sequence events and life stories in chronological order to identify continuity and change in their community and in early colonial Australia. They identify the features and contexts of different primary and secondary historical sources. Students describe the perspectives of people in the past and why historical interpretations differ. Students identify and describe continuity and change in the community and in the early colonisation of Australia. They describe the causes and consequences of changes in local communities and the early colonisation of Australia. Students describe why events, symbols, emblems and the contributions of people from a range of backgrounds are significant to changes in communities and the early colonisation of Australia. Students describe historical developments and events using historical terms and use evidence drawn from historical sources. | Refined and included more relevance to content descriptions and historical concepts  |

### Content descriptions

#### VC2 strand: Historical Knowledge and Understanding

##### Sub-strand: Community, remembrance and celebrations

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072) | the significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their areaVC2HH4K01 | Refined with slight update in language |
|  | causes and consequences of changes in a local community and the contributions and experiences of people from diverse backgrounds to a local communityVC2HH4K02 | New content description |
| Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (VCHHK076)Significance of celebrations and commemorations in other places around the world (VCHHK077) | significant events, symbols and emblems that express Australian identity and diversity and how they are celebrated, commemorated or recognised, including Australia Day, Anzac Day, Harmony Week, the Australian flag, the Aboriginal flag and Torres Strait Islander People’s flagVC2HH4K03 | Segmented 2 content descriptions across 3 content descriptions, given their distinct focus |
| the changing ways Aboriginal and Torres Strait Islander Peoples’ knowledge, understandings and experiences are recognised, including Acknowledgement of Country, NAIDOC Week, Reconciliation Week and National Sorry DayVC2HH4K04 | Segmented 2 content descriptions across 3 content descriptions, given their distinct focus |
| the significance of national, religious and cultural celebrations and commemorations in Australia and other places around the worldVC2HH4K05 | Segmented 2 content descriptions across 3 content descriptions, given their distinct focus |

##### Sub-strand: Early colonisation of Australia to c. 1800

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078) | the diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and PlaceVC2HH4K06 | Refined based on advice from the Aboriginal and Torres Strait Islander Reference Group |
| Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival (VCHHK080) | the causes for the establishment of the first permanent British colony on Gadigal Country (Sydney) in 1788VC2HH4K07 | Refined based on advice from the Aboriginal and Torres Strait Islander Reference Group |
|  | the experiences and perspectives of individuals and groups, including military and civilian officials and convicts, involved in the establishment of the first British colony on Gadigal Country (Sydney) VC2HH4K08 | New content description |
| The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions (VCHHK081) | Aboriginal Peoples’ experiences, perspectives and responses to the impact of colonisation following the arrival of the First FleetVC2HH4K09 | Refined based on advice from the Aboriginal and Torres Strait Islander Reference Group |
| The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies (VCHHK079) |  | Removed |
|  | different interpretations of the early colonisation of Australia, including why British colonisation is interpreted as an invasion, and Terra NulliusVC2HH4K10 | New content description. Addition based on advice from the Aboriginal and Torres Strait Islander Reference Group |
| The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies (VCHHK074) |  | Removed. This content is sufficiently covered in Foundation to Level 2 |
| One significant narrative, myths or celebration from the past (VCHHK075) |  | Removed. This content is sufficiently covered in Foundation to Level 2 |

#### VC2 strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | ask a range of historical questions to identify evidence of the experiences of people in the pastVC2HH4S01 | New content description |

##### Sub-strand: Chronology

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement (VCHHC066) | sequence significant events and peoples’ life stories chronologically to identify continuity and changeVC2HH4S02 | Refined to be broader in scope |

##### Sub-strand: Using historical sources

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the origin and content features of primary sources when describing the significance of people, places and events (VCHHC067) | identify the features and content of historical sourcesVC2HH4S03 | Refined to be broader in scope |
| Describe perspectives of people from the past (VCHHC068) | describe perspectives of people from the past based on evidence from primary sourcesVC2HH4S04 | Refined to be specific to sources |
|  | describe different historical interpretationsVC2HH4S05 | New content description. Adapted VCHHC068 to focus on interpretations rather perspectives (important distinction in History) |

##### Sub-strand: Continuity and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration (VCHHC069)A significant example of change and a significant example of continuity over time in the local community, region or state/territory (VCHHK073) | identify and describe continuity and changeVC2HH4S06 | Combined and refined to be broader in scope and encompass both VCHHC069 and VCHHK073 |

