

**AusVELS History<sub>ac</sub> - Strands with Elaborations**

PROGRESSION IN 'HISTORICAL SKILLS' IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

 Aboriginal and Torres Strait Islander histories and cultures (Cross curriculum priorities in the Australian Curriculum)	 Asia and Australia's engagement with Asia (Cross curriculum priorities in the Australian Curriculum)	 Sustainability (Cross curriculum priorities in the Australian Curriculum)
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**Foundation – Level 2**  
Curriculum focus: Awareness of family history and community heritage Through experimentation, practice and play, children in these levels use their interest in people and how things work to make sense of their world.

This history curriculum enables students in Foundation to Level 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.

**Levels 3 – 6**  
**The Humanities - History**

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these levels, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

This history curriculum seeks to target the distinct nature of learners in Levels 3 – 6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society. In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

**STRANDS**

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year Level Indicators	YEAR LEVEL FOCUS These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	HISTORICAL KNOWLEDGE AND UNDERSTANDING		HISTORICAL SKILLS										
		Content Descriptor	Elaborations	Chronology, terms and concepts		Historical questions and research		Analysis and use of sources		Perspectives and interpretations		Explanation and communication		
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Foundation	<p><b>Personal and Family Histories</b></p> <p>The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>What is my history and how do I know?</li> <li>What stories do other people tell about the past?</li> <li>How can stories of the past be told and shared?</li> </ul>	<p>Who the people in their family are, where they were born and raised and how they are related to each other</p> <p>(ACHHK001)</p>	<ul style="list-style-type: none"> <li>Identifying the different members of a family, (for example mother, father, caregivers, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members</li> <li>Naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map</li> </ul>	<p>Sequence familiar objects and events</p> <p>(ACHHS015)</p>	<ul style="list-style-type: none"> <li>Ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school)</li> </ul>	<p>Pose questions about the past using sources provided</p> <p>(ACHHS017)</p>	<ul style="list-style-type: none"> <li>Inquiring from members of their families where they were born and raised</li> <li>Posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?'</li> <li>Posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?'</li> </ul>	<p>Explore a range of sources about the past</p> <p>(ACHHS018)</p>	<ul style="list-style-type: none"> <li>Identifying relevant features of photographs of family and friends</li> <li>Describing interesting features of objects and photographs connected to the past</li> </ul>	<p>Explore a point of view</p> <p>(ACHHS020)</p>	<ul style="list-style-type: none"> <li>Inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today</li> </ul>	<p>Develop a narrative about the past</p> <p>(ACHHS021)</p>	<ul style="list-style-type: none"> <li>Retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals</li> <li>Relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs)</li> </ul>	
		<p>The different structures of families and family groups today, and what they have in common</p> <p>(ACHHK002)</p>	<ul style="list-style-type: none"> <li>Considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages</li> <li>Using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia)</li> <li>Exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)</li> </ul>	<p>Distinguish between the past, present and future</p> <p>(ACHHS016)</p>	<ul style="list-style-type: none"> <li>Using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow')</li> </ul>	<p>Identify and compare features of objects from the past and present</p> <p>(ACHHS019)</p>	<ul style="list-style-type: none"> <li>Distinguishing between what is old and what is new, using such clues as the condition of the object</li> <li>Suggesting ideas about what objects from the past may have been used for</li> <li>Comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older', 'That computer game is more fun than...')</li> </ul>	<p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies</p> <p>(ACHHS022)</p>	<ul style="list-style-type: none"> <li>Representing ideas and creating imaginative responses through talking, drawing and play</li> </ul>					
		<p>How they, their family and friends commemorate past events that are important to them</p> <p>(ACHHK003)</p>	<ul style="list-style-type: none"> <li>Making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important</li> <li>Discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect</li> </ul>											
		<p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums</p> <p>(ACHHK004)</p>	<ul style="list-style-type: none"> <li>Engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation</li> <li>Sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum</li> <li>Recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother)</li> </ul>											
Foundation Level Achievement Standard	NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.	<p>Students identify similarities and differences between families.</p> <p>They recognise how important family events are commemorated.</p>	<p>Students sequence familiar events in order.</p>	<p>They pose questions about their past.</p>	<p>Students relate a story about their past using a range of texts.</p>									

