

Mapping tool – preamble for History

This mapping tool matches essential content elements from two curriculum frameworks: *Every chance to learn* ELA 21, ELA 22 and ELA 23 to the Australian Curriculum (History) V1.1. Teachers using this tool are reminded to consider the underlying principles and philosophy as well.

The **Overview** of each ELA in *Every chance to learn* discusses the scope, features, concepts, values and attitudes of

- ELA 21 *The student understands about Australia and Australians*
- ELA 22 *The student understands what it means to be a citizen in a democracy*
- ELA 23 *The student understands world issues and events.*

The **Rationale** of the Australian Curriculum (History) reminds readers that the two interrelated strands have different intentions:

- The *Historical Knowledge and Understanding* strand provides the contexts and refers to *concepts for developing understanding such as [evidence](#), [continuity and change](#), [cause and effect](#), [significance](#), [perspectives](#), [empathy](#) and [contestability](#)*
- The *Historical Skills* strand promotes the process skills of *[historical inquiry](#): [chronology](#), [terms](#) and [concepts](#); *historical questions and research; the analysis and use of sources; [perspectives](#) and interpretations; explanation and communication.**

Further information can be inferred from

- opening **hyperlinked codes** to the Australian Curriculum, and pasting them into the 'search' function to identify content elaborations, general capabilities and links to cross-curriculum priorities.

History – Early Childhood

Every chance to learn		Australian Curriculum		
21. The student understands about Australia and Australians		Insert Strand/s Here		
		Foundation	Year 1	Year 2
21.EC.1	Australia as a large land mass with a variety of environments (e.g. varied landscapes, places where people live)	•	•	•
21.EC.2	some places and landmarks in the local community	•	•	•
21.EC.3	the meaning of names given to some familiar places (e.g. names of Canberra's streets and suburbs)	•	•	•
21.EC.4	the stories of some people and events in Australia's past (e.g. children's lives at different times such as during war, in the bush, before television, before colonisation, during migration, in the local area)	<ul style="list-style-type: none"> Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004) 	<ul style="list-style-type: none"> Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030) 	<ul style="list-style-type: none"> 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)

21.EC.5	Indigenous people as the first Australians and aspects of Australia's history predating British colonisation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21.EC.6	individuals and groups in the community (e.g. through simple information texts, family histories, Dreaming stories, folk tales)	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050) • The different structures of families and family groups today, and what they have in common (ACHHK002) • Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) • How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004) 	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050) 	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050)
21.EC.7	some official and unofficial symbols used to represent Australia and Australians (e.g. national flag, anthem and coat of arms, flying kangaroo, boomerang, Vegemite)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

21.EC.8	the diversity of Australians (e.g. people may look and speak differently from each other and come from a variety of backgrounds)	<ul style="list-style-type: none"> The different structures of families and family groups today, and what they have in common (ACHHK002) 	<ul style="list-style-type: none"> Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028) 	<ul style="list-style-type: none">
21.EC.9	important days and events celebrated by their family and local community	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) How they, their family and friends commemorate past events that are important to them (ACHHK003) 	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) 	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) 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) The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
21.EC.10	recognise Australia's shape (e.g. in images and on maps) and some of its places (e.g. relevant to students' experiences or classroom focus)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

21.EC.11	find out about people's lives in the past by asking questions of people they know (e.g. find out what their parents' lives were like when they were children)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)
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Every chance to learn		Australian Curriculum		
22. The student understands and values what it means to be a citizen within a democracy		Insert Strand/s Here		
		Foundation	Year 1	Year 2
22.EC.1	their personal rights and responsibilities in familiar contexts (e.g. school, home)	•	•	•
22.EC.2	the key purpose rules have in protecting people's rights and responsibilities (e.g. in the classroom and in the school) and in supporting the values that help communities live and work together (e.g. understanding, tolerance, respect, being included and including others)	•	•	•
22.EC.3	the concept of fair and unfair rules	•	•	•
22.EC.4	voting as a key method for group decision-making in a democracy	•	•	•

22.EC.5	significant places where people come together to discuss issues and make decisions	•	•	•
22.EC.6	how and why people make decisions, and situations where people make decisions for themselves and situations where decisions are made on their behalf (e.g. class rules are designed collaboratively, but some school rules are predetermined)	•	•	•
22.EC.7	examples of how people work together to provide government services in familiar contexts	•	•	•
22.EC.8	the contributions made in the school and local community by diverse groups (e.g. volunteers, community groups, parents, leaders, teachers and students)	•	•	•

22.EC.9	how people use narratives (e.g. Dreaming stories, fables) to teach community values and appropriate behaviours	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053) 	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053) 	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053)
22.EC.10	reasons people cooperate in groups	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.11	make decisions in groups to achieve common goals (e.g. contribute to the development of class rules)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.12	contribute to the formulation of agreed consequences for when people break rules and explore ways in which people can make amends	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.13	participate in school events that celebrate and commemorate special local, community and national days (e.g. cultural events, sporting events, Anzac Day)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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) (repeated)

