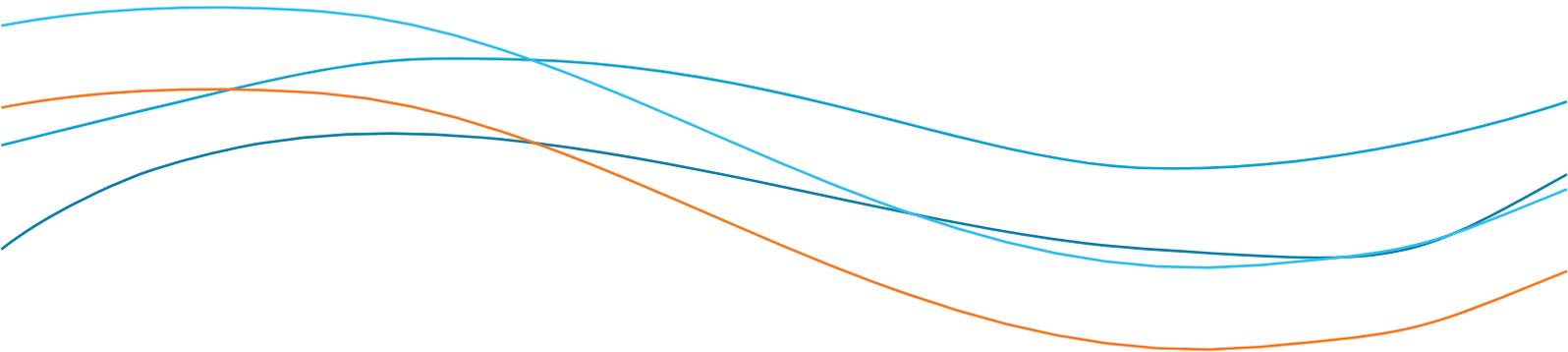


English as an Additional Language or Dialect Teacher Resource

Annotated Content Descriptions
History Foundation to Year 10



February 2014

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Introduction

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EAL/D).

The *English as an Additional Language or Dialect Teacher Resource* is available as several related publications:

- *EAL/D Overview and Advice*
- *EAL/D Learning Progression*
- *EAL/D Annotated Content Descriptions: English*
- *EAL/D Annotated Content Descriptions: Mathematics*
- *EAL/D Annotated Content Descriptions: History*
- *EAL/D Annotated Content Descriptions: Science*
- *Student Illustrations of the EAL/D Learning Progression.*

Additional components of the resource will be published as the Australian Curriculum is developed. All publications are available on the [Australian Curriculum Website](#).

The resource has been developed to:

- advise teachers about areas of the curriculum that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- direct teachers to additional relevant and useful support for teaching EAL/D students.

Throughout the resource, English refers to Standard Australian English.

Annotated Content Descriptions History Foundation to Year 10

This publication contains annotations that describe linguistic and cultural considerations implied by some History content descriptions. It also suggests teaching strategies to better enable EAL/D students to access the learning described in the History content descriptions. The annotated content descriptions for each of English, Mathematics, Science and History have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging and why, help teachers understand students' cultural and linguistic diversity and the ways this understanding can be used in the classroom and provide examples of teaching strategies supportive of EAL/D students. Only content descriptions for which annotations have been written have been included in the following tables. All content descriptions are available at www.australiancurriculum.edu.au.

