**Katerina Poropat:** Good afternoon, everyone, and welcome to today's webinar, Introducing The Victorian Curriculum: History F–6. My name is Katerina Poropat and I'm the project manager in the Victorian Curriculum F-10 unit here at the VCAA. It's my great pleasure to introduce you to the curriculum manager for History and Civics, Gerry Martin, who will be leading our presentation today. I would like to thank Alicia Farrell, also from our F–10 unit, who has done a lot of the work behind the scenes to make this webinar possible today. So before we begin, we'll start with an Acknowledgment of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation and hope they'll walk with us on our journey.

So before we get into the presentation, I'll briefly go over some housekeeping. Please note that the chat function is only being used to share relevant information and links from the VCAA. You will notice that a Q&A box has been set up, so please use this to put your questions and comments in and this will help ensure all your queries are attended to and we do not miss anything. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation where Gerry will address these queries. A number of questions also came through during the registration process, and these will be addressed through the session. The second part of our housekeeping is so everyone knows that this session is being recorded. A copy of both the recording and the PowerPoint, plus a transcript, will be loaded onto the VCAA's F–10 resources web pages under the Professional Learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days. So without further ado, Gerry, I'll throw over to you for our presentation.

**Gerry Martin:** Great. Thank you, Katerina. My name is Gerry Martin. I'm curriculum manager for History and Civics, and thank you for taking the time to spend this afternoon looking at the F–10 Victorian Curriculum in History. And I want to start with, to focus on, really, is looking at the nature and structure of the curriculum before we actually get into the details of it. It's really important... A little tip - it's really important to think about the layers of the curriculum, and one of the pitfalls, I suppose, when exploring the Victorian Curriculum History is entering the curriculum at a content description level. And that can one time kind of be a little bit of a trap because it will result in you get caught up in the details of content descriptions. So a really important step in planning and designing a learning and teaching programme is to just take a step back and think about what is the purpose of the Victorian Curriculum History.

So...to avoid this kind of atomising into a list of content descriptions that must be ticked off. So, when we focus on the curriculum, really it's important to actually step back and think, "What are the rationale and aims of the History curriculum?" I often call this the 10,000-foot view. You know, we want students to have an interest in and enjoyment of the historical side. We want them to have a lifelong learning and understanding of the importance of history, to build a capacity to be active and informed citizens. We want them to have knowledge, understanding and appreciation of the past and how the forces of change have shaped societies and shaped Australian society, And we want them to have an understanding of those core historical thinking concepts of the things that help them to think critically - those concepts of sequencing chronology and using historical sources as evidence and identifying continuity and change and cause and effect and being able to determine historical significance. So those concepts are really important - helps you to be able to think critically of the past, and also be able to apply those concepts to the present as well. We want students to have a capacity to undertake an historical inquiry, to actually ask questions about the past, use sources to develop their own understanding and own interpretation of the past, and develop arguments about the past. And that's really important for literacy as well. So it's really important to really, every time you actually start designing a learning and teaching programme, to start with, "What are the aims and rationale of History, and are we actually achieving this in this?" and having that front and centre in that learning and teaching programme. It's really, really important.

The second key thing, and I'm going to keep coming back certainly on this, is what I call the 1,000-foot view, is Learning in History. And this is the philosophy and objectives of learning in history. And so what does learning in history actually look like? So we want students to be able to have an opportunity to develop the historical understanding through the application of those core historical concepts and skills. And again, the "Learning in History" page on the Victorian Curriculum website is really, really important because it gives just a nice little summary of what that skill or concept in the curriculum actually means, and what it may look like, as a starting point. It's a really important point. And it's really important that these core concepts and skills are fundamental in giving the discipline its structure. OK? In one sense, we've summarised a lot of key thinking and theory of practice in history education in that "Learning in History" page into a more accessible document for you all.