Every chance to learn		Australian Curriculum		
23. The student understands world issues and events		Insert Strand/s Here		
		Foundation	Year 1	Year 2
23.EC.1	things that happen in the world beyond their local area (e.g. from the media and people they know)	•	•	•
23.EC.2	past and present world events that are of interest or significance (e.g. to themselves, members of their family and their class)	• Explore a range of sources about the past. (ACHHS050)	• Explore a range of sources about the past. (ACHHS050)	• Explore a range of sources about the past. (ACHHS050)
23.EC.3	the globe as a representation of the Earth and distinctive landscapes and places (e.g. land masses, water)	•	•	•
23.EC.4	some differences between Australia and places they talk about (e.g. climate, landscape, housing, population)	•	•	•

23.EC.5	ways people live differently in different places (e.g. food, features of culture, language and religion, schooling, clothing, access to resources)	•	•	•
23.EC.6	ways in which Australians, including young people, are connected to other people and places (e.g. families, travel, trade)	• Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)	• 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 (ACHHK029)	• The importance today of an historical site of cultural or spiritual significance ; for example, a community building, a landmark, a war memorial (ACHHK045)
23.EC.7	locate places on a globe where significant issues and events are occurring	•	•	•

23.EC.8	gather information about some past and present world events (e.g. from family members, media)	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) How they, their family and friends commemorate past events that are important to them (ACHHK003) Explore a point of view (ACHHS020) 	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) 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 (ACHHK029) Explore a point of view (ACHHS020) 	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) 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) Explore a point of view (ACHHS020)
23.EC.9	recognise the traditions, practices, customs and celebrations of the different members of their class and locate where in the world these come from	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

Australian Curriculum content not covered by ECTL

FOUNDATION

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))

YEAR 1

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))

YEAR 2

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))

History – Later Childhood

Every chance to learn		Australian Curriculum		
21. The student understands about Australia and Australians		Insert Strand/s Here		
		Year 3	Year 4	Year 5
21.LC.1	a range of natural environments and features in Australia, how these have shaped Australia's settlement and development and how people have shaped these environments	•	•	•
21.LC.2	significant landmarks, places and population centres in Australia	•	•	•
21.LC.3	the ways Australia's Indigenous peoples lived prior to colonisation, including distribution across Australia, diversity of cultures, languages, customs, social organisations, technologies and land uses	•	<ul style="list-style-type: none"> • 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. (ACHHK077) 	•

21.LC.4	why Australia was colonised by Britain (e.g. context of colonisation, penal settlement)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079) 	<ul style="list-style-type: none"> • Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)
21.LC.5	aspects of Australia from colonisation to Federation, including government (e.g. development of colonies and states, exploration and settlement, daily lives of a variety of people, significant individuals and groups)	<ul style="list-style-type: none"> • 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 (ACHHK061) 	<ul style="list-style-type: none"> • 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 (ACHHK080) 	<ul style="list-style-type: none"> • The nature of a convict or colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants, and how they changed the environment. (ACHHK094) • 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. (ACHHK095) • 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. (ACHHK097)

21.LC.6	cultural groups within Australian communities, including some features of their histories, customs and beliefs	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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 (ACHHK080) (repeated) 	<ul style="list-style-type: none"> • The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)
21.LC.7	how cultural diversity, including Aboriginal and Torres Strait Islander cultures, have influenced national identity and community life in Australia over time	<ul style="list-style-type: none"> • The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062) • 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) (ACHHK060) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21.LC.8	images and symbols used to represent Australians and the values they reflect (e.g. Australian flags and anthems, bush to beach and urban imagery)	<ul style="list-style-type: none"> • Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems (ACHHK063) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

21.LC.9	the influences of Indigenous peoples on the valuing and naming of Australian places	<ul style="list-style-type: none"> 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) (ACHHK060) (repeated) 	<ul style="list-style-type: none"> 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 (ACHHK080) (repeated) 	<ul style="list-style-type: none">
21.LC.10	identify and represent key features of places in Australia on maps	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
21.LC.11	interpret and construct timelines to sequence events	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS081) 	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS081) 	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS098) Use historical terms and concepts (ACHHS099)
21.LC.12	access and interpret information from a range of sources (e.g. atlases, satellite images, primary and secondary historical sources, census data, media)	<ul style="list-style-type: none"> Locate relevant information from sources provided (ACHHS084) 	<ul style="list-style-type: none"> Locate relevant information from sources provided (ACHHS084) 	<ul style="list-style-type: none"> Identify and locate a range of relevant sources (ACHHS101) Compare information from a range of sources (ACHHS103) Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)

