

# Introducing the Victorian Curriculum: History 7–10

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Civics

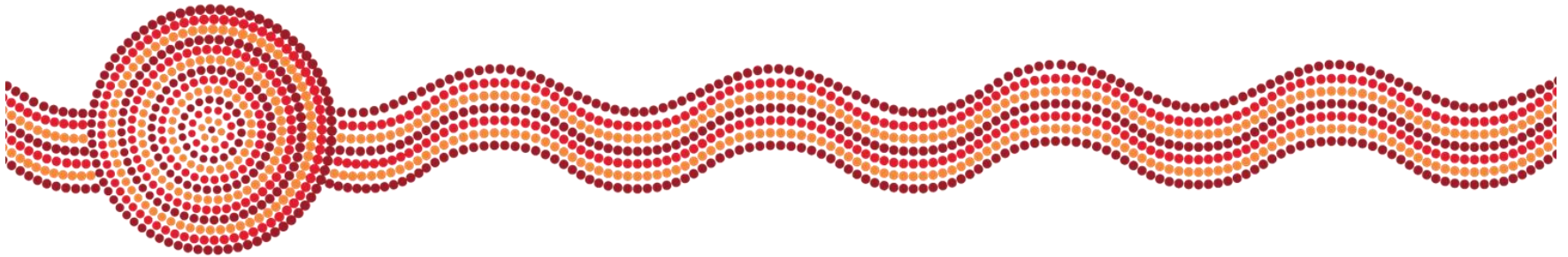
# Acknowledgment of Country

*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.*

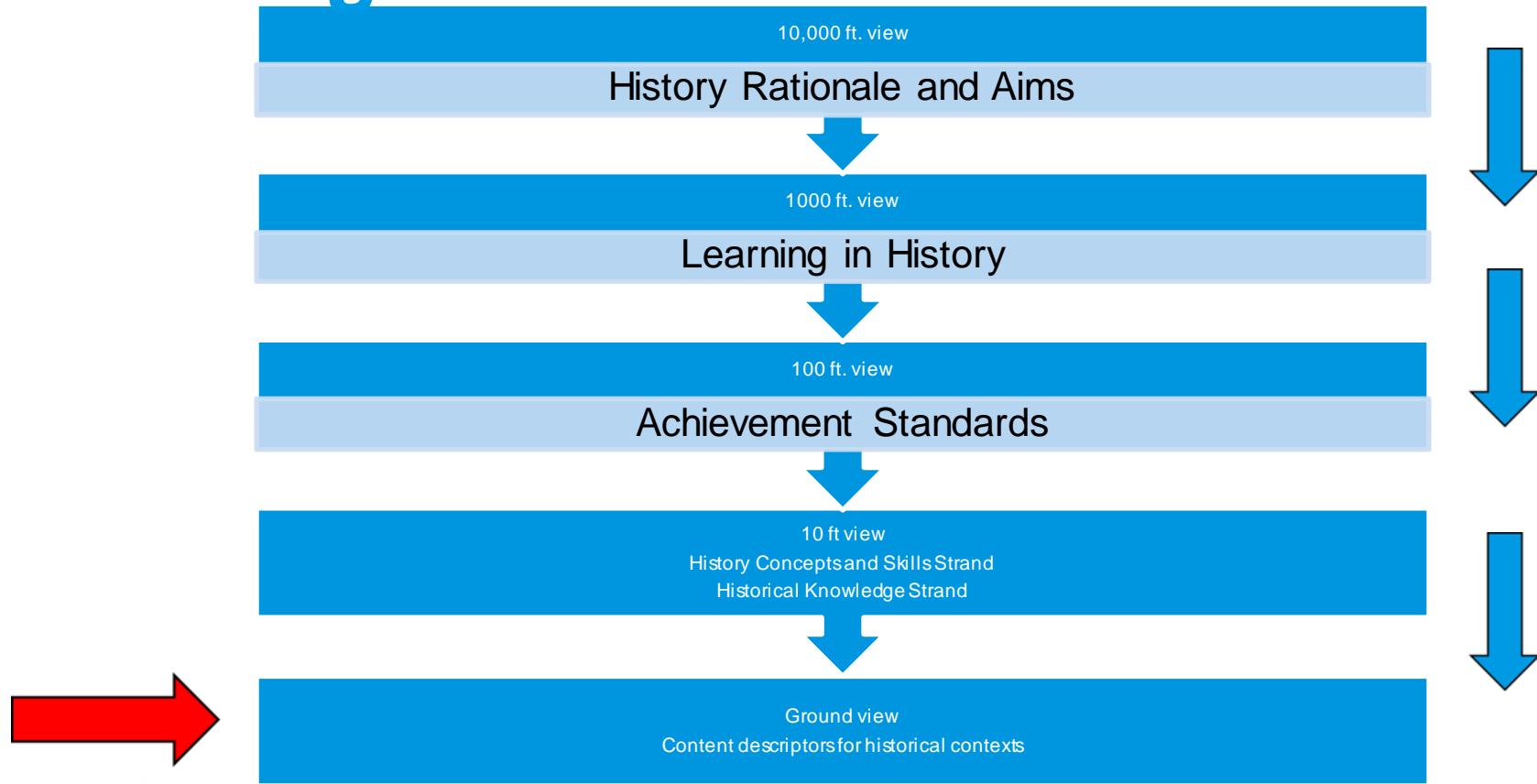
*For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.*