Then, I suppose, going to the next level, is looking at the achievement standards in History. So basic understanding by design or backward design - we talk about looking at what are the desired goals we're trying to achieve, or what we want to demonstrate student achievement is. So, starting with the achievement standard in designing your teaching and learning programme is really important. And the Victoria Curriculum F–10 sets outs a learning continuum across those levels of achievement, from Foundation right through to 6. And in these achievement standards, there's a progression of knowledge and concepts and skills. And the achievement standards describe what students are able to do and understand. And I suppose it's really important to think about each achievement standard as a series of stops on the student learning journey, and the content descriptors just become kind of signposts on that journey. So, looking at the achievement standards and choosing and targeting particular lines within that achievement standard to frame and develop your teaching and learning programme is really important, to frame your assessment design and assessment tools you might develop. So that should be a real starting point in developing a unit of learning.

I suppose when planning a unit of teaching or learning, focus on that achievement standard and parts of the achievement standard that you want to target and correlate that with the actual development of the units of learning in your classroom and your assessment tasks. And then moving into that kind of...that ground-level view, is those content descriptions. And... These content descriptions explain what is to be taught, and you use those content descriptions of both strands to help progress students from one achievement standard to the next achievement standard. So, a very simple diagram to think about how you enter the curriculum is really, really important. And understanding that every time you design a unit of learning and teaching is to enter the curriculum in the same way, thinking about what the overall rationale and aims are, understanding what the learning in history is, targeting parts of the achievement standard, then using the strands and the content descriptions in each strand to then develop the actual teaching or learning programme, the activities and the pedagogy and so on.

Again, it's really important to understand the structure of the curriculum, the historical concepts and skills strand, and developing students' ability as student as historian is really important, and developing understanding of the teaching practice and deployment of these skills and concepts in the assessment of students. And of course, I suppose in History what we're all familiar with is historical knowledge, actually substantive content of the topics within the History curriculum.

And I suppose the simple way I often use to describe the key components of history education is we've got the historical knowledge, the facts, is what we want students to know, or what we want them to...what do we want students to know about the past? So the knowledge, so "know". The skills, the "do". What do we want students to be able to do? And the concepts - "think about". How should students think about the past? And all those three components combine to allow students to demonstrate achievement in the curriculum. So those are really important things - to be able to do, know and think about. And if you think about your teaching and learning programmes, what knowledge do we want students to know, what skills do we want students be able to do and how do we want them to think about the past? Those are the three things in designing your units of learning. They're really fundamental.

So looking more specifically at these historical concepts and skills, a lot of research has been done over the last 15, 20 years in this space, and these core skills and concepts underpin the Victorian Curriculum. One thing to point out straight away from the beginning, the use of verbs that the preface each concept of skill - sequencing, using, identifying, analysing, determining. History is action. Student as historian. Student doing the inquiry. Students constructing their own understanding of the past. So the action of history is really, really important. And one of the questions that came in is, how do we motivate students to learn history? Well, one of the things, one of the key things to think about is, how do you get students to actually do history rather than be passive observers or learners of historical knowledge, facts, information and story? So get them to do and construct history, sequence time lines and get them to use historical sources to come up with their own understanding of the past, be able to explore, identify...explore continuing change, and be able to make predictions about what might have been the causes or effects and then be able to analyse that. That's really, really fundamental. So you should teach these individual skills and concepts explicitly to students. Students should really have the opportunity to practise them with other contexts, or new units of learning, and also be able to deploy them in future year levels. So these skills and concepts progressively increase in sophistication and complexity as students move through the curriculum and they underpin the achievement standards.

And also, it's important to think about that, even though these skills are atomised to explain each one explicitly, they also do work together. For example, students might use historical sources to be able to explain or analyse causation. You know, you might... Students might look at five causes of an event and actually determine which one is the most significant cause. Rank each cause one to five, one being the most significant and five being the least significant, and explain the response. So, again, the skills and concepts work separately and should be taught explicitly, but also there's opportunities for them to work together as well, and providing students opportunities to do that.