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Level 1	<p><b>Present and Past Family Life</b></p> <p>The Level 1 curriculum provides a study of present and past family life within the context of the students' own world.</p> <p>Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>How has family life changed or remained the same over time?</li> <li>How can we show that the present is different from or similar to the past?</li> <li>How do we describe the sequence of time?</li> </ul>	<p>Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>(ACHHK028)</p>	<p>* Comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended)</p> <p>* Discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other)</p> <p>* Examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, parenting, child care)</p>	<p>Sequence familiar objects and events</p> <p>(ACHHS031)</p>	<p>* Using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them</p> <p>* Creating a timeline, slideshow or story using photos</p>	<p>Pose questions about the past using sources provided</p> <p>(ACHHS033)</p>	<p>* Inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children)</p> <p>* Discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What? How? When? Why?' questions</p>	<p>Explore a range of sources about the past</p> <p>(ACHHS034)</p>	<p>* Discussing with parents and grandparents about life in the past</p> <p>* Exploring stories from and about the past (for example letters, diaries, radio or television programs)</p>	<p>Explore a point of view</p> <p>(ACHHS036)</p>	<p>* Representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, y-chart)</p>	<p>Develop a narrative about the past.</p> <p>(ACHHS037)</p>	<p>* Relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs)</p> <p>* Describing their families or an event that has personal significance</p>			
		<p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p> <p>(ACHHK029)</p>	<p>* Discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then'</p> <p>* Discussing how some cultures, for example the Chinese, describe a child as being one level old on the day they are born</p> <p>* Identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds</p> <p>* Examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and northeast Tasmania with three</p>	<p>Distinguish between the past, present and future</p> <p>(ACHHS032)</p>	<p>* Identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons</p> <p>* Using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations')</p>	<p>Identify and compare features of objects from the past and present</p> <p>(ACHHS035)</p>	<p>* Comparing objects from the past with the present to identify similarities and differences (for example toys, white-goods, televisions, radios)</p>	<p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies</p> <p>(ACHHS038)</p>	<p>* Representing ideas and creating imaginative responses through writing, role-play, speaking, drawing</p>							
		<p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p> <p>(ACHHK030)</p>	<p>* Examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed</p>	<p>Students sequence events in order, using everyday terms about the passing of time.</p>	<p>They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions.</p>	<p>Students relate stories about life in the past, using a range of texts.</p>										
Level 1 Achievement Standard	NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.	By the end of Level 1, students explain how some aspects of daily life have changed over recent time while others have remained the same.  They describe personal and family events that have significance.														

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Level 2	<p><b>The Past in the Present</b></p> <p>The Level 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>What aspects of the past can you see today? What do they tell us?</li> <li>What remains of the past are important to the local community? and Why?</li> <li>How have changes in technology shaped our daily life?</li> </ul>	<p>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 (ACHHK044)</p>	<ul style="list-style-type: none"> <li>Using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community</li> <li>Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation</li> <li>Investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, photographs) and relating a story which these reveal about the past</li> </ul>	<p>Sequence familiar objects and events (ACHHS047)</p>	<ul style="list-style-type: none"> <li>Ordering key events in the history of the local community using photographs and annotations</li> </ul>	<p>Pose questions about the past using sources provided (ACHHS049)</p>	<ul style="list-style-type: none"> <li>Developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?')</li> <li>Structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past)</li> </ul>	<p>Explore a range of sources about the past. (ACHHS050)</p>	<ul style="list-style-type: none"> <li>Locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks)</li> <li>Examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)</li> </ul>	<p>Explore a point of view about changes to the built and natural environment and to daily lives over time (ACHHS052)</p>	<ul style="list-style-type: none"> <li>Examining a point of view about changes to the built and natural environment and to daily lives over time</li> </ul>	<p>Develop a narrative about the past (ACHHS053)</p>	<ul style="list-style-type: none"> <li>Composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past)</li> <li>Describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued, or a biography on a significant individual)</li> </ul>				
		<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p>	<ul style="list-style-type: none"> <li>Discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)</li> <li>Identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains)</li> <li>Identifying and designing a local historical tour of a site (for example one related to a particular cultural group)</li> </ul>	<p>Distinguish between the past, present and future (ACHHS048)</p>	<ul style="list-style-type: none"> <li>Using terms to denote the passing of time in speech and writing (for example 'in the past', 'levels ago', 'the olden days', 'in the future')</li> <li>Identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum'</li> </ul>	<p>Identify and compare features of objects from the past and present (ACHHS051)</p>	<ul style="list-style-type: none"> <li>Identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park, historical events such as Deadman's Creek, early settlers, and political, religious and social figures)</li> <li>Identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past</li> </ul>	<p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)</p>	<ul style="list-style-type: none"> <li>Representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives</li> </ul>								
		<p>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)</p>	<ul style="list-style-type: none"> <li>Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport, the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)</li> <li>Identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today</li> <li>Examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told)</li> <li>Creating models of toys used by children who lived when electricity was not available</li> </ul>	<p>Students sequence events in order, using a range of terms related to time.</p>	<p>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions.</p>	<p>They compare objects from the past and present.</p>	<p>Students develop a narrative about the past using a range of texts.</p>										
Level 2 Achievement Standard	<p>NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>By the end of Level 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same.</p> <p>They describe a person, site or event of significance in the local community.</p>	<p>Students sequence events in order, using a range of terms related to time.</p>	<p>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions.</p>	<p>They compare objects from the past and present.</p>	<p>Students develop a narrative about the past using a range of texts.</p>											