*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 will walk with us on our journey.*



# Thinking about the Curriculum



# Victorian Curriculum History Structure

Historical Concepts and Skills are fundamental to the discipline of history and provide a structure for the development of historical understanding.

## Sub-strands

Chronology

Historical Sources as evidence

Continuity and change

Cause and effect (*from Level 3*)

Historical significance

The Historical Knowledge strand provides the contexts through which particular concepts and skills are to be developed and applied.

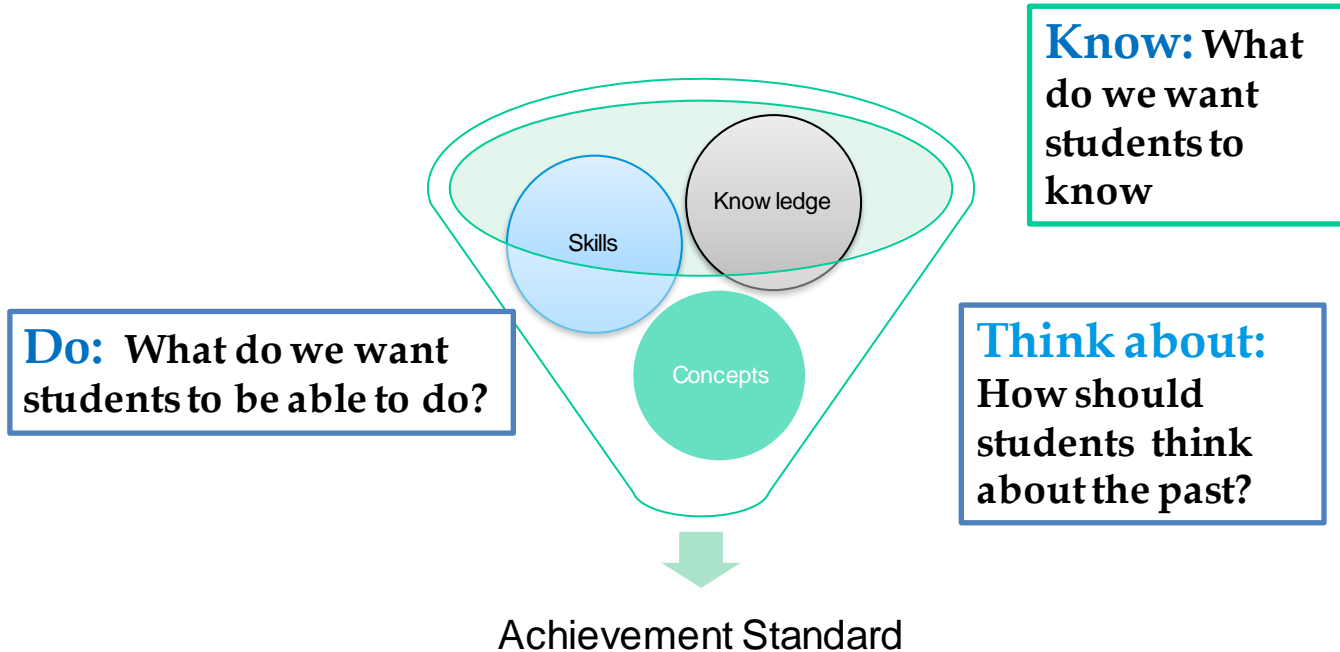
Level	Sub-strands
Levels A – D	Personal histories
Foundation – Level 2	Community histories
Levels 3 and 4	Community, remembrance and celebrations
	First contacts
Levels 5 and 6	The Australian colonies
	Australia as a nation
Levels 7 and 8	Aboriginal and Torres Strait Islander peoples and cultures
	Ancient world and early civilisations
	Middle Ages and early exploration
Levels 9 and 10	The making of the modern world
	The modern world and Australia