21.LC.13	explain current and past events using evidence from investigation	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)• Identify questions to inform an historical inquiry (ACHHS100)• Locate information related to inquiry questions in a range of sources (ACHHS102)
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Every chance to learn		Australian Curriculum		
22. The student understands and values what it means to be a citizen within a democracy		Insert Strand/s Here		
		Year 3	Year 4	Year 5
22.LC.1	why society has laws (e.g. the purpose of laws within a democracy in protecting people's rights), some rules and laws which relate to children and what happens when people break laws	•	•	•
22.LC.2	how the legal process plays an important role in protecting people's rights and key positions within the legal system (e.g. barrister, solicitor, judge)	•	•	•
22.LC.3	the three levels of government in Australia (i.e. local, state, federal)	•	•	•

22.LC.4	Australia as a democracy and the values that are fundamental to a healthy democracy (e.g. the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association)	•	•	•
22.LC.5	the traditional methods of governance in Indigenous communities	<ul style="list-style-type: none"> • 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) (ACHHK060) 	•	•
22.LC.6	the role and purpose of having a constitution, elections, parliament, government, political parties, elected representatives and civic participation	•	•	•

22.LC.7	key civic terms used in Australia that have been inherited from other times and places (e.g. 'democracy', 'citizen', 'government' and 'parliament')	•	•	•
22.LC.8	the concepts of community service, power and leadership, including why we have leaders, what good leaders do and the qualities of an effective leader	•	•	•
22.LC.9	the right of people to be different within the rule of the law	•	•	•
22.LC.10	the influence of different types of rule on people's lives (e.g. absolute monarchy, democracy) and that, when Australians travel overseas, the laws of the other countries apply to them	•	•	•

22.LC.11	the influence of significant individuals and events on the development of democracy in Australia (e.g. Henry Parkes, Federation)	•	•	<ul style="list-style-type: none"> • 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. (ACHHK097)
22.LC.12	how shared values can help people resolve conflict or achieve consensus between diverse views (e.g. understanding, tolerance, inclusion, respect)	•	•	•
22.LC.13	the range of ways in which people work together to contribute to civil society	•	•	•
22.LC.14	ways in which citizens are influenced by and can influence decisions, events and movements, considering relevant local, state, regional or global examples	•	•	•

22.LC.15	identify and exercise personal rights and responsibilities within their school and community	•	•	•
22.LC.16	participate in activities that celebrate diversity and support social cohesion (e.g. Harmony Day, Reconciliation, Racism No Way, Seniors Week)	• 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 (ACHHK064)	•	•
22.LC.17	contribute effectively to representative groups in familiar contexts (e.g. student representative council)	•	•	•
22.LC.18	consider whether laws and likely sanctions are fair and appropriate for all people in all situations (e.g. whether punishment is always appropriate when a law is broken)	•	•	•

<p>22.LC.19</p>	<p>access and evaluate the range of media and ICT as sources of information for active, informed citizens</p>	<ul style="list-style-type: none"> • Identify different points of view (ACHHS085) • Identify and locate a range of relevant sources (ACHHS101) 	<ul style="list-style-type: none"> • Identify different points of view (ACHHS085) • Identify and locate a range of relevant sources (ACHHS101) 	<ul style="list-style-type: none"> • Identify points of view in the past and present (ACHHS104) • Identify and locate a range of relevant sources (ACHHS101) • Compare information from a range of sources (ACHHS103) • Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)
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Every chance to learn		Australian Curriculum		
23. The student understands world issues and events		Insert Strand/s Here		
		Year 3	Year 4	Year 5
23.LC.1	significant world events and how they affect people's lives in different places (e.g. natural disasters, war)	•	•	•
23.LC.2	some of the links between people in Australia and other countries in the Asia-Pacific region that relate to current issues and events (e.g. family, social, political, economic)	<ul style="list-style-type: none"> • 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 (ACHHK064) 	•	•
23.LC.3	how present and future global issues and events may impact on people in Australia and Asia (e.g. environment, health, conflict)	•	•	•

23.LC.4	some of the causes of extreme poverty in the world today and the ways people support international charity organisations to provide aid	•	•	•
23.LC.5	significant geographic areas (e.g. deserts, seas, continents) and reference points in the world (e.g. countries, capital cities, the equator, poles)	•	•	•
23.LC.6	how issues and events that are happening in the world are connected to things that happened in the past	<ul style="list-style-type: none"> • 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 (ACHHK061) (repeated) 	•	<ul style="list-style-type: none"> • The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096) (repeated)

