



Discipline-based Learning
Strand

THE HUMANITIES – HISTORY

REVISED EDITION JANUARY 2008



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This edition incorporates minor amendments to the domain introductions and learning focus statements to indicate their relationship with the National Statements of Learning.

Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the Victorian Essential Learning Standards identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

- The Arts
- English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Languages Other Than English (LOTE)
- Mathematics
- Science

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ interdisciplinary knowledge, skills and behaviours described in the domains of Communication; Design, Creativity and Technology; Information and Communications Technology; and Thinking Processes.

The Humanities

Introduction

The Humanities in Prep to Year 10 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

Structure of the Humanities

The Humanities discipline is organised into four domains:

- The Humanities – (Levels 1–3)
- The Humanities – History (Levels 4–6)
- The Humanities – Geography (Levels 4–6)
- The Humanities – Economics (Levels 4–6).

During Levels 1 to 3, students are introduced to basic concepts related to history, geography and economics under a general umbrella of 'The Humanities'. Each level includes a learning focus statement with standards introduced from Level 3. Specific learning focus statements and standards for Economics, Geography and History are introduced at Level 4.

The following table provides a summary of the structure of the Humanities.

DOMAIN	DIMENSION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
The Humanities	Humanities knowledge and understanding	Learning focus statement only			Not applicable		
	Humanities skills						
The Humanities – Economics	Economic knowledge and understanding	Not applicable					
	Economic reasoning and interpretation						
The Humanities – Geography	Geographical knowledge and understanding						
	Geospatial skills						
The Humanities – History	Historical knowledge and understanding						
	Historical reasoning and interpretation						

Shaded boxes represent levels in each domain that have formal standards against which student achievement will be assessed and reported.

A glossary is included which provides definitions of underlined terms (see page 24).

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. Standards that focus on historical and geographical knowledge and understanding are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4.

Dimensions

Standards in the Humanities are organised in two dimensions:

- Humanities knowledge and understanding
- Humanities skills.

Humanities knowledge and understanding

The *Humanities knowledge and understanding* dimension focuses on key humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and spatial concepts of location, distance, scale and distribution.

Humanities skills

The *Humanities skills* dimension focuses on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways.

National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national Statements of Learning (www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

Definitions of underlined terms are provided in the Glossary (page 24)

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELs. In the majority of cases, the VELs learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELs learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified. These elaborations are noted at the end of each learning focus statement.

Definitions of underlined terms are provided in the Glossary (page 24)

Level 1

Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they draw on their own experience to help them understand the world around them. Through activities such as developing personal and family timelines, examining photographs and buildings, and visits from community members, they learn about the concepts of time – chronology and sequencing, and change and continuity.

Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to Australian society and by seeing and hearing about other places outside their experience they begin to consider how and why other times and places are different from their own.

Students develop an awareness of spatial concepts through structured experiences within their immediate environment. They investigate the relative location, direction and distance of their home, school, classroom, local parks, shops and other significant features of their environment and begin to understand the geography of their local area. They learn to give and follow simple directions, and describe location relative to other people and places using everyday spatial terms such as front/back, up/down, right/left, near/far, above/below. They draw simple pictorial maps from their developing mental maps of familiar environments.

Students explore how and why natural factors (for example, changes in the weather) and human activities (for example, the closing of a park) affect their lives. They develop basic narratives that link events in their own experience. Participating in activities such as wearing protection from the sun, saving energy, saving water, and recycling, they develop their awareness of environmental issues.

Definitions of underlined terms are provided in the Glossary (page 24)

Standards

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

Level 2

Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they develop their understanding of the concepts of time – chronology and sequencing, and change and continuity – through a study of changes in the local community over time. By comparing the experiences and artefacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

By examining artefacts and listening to the oral history of relatives, teachers and community members, students become aware of the various types of geographical and historical evidence. They begin to make basic comparisons between 'then' and 'now' and learn to construct simple timelines to show their understanding. By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist. They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities. They explore what their local area might have looked like before European settlement.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

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Standards

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

Level 3

Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they apply the concepts of time, continuity and change through a study of the history and traditions of Australians. They examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins, such as the history of national symbols, including the flag, and key commemorations and celebrations such as Anzac Day and Labour Day. They examine the histories of the cultural groups represented in their classroom, community and nation. They learn to sequence some key events on a timeline and write simple explanations of events.

Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

National Statements of Learning

This Learning focus statement incorporates aspects of the Statements of Learning for Civics and Citizenship, Year 3.

Standards

Humanities knowledge and understanding

At Level 3, students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation. They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

Humanities skills

At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence. They explain some of the differences between different types of historical evidence, and frame questions to further explore historical events. Students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

The Humanities – History

Introduction

History is the study of the past from ancient civilisations to today's news. Learning in the History domain provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire.

The past is a great narrative of people's lives, events both trivial and major, ideas and ways of thinking. The past gives students inspiration and alternatives for their own lives. It helps them understand how the world has changed in the past and how it might be changed again in the future. It assists students to distinguish between the ephemeral and what is of lasting worth.

The study of history encompasses the broad time sweep of human history from ancient and medieval times to today. It develops in students an understanding of cultures, ideas and values that are important to other societies as well as their own. It considers the way societies have changed and also the significant continuities which exist. Key concepts include time, continuity, change, motivation, cause and effect as well as concepts that relate to particular historical contexts.

Students learn that all history, including Australian history, reflects multiple influences and connections to an array of other countries, cultures and times. They learn about the key events in the history of the Australian nation and how it has evolved over time. Aboriginal and Torres Strait Islander (ATSI) history is an integral perspective within Australian history.

Students learn about the histories of the various people who live in Australia today, the diverse heritages, experiences, perspectives and aspirations. They learn that Australian identity is dynamic, has changed over time and is evolving still. This provides the basis for developing a sense of personal, cultural and national identity in a diverse multicultural nation and provides the understanding to develop perspectives on our nation, our region and our world.

Students explore the ATSI perspectives in Australian history and develop an understanding of traditional life encompassing social, political, economic and spiritual dimensions. They learn about the impact of, and response to, enforced change and the dynamism of current ATSI societies.

The study of history develops particular historical understanding – key concepts and skills that are fundamental to the everyday lives of students. These include skills in analysing and evaluating a range of primary and secondary sources such as artefacts, written documents, graphics, film, the Internet and media. Students learn that there are many perspectives on events

and that explanations are often incomplete and contested. They develop skills in research and critical inquiry: framing questions, organising inquiries, identifying the origins of sources, identifying values and beliefs underpinning them and using the language of history. They demonstrate their understanding in a variety of forms such as timelines, oral presentations, reports, essays, narratives, multimedia presentations and film.

Structure of the domain

The History domain is organised into three sections, one for each level of achievement from Level 4 to 6. Each level includes a learning focus statement and a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each of Level 4, 5 and 6. At Levels 1 to 3, basic concepts related to history, geography and economics are included under the general umbrella of 'The Humanities'. Learning focus statements outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. These focus on historical and geographical knowledge and understanding. Specific standards for History apply from Level 4.

Dimensions

Standards in the History domain are organised in two dimensions:

- Historical knowledge and understanding
- Historical reasoning and interpretation.

Historical knowledge and understanding

The *Historical knowledge and understanding* dimension focuses on particular concepts and contexts of history. Students learn the concept of time: chronology and sequencing; change and continuity; past, present and future in a range of historical contexts. Through studying the past they learn about change and its impact on people's lives and the significance of continuity – how aspects of past societies have been preserved. They learn about *cause and effect*, the relationship between events and people's actions and intentions. They learn about identity, personal, cultural, and national and the contributions of people past and present to that identity. They learn about evidence and the range of sources of information about the past.

Students gain a balanced coverage of historical content, including knowledge about Australian history, to provide a sense of chronology and to help them understand their present and shape their future.

Historical reasoning and interpretation

The *Historical reasoning and interpretation* dimension focuses on the nature of historical thinking. Students learn to frame questions in the light of their own knowledge and experiences and to develop research and inquiry skills. These include gathering and documenting evidence from a variety of sources, including artefacts, documents and graphics, and interpreting evidence.