HISTORICAL  
CONCEPTS AND  
SKILLS

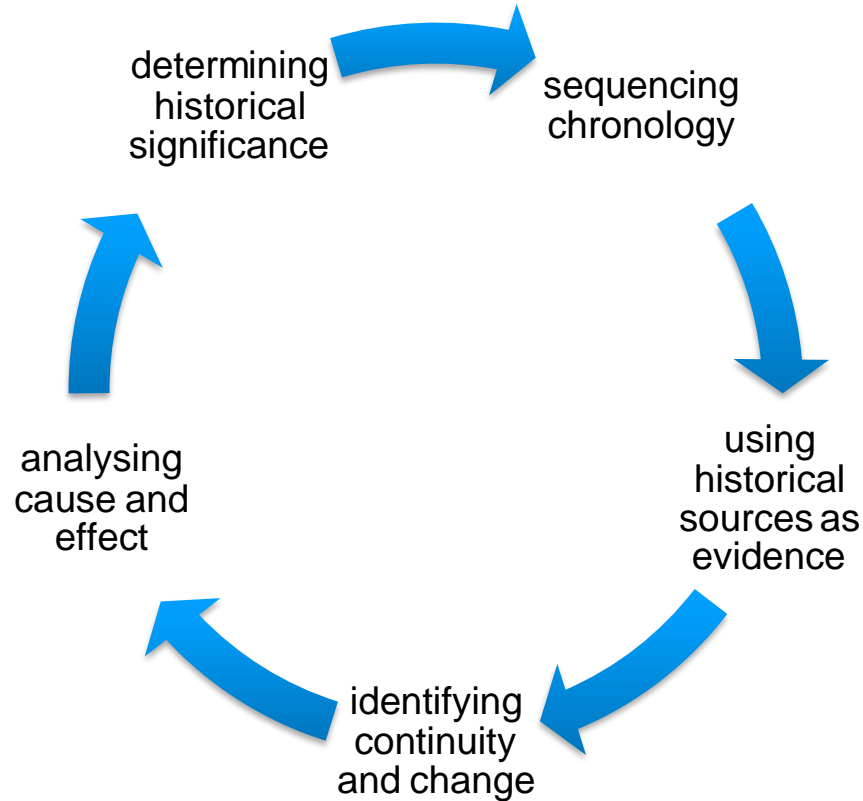
HISTORICAL  
KNOWLEDGE



# History



# Strand: Historical Concepts and Skills



Rationale and Aims

Structure

**Learning in History**

Scope and Sequence

Resources

Glossary

## Learning in History

 [Print this page](#)

### Historical concepts and skills

In the History curriculum, students have the opportunity to develop historical understanding through the application of the following historical concepts and skills:

- sequencing chronology
- using historical sources as evidence
- identifying continuity and change
- analysing causes and effect, and
- determining historical significance.

These concepts and skills are fundamental in giving the discipline of history its structure.