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Level 3	<p><b>Community and Remembrance</b></p> <p>The Level 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>Who lived here first and how do we know?</li> <li>How has our community changed? What features have been lost and what features have been retained?</li> <li>What is the nature of the contribution made by different groups and individuals in the community?</li> <li>How and why do people choose to remember significant events of the past?</li> </ul>	<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)</p> <p>(ACHHK060)</p>	<p>* Identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality</p> <p>* Listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</p>	<p>Sequence <b>historical people</b> and events</p> <p>(ACHHS065)</p>	<p>* Developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance</p>	<p>Pose a range of questions about the past</p> <p>(ACHHS067)</p>	<p>* Posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?')</p> <p>* Posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')</p>	<p><b>Locate relevant information from sources provided</b></p> <p>(ACHHS068)</p>	<p>* Analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past</p> <p>* Using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)</p>	<p><b>Identify different points of view</b></p> <p>(ACHHS069)</p>	<p>* Identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)</p>	<p>Develop <b>texts</b>, particularly narratives</p> <p>(ACHHS070)</p>	<p>* Writing narratives about the community's past based on researched facts, characters and events</p> <p>* Composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event)</p>	
		<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</p> <p>(ACHHK061)</p>	<p>* Investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters)</p> <p>* Comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)</p>	<p>Use <b>historical terms</b></p> <p>(ACHHS066)</p>	<p>* Using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating</p>	<p><b>Identify sources</b></p> <p>(ACHHS215)</p>	<p>* Identifying sources to investigate change in the past, such as photographs, maps, and the remains of buildings</p>					<p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>(ACHHS071)</p>	<p>* Creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past</p> <p>* Creating an oral, written, pictorial or digital presentation to reflect the diverse 'character' of the community today</p>	
		<p>The role that people of diverse backgrounds have played in the development and character of the local community</p> <p>(ACHHK062)</p>	<p>* Using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community</p>		<p>* Using acronyms (for example NAIDOC, ANZAC) and understanding their meaning</p>									
		<p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.</p> <p>(ACHHK063)</p>	<p>* Identifying and discussing the historical origins of an important Australian celebration or commemoration</p> <p>* Generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance</p> <p>* Examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day)</p> <p>* Recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)</p>											
		<p>Celebrations and commemorations in other places around the world, for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan</p> <p>(ACHHK064)</p>	<p>* Comparing the significance of national days in different countries, looking at why they developed and elements they have in common</p> <p>* Viewing on the internet videos of celebrations of significant days, such as Independence Day in Greece</p> <p>* Investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries</p>											
Level 3 Achievement Standard	<p>NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>By the end of Level 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.</p>	<p>Students sequence events and people (their lifetime) in chronological order, with reference to key dates.</p>	<p>They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions.</p>								<p>Students develop texts, including narratives, using terms denoting time.</p>		

