Embedding career education in the Victorian Curriculum F–10

History, Levels 7 and 8

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** History, Levels 7 and 8

**Relevant content description:** Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress ([VCHHC104](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC104))

**Existing activity:** Examining an invention or innovation from an ancient society and evaluating its significance to political, economic and social life at the time.

**Summary of adaptation, change, addition:** Reflecting on the legacy of ancient innovations, considering the role of inventors/innovators in contemporary society and identifying current/future careers that promote innovation.

2. Adapt the learning activity to include a career education focus

| Existing learning activity | Adaptations, changes or extensions that can be made |
| --- | --- |
| Teacher explains the differences between inventions (the creation of a product or introduction of a process for the first time) and innovation (when someone improves on or makes a significant contribution to an existing product, process or service). Students consider how inventions and innovations respond to ‘problems’ or challenges in society. | As an extension, students consider the role of inventions and innovations in contemporary society. What problems/challenges do they seek to address? They connect the inventions/innovations to various fields, such as archaeology, science, medicine, agriculture, architecture, etc. What inventions/innovations do students feel have added the most value to contemporary society? Why? |
| In pairs, students select a significant invention or innovation from the Ancient Society being studied, such as the seismograph invented by Zhang Heng during the Han Dynasty (see Additional resources), and identify the ‘problem’ it sought to address. Students pose a range of historical questions about the nature, purpose and impact of their chosen invention/innovation on political, economic and social life at the time. They identify and analyse a range of historical sources and what they reveal about the significance (scale and profundity) of inventions and innovations to different groups of people at the time | In addition, teacher leads a discussion about the short- and long-term significance of inventions and innovations. Students consider the historical legacy of their selected invention/innovation. How did it change peoples’ lives at the time? How has it changed peoples’ lives over time? Students discuss how inventions and innovations change the world of work by making connections to the jobs created and made redundant using specific examples. What jobs have been changed by inventions or innovations, and which jobs might change in the future? How? What ‘problems’ might these inventions/innovations have to solve? |
| Students present their findings to the class. They compare and contrast the significance of inventions and innovations to Ancient Society at the time.  | In addition, students identify and discuss a range contemporary careers that promote invention and innovation, including those in the field of history. What skills and personalities are common to inventors and innovators regardless of their field? |

Considerations when adapting the learning activity

* Teacher can draw on examples from the field of history to explain contemporary inventions and innovations. Relevant examples are restoring artwork, ‘saving’ historical sites from degradation and generating new insight into historical/archaeological sites and what they tell us about the past.

Additional resources to help when adapting the learning activity

* Ancient Origins, [Ancient Chinese earthquake detector invented 2,000 years ago really worked!](https://www.ancient-origins.net/ancient-technology/incredible-earthquake-detector-invented-nearly-2000-years-ago-001377)
* UNHCR, [Why innovation and technology aren’t the same](https://www.unhcr.org/innovation/innovation-technology-arent-the-same/)

Benefits for students

Know yourself – self-development:

* Students engage with their creativity and imagination, which encourages them to know themselves and value their ideas.
* Students develop formal presentation and communication skills.
* Students learn to question the effect of change on political, social and economic life.

Know your world – career exploration:

* Students explore current and future careers affected by inventions and innovations.
* Students learn the careers are both created and made redundant by invention and innovation.

Manage your future – be proactive:

* Students consider how they can find and use opportunities for invention and innovation to build their careers.
* Students think critically about how careers change based on invention and innovation.