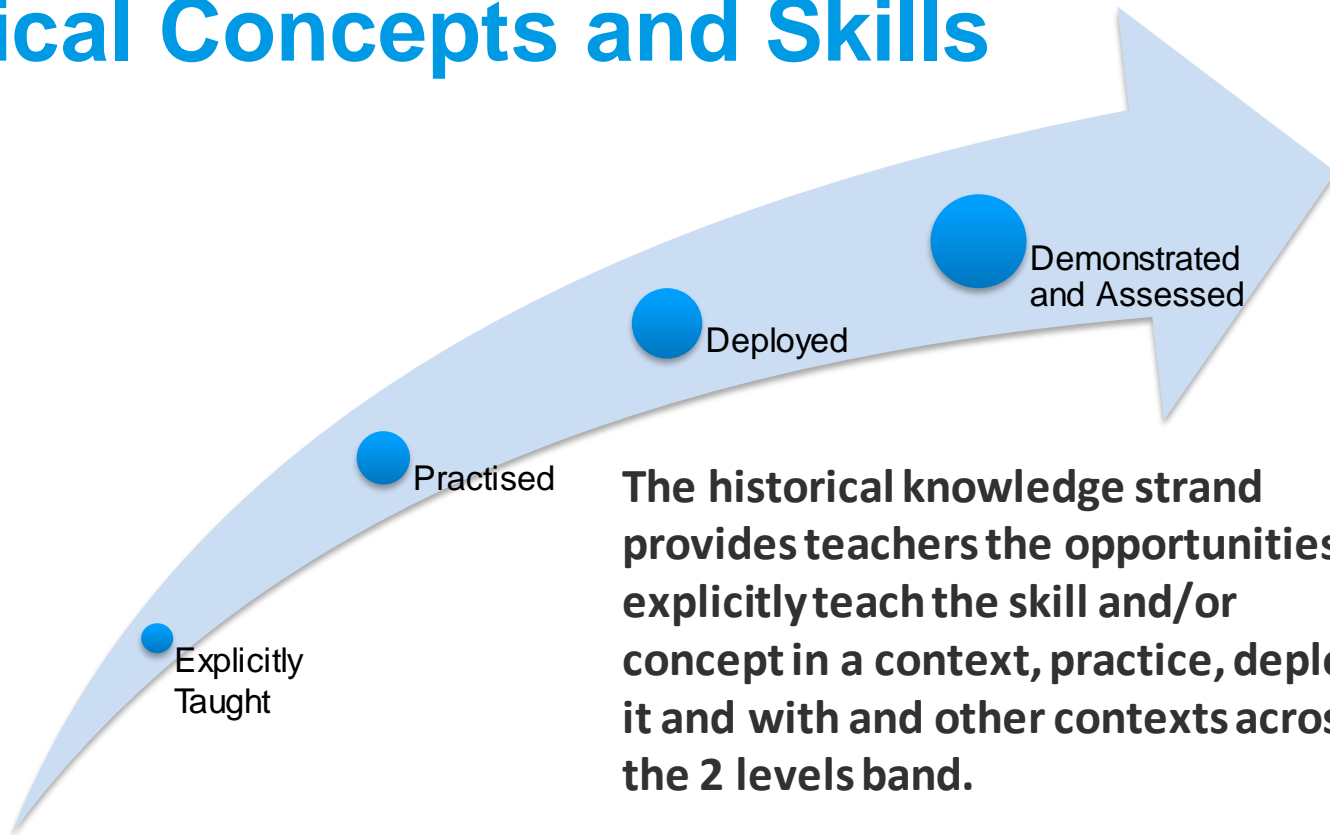
### Sequencing chronology

Chronology involves the arrangement of events in order of time. However, the sequencing of events is not an end in itself. It allows students to understand the sequence and flow of events and identify patterns of continuity and change, analyse cause and effect, distinguish between long-term causes and short-term triggers and provides the starting point and basis of explanatory narratives about the past.

### Using historical sources as evidence

Primary sources are the building blocks of historical thinking and are fundamental to students' understanding and interpretation of the past. They are created at the time of the event or shortly afterwards and may be visual, written, audio, audio-visual and artefacts. Primary sources provide perspectives of those who experienced and witnessed both the significant turning points and everyday events of the past and provide valuable insights into how events shaped their ethics, ideas and values. Secondary sources, such as textbooks or historical interpretations made by historians or commentators, often draw on primary sources to present arguments or interpretations of the past. When using historical sources as evidence, students draw on historical perspectives and interpretations when constructing arguments about the past.