Annotated Content Descriptions: History

Foundation

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| <p>Historical knowledge and understanding</p> <p>Who the people are in their family, where were they born and raised, and how they are related to each other (ACHHK001)</p> | <p>Refugee EAL/D students may not have access to information about their families. In some Aboriginal and Torres Strait Islander communities, it may not be culturally acceptable to name and provide images of deceased family members.</p> | <p>Provide different visual representations of family (for example, the family tree structure may not be an adequate organiser for describing family).</p> |
| <p>Historical knowledge and understanding</p> <p>The different structures of families and family groups today, and what they have in common (ACHHK002)</p> | <p>Family relationships are not described in the same way in all cultures. For example, in Aboriginal and Torres Strait Islander families 'aunty' has a broader definition than a sister/in-law of your mother or father; in other cultures your parents' cousins are your aunts and uncles.</p> | <p>Explicitly teach the vocabulary of family, exploring its different meanings in different cultures.</p> |
| <p>Historical skills</p> <p>Distinguish between the past, present and future (ACHHS016)</p> | <p>As well as time words such as 'yesterday' and 'tomorrow', English uses tense in verbs to tell when in time something has happened – in the past, present or future. This is not true of all languages.</p> | <p>All EAL/D students will require additional explicit instruction in understanding the ways that verbs are changed to speak about the past, present and future, but it is a skill developed late in the EAL/D learning progression and is not fully mastered by native English speakers until the latter years of primary school.</p> |
| <p>Historical skills</p> <p>Pose questions about the past using sources provided (ACHHS017)</p> | <p>English questions are formed in many ways and can be challenging for many EAL/D students. For example, questions can be formed by changing word order (<i>Is it cold?</i>) or by using question words (<i>Does it feel cold? How cold does it feel?</i>). NB: the verb 'feel' does not take the third person 's' in the question, but it does in the answer (i.e. <i>It feels cold</i>). This will be very difficult for students in the Beginning and Emerging phases of English language learning.</p> | <p>Carefully monitor the questioning of EAL/D students, and explicitly teach English question forms with models of the structure of questions required for the chosen activity.</p> <p>Focus on questions that simply change word order. 'Is it new?' is recommended for students in the Beginning and Emerging phases.</p> |

Annotated Content Descriptions: History

Foundation

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| <p>Historical skills</p> <p>Explore a range of sources about the past (ACHHS018)</p> | <p>Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday home and family items because they use their mother tongue in these contexts.</p> | <p>Build visual word banks for everyday vocabulary.</p> <p>Use concrete 'realia'. Items in the classroom can be labelled (for example, a labelled display of photographs and artifacts from home).</p> |
| <p>Historical skills</p> <p>Identify and compare features of objects from the past and present (ACHHS019)</p> | <p>The language of comparison in English includes the use of the comparative adjective forms. These include: adding '- er' to one- or two- syllable adjectives – <i>This book is funnier</i>, using 'more' for adjectives with three or more syllables – <i>This book is more beautiful</i>, and the irregular comparative adjectives such as <i>better</i>, not <i>gooder</i>.</p> | <p>For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right. All EAL/D students benefit from a direct explanation in the context of their learning. Strategies include building lists of comparative and superlative forms, with the words in context, in personal word books.</p> |
| <p>Historical skills</p> <p>Explore ways in which the past is different to now (ACHHS020)</p> | <p>Refugee EAL/D students may not have access to information about their families, or may not have had access to toys.</p> | <p>Provide activities that allow all to participate, such as observing and discussing different toys used by students, their parents or grandparents.</p> |
| <p>Historical skills</p> <p>Describe a narrative about the past (ACHHS021)</p> | <p>Retells require an understanding of the difference between present past tense forms in English.</p> <p>Some EAL/D students may not yet know how to use these tenses, especially with irregular verbs.</p> | <p>Provide scaffolds to Beginning and Emerging English language students, understanding that they will gain control over the 'simple' tenses (for example, <i>I moved to Canberra</i>).</p> <p>Allow EAL/D students to 'tell' their stories using a series of pictures.</p> <p>Monitor EAL/D learner's progress on the English Language Progression in order to identify when it is appropriate to teach the correct use of more complex tenses</p> |

Annotated Content Descriptions: History

Year 2

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|--|
| <p>Historical knowledge and understanding</p> <p>Differences in family structures and roles in the present day and how these have changed or remained the same over time (ACHHK028)</p> | <p>English words themselves often contain the concept being taught, and so language and the content are often effectively taught in conjunction with one another.</p> <p>Family relationships and roles are not described in the same way in all cultures.</p> | <p>For example, focusing on the meanings of the morphemes in grand– father, grand– mother helps to explain the meaning of the words.</p> <p>Find out the names of family members and structures in the languages of the EAL/D students in the classroom.</p> |
| <p>Historical knowledge and understanding</p> <p>How the present, past and future are signified by terms indicating time using terms including ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, and dates and changes that may have personal significance, such as birthdays, celebrations, seasons (ACHHK029)</p> | <p>In English, we use tense in verbs, as well as time words, to tell when in time something has happened – in the past, present or future. This is not true of all languages.</p> <p>English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. For example: <i>The little red hen baked the bread. The little red hen was baking the bread. The little red hen has baked the bread.</i></p> <p>Control over all these tenses comes very late in the EAL/D learning progression.</p> | <p>Mainstream students have a growing control over the tense forms, but all EAL/D students will require additional explicit instruction in understanding the ways that verbs are changed to speak about the past, present and future.</p> <p>Explicitly build the vocabulary of terms.</p> |
| <p>Historical knowledge and understanding</p> <p>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods including family traditions, leisure time and communications (ACHHK030)</p> | <p>Not all EAL/D students will have access to their family histories.</p> <p>Some notions, such as leisure, are particular to more affluent or Western traditions, and will need explaining.</p> | <p>Organise activities that are inclusive of the experiences of all students in the classroom.</p> |
| <p>Historical skills</p> <p>Sequence familiar objects and events (ACHHS031)</p> | <p>These activities require subject-specific vocabulary as well as ‘familiar’ vocabulary, and both categories require explicit teaching, as EAL/D students will not have had six or seven years of exposure to English vocabulary.</p> | <p>Identify and teach the vocabulary that will be challenging for EAL/D students. For example, ‘taken–for–granted’ words from the past are not words that EAL/D students or their families will be familiar with (for example, <i>jacks, elastics, and record player</i>).</p> |