And again, it's important to explore the "Learning in History" page on the website. Again, it gives a nice little summary of each skill and concept and it'll give you a good starting point to understanding how learning in that skill should be. And it's worth really constantly reflecting and referencing on that as you begin to plan any teaching and learning units using the curriculum.

And again, back to this key point I keep on saying. Students should be taught these concepts and skills explicitly. So they should know they are learning about the concept or causation, or know they're learning how to use historical sources. They should have opportunity to practise those skills and concepts within a context and hopefully then transfer or deploy it in new contexts - so when they do another History unit, be it in the same year or subsequent years. And then again, there's opportunity for teachers to decide how they demonstrate...how they assess students' demonstration of that skill and concept.

And again, this point is really important - to think about the curriculum as a series of stops along a student's learning journey. Each achievement standard works and progresses on to the next achievement standard. So when you're looking at Foundation to Year 6, it's really important to have a look at the achievement standards across F-2, 3-4 and 5-6. So the Victorian Curriculum from Foundation to Year 6 is a set of progressions that kind of define increasingly complex knowledge, skills and concepts and how they're grouped together. And the Victorian Curriculum F–6 is structured in a continuum across those levels of learning and achievement, and it's not years of schooling - we'll talk a little bit more about that later on. It's really important to think about that complexity in those skills and content as students move from one level to the next level, because these achievement standards are statements to describe what students are typically able to understand and do, and that is the basis of reporting for student achievement. And one question that came up about reporting is schools are required to report to the achievement standards, not the content descriptions. So reporting is sectoral. So Department, Catholic and independent will provide advice on reporting. Reporting should report to the achievement standard statements, not the content descriptions. And that's a really important thing to remember. So this this also enables the development of targeted learning programmes. So when you're using the achievement standards and targeting particular lines of statement, and using the achievement standards to develop assessment, that'll allow you then to be able to report more accurately on the curriculum and student progression along that curriculum. And I'll come back to that a little bit later in the session.

So, again, when you actually pick those key statements out of the curriculum, and you look at them across the continuum, so, for example, on the screen you see the progression of the concept of continuity and change, you'll see that there is a progression of complexity as students understand and deploy and practise that skill of continuity and change from F-2, to 3-5, to 5-6. And therefore student reporting - sorry - teacher planning and teacher activities and pedagogy should be able to nuance and demonstrate that progression to allow you to report on that as you move through the year levels. And that's really important in understanding the curriculum and progression across the levels as well.

So when it comes to actually... So there's some key foundational points in thinking about planning your learning and teaching programmes, I'm going to get into a little bit more detail on this. And I often summarise in a four-stage process in using the curriculum to plan your learning and teaching programmes. And we talk about planning using evidence, design and develop your learning and teaching programme, teach and assess - teaching and assessing it - and then using your evidence from that to reflect and refine a programme and then plan, and the cycle continues on. So I'm going to go a little bit into detail on that. If you're interested in more information on this, a more detailed presentation on this - I'll talk through the key points - I'm happy to share information if you require.

So the first stage of planning is using evidence. And what does that mean? It's kind of identifying what students can already do. This may be from a formative assessment, it might mean some assessment from a previous learning and teaching unit, it may be from observations in class and so on. And this may form assessment evidence from the previous unit. And it's really to use the progressions in the achievement standards to help you target what to focus on of the unit of learning, and align, then, the content descriptions with that. But be cautious not to over-teach a skill or concept. So think about what students can do and then teach to progression of that. Even if you have students with a range of abilities in a class, by focusing on a key statement in the achievement standard and the achievement standard from above and below, that'll help you kind of nuance the teaching and learning to cater for a range of students within your class. So use achievement standards to identify what students have learned, identify what students are going to learn in this unit using the content descriptions, identify what's going to be able to illustrate the progression of students from where they currently are to the achievement standard or beyond the achievement standard, identify the relevant part of the achievement standard you're going to target for this teaching and learning unit, and then think about how you're going to actually teach and assess that part of the achievement standard. So designing of an assessment task that allows you to assess that students can actually demonstrate that part of the achievement standard. And...tools, which is rubrics, development of rubrics to support that, and there's advice on the VCAA web page on that as well, which I'll go to later. And I suppose it's also important to think about what have students already achieved and discuss what student learning might look like when they are meeting that achievement standard - and that's really important - with your colleagues if you're teaching a particular year level, with one or two other people - to think about when a student is able to demonstrate that line in the achievement standard, what does that look like? And that will help you to design assessment tasks and a rubric to go with that.