# Historical Concepts and Skills



**The historical knowledge strand provides teachers the opportunities to explicitly teach the skill and/or concept in a context, practice, deploy it and with and other contexts across the 2 levels band.**



# Curriculum Continuum

## History

Introduction Curriculum

Filter Showing all levels Showing all strands [Apply filters](#) [Clear filters](#)

View    Show  Level descriptions  Content descriptions  Achievement standards [Print this page](#)

Previous A B C D F-2 3-4 5-6 7-8 9-10

### Levels 5 and 6

**Levels 5 and 6 Description**  
From Colony to Nation

In Levels 5 and 6, students study colonial Australia in the 1800s and the development of Australia as a nation, particularly after 1900. Students look at the founding of British...

[Show more](#)

**Levels 5 and 6 Content Descriptions**

**Historical Concepts and Skills**

**Chronology**

Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia's colonial past and the causes and effects of Federation on its people (VCHHC082)

**Historical sources as evidence**

Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of

### Levels 7 and 8

**Levels 7 and 8 Description**  
The Ancient World to the Modern World

In Levels 7 and 8, students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) &ndash;...

[Show more](#)

**Levels 7 and 8 Content Descriptions**

**Historical Concepts and Skills**

**Chronology**

Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)

Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)

**Historical sources as evidence**

Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability

### Levels 9 and 10

**Levels 9 and 10 Description**  
The Making of the Modern World and Australia

In Levels 9 and 10, students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers...

[Show more](#)

**Levels 9 and 10 Content Descriptions**

**Historical Concepts and Skills**

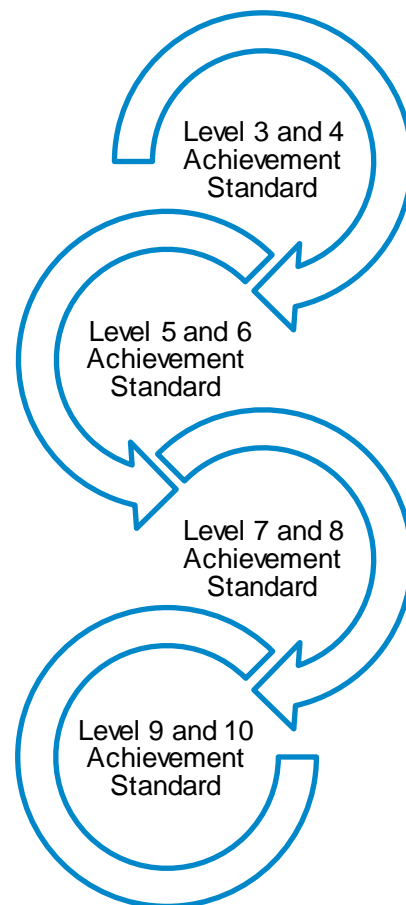
**Chronology**

Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121)

Analyse and evaluate the broad patterns of change over the period 1750–present (VCHHC122)

**Historical sources as evidence**

Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123)



# Progression of concepts and skills

F-2  
Identify  
examples  
of  
continuity  
and  
change....

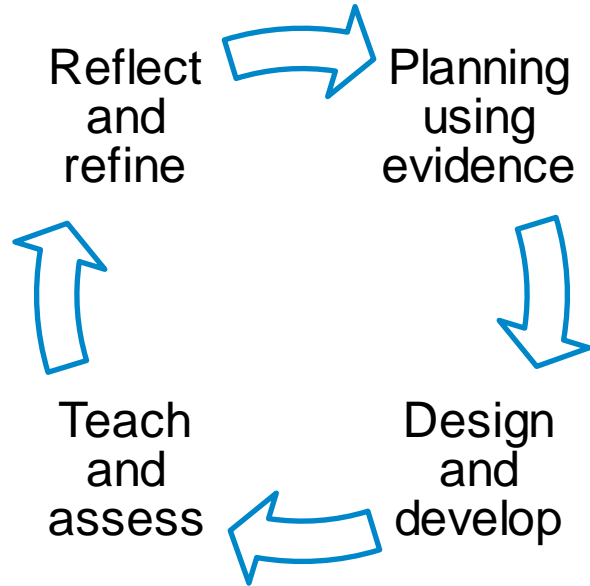
3-4  
Identify and describe  
continuity and change  
over time....