Students develop skills in making judgments about sources of evidence, including the ideas and voices expressed, the culture and values represented and the literal and symbolic meanings expressed. They learn that there are multiple, conflicting and often partial interpretations of events.

Students learn the language of history including using terms such as *primary* and *secondary* sources and terms relevant to particular periods of history such as *medieval* and *revolution*. They communicate their understanding of history using the conventions of a range of forms of representation such as timelines, media reports, multimedia presentations, oral presentations, posters, photographic and written essays.

National Statements of Learning

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Level 4

Learning focus

As students work towards the achievement of Level 4 standards in History, they develop an understanding of change and continuity over time through the history of the establishment and growth of Australia. They learn about the organisation and lifestyle of Aboriginal and Torres Strait Islander communities in the past, the impact of European settlement and as enduring cultures today. They learn about the significance of key events, such as European settlement, the establishment of the colonies, the development of the wool industry, the gold rushes, the moves to self-government, Federation and World War I. They learn about key people in Australia's history (for example, James Cook, Caroline Chisholm, Edmund Barton, Vida Goldstein, William Barak) who have brought about change. Through structured activities they explore links and comparisons with contemporary Australia.

Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity. This could include some history of source countries for Australian immigration such as Italy, Greece, Poland, Sudan, Ireland, Chile or Vietnam. They explore the concepts of nation, culture and identity in both Australian and regional contexts, and learn that identity is complex, multifaceted and evolving.

Students apply their understanding of culture by investigating the history of an Asian country or countries in the Australian region such as Indonesia, East Timor, India, China and Japan. They consider how other societies are organised, how they express their beliefs and make meaning of their world. They investigate significant people and events in that country's recent history and learn about daily life, religious traditions, customs and governance. They learn about links between other countries and Australia, develop ideas about Eastern and Western traditions, and about the values that are important to other societies and their own.

Students use a range of written, visual, oral and electronic sources to study the past. With support, they frame research questions and plan their own inquiries using historical language and concepts such as time, sequence, chronology, continuity, change, culture and, tradition. They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives.

Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 5.

Standards

Historical knowledge and understanding

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I. They demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia.

Students demonstrate an understanding of key aspects of an Asian country or countries within the Australian region. They explain significant events and people in the history of that country or countries. They describe aspects of governance, customs, religious traditions and daily life. They explain the values important to other societies and their own and links between other countries and Australia.

They compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

Historical reasoning and interpretation

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

Level 5

Learning focus

As students work towards the achievement of Level 5 standards in History, they develop knowledge and understanding about ancient and medieval societies and their role in providing the foundations of modern society. They consider why people at the end of the medieval period set out to discover the unknown world. They investigate some voyages of this period and New World discoveries during the Age of Exploration. Ancient societies could include civilisations of China, Rome, Greece and Egypt. Medieval societies could include those from England, Europe, Asia or an Islamic society. The Age of Exploration could include the discoveries of the Portuguese explorers, Christopher Columbus, Ferdinand Magellan, Francis Drake, the French explorers, Henry Hudson and James Cook. This learning enhances students' knowledge and use of historical concepts such as time – chronology and sequencing, change and continuity – and *cause and effect*, and develops a broad historical map which allows them to locate periods of history within a timeframe.

Students explore key concepts of democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. Students begin to use a variety of sources that record the features of these past societies. They investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family. They explore the values and beliefs of societies through their religions, myths and legends, and their social and political structures. Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education. They learn about key events, significant individuals, and the influence of trade and contact with other cultures.

Students explore the legacies of ancient and medieval societies for contemporary societies. For example, they consider the origins of written law, democracy and the calendar; the limitations on the power of the monarchs (through the Magna Carta, the rule of law and the writ of *habeas corpus*); and the origins of major world religions.

Through their investigations, students develop their understanding of change and continuity over time, and the open-ended nature of historical inquiry. Students examine the influence of ancient and medieval societies on the present day, and make comparisons with contemporary societies.

