Introducing History Version 2.0

The revised Victorian Curriculum F–10 History aims to ensure that Victorian students develop an interest in, and enjoyment of, historical study for lifelong learning and work by cultivating a sense of wonder and curiosity. It develops their capacity and willingness to be active and informed citizens by fostering an understanding of social diversity, inclusion and social participation through the learning of discipline-specific concepts, knowledge and skills.

History Version 2.0 reflects the expertise and feedback of Victorian teachers, academics, historians, Aboriginal and Torres Strait Islander Histories and Cultures Curriculum Reference Panel, and the wider Victorian community. The revised curriculum will make it easier for teachers to plan, assess and report on student learning.

Clearer content descriptions aligned closely with achievement standards, plus streamlined elaborations

* **Content descriptions have been refined and clarified** to provide specific historical contexts that will make it easier for teachers to plan their teaching and learning programs.
* **Achievement standards are clearer**, with their language now more clearly connected with the content descriptions.
* **Refined and consistent structure of the achievement standards** better represents progression along the continuum of learning.
* **Revised and new elaborations** provide a range of quality and fit-for-purpose suggestions that contextualise the content for teachers.
* **Elaborations are ordered to improve the flow of examples** to better relate to the content descriptions.
* **Alignment of content descriptions, elaborations and achievement standards** offers a clearer progression of knowledge and understanding, and skills across the bands, helping teachers to engage with and track student learning across the learning continuum.
* **The Historical Concepts and Skills strand has been refined** to include the Historical questions and Communicating sub-strands, to strengthen Historical thinking and inquiry.

Stronger focus on Aboriginal and Torres Strait Islander Histories and Cultures

* **Students are required to engage with Aboriginal and Torres Strait Islander Histories and Cultures across all bands**, with content including:
* local histories (Foundation to Level 2)
* significance of Country and Place (Levels 3 and 4)
* Aboriginal and Torres Strait Islander Peoples’ responses to colonisation (Levels 5 and 6)
* Deep Time to the modern era (Levels 7 and 8)
* Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (Levels 9 and 10).
* **Significant connections are provided to the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures**.

Other key revisions

Foundation to Level 6

* Alignment is stronger between the Victorian Early Years Learning and Development Framework (VEYLDF) and the Foundation to Level 2 curriculum by enabling students to learn about their personal histories in a way that builds on the VEYLDF Learning Outcomes and Practice Principles.
* Study-specific language and terminology aligns with the content descriptions, elaborations and achievement standards at Foundation to Level 6 to ensure a clear and consistent progression of historical knowledge, concepts and skills into Levels 7 to 10.

Levels 7 to 10

* The required investigations have been reduced in number at both Levels 7 and 8 and Levels 9 and 10. The reduction will allow more time for depth of studies, with the flexibility (pertinent to each classroom and school context) to study more than the required options.
* Overview and Investigation sub-strands enable students to learn in both breadth and depth in each historical period. Schools may choose the order and manner of sub-strand combination.
* A combination of required content and choice is included across bands. Where there is choice, schools should consider what best suits their local school context.
* Elaborations at Levels 9 and 10 for modern history are updated to the present day.
* A new requirement of the sub-strand Investigation: Asia (1750–present) is introduced at Levels 9 and 10. Schools may choose the Asian society they want to focus on for this investigation, and suggestions are available in the elaborations of the content descriptions.
* A new topic at Levels 9 and 10, studying regional and global conflict, is introduced as part of Investigation: The globalising world (1945–present). Schools may choose the regional or global conflict to focus on for this investigation, and suggestions are available in the elaborations of the content descriptions.
* There are clearer connections to the historical concepts and skills of History Version 2.0 and Senior Secondary Pathways, particularly to VCE History.

► For more detailed revisions, see the [History – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.