5-6  
Identify and describe  
patterns of continuity  
and change....

7-8  
Identify and  
describe  
patterns of  
continuity and  
change in  
society and daily  
life

9-10  
Identify and  
evaluate  
patterns of  
continuity and  
change...

# Learning area planning



More information is available from the [Curriculum Planning Resource](#)

## Levels 9 & 10

### Achievement Standard

- *They analyse the causes and effects of events and developments and explain their significance.*

### Strand Content descriptions Levels 9 & 10

1. Analyse the **long term causes, short term triggers** and the intended and unintended effects of significant events and developments (**Concepts and skills strand**)
2. Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia (**Industrial Revolutions**)
3. Intended and unintended **causes and effects** of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (**Australia and Asia**)
4. **Causes** of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort (**WW1**)
5. **Causes** of World War II and the reasons why Australians enlisted to go to war (**WW2**)

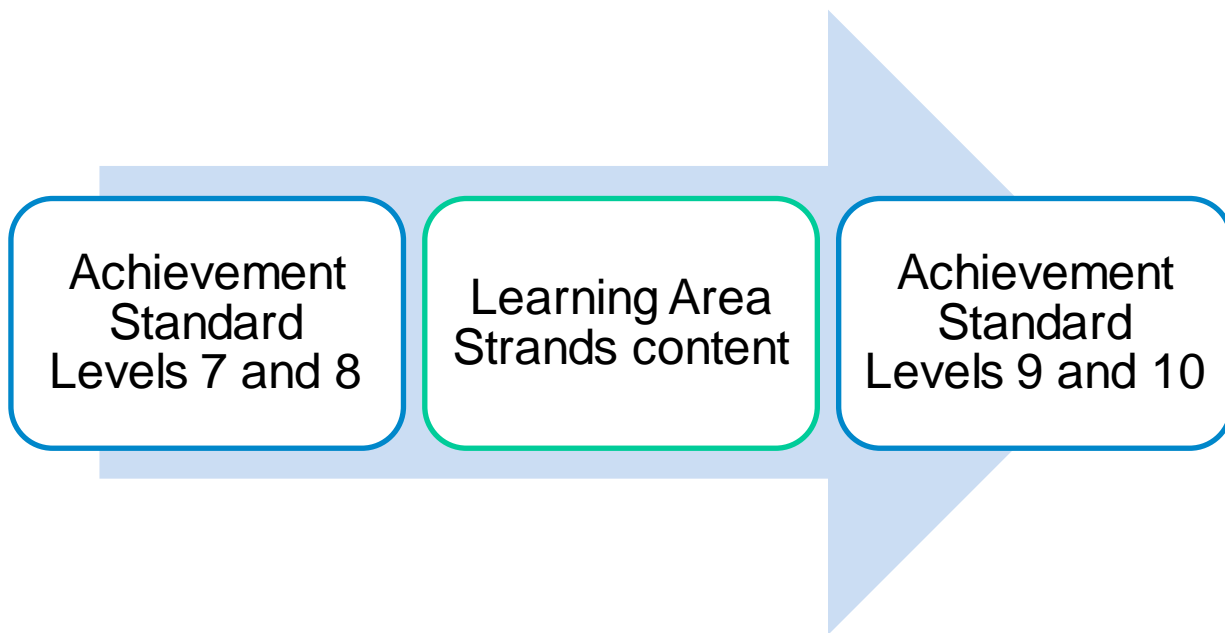
# Strand: Historical Knowledge Levels 7 and 8

