

**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s (CD) addressed by it, which can be done electronically. Once completed, fill out the 'Assessments' table. If you need help completing the template view the curriculum mapping instructions document.

Historical Concepts and Skills Strand																	
Sub-strand	Chronology				Historical sources as evidence				Continuity and change		Cause and effect		Historical significance				
Content Descriptions	Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about <a href="#">(VCHHC121)</a>		Analyse and evaluate the broad patterns of change over the period 1750–present <a href="#">(VCHHC122)</a>		Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability <a href="#">(VCHHC123)</a>		Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values <a href="#">(VCHHC124)</a>		Evaluate different historical interpretations and contested debates <a href="#">(VCHHC125)</a>		Identify and evaluate patterns of continuity and change in the development of the modern world and Australia <a href="#">(VCHHC126)</a>		Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments <a href="#">(VCHHC127)</a>		Evaluate the historical significance of an event, idea, individual or place <a href="#">(VCHHC128)</a>		
Unit	Semester/Year	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
Industrial Revolution	Banjo and Lawson – Year 9	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	3, 8	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Australia and Asia	Banjo and Lawson – Year 9	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	8, 9	<input type="checkbox"/>		<input checked="" type="checkbox"/>	3, 8, 10, 11	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	1, 3, 8
Australia at war: World War I		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Australia at war: World War II		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Rights and freedoms		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
The globalising world		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Historical Knowledge Strand												
Sub-strand: The making of the modern world					Sub-strand: The modern world and Australia							
Industrial Revolution (1750 – 1914)		Australia and Asia Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918 Select region/s: <input checked="" type="checkbox"/> Australia <input type="checkbox"/> Asia			Australia at war (1914 – 1945): World War I		Australia at war (1914 – 1945): World War II		Rights and freedoms (1945 – the present)		The globalising world	
Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia <a href="#">(VCHHK129)</a>	<input type="checkbox"/>	Key social, cultural, economic, and political features of one society at the start of the period <a href="#">(VCHHK133)</a>	<input type="checkbox"/>	Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort <a href="#">(VCHHK139)</a>	<input type="checkbox"/>	Causes of World War II and the reasons why Australians enlisted to go to war <a href="#">(VCHHK145)</a>	<input type="checkbox"/>	Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration <a href="#">(VCHHK151)</a>	<input type="checkbox"/>	Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century.	Choose at least one of the following: <input type="checkbox"/> Popular culture <input type="checkbox"/> The Environment movement <input type="checkbox"/> Migration experiences <input type="checkbox"/> Political crisis	
Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people <a href="#">(VCHHK130)</a>	<input type="checkbox"/>	Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples <a href="#">(VCHHK134)</a>	<input type="checkbox"/>	Significant places where Australians fought and explore their perspectives and experiences in these places <a href="#">(VCHHK140)</a>	<input type="checkbox"/>	Significant places where Australians fought and their perspectives and experiences in these places <a href="#">(VCHHK146)</a>	<input type="checkbox"/>	Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 <a href="#">(VCHHK152)</a>	<input type="checkbox"/>			
Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution <a href="#">(VCHHK131)</a>	<input type="checkbox"/>	Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates <a href="#">(VCHHK135)</a>	<input checked="" type="checkbox"/>	Significant events, turning points of the war and the nature of warfare <a href="#">(VCHHK141)</a>	<input type="checkbox"/>	Significant events, turning points of World War II and the nature of warfare <a href="#">(VCHHK147)</a>	<input type="checkbox"/>	Effects of the US civil rights movement and its influence on Australia <a href="#">(VCHHK153)</a>	<input type="checkbox"/>	Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society <a href="#">(VCHHK157)</a>	<input type="checkbox"/>	
Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication <a href="#">(VCHHK132)</a>	<input checked="" type="checkbox"/>	Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century <a href="#">(VCHHK136)</a>	<input checked="" type="checkbox"/>	Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society <a href="#">(VCHHK142)</a>	<input type="checkbox"/>	Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society <a href="#">(VCHHK148)</a>	<input type="checkbox"/>	Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events <a href="#">(VCHHK154)</a>	<input type="checkbox"/>	Causes and developments of the major global influences on Australia <a href="#">(VCHHK158)</a>	<input type="checkbox"/>	
Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values <a href="#">(VCHHK137)</a>	<input type="checkbox"/>	Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia <a href="#">(VCHHK143)</a>	<input type="checkbox"/>	Significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations <a href="#">(VCHHK149)</a>	<input type="checkbox"/>	Effects of 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 <a href="#">(VCHHK155)</a>	<input type="checkbox"/>	Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia <a href="#">(VCHHK159)</a>	<input type="checkbox"/>			
Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people <a href="#">(VCHHK138)</a>	<input type="checkbox"/>	Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war <a href="#">(VCHHK144)</a>	<input type="checkbox"/>	Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war <a href="#">(VCHHK150)</a>	<input type="checkbox"/>	Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia <a href="#">(VCHHK156)</a>	<input type="checkbox"/>	The perspectives of people and different historical interpretations and debates from the period <a href="#">(VCHHK160)</a>	<input type="checkbox"/>			

### Levels 7 and 8 Achievement Standard

By the end of Level 8

- Students identify and explain patterns of change and continuity over time.
- They analyse the causes and effects of events and developments.
- They identify the motives and actions of people at the time.
- Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society.
- They evaluate different interpretations of the past.
- Students sequence events and developments within a chronological framework with reference to periods of time.
- They locate and select historical sources and identify their origin, content features and purpose.
- Students explain the historical context of these sources.
- They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability.
- Students analyse the different perspectives of people in the past using sources.
- They explain different historical interpretations and contested debates about the past.
- Students construct an explanation using sources of evidence to support the analysis.
- In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

### Levels 9 and 10 Achievement Standard

Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.

By the end of Level 10

- Students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. (1)
- They analyse the causes and effects of events and developments and explain their significance. (2)
- They explain the context for people's actions in the past. (3)
- Students evaluate the significance of events and analyse the developments from a range of perspectives. (4)
- They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. (5)
- Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. (6)
- They locate and select historical sources and identify their origin, purpose and content features. (7)
- Students explain the context of these sources to identify motivations, values and attitudes. (8)
- They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. (9)
- Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. (10)
- They evaluate different historical interpretations and contested debates. (11)
- Students construct and communicate an argument about the past using a range of reliable sources of evidence. (12)
- In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources. (13)

Assessments			Notes / Actions Required
Unit (Title)	Assessment	Achievement Standard/s	
Banjo and Lawson	1. Discuss the two contrasting images of Australian society and identity presented by Paterson and Lawson. Research "The Bulletin Debate" of 1892-93.	7, 8, 9, 10, 11	
	2. Discuss how significant events and ideas affected the lives and writing of the Paterson and Lawson. Include: <ul style="list-style-type: none"> <li>• wealth and poverty,</li> <li>• health (infant mortality, mental health, drugs and alcohol)</li> <li>• drought</li> </ul>	2, 3, 4, 10	
	3. How did the experiences of people portrayed in the play demonstrate the need for reform in areas such as: <ul style="list-style-type: none"> <li>• maternity care and infant/child mortality</li> <li>• mental health</li> <li>• poverty and social welfare?</li> </ul>	1, 3, 5, 11, 12	