23.LC.7	features of cultures and societies relating to world issues and events	<ul style="list-style-type: none"> • 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 (ACHHK064) (repeated) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.8	how different people can have different values and beliefs in different times and places	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.9	locate places and geographic features on world maps (e.g. in the Asia-Pacific region)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.10	ask historical questions (e.g. who, what, when, where, why, how)	<ul style="list-style-type: none"> • Pose a range of questions about the past. (ACHHS083) • Use historical terms (ACHHS082) 	<ul style="list-style-type: none"> • Pose a range of questions about the past. (ACHHS083) • Use historical terms (ACHHS082) 	<ul style="list-style-type: none"> • Identify questions to inform an historical inquiry (ACHHS100) (repeated)
23.LC.11	develop a timeline that indicates significant world events that are connected to one another	<ul style="list-style-type: none"> • Sequence historical people and events (ACHHS081) (repeated) 	<ul style="list-style-type: none"> • Sequence historical people and events (ACHHS081) (repeated) 	<ul style="list-style-type: none"> •

23.LC.12	discuss and provide opinions on current and past global issues and world events, considering some different perspectives	<ul style="list-style-type: none"> Identify different points of view (ACHHS085) 	<ul style="list-style-type: none"> Identify different points of view (ACHHS085) 	<ul style="list-style-type: none"> Identify points of view in the past and present (ACHHS104)
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Australian Curriculum content not covered by ECTL

YEAR 3

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS071](#))

YEAR 4

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. ([ACHHK078](#))

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS087](#))

YEAR 5

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS106](#))

History – Early Adolescence

Every chance to learn		Australian Curriculum		
21. The student understands about Australia and Australians		Insert Strand/s Here		
		Year 6	Year 7	Year 8
21.EA.1	characteristics that make Australia unique (e.g. landforms, basins, climate, weather, resources, vegetation, flora and fauna, natural hazards, latitude and longitude)	•	•	•
21.EA.2	how the geography of Australia influences what people do to survive and prosper (e.g. where people live, the location of natural resources and the development of industries and cities)	•	•	•

<p>21.EA.3</p>	<p>Indigenous perspectives of colonisation and how Indigenous peoples' lives were affected (e.g. impact of disease, frontier wars, dispossession and land disputes, differing experiences in different locations, increasing government control)</p>	<ul style="list-style-type: none"> Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<p>21.EA.4</p>	<p>past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, Great Depression, sporting heroes, role of women, mateship, larrikinism, White Australia policy, migration and multiculturalism, 1967 referendum)</p>	<ul style="list-style-type: none"> 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. (ACHHK116) Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113) 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. (ACHHK115) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

21.EA.5	the importance of 'country' to Australia's Aboriginal and Torres Strait Islander peoples (e.g. different ways individuals are related to the land)	<ul style="list-style-type: none"> Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114) (repeated) 	•	•
21.EA.6	the factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends)	•	•	•
21.EA.7	the values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how these have changed over time (e.g. Australia Day, Anzac Day)	<ul style="list-style-type: none"> Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114) (repeated) 	•	•
21.EA.8	current issues and challenges facing the local community and Australian society	•	•	•

21.EA.9	use geographical language, tools and conventions to interpret and create representations of Australia's physical and human geography (e.g. a variety of maps, diagrams, images and data)	•	•	•
21.EA.10	sequence key historical events to create a narrative of a key period in Australian history	• Sequence historical people and events. (ACHHS117)	• Sequence historical events and periods (ACHHS205)	• Sequence historical events and periods (ACHHS205)

<p>21.EA.11</p>	<p>find out about, discuss and evaluate historical events using appropriate genres, sources and evidence</p>	<ul style="list-style-type: none"> • Use historical terms and concepts (ACHHS118) • Identify and locate a range of relevant sources (ACHHS120) • Compare information from a range of sources. (ACHHS122) 	<ul style="list-style-type: none"> • Identify the origin and purpose of primary and secondary sources (ACHHS209) • Locate, select and use information from a range of sources as evidence (ACHHS210) • Draw conclusions about the usefulness of sources (ACHHS211) • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • Identify a range of questions about the past to inform a historical inquiry (ACHHS207) • Identify and locate relevant sources, using ICT and other methods (ACHHS208) 	<ul style="list-style-type: none"> • Identify the origin and purpose of primary and secondary sources (ACHHS209) • Locate, select and use information from a range of sources as evidence (ACHHS210) • Draw conclusions about the usefulness of sources (ACHHS211) • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • Identify a range of questions about the past to inform a historical inquiry (ACHHS207) • Identify and locate relevant sources, using ICT and other methods (ACHHS208)
<p>21.EA.12</p>	<p>identify and suggest reasons for different perspectives in accounts of history and contemporary society</p>	<ul style="list-style-type: none"> • Identify points of view in the past and present (ACHHS123) 	<ul style="list-style-type: none"> • Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) 	<ul style="list-style-type: none"> • Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

Every chance to learn		Australian Curriculum		
22. The student understands and values what it means to be a citizen within a democracy		Insert Strand/s Here		
		Year 6	Year 7	Year 8
22.EA.1	the purpose of democratic civil society and the origins of law and democracy, including comparison of governments in ancient societies with contemporary Australia	•	• Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) (repeated)	•