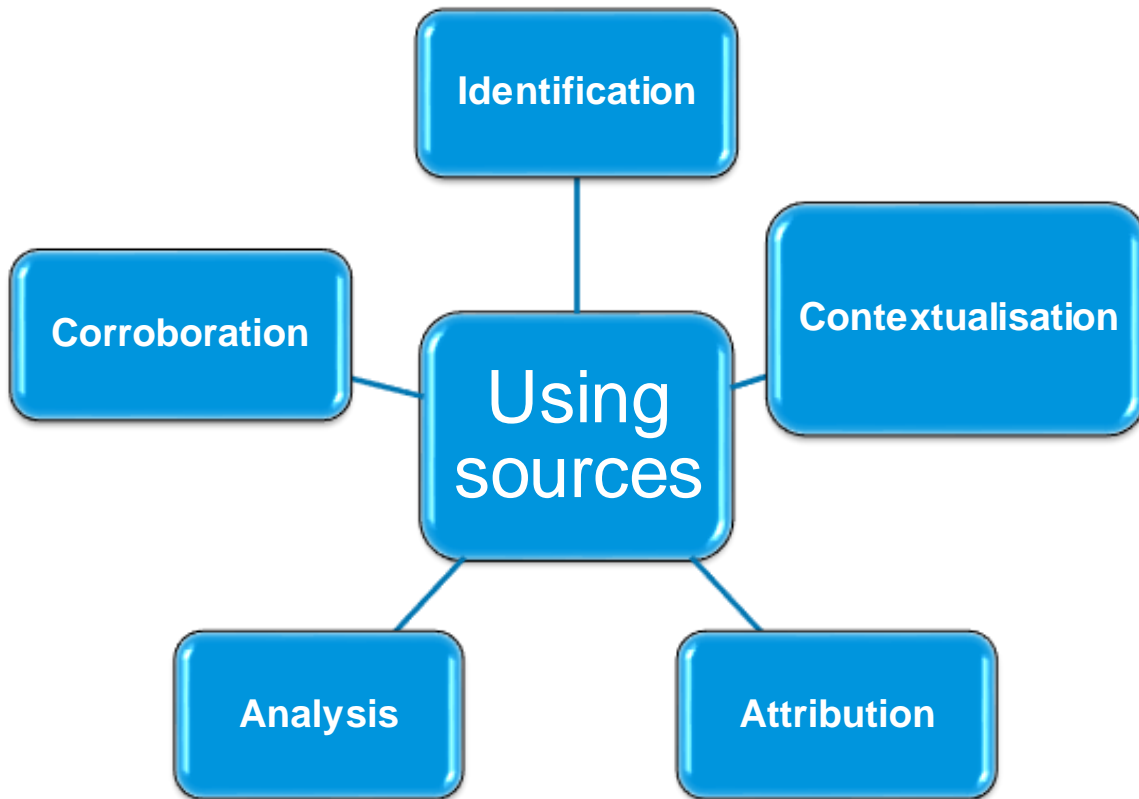
Historical Concepts and Skills are explicit in the strand content descriptors.

Ancient world and early civilisations 60 000 BC (BCE) – c.650 AD (CE)

- How physical features influenced the development of the civilisation.
- **changes** in society and the **perspectives** of key groups affected by change including the influence of law and religion
- **significant** beliefs, values and practices with a particular emphasis on one of the following: **changes** to everyday life, **cause and effect** of warfare, or **perspectives** of death and funerary customs
- **causes and effects** of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, conquest of other lands and war, peace treaties, spread of beliefs.
- The role and achievements of a **significant** individual in ancient society.
- The different methods and **sources used** by archaeologists and historians to investigate history and/or a historical mystery.
- The **significance** and importance of conserving the remains and heritage of the past

# Developing Assessment Tasks





**VCAA Resource:** [Ideas and tips for using historical sources](#)

# Delivering F–10 History

- Focus on one or two lines in the Achievement Standard
- What do students know and are able to do?
- How do you progress them along the learning continuum now and when they return to school



# Developing Assessment Tasks

<p><b>AS Levels 7-8</b></p>	<p>By the end of Levels 7-8, students...</p> <ul style="list-style-type: none"><li>• explain the historical context of these sources.</li><li>• compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability.</li><li>• analyse the different perspectives of people in the past using sources.</li></ul> <p><b>What is the destination?</b></p>
<p><b>Content Descriptions</b></p>	<p>Medieval Europe (c.590 – c.1500)</p> <ul style="list-style-type: none"><li>• The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society</li><li>• Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power</li><li>• Perspectives of subject peoples and their interactions with power and/or authority of others</li><li>• The role and achievements of a significant individual and/or group</li></ul> <p><b>How do you get there?</b></p>

# Using historical sources

## Levels 5-6

- identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources
- describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view.
- describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view.