##### Sub-strand: Causes and consequences

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | describe the causes and consequences of changeVC2HH4S07 | New content description, required for skills sub-strand |
| Identify and explain the causes and effects of European settlement and exploration (VCHHC070) |  | Now covered under VC2HH4K07 and VC2HH4K08 and VC2HH4K09 in Early colonisation of Australia to c. 1800 sub-strand |

##### Sub-strand: Historical significance

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe the significance of Australian celebrations, symbols and emblems (VCHHC071) | describe the significance of symbols, emblems, individuals, events and developmentsVC2HH4S08 | Refined to be broader in scope |

##### Sub-strand: Communicating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | develop historical interpretations using historical terms, knowledge and evidence from historical sourcesVC2HH4S09 | New content description |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group.Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. Students develop texts, particularly narratives and descriptions of continuity and change. In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. | By the end of Level 6, students explain the causes and consequences of the establishment of British colonies in Australia during the 1800s and the contribution of significant individuals, events and ideas to continuity and change to Australian politics and society, including Federation and migration between 1900 and 2000.Students develop and ask questions to assist their investigation into continuity and change in Australian history between 1800 and 2000. They organise events, developments and the lives of individuals in chronological order and use that information to create a narrative. Students identify the features, content and context of primary and secondary historical sources and describe the value of evidence in sources for specific historical investigations. They describe the perspectives, beliefs, values and attitudes of people and groups in Australia’s past using evidence from primary sources. Students recognise different historical interpretations and explain why they may vary. Students identify and compare patterns of continuity and change in the events and the lives of Australians between 1800 and 2000. They explain the causes and consequences of significant events, individuals and groups during the Australian colonial period and the 20th century. Students explain the significance of events, individuals and groups as factors contributing to continuity and change in Australia during the period of study. They construct interpretations of Australian history between 1800 and 2000 using appropriate historical terms and evidence drawn from primary and secondary sources. | Refined and included more relevance to content descriptions and historical concepts |

### Content descriptions

#### VC2 strand: Historical Knowledge and Understanding

##### Sub-strand: Australia (1800–1900)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 (VCHHK088) | the causes for the establishment of different British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places after 1800VC2HH6K01 | Broader scope now allows for causes for establishment |
| The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples (VCHHK089) | the impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environmentVC2HH6K02 | Refined to be more concise |
| The effects of a significant development or event on a colony (VCHHK090)The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091) | the continuities and changes associated with significant developments or events on a colonyVC2HH6K03 | Refined with inclusion of connection to skills sub-strand |
| The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095) | the causes and consequences of people migrating to a colony from Europe and Asia and the perspectives, experiences and contributions of a particular migrant group within a colonyVC2HH6K04 | Refined to be more concise |
| Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096) | the role of significant individuals or groups, including Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, on the development of or events in a colony VC2HH6K05 | Refined to be more concise |
|  | different interpretations of a significant historical development in a colony during the 19th centuryVC2HH6K06 | New content description. Important addition to adhere to historical concepts |

##### Sub-strand: Australia (1900–2000)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government (VCHHK093) | significant individuals, events and ideas that led to Australia’s Federation, including the Constitution and democratic systems of governmentVC2HH6K07 | Refined to be more concise |
| The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (VCHHK094) | the changing experiences and perspectives of Australian democracy and citizenship of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since FederationVC2HH6K08 | Refined to be more concise |
| The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091) | the causes for people migrating to Australia from Europe and Asia, including their experiences and perspectives, and their impacts on Australian society during the 20th centuryVC2HH6K09 | Refined |
| The role that a significant individual or group played in shaping and changing a colony (VCHHK092) | significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander Peoples and migrants, to changing Australian societyVC2HH6K10 | Slight update in categories of people for inclusivity |
|  | continuities and changes in the experiences of Aboriginal and Torres Strait Islander Peoples during the 20th centuryVC2HH6K11 | New content description. Important addition recommended by the Aboriginal and Torres Strait Islander Reference Group |
|  | different interpretations of a significant historical development in Australian society during the 20th centuryVC2HH6K12 | New content description. Important addition to adhere to historical concepts |

#### VC2 strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | ask and develop historical questions to direct historical investigations VC2HH6S01 | New content description |

##### Sub-strand: Chronology

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and effects of Federation on its people (VCHHC082) | sequence significant events, developments and the lives of individuals chronologically to describe continuity and change, and causes and consequencesVC2HH6S02 | Refined to be broader in scope and connect with other historical concepts and skills |