The second stage is design and develop your learning and teaching. And there's a number of questions and factors to think about when actually designing a teaching or learning unit. Obviously, we've talked about assessment tasks, pedagogies, designing the actual assessment tasks, designing the rubrics, what type of assessment you're going to use, how you'll use a rubric. Basic things - how many lessons have you got to teach this particular unit? That will vary from school to school. Are you going to use diagnostic, formative and summative assessment? How will you incorporate the inquiry questions into the learning and teaching unit? What pedagogies will you use? And what teaching activities might you use to illustrate the content descriptions of that particular unit? These are all things that you can think about in your planning of a unit of learning. Also, if you work with others, teachers in the same level, it's important to think about collaboration with your colleagues. How you assess... How you address a range of student abilities in your class and across the classes, if there's more than one class. You know, discuss what successful targeted learning activities may look like in illustrating both the skills and concepts, but also the knowledge as well.

I suppose the second point, which I'm not going to talk too much about, is about actually delivering the unit, the teaching and learning, the successful pedagogy, navigating that teaching and learning programme with students, and the changes you naturally make as you teach in the classroom. But it's important through that process to be able to collect evidence and ideas of how students progress. We often do that just by observing our students. But also the level of engagement - what they might do from lesson to lesson that may illustrate their understanding of a complex concept or the progression of a complex concept. Or maybe a student's not fully understanding a concept or skill. And it's really important to really think about the activities used to illustrate the intent of the content descriptions in the curriculum, and that's really important. It's... The trap in the curriculum, when, if you see it, something that's really interesting, a topic that's really interesting, and over-teaching it, spending a long time because you've got a real passion for teaching, you know, European settlement. You might spend weeks and weeks and weeks teaching European settlement, but if you missed the intent of what the content description is actually asking you to do, you might be spending too much time on teaching one particular content description. I'll talk a little bit more about that as we go through.

And the last thing is really, and I know as a teacher myself, one of the challenges really was carving out some space and time to actually reflect on, "How did that unit go? What improvements do I need to think about for the next time I might teach that unit of learning? And what learning have I taken away from students' ability to understand a concept or practise a skill or do a skill that I need to factor into the next unit of learning I might be about to deliver to students?" So making some time to reflect and refine both for subsequent learning, but also subsequent years, when you have different students, is really important. And that will all feed into planning, using evidence, and the cycle continues. So these are really important stages in using the curriculum to design your teaching and learning programme. If you want more information on that particular cycle, I'm happy to provide it. I've got a more detailed presentation I can share with you.

When we're actually looking at the content descriptors in the curriculum, there's a couple of things and I've highlighted them here. First of all, the concepts in the learning in history, so those core historical-thinking concepts, are explicit in the content descriptions, and that's really important to know. So, for example, I've highlighted them here just for visual appearance. So causes, change, effects, significance, perspectives and so on are explicit. So when you take a particular content descriptor... So let's, for example, take the second content descriptor there. The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of inhabitants, including Aboriginal and Torres Strait Islander peoples. So the key concept focus there in that content descriptor is change. How did life for the convicts and colonials change? What influenced that change? How did the environment around them change? How did aspects of their life change? How did experiences of individual groups - men, women, children, convict, colonial, urban, rural - how did that change over time? So you want kids to be able to describe that change, and that's really important. So, again, rather than actually teaching everything about convicts and everything about colonials, the focus is on exploring how change occurred for them. OK? So really think about the intent of the content descriptor when planning your teaching and learning programmes and activities.