<p>22.EA.2</p>	<p>features of Australia's representative democracy, including the purpose of the Australian Constitution, the difference between parliaments and governments, elections, how governments are formed, roles of elected representatives, functions and services provided by the three levels of government and the roles of courts</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>22.EA.3</p>	<p>how laws and courts protect democratic rights and freedoms, impact on people's lives and change to reflect community values</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>22.EA.4</p>	<p>key events and ideas in the development of Australian self-government and democracy (e.g. governors representing the British monarchy, representative democracy)</p>	<ul style="list-style-type: none"> • Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113) (repeated) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

22.EA.5	the values that underpin a diverse society and how these are demonstrated in the local community (e.g. care, compassion, integrity, respect, fair go, tolerance, inclusion)	•	•	•
22.EA.6	the influence of international agreements on Australian law	•	•	•
22.EA.7	the principles and institutions that underpin Australia's representative democracy and civil society (e.g. parliament, free and fair elections, political parties, secret ballot, head of state)	•	•	•
22.EA.8	the ways in which people's attitudes and actions influence the social cohesion of a community and contribute to the achievement of a democratic civil society	•	•	•

22.EA.9	the civic values, rights and responsibilities of Australian citizens	•	•	•
22.EA.10	ways in which governments make decisions and how these decisions impact on people	•	•	•
22.EA.11	the responsibilities of global citizenship for individuals, organisations and governments (e.g. international aid, refugees, environmental cooperation, peacekeeping)	•	•	•
22.EA.12	ways in which individuals and non-government organisations can contribute to and influence representative bodies, including government	•	•	•

22.EA.13	ways to become involved in, or influence, representative groups in the school or community (e.g. a campaign to raise awareness about a significant issue, elections)	•	•	•
22.EA.14	investigate the contributions of people and groups who have helped achieve civil and political rights in Australia through historical and contemporary examples (e.g. Alfred Deakin, William Spence, Vida Goldstein, Pearl Gibbs)	•	•	•
22.EA.15	compare democratic and non-democratic systems of government	•	•	•
22.EA.16	express their own viewpoints on issues and contribute to class and group decision-making	•	•	•

Every chance to learn		Australian Curriculum		
23. The student understands world issues and events		Insert Strand/s Here		
		Year 6	Year 7	Year 8
23.EA.1	the causes and effects of significant world events and their connections to current issues	•	•	•
23.EA.2	global inequalities and different life opportunities and some of their causes and effects	•	•	•
23.EA.3	the role of the United Nations and international care organisations in world affairs, issues and events	•	•	•
23.EA.4	how Australians are connected to other people in the Asia-Pacific region and the world (e.g. economic, political and cultural links)	• 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. (ACHHK116) (repeated)	•	•

23.EA.5	the origins of conflicts around the world based on geography (e.g. availability of natural resources)	•	•	•
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23.EA.6

the main features of some ancient and medieval societies and their relevance for contemporary societies (e.g. ancient civilisations of Greece, Egypt, Rome or China or medieval societies of England, Europe, Asia)

•

Egypt

- The physical features of [ancient](#) Egypt (such as the River Nile) and how they influenced the civilisation that developed there ([ACDSEH002](#))
- Roles of key groups in [ancient](#) Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion ([ACDSEH032](#))
- The significant beliefs, values and practices of the [ancient](#) Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH033](#))
- Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties ([ACDSEH034](#))
- The role of a significant individual in [ancient](#) Egyptian history such as Hatshepsut or Rameses II ([ACDSEH129](#))

OR

- Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (Overview)

The Western and Islamic World

- Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

The Vikings (c.790 – c.1066)