Year Level Indicators	YEAR LEVEL FOCUS These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	HISTORICAL KNOWLEDGE AND UNDERSTANDING		HISTORICAL SKILLS										
				Chronology, terms and concepts		Historical questions and research		Analysis and use of sources		Perspectives and interpretations		Explanation and communication		
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	
Level 4	<p><b>First Contacts</b></p> <p>The Level 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?</li> <li>Why did the Europeans settle in Australia?</li> <li>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</li> </ul>	<p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.</p> <p>(ACHHK077)</p>	<p>* Examining early archaeological sites (for example Nauwalabila, Malakunanj, Devil's Lair, Lake Mungo, Ptemninghana) that show the longevity of the Aboriginal people</p> <p>* Mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory</p> <p>* Investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)</p> <p>* Studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems</p>	<p>Sequence historical people and events</p> <p>(ACHHS081)</p>	<p>* Placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence</p>	<p>Pose a range of questions about the past</p> <p>(ACHHS083)</p>	<p>* Generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who? What? When? Where? Why?' questions)</p> <p>* Posing questions about explorers (for example 'Who were they? Where were they from? Where did they go? What did they do?')</p> <p>* Posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia? Who was on it? What were their stories? What was the journey like?')</p>	<p>Locate relevant information from sources provided</p> <p>(ACHHS084)</p>	<p>* Finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony</p>	<p>Identify different points of view</p> <p>(ACHHS085)</p>	<p>* Exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)</p>	<p>Develop texts, particularly narratives</p> <p>(ACHHS086)</p>	<p>* Listing key events and people's experiences and linking them together to form a narrative about the past</p> <p>* Recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)</p>	
		<p>The journeys of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.</p> <p>(ACHHK078)</p>	<p>* Identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery, examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society</p> <p>* Using navigation maps to reconstruct the journey of one or more explorers</p> <p>* Investigating networks of exchange between different groups of people</p>	<p>Use historical terms</p> <p>(ACHHS082)</p>	<p>* Using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')</p> <p>* Identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)</p>	<p>Identify sources</p> <p>(ACHHS016)</p>	<p>* Identifying sources to investigate the story of the First Fleet and its arrival, such as paintings, maps, written records/accounts</p>					<p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>(ACHHS087)</p>	<p>* Creating charts, pictorial stories, maps, digital and oral presentations to explain the past</p> <p>* Making a podcast that features a story from the First Fleet</p>	
		<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.</p> <p>(ACHHK079)</p>	<p>* Discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported</p> <p>* Discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards</p>											
		<p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</p> <p>(ACHHK080)</p>	<p>* Investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)</p> <p>* Comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them</p> <p>* Exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)</p> <p>* Exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects</p> <p>* Examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal peoples' country</p>											
Level 4 Achievement Standard	<p>NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>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.</p> <p>They describe the experiences of an individual or group over time.</p> <p>They recognise the significance of events in bringing about change.</p>	<p>Students sequence events and people (their lifetime) in chronological order to identify key dates.</p>	<p>They pose a range of questions about the past.</p>	<p>They identify sources (written, physical, visual, oral), and locate information to answer these questions.</p>	<p>They recognise different points of view.</p>	<p>Students develop and present texts, including narratives, using historical terms.</p>							