And again, think about the...the progression across the curriculum, so, developing those assessment tasks. If you're teaching Levels 5 and 6, look at the achievement standards for Levels 3 and 4, look what students have been able to do, and look at the achievement standards for Levels 7 and 8, and be able to see where students should be coming from and where they're going to. But also, if you've got students at Levels 5...in Year 5, for example, and they're only maybe demonstrating something maybe at Level 2 standard, think about how do you develop activities or pedagogies or a rubric that allows you to report how students are progressing from a Level 2 to a Level 4, even if they are only in a Year 5 class. So use the continuum in the curriculum to show student progression and improvement, even if it is not at the same level as other students in the class. So, again, use the achievement standards as kind of schedule stops on the students' learning journey and the content descriptors as kind of directions in that journey to help you. And in developing kind of a formative assessment, it's important to look at those levels above and below, to help you frame that formative assessment, frame that summative assessment and so on. And it's really important to reflect on the level of sophistication in those skills and concepts from one achievement standard to the next, and reflect the complexity that's required for students to demonstrate that achievement standard as they move along the continuum. And think about what evidence is required to be able to show that students have been able to progress along the continuum. And so ask questions like, what actions should a student be able to know and do when they're demonstrating this?

One of the kind of fundamental skills in the curriculum, and I think the most exciting part of history, is actually using the raw materials of the historian - the sources, the artefacts, the material, culture, the documents, the documentaries. These are things that often get a real interest and curiosity for students. But there is a skill in using historical sources as evidence. And that's really important. They're not just there as decorations on a Christmas tree. For students who actually use a source, it's quite a complex thing. And being able to be deliberate in teaching how to use historical sources is really, really important in developing students' historical thinking. And we do have an additional resource on our VCAA website, which is "ideas and tips for using historical sources", and that unpacks this in a little more detail. But I'm going to do a little bit of summary now. So one of the key things we want students to be able to do... Well, often we say sources are the building blocks of history, and that's a really important, really good analogy to think about. You only learn to understand the past by exploring the source of the past. We build our understanding by using sources. Using sources is fundamental to start thinking and inquiry and engaging students in curiosity about the past. So it's really important to build students' capacity to deal with sources.

So starting off with one source, get them to be able to identify things in a source. Who's in the sources? Is it depicting an event? What people are there? Is it a recognisable location? Can they identify the date in it? These are all important skills in identification. Then contextualisation. Can they place a source at a particular time and place? So these are what we often call comprehension of a source. So we want students to be able to do these kind of fine skills in historical analysis. Also, it's important to think about...building students' capacity to use multiple sources. so, you know, by the time they get to Year 9 and 10, they should be analysing multiple sources. We have to build capacity. So begin with one. Next time maybe I'd have two sources and three sources. But in the primary years, I'd probably stick to no more than two or three sources at a time when students are building capacity. So select one or more established sources for students to use. And of course, a number of sources used will depend on the level of student proficiency in using historical sources, and thus we build that capacity to use more one or more source, because we want students to be able to look at two sources and be able to identify accuracies or inaccuracies or contradictions that might exist between sources, because that's what a historian does. We call it corroboration of sources.

Students should select both... Sorry, teachers should select both primary sources - so sources from the time, including perspectives of people at the time - and secondary sources - often we call those historical interpretations, or what historians write about. And also teachers should consider a range of forms of sources. So we often talk about written sources, visual sources - cartoons, paintings, photographs - audio - so interviews from people from the time or people who experienced events - audio-visual, documentaries, artefacts. If you're going to use a documentary, it's really important to really be judicious in selection. You shouldn't really show more than a couple of minutes of a documentary and get kids to think about it. I wouldn't be playing a full 30 minutes of a documentary or even more than five to ten minutes of a documentary.