- The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society ([ACDSEH007](#))
- Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade ([ACDSEH047](#))
- Viking conquests and relationships with subject peoples, including the [perspectives](#) of monks, changes in the way of life of the English, and the Norman invasion ([ACDSEH048](#))
- The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red of life Ericson ([ACDSEH048](#))
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		•	<p>Greece</p> <ul style="list-style-type: none"> • The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003) • Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) • The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037) • The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130) <p style="text-align: center;">OR</p>	<p style="text-align: center;">OR</p> <p>Medieval Europe (c.590 – c.1500)</p> <ul style="list-style-type: none"> • The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) • Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050) • Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) • The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)
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		<ul style="list-style-type: none"> • 	<p>Rome</p> <ul style="list-style-type: none"> • The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004) • Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038) • The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131) <p style="text-align: center;">OR</p>	<p>The Asia-Pacific World</p> <ul style="list-style-type: none"> • Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750. • Angkor/Khmer Empire (c.802 – c.1327) • The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king). (ACDSEH011) • The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060) • The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor(ACDSEH061) • Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change(ACDSEH062)
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		<ul style="list-style-type: none"> • 	<p>Students investigate One of these Asian societies in depth: China or India</p> <p>China</p> <ul style="list-style-type: none"> • The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) • Roles of key groups in Chinese society in this period (such as kings, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041) • The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043) The role of a significant individual in <u>ancient</u> Chinese history such as Confucius or Qin Shi Huang (ACDSEH132) 	<ul style="list-style-type: none"> • OR <p>Shogunate Japan (c.794 – 1867)</p> <ul style="list-style-type: none"> • The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012) • The role of the Tokugawa Shogunate in establishing a feudal system (based on daimyo and samurai) and in increasing foreign trade (ACDSEH063) • The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064) • The <u>significance</u> of modernisation and westernisation in the decline of the shogunate, including the adoption of Western arms and technology (ACDSEH065)
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		<ul style="list-style-type: none"> • 	<p style="text-align: center;">OR</p> <p>India</p> <ul style="list-style-type: none"> • The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006) • Roles of key groups in Indian society in this period (such as kings, priests, merchants, peasants), including the influence of law and religion (ACDSEH044) • The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046) • The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133) 	<p>Expanding contacts</p> <p>Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <ul style="list-style-type: none"> • Mongol Expansion (c.1206 – c.1368) • The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014) • The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077) • The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078) • The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)
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		•	•	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The Black Death in Asia, Europe and Africa (14th century plague) • Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015) • The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069) • The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070) • The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) • Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)
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23.EA.7	the roles of women in different societies and periods of time relating to world issues or events	•	• Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) (repeated)	•
23.EA.8	the key values of some of the major belief systems in the world (e.g. major religions, ideologies) and their relevance for contemporary issues and events	•	•	•
23.EA.9	locate places on a world map where significant issues and events are occurring and identify their geographical features using geographical language (e.g. scale, grid references, legends, latitude and longitude)	•	•	•

<p>23.EA.10</p>	<p>use a range of historical sources to investigate world issues and events (e.g. eyewitness accounts, media, images, books, journals, newspapers, census data, artefacts)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • Use historical terms and concepts (ACHHS206) • Identify the origin and purpose of primary and secondary sources (ACHHS209) • Locate, select and use information from a range of sources as evidence (ACHHS210) • Draw conclusions about the usefulness of sources (ACHHS211) 	<ul style="list-style-type: none"> • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • Use historical terms and concepts (ACHHS206) • Identify the origin and purpose of primary and secondary sources (ACHHS209) • Locate, select and use information from a range of sources as evidence (ACHHS210) • Draw conclusions about the usefulness of sources (ACHHS211)
<p>23.EA.11</p>	<p>compare and contrast representations of a current issue or event in the media</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>23.EA.12</p>	<p>engage in 'what if' discussions about how an issue or event might have unfolded differently if people had chosen a different course of action</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Australian Curriculum content not covered by ECTL

YEAR 6

Identify questions to inform an [historical inquiry \(ACHHS119\)](#)

Locate information related to inquiry questions in a range of sources. [\(ACHHS121\)](#)

Develop historical texts, particularly narratives and descriptions, which incorporate [source material \(ACHHS124\)](#)

Use a range of communication forms (oral, graphic, written) and digital technologies [\(ACHHS125\)](#)

YEAR 7

The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia (Overview)

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (Overview)

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research [\(ACDSEH001\)](#)

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains [\(ACDSEH030\)](#)

The nature of the sources for [ancient](#) Australia and what they reveal about Australia's past in the [ancient](#) period, such as the use of resources [\(ACDSEH031\)](#)

The importance of conserving the remains of the past, using examples from the [ancient](#) world [\(ACDSEH148\)](#)

Develop historical texts, particularly descriptions and explanations that use [evidence](#) from a range of sources [\(ACHHS213\)](#)

Use a range of communication forms (oral, graphic, written) and digital technologies [\(ACHHS214\)](#)

YEAR 8

The transformation of the Roman world and the spread of Christianity and Islam (Overview)

The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment). (Overview)

The Ottoman Empire (c.1299 – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society [\(ACDSEH009\)](#)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 [CE](#), art and architecture [\(ACDSEH053\)](#)

Relationships with subject peoples, including the policy of religious tolerance [\(ACDSEH054\)](#)

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire [\(ACDSEH055\)](#)

Renaissance Italy (c.1400 – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society [\(ACDSEH010\)](#)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning [\(ACDSEH056\)](#)

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples [\(ACDSEH057\)](#)

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli [\(ACDSEH058\)](#)

The spread of Renaissance culture to the rest of Europe, and its legacy ([ACDSEH059](#)) The Polynesian expansion across the Pacific (c.700 – 1756) Theories about the origin and spread of Polynesian settlers throughout the Pacific ([ACDSEH013](#))

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) ([ACDSEH066](#))

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island ([ACDSEH067](#))

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees ([ACDSEH068](#))

The Spanish Conquest of the Americas (c.1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs. ([ACDSEH016](#))

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered ([ACDSEH073](#))

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas ([ACDSEH074](#))

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe ([ACDSEH075](#))

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources ([ACDSEH076](#))