##### Sub-strand: Using historical sources

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation (VCHHC083) | describe the features, content and context of historical sources VC2HH6S03 | Refined to be more concise |
|  | describe the value of sources for use as evidence to identify historical significance and continuity and changeVC2HH6S04 | New content description. Important historical skill added |
| Describe perspectives and identify ideas, beliefs and values of people and groups in the past (VCHHC084) | describe historical perspectives and identify beliefs, values and attitudes of people and groups based on evidence from primary sourcesVC2HH6S05 | Refined to be broader in scope and connect with other historical concepts and skills |
|  | explain different historical interpretationsVC2HH6S06 | New content description. Important historical skill added |

##### Sub-strand: Continuity and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085) | describe patterns of continuity and change VC2HH6S07 | Refined to be more concise |

##### Sub-strand: Causes and consequences

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086) | explain the causes and consequences of significant events and developments VC2HH6S08 | Refined to be more concise |

##### Sub-strand: Historical significance

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation (VCHHC087) | explain the significance of events, individuals and groups that contributed to continuity and change VC2HH6S09 | Refined to be more concise |

##### Sub-strand: Communicating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | construct historical interpretations, using historical terms and evidence from historical sources VC2HH6S10 | New content description |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.Students sequence events and developments within a chronological framework with reference to periods of time. They locate and select historical sources and identify their origin, content features and purpose. Students explain the historical context of these sources. They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources. They explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. | 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. | Integrates more knowledge content descriptions and also reflects the corresponding content descriptions for VC2 |

### Content descriptions

#### VC2 strand: Historical Knowledge and Understanding

##### Sub-strand: Overview: Levels 7 and 8

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | interpretations of early human evolution and migration and the establishment of societies, including Aboriginal and Torres Strait Islander Peoples’ populating the Sahul mega-continentVC2HH8K01 | New content description to better align with other Historical Knowledge and Understanding sub-strands |
|  | development and features of early societies, such as the development of technologies, agriculture, trade, social groups, religious beliefs and lawsVC2HH8K02 | New content description to better align with development in historical skills and concepts  |
| The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK114)The significance and importance of conserving the remains and heritage of the past (VCHHK115) | 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 pastVC2HH8K03 | Refined to include importance of archaeology in a single content description |
|  | 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 worldviewsVC2HH8K04 | New content description, to better align with development in historical skills and concepts  |
|  | features of the pre-modern world, such as social structures, contact and conflictVC2HH8K05 | New content description to better align with development in historical skills and concepts  |
| Changes in society and the perspectives of key groups affected by change including the influence of law and religion (VCHHK110) |  | Removed because this is now an overview; key groups examined in Investigations |

##### Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK106) | 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 artworksVC2HH8K06 | Updated language  |
| How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples’ communities, foundational stories and land management practices (VCHHK105) | Aboriginal and Torres Strait Islander Peoples’ responses to environmental processes and changes during Deep TimeVC2HH8K07 | Updated language  |
| The significance and importance of conserving the remains and heritage of the past (VCHHK115) | 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 systemsVC2HH8K08 | Broadened the scope to expanded features and structures |
|  | 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 storiesVC2HH8K09 | New content description |
| The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108) | cultural protocols for maintaining and preserving Country and Place, ancestral remains, cultural artefacts and artworks and shared responsibility for their maintenance, continuing use and preservationVC2HH8K10 | Updated language and provided more specificity for clarity |
|  | changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world’s oldest continuous culturesVC2HH8K11 | New content description |

##### Sub-strand: Investigation: Ancient societies (10,000 BCE – 600 CE)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| **Europe and the Mediterranean world**Choose at least one of the following:EgyptGreeceRome**The Asia-Pacific world**Choose at least one of the following:IndiaChinaHow physical features influenced the development of the civilisation (VCHHK109) | the influence of the physical environment on the development of an ancient societyVC2HH8K12 | Changed ‘civilisation’ to ‘ancient society’ |
| Changes in society and the perspectives of key groups affected by change including the influence of law and religion (VCHHK110) | features and organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing societyVC2HH8K13 | Refined wording |
| Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs (VCHHK111) | 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 customsVC2HH8K14 | Refined to include language from historical skills and concepts |
|  | significant events or turning points in an ancient society and their contribution to continuity and changeVC2HH8K15 | New content description. Added to maintain connection to historical skills and concepts |
| Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs (VCHHK112) | 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 treatiesVC2HH8K16 | Refined to include language from historical skills and concepts |
| The role and achievements of a significant individual in an ancient society (VCHHK113) | the role, contribution and achievements of a significant individual or group to change an ancient societyVC2HH8K17 | Refined to add more opportunities to focus on groups |
|  | interpretations of the significance of an ancient society and/or individual and their legaciesVC2HH8K18 | New content description |
| The nature of sources of evidence about ancient Australia and what they reveal about Australia’s ancient past, such as the use of resources (VCHHK107) |  | Removed as language about ‘ancient Australia’ no longer connects with VC2 |