Annotated Content Descriptions: History

Year 1

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| <p>Historical skills</p> <p>Distinguish between the past, present and future (ACHHS032)</p> | <p>These activities require subject-specific vocabulary as well as ‘familiar’ vocabulary, and both categories require explicit teaching, as EAL/D students will not have had six or seven years of exposure to English vocabulary.</p> | <p>History-specific words likely to be encountered include: <i>the olden days, yesteryear</i>.</p> |
| <p>Historical skills</p> <p>Pose questions about the past using sources provided (ACHHS01)</p> | <p>In English, questions are formed in many ways and are quite challenging for EAL/D students. They can be formed by changing word order (for example, <i>Are you from Australia?</i>), or by using question words (for example, <i>Do you have a brother or sister? How many brothers do you have?</i>), as well as the ‘wh’ question words (for example, <i>What games did our parents play?</i>). The auxiliary (helping) verb ‘did’ is in the past, while the main verb ‘play’ stays in the present. These latter question forms will be difficult for Beginning and Emerging phase students and will need to be taught explicitly to Developing language students.</p> | <p>Monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms, particularly to students in the Developing phase of language learning.</p> <p>Rephrase questions to simpler forms for Beginning phase students to allow them to participate in the classroom discussions and activities (for example, change <i>Where do you come from?</i> to <i>Are you from Afghanistan?</i>).</p> |
| <p>Historical skills</p> <p>Explore a range of sources about the past (ACHHS033)</p> | <p>EAL/D students may have limited access to resources that describe their own past (for example, refugee children).</p> | <p>Provide activities that allow all children to participate regardless of their access to their past sources.</p> |
| <p>Historical skills</p> <p>Identify and compare features of objects from the past and present (ACHHS034)</p> | <p>The language of comparison in English includes the use of the comparative adjective forms. These include: adding ‘-er’ to one- or two-syllable adjectives – <i>This book is funnier</i>, using ‘more’ for adjectives with three or more syllables – <i>This book is more beautiful</i>, as well as exceptions such as <i>more fun</i> not <i>funner</i>, and the irregular comparative adjectives such as <i>better</i>, not <i>gooder</i>.</p> | <p>For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right. EAL/D students are more efficiently taught this knowledge.</p> <p>Build charts of regular and irregular comparative adjectives for students to refer to.</p> |

Annotated Content Descriptions: History

Year 2

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| <p>Historical skills</p> <p>Explore ways in which the past is different to now (ACHHS035)</p> | <p>Not all students, particularly EAL/D students, have a cultural past that allows a comparison between white goods and technology of then and now (for example, children in remote Australia, or children from Afghanistan, Sudan).</p> | <p>Construct tasks that allow all students to share their experiences of how the past in their country differs from the present.</p> |
| <p>Historical skills</p> <p>Describe a narrative about the past (ACHHS036)</p> | <p>Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. Retellings of a known story are different from historical narratives, and recounts of a past event will be different again. EAL/D students require significant support in understanding these differences.</p> <p>Retells require a good control of the past tense forms in English. English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. 'For example: When I was five my family moved to Canberra. We have lived here for twenty years.'</p> | <p>Use model texts to demonstrate and explain the steps in a type of text.</p> <p>Engage students in teacher– led joint construction of new types of texts.</p> <p>Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.</p> |
| <p>Historical skills</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS037)</p> | <p>Speaking in front of groups is challenging for EAL/D students who are in the Beginning and Emerging phases of their language learning progression.</p> | <p>Provide opportunities to present in small groups.</p> |