Year Level Indicators	YEAR LEVEL FOCUS These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	HISTORICAL KNOWLEDGE AND UNDERSTANDING										HISTORICAL SKILLS					
		Content Descriptor		Elaborations		Chronology, terms and concepts		Historical questions and research		Analysis and use of sources		Perspectives and interpretations		Explanation and communication			
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations		
Level 5	<p><b>The Australian Colonies</b></p> <p>The Level 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>* What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>* How did an Australian colony develop over time and why?</li> <li>* How did colonial settlement change the environment?</li> <li>* What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul>	<p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.</p> <p>(ACHHK093)</p>	<p>* Investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria)</p>	<p>Sequence historical people and events</p> <p>(ACHHS098)</p>	<p>* Compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government</p>	<p>Identify questions to inform an historical inquiry</p> <p>(ACHHS100)</p>	<p>* Developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')</p>	<p>Locate information related to inquiry questions in a range of sources</p> <p>(ACHHS102)</p>	<p>* Finding relevant historical information about colonial Australia from primary and secondary sources</p> <p>* Using pro formas and datasheets to develop questions, and record information and sources/references</p>	<p>Identify points of view in the past and present</p> <p>(ACHHS104)</p>	<p>* Identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)</p>	<p>Develop texts, particularly narratives and descriptions, which incorporate source materials</p> <p>(ACHHS105)</p>	<p>* Using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development)</p> <p>* Using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story</p> <p>* Creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement</p>	<p>* Using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals.</p> <p>* Using communication technologies to exchange information and to foster a collaborative response (for example a wiki)</p>			
		<p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.</p> <p>(ACHHK094)</p>	<p>* Investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children's lives.</p> <p>* Mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns</p> <p>* Investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)</p>	<p>Use historical terms and concepts</p> <p>(ACHHS099)</p>	<p>* Using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony)</p> <p>* Understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban)</p>	<p>Identify and locate a range of relevant sources</p> <p>(ACHHS101)</p>	<p>* Using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks)</p> <p>* Understanding the internet domain names '.com', '.edu', '.gov' as indicators of the provenance of a source</p>	<p>Compare information from a range of sources</p> <p>(ACHHS103)</p>	<p>* Examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past</p> <p>* Checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)</p> <p>* Visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area</p>	<p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>(ACHHS106)</p>	<p>* Using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals.</p> <p>* Using communication technologies to exchange information and to foster a collaborative response (for example a wiki)</p>						
		<p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</p> <p>(ACHHK095)</p>	<p>* Investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy)</p> <p>* Creating what-if scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?'</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>		
		<p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.</p> <p>(ACHHK097)</p>	<p>* Investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists, or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon)</p> <p>* Exploring the motivations and actions of an individual or group that shaped a colony</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>	<p>Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts, assisted passengers, indentured labourers; people seeking a better life such as gold miners, and those displaced by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p>	<p>Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameliers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>* Connecting (where appropriate) stories of migration to students' own family histories</p>		
		<p>By the end of Level 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same.</p> <p>They describe the different experiences of people in the past.</p> <p>They describe the significance of people and events in bringing about change.</p>	<p>Students sequence events and people (their lifetime) in chronological order, using timelines.</p>	<p>When researching, students develop questions to frame an historical inquiry.</p>	<p>They identify a range of sources and locate and record information related to this inquiry.</p>	<p>They examine sources to identify points of view.</p>	<p>Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.</p>										

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		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 6	<p><b>Australia As A Nation</b></p> <p>The Level 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>Why and how did Australia become a nation?</li> <li>How did Australian society change throughout the twentieth century?</li> <li>Who were the people who came to Australia? Why did they come?</li> <li>What contribution have significant individuals and groups made to the development of Australian society?</li> </ul>	<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>(ACHHK113)</p>	<p>* Studying Australia's path to Federation through an examination of key people (for example Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies from 1898 to 1900)</p> <p>* Comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government</p> <p>* Identifying key elements of Australia's system of law and government and their origins (for example the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers legislature, executive, judiciary; the houses of parliament; how laws are made)</p>	<p>Sequence historical people and events.</p> <p>(ACHHS117)</p>	<p>* Placing key events, ideas, movements and people in the twentieth century in chronological sequence</p> <p>* Using timelines to describe past events and changes</p> <p>* Identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan)</p>	<p>Identify questions to inform an historical inquiry</p> <p>(ACHHS119)</p>	<p>* Developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people</p> <p>* Developing key questions about immigration such as: 'What were the main reasons people migrated to Australia? Who migrated? Where did they come from? What impact have they had on the character of Australian society?'</p>	<p>Locate information related to inquiry questions in a range of sources.</p> <p>(ACHHS121)</p>	<p>* Finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants)</p> <p>* Using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia</p>	<p>Identify points of view in the past and present</p> <p>(ACHHS123)</p>	<p>* Analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boast people')</p> <p>* Analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia</p>	<p>Develop texts, particularly narratives and descriptions, which incorporate source materials</p> <p>(ACHHS124)</p>	<p>* Developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story)</p> <p>* Combining literary and informational language (for example Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother.); evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.')</p>
		<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.</p> <p>(ACHHK114)</p>	<p>* The lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</p> <p>* Describing the significance of the 1962 right to vote federally and the 1967 referendum</p> <p>* Investigating the stories of individuals or groups who advocated or fought for rights in twentieth century Australia (for example Jack Patten or the Aborigines Progressive Association)</p> <p>* Investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984)</p> <p>* Investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II, assimilation policies, anti-discrimination legislation, mandatory detention, pay and working conditions)</p> <p>* Investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family)</p>	<p>Use historical terms and concepts</p> <p>(ACHHS118)</p>	<p>* Using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'</p>	<p>Identify and locate a range of relevant sources</p> <p>(ACHHS120)</p>	<p>* Using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry</p> <p>* Identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?')</p> <p>* Retrieving census data to construct arguments for and against migration</p>	<p>Compare information from a range of sources.</p> <p>(ACHHS122)</p>	<p>* Examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives)</p>	<p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>(ACHHS125)</p>	<p>* Developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs.</p> <p>* Creating a digital story, using text, images and audio/visual material, to record migrant experiences</p>		
		<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>(ACHHK115)</p>	<p>* Comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)</p> <p>* Exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources</p> <p>* Describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia</p> <p>* Connecting stories of migration to students' own family histories (where appropriate)</p>	<p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p> <p>(ACHHK116)</p>	<p>* Examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data</p> <p>* Investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry)</p> <p>* Considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography)</p>	<p>When researching, students develop questions to frame an historical inquiry.</p>	<p>They identify a range of sources and locate and compare information to answer inquiry questions.</p>	<p>They examine sources to identify and describe points of view.</p>	<p>Students develop texts, particularly narratives and descriptions.</p>				
		<p>NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>By the end of Level 6, students identify change and continuity and describe the causes and effects of change on society.</p> <p>They compare the different experiences of people in the past.</p> <p>They explain the significance of an individual and group.</p>	<p>Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines.</p>	<p>When researching, students develop questions to frame an historical inquiry.</p>	<p>They identify a range of sources and locate and compare information to answer inquiry questions.</p>	<p>They examine sources to identify and describe points of view.</p>	<p>Students develop texts, particularly narratives and descriptions.</p>					