Students begin to frame key research questions to guide their investigations, plan their inquiries, locate sources and use appropriate historical evidence to present a point of view, and report on their findings. They learn to use primary and secondary sources, and begin to evaluate historical sources for meaning, completeness, point of view, values and attitudes. They reflect on some of the

strengths and limitations of historical documents. They use historical concepts such as time, evidence, continuity and change, and historical conventions such as documenting sources by using a bibliography and footnotes. They present their understanding in a variety of forms such as annotated timelines, multimedia presentations, posters, charts, diagrams, reports, case studies, biographies and oral reports.

Standards

Historical knowledge and understanding

At Level 5, students analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies.

Students analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs. They demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. They explain the influences of ancient and medieval societies on contemporary societies.

Historical reasoning and interpretation

At Level 5, students frame key research questions, plan their investigations, and report on their findings. They use a range of primary and secondary sources including visual sources that record features of the societies in their investigations. They identify the content, origin, purpose and context of historical sources. They evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view. Students use a variety of forms to present their understanding.

Level 6

Learning focus

As students work towards the achievement of Level 6 standards in History, they investigate how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia, including the representation of that settlement as invasion. They learn about the struggles and successes of the Aboriginal and Torres Strait Islander communities to gain political and social rights, and their campaigns for land rights and self-determination. They learn about the impact of significant issues and events in Australia's development; for example, European settlement; the development of the colonies; self-government in the colonies; the gold rushes; the development of trade unions; the events leading to Federation; World War I; World War II; post-World War II immigration; the development of multiculturalism; and the Gulf Wars. They investigate the contribution of significant Australians such as Lachlan Macquarie, Peter Lalor, Edith Cowan, Sir Howard Florey, Edward (Weary) Dunlop, Captain Reg Saunders, Margaret Tucker and Charles Perkins.

Students analyse significant events and movements which have resulted in improvements in civil and political rights for groups of Australians such as the eight-hour day and the right to vote for women, and describe the contributions of key participants and leaders in these events.

Students also learn about key events, ideologies and social and cultural movements that have shaped the contemporary world. They consider the impact of war on people and countries in the twentieth and twenty-first centuries. They learn about the increasingly global interconnections in the twentieth century, international organisations such as the United Nations, and challenges to global security. Key events could include the Russian and Chinese revolutions; the world wars; the Cold War and Cold War conflicts such as the Korean and Vietnam wars; Middle East conflicts; the break up of the Union of Soviet Social Republics; the emergence of the United States as a dominant world power; and conflicts in the late twentieth and the twenty-first centuries. Ideologies could include communism, fascism, capitalism and democracy. Social and cultural movements could include civil rights, feminism, environmentalism and the development of the film and music industries. Key leaders could include Lenin, Hitler, Churchill, Mahatma Gandhi, F D Roosevelt, Mao Tse Tung, Martin Luther King, Nelson Mandela and Aung San Suu Kyi.

Students investigate the impact of changes in technology, medicine and communication on their lives, and make links in their study of history to contemporary issues and the world today.

In their study of history, students become aware of the importance of historiography and that there are competing interpretations and contested narratives in history. They recognise the significance of different events within an historical context and learn how evidence and values produce different interpretations of events, people and institutions. They discover that history is not only a narrative but also a means of participating in the broader society. They use historical language and demonstrate understanding of the broad concepts of causation, motivation, continuity and change. They represent the past in a variety of forms.

Students frame research questions and locate relevant resources, including contemporary media and online resources. They continue to expand the range of primary and secondary sources they consult, and evaluate them in terms of origin, context, information, reliability, completeness, objectivity and bias. They use historical conventions to document sources including quotes, bibliographies and footnotes. They present their understanding in a variety of oral, written and electronic forms.

Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 9.

Standards

Historical knowledge and understanding

At Level 6, students analyse events which contributed to Australia's social, political and cultural development. These events could include: European colonisation, the growth of the colonies, self-government, the gold rushes, the development of trade unions, the events leading to Federation, Federation, World War I, World War II, immigration, and the Gulf Wars. Students evaluate the contribution of significant Australians to Australia's development.