Annotated Content Descriptions: History

Year 2

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|--|
| <p>Historical knowledge and understanding</p> <p>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)</p> | <p>EAL/D students, particularly new arrivals, may not have had experience with taken– for– granted environments. Prior knowledge should not be assumed, as EAL/D students may not have had the same cumulative exposure to the Australian Curriculum content as other students.</p> | <p>Build shared understandings prior to embarking on topics of study. Excursions, hand– on activities, guest speakers, images and artifacts in the classroom can all help to build shared knowledge, as well as provide concrete reference points to support students’ English language throughout the topic under study.</p> |
| <p>Knowledge and understanding</p> <p>The importance today of a historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p> | <p>All EAL/D students have cultural resources that give them alternative perspectives on issues and phenomena, as well as experiences and knowledge.</p> | <p>Provide a range of hands-on experiences to collect information, including site visits and informal interviews.</p> <p>Scaffold students into research. For example, provide the texts they need to research, as well as note-taking frameworks, with links to where in the text they will find the information.</p> <p>Beginning and Emerging phase students may be able to retrieve information by using illustrations and locating words and phrases. Developing phase students could be supported to convert notes into full sentences, using models.</p> <p>Teachers should make active use of these resources in their own classrooms when exploring the world around them (for example, ethnic clubs and schools, temples).</p> |
| <p>Historical knowledge and understanding</p> <p>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)</p> | <p>Some EAL/D students from refugee backgrounds may only now be experiencing technology after years in camps with no electricity.</p> | <p>It is important not to assume prior knowledge and experience.</p> <p>Teach about technology in parts of Australia in the past to provide a shared base for discussion.</p> <p>Ensure that discussions are inclusive of wider past experiences, beyond the assumed past experiences of the</p> |

Annotated Content Descriptions: History

Year 2

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|---|
| | | white urban Australian. |
| <p>Historical skills</p> <p>Distinguish between the past, present and future (ACHHS048)</p> | <p>Subject-specific vocabulary is challenging because EAL/D students will have had limited exposure to these words.</p> <p>Distinguishing between the past, present and future requires knowledge of the tenses in English. English has a complicated tense system, with several ways of talking about the past, present and future that are not interchangeable and are used to make fine distinctions of meaning.</p> | <p>Teach subject-specific vocabulary explicitly and in context (for example, <i>war memorial</i>).</p> <p>Use illustrated glossaries and word walls so that vocabulary can be revisited throughout the school day.</p> <p>When looking at texts notice the use of tenses and teach these in context.</p> <p>Identify where EAL/D students are on the language learning progression continuum in order to target tense teaching at a level commensurate with the learner's development.</p> |
| <p>Historical skills</p> <p>Pose questions about the past using sources provided (ACHHS049)</p> | <p>In English, questions are formed in many ways and are quite challenging for EAL/D students. They can be formed by changing word order (for example, <i>Are you from Australia?</i>), or by using question words (for example, <i>Do you have a brother or sister? How many brothers do you have?</i>), as well as the 'wh' question words (<i>what, why, where, when, who</i>). Question forms such as <i>How might its use have changed?</i> are particularly complex, and would be difficult for all EAL/D students to both read and comprehend and to produce themselves.</p> | <p>Teachers should monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms appropriate to the language learning progression of the student.</p> <p>Rephrasing questions to simpler forms can allow Beginning and Emerging phase students the opportunity to access the content and share their knowledge. For example, <i>How might its use have changed?</i> Can be rephrased as: <i>Did your mum have a mobile phone when she was little? Does your mum have a mobile phone now?</i></p> |
| <p>Historical skills</p> <p>Explore a range of sources about the past (ACHHS050)</p> | <p>Understanding word origin provides EAL/D students with another tool for remembering and comprehending new vocabulary.</p> | <p>Look at the origins of words under study (for example, place names such as Eurobodalla, Cape Leveque, and Adelaide).</p> |

