Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, History

Hello, and welcome.

History aims to ensure that 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 study of discipline-specific concepts, knowledge, and skills.

Our aim today is to help you become familiar with the Victorian Curriculum F–10 Version 2.0 History.

Learning in history is investigative, interpretive, and creative. It asks and responds to questions about the past that give meaning to our shared histories and experiences, and helps in understanding ourselves and the actions of others.

Let's focus now on the key revisions to the History curriculum.

The revisions enable coherence and sequence of the Skills strand with established disciplinary concepts, including contestability, interpretations, and perspectives. The achievement standards have been reviewed and refined to reduce repetition and wordiness and ensure there is a clear progression of learning through Foundation to Level 10.

Under the Historical Knowledge and Understanding strand, the sub-strands of overview and investigations have been introduced at Levels 7-10. These sub-strands enable students to learn both breadth and depth in each historical period through fewer topics in Version 2.0 of the History curriculum.

Across all levels, there's now a stronger focus on Aboriginal and Torres Strait Islander histories and cultures.

At the same time, students in Levels 7–10 are required to focus on topics from Western and Asian societies, Australia and Aboriginal and Torres Strait Islander histories and cultures. Not only ensuring a world history approach, but also better connecting with cross-curriculum priorities. Within this, there is still considerable choice so that schools can choose the topics that best suit their school context.

The Historical Concepts and Skills strand is far more discipline-specific to history with a clear progression over band levels, while also reducing the number of content descriptions within the strand.

Under the Historical Concepts and Skills strand, there are now 7 sub-strands with the addition of historical questions and communicating.

Students apply these concepts and skills at increasing levels of cognitive demand as they progress in their learning. The level of cognitive demand is expressed in the content descriptions.

Historical concepts and skills are closely interrelated and are often applied holistically. However, these concepts and skills need to be taught explicitly so that students understand the thinking involved in each.

Let's turn our attention to the structure of the History curriculum.

The History curriculum is presented as a 3-level band at Foundation to Level 2, and then in 2-level bands from Levels 3-10. The curriculum is organised under 2 interrelated strands, Historical Knowledge and Understanding, and Historical Concepts and Skills.

Under each strand, the curriculum is further organised into sub-strands at band levels. In History, students progress along a continuum of learning that provides the first achievement standard at Level 2, then at Levels 4, 6, 8, and 10.

Content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

At Levels 7 and 8, students study an overview sub-strand and all four investigation sub-strands. At Levels 9 and 10, students study an overview sub-strand and at least 4 investigation sub-strands.

The overview can provide students with an introduction to the historical period, make links to and between investigations, and consolidate understanding through a review of the period. This is not intended to be taught in depth.

The investigation sub-strands concern specific historical contexts and topics. Some investigation sub-strands offer multiple topics which are shown in the elaborations.

For example, at Levels 9 and 10 in the investigation, the globalising world, 1945 to present, 5 topics are presented in the elaborations for each content description, popular culture, environment movement, migration experiences, political crisis, and regional and global conflict.

The content descriptions can be read in conjunction with the relevant elaborations, and the investigations are expected to be taught in depth.

Through learning history, students come to appreciate that pasts are contestable, shared and relevant to their world. Students learn that the diverse experiences of individuals, society, beliefs, events, and developments in the past have shaped our shared experiences.

History enables students to appreciate how the world, nations, communities and peoples have changed and the significant continuities of the present day. This knowledge and understanding is essential for their active and informed participation as citizens in Australia’s diverse society.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources. Thank you for watching.