##### Sub-strand: Europe and the Mediterranean world (c. 600–1750 CE)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| **Europe and the Mediterranean world**Choose at least one of the following:The Vikings (c.790 – c.1066)Medieval Europe (c.590 – c.1500)The Ottoman Empire (c.1299 – c.1683)**The Asia-Pacific world**Choose at least one of the following:Angkor/Khmer Empire (c.802 – c.1431)Mongol Expansion (c.1206 – c.1368)Japan under the Shoguns (c.794 – 1867)The Polynesian expansion across the Pacific (c.700 – 1756)**Expanding Contacts: Discovery and Exploration**Choose at least one of the following:Renaissance Italy (c.1400 – c.1600)The Spanish Conquest of the Americas (c.1492 – c.1572)The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116) | significant social, cultural, economic, environmental and political continuity and change in the way of life and the roles and relationships of different groupsVC2HH8K19 | Added connection to historical skill of continuity and change |
|  | causes and consequences of a significant event, development or turning point that contributed to continuity and change VC2HH8K20 | New content description |
|  | experiences and perspectives of rulers and ruled, and the interaction between power and/or authorityVC2HH8K21 | New content description |
|  | the role and contribution of a significant individual and/or group to change VC2HH8K22 | New content description |
|  | historical interpretations of an event, individual, group or institution and its legaciesVC2HH8K23 | New content description |

##### Sub-strand: Investigation: Asia and the Pacific region (c. 600–1750 CE)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| **Europe and the Mediterranean world**Choose at least one of the following:The Vikings (c.790 – c.1066)Medieval Europe (c.590 – c.1500)The Ottoman Empire (c.1299 – c.1683)**The Asia-Pacific world**Choose at least one of the following:Angkor/Khmer Empire (c.802 – c.1431)Mongol Expansion (c.1206 – c.1368)Japan under the Shoguns (c.794 – 1867)The Polynesian expansion across the Pacific (c.700 – 1756)**Expanding Contacts: Discovery and Exploration**Choose at least one of the following:Renaissance Italy (c.1400 – c.1600)The Spanish Conquest of the Americas (c.1492 – c.1572)The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116)One significant challenge and one development faced by the society that caused progress or decline (VCHHK120)Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117) | significant social, cultural, economic, environmental and political continuities and changes in the way of life and the roles and relationships of different groupsVC2HH8K24 | Encompasses 3 content descriptions. Added connection to historical skill of continuity and change |
|  | causes and consequences of a significant event, development or turning point that contributed to continuity and change VC2HH8K25 | New content description |
| Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118) | experiences and perspectives of rulers and ruled, and the interaction between power and/or authorityVC2HH8K26 | Refined wording |
| The role and achievements of a significant individual and/or group (VCHHK119) | the role, contribution and achievements of a significant individual and/or group to change VC2HH8K27 | Refined |
|  | historical interpretations of an event, individual, group or institution and its legaciesVC2HH8K28 | New content description |

#### VC2 strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | develop and use historical questions to inform historical investigationsVC2HH8S01 | New content description |

##### Sub-strand: Chronology

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097) | sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequencesVC2HH8S02 | Added historical skills and concepts |

##### Sub-strand: Using historical sources

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explain the features, content and context of historical sourcesVC2HH8S03 | New content description |
| Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099) | analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequencesVC2HH8S04 | Refined to include language for broader focus |
|  | explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sourcesVC2HH8S05 | New content description |
| Explain different historical interpretations and contested debates about the past (VCHHC101)Analyse the different perspectives of people in the past (VCHHC100) | analyse historical interpretations and debatesVC2HH8S06 | Updated command term to ensure progression across bands |

##### Sub-strand: Continuity and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098) | explain continuity and changeVC2HH8S07 | Combined 2 content descriptions into one, updating command term to ensure progression across bands |