So, again, using sources as evidence requires source identification, contextualisation, attributation - actually who created the source? Who was the author? Who took the photograph? Who wrote the speech? What was their intent and purpose? Why did they write it? What were they trying to achieve? So these are questions that you can ask students to think about. Because then you start thinking about motive and intent and a purpose to the source. And that's a really important thing. It then allows students to be able to corroborate that sources come from different perspectives and from different interpretations of the past. And when using historical sources, students should use prior knowledge, so get them to build prior knowledge in. So being able to identify, "I know this happened in the past, but this source says something different," or, "This source confirms what I already knew," is really, really important. So get students to ask questions about the sources, or may use questions to begin their historical understanding.

And again, if you go to that VCAA resource on ideas and tips, we've got a whole list of questions that can be used and selected and modified to help that student comprehension of source use. So things like, in identification, when was the source created? Was it made at the time of the event? Who made the source? Is it a primary or secondary source? What type of source? A photograph? And so on. Contextualisation - describe the content of the source, identify features of the sources - people, places, events. Is there symbols in it? What may those symbols represent? Is there groups there? What was happening at the time that source was created? That's really important. What was happening at the time that is not evident in the source is also a question. So, sometimes questions are about a source - what's not there that you would expect to be there? For example, types of people that might be absent - women, First Nations peoples and so on. Attributation - talk about who is the audience of the source. Why was the source produced? What is the perspective of the source? And what is the purpose of the source? Really good questions to ask.

Then we have to get into analysis. This is actually getting kids to actually break it down and look at different parts. So what interpretations can they draw? What inferences can be made? So the skill of making inferences into sources is really important to develop. What inferences can they make from people or things that might be absent from a source? What conclusions can be drawn by students? What hypothesis can they make? And what further questions they might have. And this might lead to corroboration, to actually looking at a source and saying, do these sources confirm a narrative of the past? Do they contradict each other? Is there accurate information? Is there inaccurate information? Are these sources reliable or useful? These are all quite complex things but, at a certain level, students can say, "Well, this is true and this is not true, this source says this and this source says something else." Providing opportunities to be able to do that is really, really important. Again, I'll refer you to that resource on the VCAA website that'll help you develop a kind of a worksheet that can be used to help the student explore those skills. But I think to make history interesting, exciting, is to create history as an inquiry and a true inquiry, a true investigation, and understanding the past using those sources.

So, again, when actually delivering, getting into the detail of actually designing and teaching a learning programme is focus on only one or two lines of achievement standards when you're designing your learning and teaching programme and think about what progression to talk about. So what that means at a practical level. So here I have chosen...two lines from the Levels 5 and 6 achievement standard and a target on using historical sources as evidence, so using sources in the classroom. So identify a range of sources. Locate, compare information, origin, content features. Describe the context. So some of those things I already talked about in the slides previously. So at the end of a unit of learning at Levels 5 and 6, we want students be able to know and do these things. OK? So then if you're developing a learning and teaching programme targeting those particular parts of the achievements standard, and then you then apply it to the content descriptors. So you might choose a couple of content descriptors to focus on source use in the classroom. So you might look at the different experience of perspectives of Australian democracy and citizenship, including status and rights of Aboriginal and Torres Strait Islander peoples. So you might get a range of sources to look at different experiences and perspectives of the people and get an Aboriginal perspective, a female perspective, a male, a politician and migrant source, and get students who actually then...be able to identify the different perspectives in those sources, be able to identify who created each source, to be able to identify the different content about experience in each source and be able to then compare and contrast the differing experiences of people from the time. So that's a way of actually getting kids... And you may do a role-play, looking at those different experiences and using those sources to try to design a role-play around those experience of perspectives of what life was like. So, again, think about the intent of each part of achievement standard.