## Levels 7-8

- locate and select historical sources and identify their origin, content features and purpose.
- explain the historical context of these sources.
- compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability.
- analyse the different perspectives of people in the past using sources.
- analyse the different perspectives of people in the past using sources.

## Levels 9 and 10

- locate and select historical sources and identify their origin, purpose and content features
- explain the context of these sources to identify motivations, values and attitudes.
- compare and contrast historical sources and evaluate their accuracy, usefulness and reliability
- analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values
- evaluate different historical interpretations and contested debates.

## Curriculum-specific example of indicative progress

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an indicative progress template.

CURRICULUM AREA: The Humanities / History sequence toward Level 10 achievement standard		
<p><b>Context:</b> As a class task, Year 9 students are provided with a timeline of the Industrial Revolution and asked to rank key events, ideas and individuals in order of significance. Students will use developed criteria to judge historical significance. Students conduct additional research of the two most significant events they have ranked, collecting a range of perspectives and historian's interpretations on the selected entries. Students then justify their ranking using the criteria in a short response (three or four paragraphs) that incorporates a minimum of two differing historians' interpretations from which they select the strongest contention by comparing the interpretation to factual details of the time.</p>		
<p><b>Content Descriptions:</b> Historical Knowledge</p> <ul style="list-style-type: none"> <li>Significant effects of the Industrial Revolution, including global changes in landscapes, movement of people, development and influence of ideas, political and social reforms, and transport and communication. (<a href="#">VCHHK132</a>)</li> </ul> <p>Historical Concepts and Skills</p> <ul style="list-style-type: none"> <li>Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (<a href="#">VCHHC121</a>)</li> <li>Evaluate different historical interpretations and contested debates (<a href="#">VCHHC125</a>)</li> <li>Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (<a href="#">VCHHC127</a>)</li> </ul>		
History Level 8 Achievement Standard	Example of Indicative Progress toward Level 10 Achievement Standard	History Level 10 Achievement Standard
<p>By the end of Level 8:</p> <ul style="list-style-type: none"> <li>They analyse the causes and effects of events and developments.</li> <li>Students sequence events and developments within a chronological framework with reference to periods of time.</li> <li>They explain different historical interpretations and contested debates about the past.</li> </ul>	<p>In <b>History</b>, indicative progression towards the Level 10 achievement standard may be when students:</p> <ul style="list-style-type: none"> <li>categorise given events into social, political, cultural, economic and technological developments</li> <li>rank a range (5 to 10) of key events and developments based on historical significance conventions</li> <li>organise events by making connections (in a flow chart or other visual representation) showing how different events influenced other outcomes in the given chronological framework.</li> <li>identified the similarities and differences between historical interpretations in a T graph</li> <li>made a judgement regarding which historical interpretation is the strongest using at least two specific factual details to support their claim.</li> </ul>	<p>By the end of Level 10:</p> <ul style="list-style-type: none"> <li>They analyse the causes and effects of events and developments and explain their significance.</li> <li>Students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time.</li> <li>They evaluate different historical interpretations and contested debates.</li> </ul>

# Questions

# Useful Resources

- History Teachers Association of Victoria
- [Fuse](#), Victorian Department of Education and Training
- ABC Education [History](#)
- [AC History Units](#) History Teacher' Association of Australia
- [Australian War Memorial](#)
- BBC [Bitesize History](#)
- Melbourne Museum [The Education Programs and Resources](#)
- [National Film and Sound Archive of Australia](#)
- National Museum Australia provides a range of [classroom learning resources](#)

# Contacts

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For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:

<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>