##### Sub-strand: Causes and consequences

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104) | explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and changeVC2HH8S08 | Combined 2 content descriptions into one, updating command term to ensure progression across bands |

##### Sub-strand: Historical significance

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | analyse the significance of individuals, events, sites, developments and/or cultural achievements VC2HH8S09 | New content description |

##### Sub-strand: Communicating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sourcesVC2HH8S10 | New content description |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people’s actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these 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. | Integrates more knowledge content descriptions and also reflects the corresponding content descriptions for VC2 |

### Content descriptions

#### ACV9 Strand: Knowledge and understanding

##### Sub-strand: Overview: Levels 9 and 10

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Industrial Revolution (1750 – 1914)Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia (VCHHK129) | causes and consequences of the Industrial Revolution, the movement of people and European imperialismVC2HH10K01 | Broader than UK and Australia now |
|  | significant ideas and developments and their impacts on society and politicsVC2HH10K02 | New content description |
|  | significant developments and events since 1945 that have contributed to global change, such as World War II, the United Nations, the Cold War and technologiesVC2HH10K03 | New content description |
|  | 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 environmentalismVC2HH10K04 | New content description |
|  | the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of womenVC2HH10K05 | New content description |
|  | the continuing efforts to create change in the civil rights and freedoms in Australia, for Aboriginal and Torres Strait Islander Peoples, migrants and womenVC2HH10K06 | New content description |
| Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people (VCHHK130) |  | To reduce content for overview, this is now included in VC2HH10K01 |
| Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication (VCHHK132) |  | To reduce content for overview, this is now included in VC2HH10K01 |
| Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution (VCHHK131) |  | To reduce content for overview, this is now included in VC2HH10K01 |

#####  Sub-strand: Australia (1750–1914)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | 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 centuriesVC2HH10K07 | New content description. An important addition, on advice from the Aboriginal and Torres Strait Islander Reference Group  |
|  | the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places during the 18th and early 19th centuriesVC2HH10K08 | New content description |
|  | significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914VC2HH10K09 | New content description |
| Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values (VCHHK137) | Aboriginal and Torres Strait Islander Peoples’, local-born colonists’ and migrants’ experiences and perspectives of continuity and change between 1750 and 1914VC2HH10K10 | Refined wording |
|  | 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 centuryVC2HH10K11 | New content description |
|  | interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratoryVC2HH10K12 | New content description. Added to align better with historical concepts and skills |

##### Sub-strand: Australians at war (1914–1945)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|

|  |
| --- |
| Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort (VCHHK139)Causes of World War II and the reasons why Australians enlisted to go to war (VCHHK145) |

 | the causes of World War I and World War IIVC2HH10K13 | Now includes both wars and split VCHHK139 to focus on causes |
|  | the reasons that Australians, including Aboriginal and Torres Strait Islander Peoples, fought in the world warsVC2HH10K14 | New content description. VC2 now includes both wars and splits VCHHK139 to focus on reasons why Australians went to war |
| Significant places where Australians fought and explore their perspectives and experiences in these places (VCHHK140)Significant places where Australians fought and their perspectives and experiences in these places (VCHHK146) | significant places where Australians foughtVC2HH10K15 | Changed to include both wars, focus on places |
|  | the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and womenVC2HH10K16 | Changed to include both wars, focus on experiences and perspectives |
| Significant events, turning points of the war and the nature of warfare (VCHHK141)Significant events, turning points of World War II and the nature of warfare, including the Holocaust and use of the atomic bomb (VCHHK147) | significant events and turning points of the world wars VC2HH10K17 | Now includes both wars |
|  | continuities and changes in the nature of warfareVC2HH10K18 | New content description. Important inclusion of historical skills and concepts that connects the 2 wars, as they are now included together |
| Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK142)Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK148)Significance of World War I to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia (VCHHK143)Significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations (VCHHK149) | 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 | Now includes both wars |
| Significant events, turning points of World War II and the nature of warfare, including the Holocaust and use of the atomic bomb (VCHHK147) | the causes of the HolocaustVC2HH10K20 | Added to support the requirement for Holocaust education |
| significant events, individuals and developments of the Holocaust VC2HH10K21 | Added to support the requirement for Holocaust education |
| the diverse experiences and perspectives of Jewish and non-Jewish peoples of the HolocaustVC2HH10K22 | Added to support the requirement for Holocaust education |
| Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war (VCHHK144)Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war (VCHHK150) | different interpretations and debates about the significance and legacies of the world warsVC2HH10K23 | Simplified and includes both wars |