Annotated Content Descriptions: History

Year 2

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|--|
| <p>Historical skills</p> <p>Identify and compare features of objects from the past and present (ACHHS051)</p> | <p>The language of comparison in English includes the use of the comparative adjective forms. These include: adding ‘-er’ to one- or two- syllable adjectives – <i>This book is funnier</i>, using ‘more’ for adjectives with three or more syllables – <i>This book is more beautiful</i>, as well as exceptions such as <i>more fun</i> not <i>funner</i>, and the irregular comparative adjectives such as <i>better</i>, not <i>gooder</i>.</p> | <p>For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right. EAL/D students are more efficiently taught this knowledge.</p> <p>When errors are noticed, they should be explained in the context of how comparatives are formed, rather than simply corrected.</p> |
| <p>Historical skills</p> <p>Describe a narrative about the past (ACHHS053)</p> | <p>Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. Retellings of a known story are different from historical narratives, and recounts of a past event will be different again. EAL/D students require significant support in understanding these differences.</p> <p>Retells require a good control of the past tense forms in English. English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. For example: <i>When I was five my family moved to Canberra. We have lived here for twenty years.</i></p> | <p>Use model texts to demonstrate and explain the steps in a type of text.</p> <p>Engage students in teacher- led joint construction of new types of texts.</p> <p>Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.</p> |

Annotated Content Descriptions: History

Year 3

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| <p>Historical knowledge and understanding</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</p> | <p>The EAL/D students in the classroom and their families are the local community, and their experiences should be part of exploring diversity and thus acknowledging diversity as normal and every day.</p> | <p>Parents are a valuable resource for sharing information in the classroom.</p> |
| <p>Historical knowledge and understanding</p> <p>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)</p> | <p>Historical views are reliant on perspective, and it is important not to assume prior knowledge. Teachers may be building on an alternative version of the events being studied, or a total lack of knowledge of the events.</p> <p>Abbreviations are used often in informative texts and are often assumed knowledge because of their use in the wider English speaking community. As EAL/D students have not had the same time exposure to English in Australia these may be unfamiliar to them.</p> | <p>Build shared understandings prior to embarking on topics of study. Excursions, hand– on activities, guest speakers, images and artifacts in the classroom can all help to build shared knowledge, as well as provide concrete reference points to support students' English language throughout the topic under study.</p> |
| <p>Historical skills</p> <p>Sequence historical people and events (ACHHS065)</p> | <p>EAL/D students will not always know the historical people and events that may be assumed knowledge.</p> | <p>Ensure that all students have a shared knowledge and understanding of different historical people and events.</p> <p>Include historical people and events that are familiar to the students in the classroom.</p> |
| <p>Historical skills</p> <p>Use historical terms (ACHHS066)</p> | <p>Nominalisation is the changing of a verb (usually) into a noun (for example, <i>migrate – migration, settle – settlement</i>). This condenses text and removes the participants in most cases.</p> | <p>EAL/D students will need a significant amount of practice in both the unpacking of these nominalisations and their reproduction.</p> <p>Teach the endings that turn the verb into a noun (for example, '–ment', '–tion').</p> <p>Build lists of these words in context.</p> |
| <p>Historical skills</p> <p>Pose a range of questions about</p> | <p>In English, questions are formed in many ways and are quite</p> | <p>Teachers should monitor the language of EAL/D students</p> |

Annotated Content Descriptions: History

Year 3

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| the past (ACHHS067) | challenging for EAL/D students. For example, making a question requires the learner to change the position of the verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense as opposed to the main verb (for example, <i>X happened because ... / Why did x happen?</i>). This complexity is not a feature of many other languages. | when they pose questions, and explicitly teach English question forms. |
| <p>Historical skills</p> <p>Develop historical texts, particularly narratives (ACHHS070)</p> | <p>Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. EAL/D students require significant support in understanding these differences.</p> <p>Historical reports use different text structures and language features from other reports that the students may have done (for example, reports on animals).</p> | <p>Provide detailed support for the research of facts, characters and events.</p> <p>Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students.</p> |