Develop historical texts, particularly descriptions and explanations that use [evidence](#) from a range of sources ([ACHHS213](#))

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS214](#))

History – Later Adolescence

Every chance to learn		Australian Curriculum	
21. The student understands about Australia and Australians		Insert Strand/s Here	
		Year 9	Year 10
21.LA.1	natural and human processes that form and transform Australian environments over time (e.g. explanations of the origins of Australia, factors changing communities, geographical issues affecting Australian environments)	•	•

<p>21.LA.2</p>	<p>how government policies have affected Indigenous peoples and their pursuit of citizenship rights</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) • The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143) • The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106) • Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)
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<p>21.LA.3</p>	<p>the development of multiculturalism in Australia and changes in government policies on issues including immigration and their impact</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144) • The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145) • The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146) • The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)
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<p>21.LA.4</p>	<p>the events, people and movements that shaped the development of Australia (e.g. colonisation and expansion, development of governments, participation in major wars) and the contexts in which events and actions occurred (e.g. social and economic context, motivation and beliefs of individuals)</p>	<p>Australia and Asia Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.</p> <p>Making a nation</p> <ul style="list-style-type: none"> • The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020) • The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089) • Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090) • Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091) • Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092) 	<ul style="list-style-type: none"> •
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		<p>World War I (1914-1918)</p> <ul style="list-style-type: none"> • An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021) • The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) • The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096) • The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097) 	•
21.LA.5	contemporary and future issues and challenges facing Australian society	•	• Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (Overview)
21.LA.6	ways in which Australia is presented, nationally and internationally (e.g. stereotypes of Australian people and places)	•	•

<p>21.LA.7</p>	<p>select and apply geographical tools and processes (e.g. maps, graphs, photographs, flow charts, fieldwork, action research) to gather, interpret and present geographical information on Australia</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>21.LA.8</p>	<p>analyse sources, perspectives, theories and gaps in narrative accounts of Australia and Australians</p>	<ul style="list-style-type: none"> • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) • Identify the origin, purpose and context of primary and secondary sources (ACHHS169) • Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) • Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) • Identify and analyse the perspectives of people from the past (ACHHS172) • Identify and analyse different historical interpretations (including their own) (ACHHS173) 	<ul style="list-style-type: none"> • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) • Identify the origin, purpose and context of primary and secondary sources (ACHHS169) • Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) • Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) • Identify and analyse the perspectives of people from the past (ACHHS172) • Identify and analyse different historical interpretations (including their own) (ACHHS173)

<p>21.LA.9</p>	<p>sequence historical events and relevant contextual information to explain and create narrative accounts of Australia and Australians</p>	<p>Movement of peoples (1750 – 1901)</p> <ul style="list-style-type: none"> • The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018) • The nature and extent of the movement of peoples in the period (slaves, convicts and settlers) • The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083) • Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084) 	<p>The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (Overview)</p> <p>The globalising world</p> <ul style="list-style-type: none"> • Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or The environment movement or Migration experiences. <p>Popular culture (1954 – present)`</p> <ul style="list-style-type: none"> • The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027) • Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121) • The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122) • Australia's contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life (ACDSEH123)
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			<p>OR</p> <ul style="list-style-type: none">• The environment movement (1960s – present)• The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)• The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)• The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', concept of sustainability', concept of 'Rights of nature') (ACDSEH126)• Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)• Responses of Australian governments and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)
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			<p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Migration experiences (1945 – present)• The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)• The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145)• The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)• The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)
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Every chance to learn		Australian Curriculum	
22. The student understands and values what it means to be a citizen within a democracy		Insert Strand/s Here	
		Year 9	Year 10
22.LA.1	significant features of democracy in Australia, including parliamentary elections, government accountability and the role of political parties	•	•
22.LA.2	the power, responsibilities and influence exercised by political leaders and elected representatives	•	•
22.LA.3	the role of government in developing policy and formulating legislation	•	•
22.LA.4	the Australian Constitution as the legal framework for Australia's system of law and government	•	•

22.LA.5	different types of laws that protect people's rights (e.g. statute law, common law, Indigenous customary law)	•	•
22.LA.6	the principles of sovereignty of the people, common good and separation of powers	•	•
22.LA.7	the concepts of justice and law, including independence of the judiciary, equality before the law, presumption of innocence, the right of appeal and restorative justice	•	•
22.LA.8	how majority rule is balanced with respect for minorities in the exercise of democratic power and civic decision-making	•	•
22.LA.9	changes in Australian citizenship over time and reasons why people choose to become Australian citizens	•	•

22.LA.10	the influence of key people, events and ideas in Australia's development as an independent, self-governing democracy from colonisation to the present	<ul style="list-style-type: none">• Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091) (repeated)• Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092) (repeated)	<ul style="list-style-type: none">•
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22.LA.11

people, movements and events that have enhanced the achievement of civil and political rights for specific groups of Australians (e.g. women's rights to vote and equal pay, human rights and equal opportunity policies)