##### Sub-strand: Asia (1750–present)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918Key social, cultural, economic, and political features of one society at the start of the period (VCHHK133) | the key social, cultural, economic and political features of a society during the 18th and 19th centuriesVC2HH10K24 | Refined language |
| Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (VCHHK134) | the causes and consequences of contact with other countries and/or colonisation and liberation of a societyVC2HH10K25 | Refined language |
| Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates (VCHHK135) | significant events and influencing ideas that contributed to continuity and change in a society VC2HH10K26 | Simplified language |
|  | the experiences and perspectives of individuals, groups and movements within the society and their impact on a society over timeVC2HH10K27 | New content description |
| Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHK136) | continuities and changes on ways of life and living conditions, political and legal institutions, and cultural expression VC2HH10K28 | Simplified language |
|  | interpretations and debates about a society’s history over timeVC2HH10K29 | New content description. Important for historical skills and concepts |
| Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people (VCHHK138) |  | Removed to allow for greater breadth in other sub-strands |

##### Sub-strand: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152) | Aboriginal and Torres Strait Islander Peoples’ experiences and perspectives of colonisation and resistance between 1788 and 1938VC2HH10K30 | Updated to current sub-strand |
| Effects of the US civil rights movement and its influence on Australia (VCHHK153) |  | Removed |
| Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154) | the significant events, developments, campaigns and movements for Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K31 | Updated to current sub-strand |
| Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155) | the experiences and perspectives of significant individuals and groups that contributed to or denied Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K32 | Refined to provide greater scope |
| Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155) | the effectiveness of methods and tactics used to achieve Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K33 | Simplified language and scope |
| Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156) | the rights and freedoms Aboriginal and Torres Strait Islander Peoples have secured since 1945VC2HH10K34 | Updated to current sub-strand |
|  | different historical interpretations and debates about Aboriginal and Torres Strait Islander Peoples’ rights and freedoms campaignsVC2HH10K35 | New content description. Important to connect to historical skills and concepts |

##### Sub-strand: The globalising world (1945–present)

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia (VCHHK159) | 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 sustainabilityVC2HH10K36 | Refined  |
| Significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (VCHHK151) | the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declarationVC2HH10K37 | Refined |
| **The globalising world**Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century.Choose at least one of the following:Popular cultureThe Environment movementMigration experiencesPolitical CrisisEffects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157)Causes and developments of the major global influences on Australia (VCHHK158)Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157) | causes and consequences of significant post-1945 world events, ideas and developments, and their influences on Australia after 1945 VC2HH10K38 | Refined language to better suit updated sub-strand |
|  | continuities and/or changes caused by a major global influence, development and/or event after 1945VC2HH10K39 | New content description |
| The perspectives of people and different historical interpretations and debates from the period (VCHHK160) | 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 |  Segmented one content description across 2 content descriptions, given their distinct focus |
|  | different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society VC2HH10K41 | Segmented one content description across 2 content descriptions, given their distinct focus |

#### VC2 strand: Historical Concepts and Skills

##### Sub-strand: Historical questions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | formulate, refine and use historical questions to inform historical investigations VC2HH10S01 | New content description |

##### Sub-strand: Chronology

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) | sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequencesVC2HH10S02 | Added historical skills and concepts |

##### Sub-strand: Using historical sources

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) | analyse the purpose, features, content and context of historical sourcesVC2HH10S03 | Split one content description into 2 |
| evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequencesVC2HH10S04 | Split one content description into 2 |
|  | analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sourcesVC2HH10S05 | New content description |
| Evaluate different historical interpretations and contested debates (VCHHC125) | evaluate historical interpretations and debatesVC2HH10S06 | Refined |

##### Sub-strand: Continuity and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and evaluate the broad patterns of change over the period 1750–present (VCHHC122)Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (VCHHC124)Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) | analyse continuity and change VC2HH10S07 | Combined 3 content descriptions into one; updated command term to ensure progression across bands |

##### Sub-strand: Causes and consequences

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) | 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 | Simplified language |

##### Sub-strand: Historical significance

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate the historical significance of an event, idea, individual or place (VCHHC128) | evaluate the significance of individuals, groups, movements, events, developments and ideasVC2HH10S09 | Refined |

##### Sub-strand: Communicating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources VC2HH10S10 | New content description |