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:** The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery ([VCHHK114](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK114))

**Existing activity:** Examining a famous archaeological discovery and considering the significance of archaeological findings to our understanding of the past.

**Summary of adaptation, change, addition:** Identifying the skills associated with an archaeological team, their transferability to other professions and their relevance to personal career interests.

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

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| With teacher guidance as required, students will ask historical questions and undertake historical inquiry about the work of an archaeological team – who they are and what they do. * How do we know about the ancient past?
* What do archaeologists do?
* What tools and technology do they use?
* How do they develop an understanding of the past from the artefacts that they find?
 | Students search a range of identified sites and use a Lotus Diagram to identify and classify the range of jobs within an archaeological team (see Additional resources). |
| In pairs, students assume the role of an archaeologist. They select a relevant archaeological site and gather and organise varied historical evidence (human remains, artefacts, etc.) using reliable internet sources. | In pairs and using their Lotus Diagram, students consider the range of people who would be working with them on an archaeological site and identify the skills each person might have. As an extension, teacher leads a discussion about the transferability of skills identified – what are transferable skills? Which of these skills are history specific? Which skills have application elsewhere? Why? In what other professions do you see these skills? |
| Students analyse a range of source evidence from their chosen archaeological discoveries and make inferences about political, economic and social life at the time.Teacher asks a range of historical questions to extend understanding and the class returns to a broader study of a specific ancient society. See Additional resources for ‘Ideas and tips for using historical resources’.  | With class input, teacher develops a broader ‘careers in history’ concept map to demonstrate how archaeological skills can be used in other history-related professions and be transferred to other careers. Teacher discusses the role of archaeologists in interpreting primary sources such as documents, photos and archaeological findings. Students consider how archaeological teams fit into the the range of history careers’. Students discuss how subjects connect to their personal interests, and then how their interests can be tied to careers. Students list five individual interests and then match at least one potential career to each interest. What skills might these careers require? Do students feel they have those skills or will they need to develop them? Teacher uses a concept map to link skills and skill transferability to other careers, such as a curator, lawyer, research, intelligence work, journalism and communications. |

Considerations when adapting the learning activity

* Teacher may need to help students use online and local resources to identify and examine the skills of an archaeological team.
* This activity would be enhanced if students interview an archaeologist or archaeology student via an in-person or Skype/Zoom talk (see Australian Archaeological Association in the Additional resources).
* Teacher should be prepared to support students to extend their thinking and identify jobs in a range of industries that use history-related skills, not just as an archaeologist or history teacher.

Additional resources to help when adapting the learning activity

* ABC Education, [Archaeology](https://education.abc.net.au/home#!/topic/494324/archaeology)
* [Australian Archaeological Association](https://australianarchaeologicalassociation.com.au/)
* Youth Central, [Career profile – Archaeologist](file://vcaafs01/curriculum%24/AusVELS/Victorian%20Curriculum/Careers/TEMPLATES%202020_27%20March%202020/HUMS%20-%20History%20-%20Catherine/September/Check%20for%20Edit%202/Career%20profile%20%E2%80%93%20Archaeologist)
* FutureLearn, [Job roles – Archaeology](https://www.futurelearn.com/courses/archaeology/0/steps/15254)
* VCAA, [Ideas and tips for using historical sources.](https://www.vcaa.vic.edu.au/Documents/viccurric/history/History-UsingSources-Ideas-May-2020.docx)

Benefits for students

Know yourself – self-development:

* Students learn to use communication skills, interact effectively and work well with others.
* Students recognise links between history at school and its application in real occupational contexts, thus fostering attitudes conducive to lifelong learning.
* Students reflect on current interests and their relevance to potential careers.
* Students identify personal skills that can be used in future careers, and skills that need improvement.

Know your world – career exploration:

* Students consider the roles and skills associated with the work of archaeologists and careers associated with history, and make links to other professions through the concept of skill transferability.

Manage your future – be proactive:

* Students learn to make informed decisions by researching roles associated with archaeology and associated transferable skills.