

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 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)

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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>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](#))