Year Level Indicators	YEAR LEVEL FOCUS  These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	Sourced from Level Descriptors	HISTORICAL SKILLS									
			Chronology, terms and concepts		Historical questions and research		Analysis and use of sources		Perspectives and interpretations		Explanation and communication	
			Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 7	<p><b>The Ancient World</b></p> <p>The Level 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. <b>These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</b></p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.</p> <p><b>The key inquiry questions at this level are:</b></p> <ul style="list-style-type: none"> <li>How do we know about the ancient past?</li> <li>Why and where did the earliest societies develop?</li> <li>What emerged as the defining characteristics of ancient societies?</li> <li>What have been the legacies of ancient societies?</li> </ul>	<p>The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth.</p> <p>An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.</p> <p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</p> <p><b>(i) The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.</b></p> <ul style="list-style-type: none"> <li>* Using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example stone tools, human remains and cave paintings)</li> <li><b>(ii) the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</b> <ul style="list-style-type: none"> <li>* Exploring an early example of art (for example the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted</li> <li>* Discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology for example the transition from making tools out of stone, bone and wood to metalworking</li> <li>* Identifying sources of evidence for the emergence of organised states (for example the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt as evidence of trade)</li> </ul> </li> <li><b>(iii) key features of ancient societies (farming, trade, social classes, religion, rule of law)</b> <ul style="list-style-type: none"> <li>* Exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements</li> <li>* Identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them</li> <li>* Locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation</li> <li>* Identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam), and their key beliefs, (through group work)</li> </ul> </li> </ul>	Sequence historical events, developments and periods (ACHHS205)	INSERT	Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	INSERT	Identify the origin and purpose of primary and secondary sources (ACHHS209)	INSERT	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)	INSERT	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)	INSERT
			Use historical terms and concepts (ACHHS206)	INSERT	Identify and locate relevant sources, using ICT and other methods (ACHHS208)	INSERT	Locate, compare, select and use information from a range of sources as evidence (ACHHS210)	INSERT	Draw conclusions about the usefulness of sources (ACHHS211)	INSERT	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)	INSERT
Level 7 Achievement Standard	<p>By the end of Level 7, students suggest reasons for change and continuity over time.</p> <p>They describe the effects of change on societies, individuals and groups.</p> <p>They describe events and developments from the perspective of different people who lived at the time.</p> <p>Students explain the role of groups and the significance of particular individuals in society.</p> <p>They identify past events and developments that have been interpreted in different ways.</p>	<p>NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	1: Investigating The Ancient Past	Elaborations	2: The Mediterranean World	Elaborations	3: The Asian World	Elaborations	They identify and select a range of sources and locate, compare and use information to answer inquiry questions.	They examine sources to explain points of view.	Students develop texts, particularly descriptions and explanations.	
			Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	When researching, students develop questions to frame an historical inquiry.	When interpreting sources, they identify their origin and purpose.	In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.	