Students evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights and land rights. They analyse significant events and movements which have resulted in improvements in civil and political rights for other groups of Australians such as the eight-hour day and the right to vote for women, and evaluate the contributions of key participants and leaders in these events. They compare different perspectives about a significant event and make links between historical and contemporary issues.

Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries. These could include the world wars, revolutions, the Cold War and post Cold War conflicts. They explain aspects of increasing global interconnections in the twentieth and twenty-first centuries. They

demonstrate understanding of key ideologies and explain their influence on people's lives, national events and international relations. They explain why significant social and cultural movements have developed and evaluate their influence on societies. They analyse changes in technology, medicine and communication.

Historical reasoning and interpretation

At Level 6, students frame research questions and locate relevant resources, including contemporary media and online resources. They identify, comprehend and evaluate a range of primary and secondary sources, including visual sources and use historical conventions such as footnotes and bibliographies to document sources. They critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. They recognise that in history there are multiple perspectives and partial explanations. They use appropriate historical language and concepts in historical explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate develop historical explanations in a variety of oral, written and electronic forms.

Glossary

human and physical characteristics

- human characteristics refer to features of human activities such as farms, settlements, cities, ski resorts, shopping centres.
- physical characteristics refer to features of the natural environment such as rivers, mountains, forests, climate, coasts.

spatial concepts

Spatial concepts are the organising concepts common to all branches of geography. From Level 1 through to Level 6, and beyond, spatial concepts can be used and applied according to the stages of learning – laying the foundations, building breadth and depth, and developing pathways. Although there are many organising concepts, there are nine commonly recognised concepts:

- **location:** Where natural and built phenomena are found on the surface of the Earth. A place has an absolute location measured accurately by co-ordinates, and a relative location measured by distance and direction from one place to another.
- **scale:** The term 'scale' includes two uses.
 - o The map scale shows the relationship between measurements on a map and the actual measurements on the ground. Map scales are expressed in words, by a line scale, or as a representative fraction. A large scale map covers a small area with detail; a small scale map will cover a larger area with less detail.
 - o The observational scale refers to the size of an area being studied. A range of scales includes the following:
 - § **local scale:** Involves the smallest area and is immediate to wherever the study is taking place. Fieldwork is conducted at the local scale.
 - § **regional scale:** Covers a larger area than the local scale. The study of the Murray–Darling Basin is at a regional scale.
 - § **national scale:** Focuses study on a nation, for example, the Australian government's response to a global phenomenon.
 - § **international scale:** Considers two or more nations. The combined efforts of several Asian nations would be an example.
- **global scale:** Considers a significant proportion of the Earth, for example, the distribution of rainforests across the Earth.
- **distance:** The space between different locations on Earth. The absolute or linear distance is measured in units such as metres and kilometres. The relative distance is the length of time it takes to travel from one location to another, cost involved and the convenience of the journey.
- **distribution:** The arrangement of things at or near the Earth's surface viewed at a variety of scales.
- **region:** A definable area of the Earth's surface which contains one or more common characteristics that distinguish it from other areas. Regions are different for different groups of people. For example, Oakleigh South (local), Gippsland (regional), Australia (national), Sub Saharan Africa (international).
- **spatial change over time:** The degree to which an area has changed its geographic characteristics, features or patterns of use over a period of time. Change occurs at varying rates at different times and may be considered at different scales. For example, the redevelopment of the Melbourne Docklands since the 1990s would look at distribution, spatial association between things, movement and spatial interaction.
- **movement:** The change in location of one or more things across the Earth's surface. Movement includes direction, method, rate, nature and volume.
- **spatial association:** The degree to which things are similarly arranged over space. Spatial association compares distribution patterns. A strong spatial association occurs where two distributions are similar. Weak association describes little similarity. No association occurs when two distributions are dissimilar.
- **spatial interaction:** The strengths of the relationships between phenomena and places in the environment, and the degree to which they influence or interact with each other. Over time, the impact of people on the environment changes and the environment in turn changes people.

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