- Key events and ideas in the development of Australian self-government and democracy, including women's voting rights ([ACDSEH091](#)) (repeated)
- Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act ([ACDSEH092](#)) (repeated)

Rights and freedoms

- Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Rights and freedoms (1945 – the present)

- The origins and [significance](#) of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration ([ACDSEH023](#))
- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104](#))
- The US civil rights movement and its influence on Australia ([ACDSEH105](#))
- The [significance](#) of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology ([ACDSEH106](#))
- The [significance](#) of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology ([ACDSEH106](#))
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle ([ACDSEH134](#))
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of

22.LA.12	ways in which citizens can influence government	•	•
22.LA.13	compare the features of other democracies to those of Australia	•	•
22.LA.14	reflect on their rights and responsibilities as young adults and consider ways in which people, individually and collectively, make decisions and contribute to the common good (e.g. contact a local member of parliament, take informed civic action on issues)	•	•
22.LA.15	identify acts of racism and prejudice as constituting discrimination and participate in ways to prevent and counter these	•	•

Every chance to learn	Australian Curriculum	
23. The student understands world issues and events	Insert Strand/s Here	
	Year 9	Year 10

<p>23.LA.1</p>	<p>significant world movements and conflicts in the 20th and 21st centuries (e.g. political ideologies, feminism, decolonisation, civil rights, revolutions, wars) and the key people who shaped events (e.g. Nelson Mandela)</p>	<p>The extent of European imperial expansion and different responses, including in the Asian region</p> <ul style="list-style-type: none"> • The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141) • The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142) 	<p>The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression</p> <ul style="list-style-type: none"> • World War II (1939-45) • An overview of the causes and course of World War II (ACDSEH024) • An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) • The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) • The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) • The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110) • The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (Overview) • The major movements for rights and freedom in the world and the achievement of independence by former colonies (Overview)
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23.LA.2	significant social justice or human rights issues around the world	•	•
23.LA.3	the role of international agreements and organisations in protecting human rights	•	<ul style="list-style-type: none"> Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (Overview)
23.LA.4	human agency as a significant factor in world issues and events	•	<ul style="list-style-type: none"> Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (Overview)
23.LA.5	the relationship between geographical context and particular world issues and events (e.g. the location of water or oil, the rise in sea levels)	•	<ul style="list-style-type: none"> Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (Overview)
23.LA.6	Australia's relationship with other nations and the influence of regional and global issues and events on these relationships (e.g. military alliances, trade partnerships, independence movements)	•	<ul style="list-style-type: none"> Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (Overview)

23.LA.7	the influence of past international events on governments in Australia (e.g. rise and decline of Communism, colonisation of East and West Papua)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (Overview)
23.LA.8	analyse and explain different perspectives on a significant world issue or event	<ul style="list-style-type: none"> • The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141) 	<ul style="list-style-type: none"> • The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (Overview) • Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability(Overview)
23.LA.9	interpret people's motives and actions in order to understand a current world issue or event indepth, considering different perspectives or bias in accounts	<ul style="list-style-type: none"> • Identify and analyse the perspectives of people from the past (ACHHS172) • Identify and analyse different historical interpretations (including their own) (ACHHS173) 	<ul style="list-style-type: none"> • Identify and analyse the perspectives of people from the past (ACHHS172) • Identify and analyse different historical interpretations (including their own) (ACHHS173)
23.LA.10	evaluate and use a range of historical and geographical sources to construct reasoned explanations about world events in the past	<ul style="list-style-type: none"> • Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) • Evaluate and enhance these questions (ACHHS167) • Identify and locate relevant sources, using ICT and other methods (ACHHS168) 	<ul style="list-style-type: none"> • Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) • Evaluate and enhance these questions (ACHHS167) • Identify and locate relevant sources, using ICT and other methods (ACHHS168)

Australian Curriculum content not covered by ECTL

YEAR 9

The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (Overview)

The emergence and nature of significant economic, social and political ideas in the period, including nationalism (Overview)

The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia ([ACDSEH017](#))

The population movements and changing settlement patterns during this period ([ACDSEH080](#))

The experiences of men, women and children during the Industrial Revolution, and their changing way of life ([ACDSEH081](#))

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication ([ACDSEH082](#))

Progressive ideas and movements (1750 – 1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, [nationalism](#), [imperialism](#), Darwinism, Chartism ([ACDSEH019](#))

The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism ([ACDSEH086](#))

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups ([ACDSEH087](#))

The short and long-term impacts of ONE of these ideas on Australia and the world ([ACDSEH088](#)) Asia and the world

The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period ([ACDSEH093](#))

Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) ([ACDSEH094](#))

The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as [nationalism](#) ([ACDSEH142](#)) The [significance](#) of ONE key event that involved the Asian society and European power(s), including different [perspectives](#) of the event at the time ([ACDSEH141](#))