Similarly, if you look at the progression across the curriculum for those key parts of the achievement standards, so the one we just looked at a minute ago is at Level 5 and 6. So it's important to look at the progression in the curriculum continuum by integrating corresponding achievement standards to observe that sophistication along the continuum. So looking at what's happening in Level 3–4, looking at what's happening at Level 7–i8, and to see that progression across. Some students in Year 5 and 6 might be operating at Levels 7-8. Some students might be operating at a Level 3–4 and some students will be operating at a Level F–2. We all know that. So use the continuum and use the progression in the continuum to be able to identify where students are at and move them along, but also use this continuum to develop your own rubrics, because you can describe what that learning looks like and what learning might look like between those points. And you have this kind of rudimentary rubric you could use for your assessing. So, students... It's really important to be able to use this and to be able to identify where students are, progress them and then use that to report against in your report and report student progression. So work with the progressions across the curriculum and work within the level of historical context to progress those students...and use the curriculum continuum and the achievement standards to identify where students are at and use your assessments to progress students along that continuum and progress their understanding, and use the continuum to plan your next progression, or your next teaching and learning programmes, on the student learning journey.

A really useful other tool on the Victorian Curriculum website are these indicative progress. These are tables you can use, which has the achievement standards at a line level, and it gives some illustrations of approaches to describing learning at an achievement standard level and between those levels. And again, that will help you then be able to think about student progression, think about what student learning looks like at a particular line level at an achievement standard, but also how to progress students along that. So these are really useful. So as students... As students progress along the curriculum, the indicative progress descriptions can be used by teachers to describe what that progress looks like. That's really important. But these are just illustrative examples. It's worth going to our website and having a look at them in a bit more detail. And you will find that will be a helpful tool as well.

So some useful resources to think about. If you're not a member the History Teachers Association of Victoria, or your school's not a member of the History Teachers Association of Victoria, we really recommend you join. It's a really supportive network and I know they've got primary teachers on their board who can be really helpful in supporting your teaching and learning. Also, have a look at the Fuse website. The Department have got great history resources that can be used. ABC's History is great. The History Teachers Association of Australia has some great units in there that can be used at a primary level. The Australian War Memorial. BBC Bitesize History has got great little explainers, little activities that can be used. The Melbourne Museum, the National Museum and the National Archive has also great resources, and Trove Online, which is the National Library, also has a great selection of sources that you can find. So there's some really great sources of resources that can be used in teaching and planning your teaching and learning.

That's my contact details. So do please feel free to call me at any time or email me with any questions or details or clarifications that you might want. I'm going to throw back to Katerina and see if she got any questions that have come up.

**Katerina Poropat:** Great, thanks, Gerry. We haven't had any questions that have come through the Q&A chat box yet, so if anyone does have any questions at this point, you're more than welcome to put them in that Q&A box now.

**Gerry Martin:** So, again, one of the key questions that came in prior is how do you motivate students to be passionate and curious about history? And I suppose what sits at the centre of that is turning the curriculum into something exciting and engaging, to use a range of resources and a range of pedagogies that can elicit student thinking. I tend do avoid approaches where we're just giving this pre-prepared delivered narrative to students where it becomes a bit of just a storytelling and that sometimes can be tedious. I think it's really important for students to develop their own understanding of the past via structured inquiry, using sources, questions, interpretations, primary and secondary sources, and get them to come up with their own understanding of the past. And I think that's what really motivates students to think about the past, if they're kind of finding it themselves through a structured inquiry, through historical processes.

So I'd like to thank you all for attending this afternoon and taking the time. I know it's really challenging and difficult to come out after teaching all day to attend a 45-minute webinar. Hopefully you got something out of today's session. And if there's any further questions, please feel free to contact me. So have a nice evening. Thank you.

**Katerina Poropat:** Thanks, everyone.

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