Annotated Content Descriptions: History

Year 4

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|--|
| <p>Historical knowledge and understanding</p> <p>The diversity and longevity of Australia's first peoples, the ways Aboriginal and/or Torres Strait Islanders are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)</p> | <p>Aboriginal and Torres Strait Islander students may bring developed knowledge about elements of Country and Place to the classroom.</p> | <p>Invite students to contribute what they know to class discussions. If they are hesitant to talk, make reference to their understandings or frame information from their culture in positive ways.</p> |
| <p>Historical knowledge and understanding</p> <p>The journey(s) of at least ONE world navigator, explorer or trader in the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)</p> | <p>All EAL/D students bring cultural knowledge and experience to the classroom, which should be used in everyday teaching to build esteem and belonging.</p> | <p>Consider the countries of origin of the students in the classroom when planning which explorer to study.</p> |
| <p>Historical knowledge and understanding</p> <p>Stories of the First Fleet, including reasons for the journey; who travelled to Australia; and their experiences following arrival (ACHHK079)</p> | <p>Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with many icons and understandings that may be assumed knowledge for students their age.</p> | <p>Make comparisons between Australia's colonisation with the colonisation of other countries (for example the colonisation of the Sudan by Britan).</p> |
| <p>Historical skills</p> <p>Use historical terms (ACHHS082)</p> | <p>By this year level, English in texts is becoming more abstract and difficult for EAL/D students. The increasing use of nominalisations is challenging for all EAL/D students, where processes are turned into abstract nouns (for example navigate – navigation).</p> | <p>For students in the Beginning and Emerging phases of English language learning words such texts in more concrete terms, supported by visuals.</p> <p>For students in the Developing and Consolidating phases of English language learning unpack the nominalisations, and give them practice in forming them.</p> |

Annotated Content Descriptions: History

Year 4

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|--|
| <p>Historical skills</p> <p>Pose a range of questions about the past (ACHHS083)</p> | <p>In English, questions are formed in many ways and are quite challenging for EAL/D students. For example, making a question requires the learner to change the position of the verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense as opposed to the main verb (for example <i>It happened because ...</i> / <i>Why did it happen?</i>). This complexity is not a feature of many other languages.</p> | <p>Monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms.</p> |
| <p>Historical skills</p> <p>Locate relevant information from provided sources (ACHHS084)</p> | <p>Researching requires advanced reading skills that will be beyond EAL/D students in the Beginning and Emerging phases of language learning.</p> <p>EAL/D students in the later phases will still be working through the reading skills required for inferring and tracking.</p> | <p>Give specific support to students in the Beginning and Emerging phases of English language learning beginning by looking for key words and dates.</p> <p>Provide students in the Developing and Consolidating phases of English language learning with study guides, which scaffold them through paragraphs in the text under research and guide them to look for specific information in each paragraph.</p> |
| <p>Historical skills</p> <p>Identify different points of view (ACHHS085)</p> | <p>The language of feelings and thoughts is difficult for students in the Beginning and Emerging phases of language learning because it is abstract.</p> | <p>Allow students to express their understandings in their first language as a support. Bilingual assistants and family members can be beneficial.</p> |
| <p>Historical skills</p> <p>Develop historical texts, particularly narratives (ACHHS086)</p> | <p>Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that students will have been constructing in English. EAL/D students require significant support in understanding these differences.</p> <p>Historical reports use different text structures and language features</p> | <p>Have a clear purpose for the writing, graphic presentation and speaking about the past that the class is asked to produce.</p> <p>Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students.</p> |

Annotated Content Descriptions: History

Year 4

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|--|
| | from other reports that students may have done (for example reports on animals). | |
| Historical skills Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087) | Many EAL/D students will not have had a cumulative experience of the Australian Curriculum, and many of these multimodal forms may be unfamiliar to them. | Ensure that all students are familiar with the expectations of tasks, and provide models of texts. |

Annotated Content Descriptions: History

Year 5

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| <p>Historical knowledge and understanding</p> <p>Reasons (economic, political and social) for the establishment of British colonies in Australia in the 1800s (ACHHK093)</p> | <p>Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with many icons and understandings that may be assumed knowledge for children their age.</p> | <p>Consider what is ‘taken-for-granted’ knowledge when teaching Australian history and ensure that all students have access to it.</p> <p>Make comparisons between Australia’s colonisation with the colonisation of other countries (for example, the colonisation of the Sudan by Britain).</p> |
| <p>Historical knowledge and understanding</p> <p>The reasons people migrated from Europe and Asia to Australia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)</p> | <p>EAL/D students have cultural resources that give them alternative perspectives on issues and phenomena, as well as experiences and knowledge.</p> | <p>Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways.</p> <p>Parents and bilingual assistants are useful resources.</p> |
| <p>Historical skills</p> <p>Use historical terms and concepts (ACHHS099)</p> | <p>Nominalisation is the changing of a verb (usually) into a noun (for example, <i>migrate –migration, settle – settlement</i>). This condenses text and removes the participants in most cases.</p> | <p>EAL/D students will need a significant amount of practice in both the unpacking of these nominalisations and the reproduction of them.</p> <p>Teach the endings that turn the verb into a noun (for example, ‘-ment’, ‘-tion’).</p> |
| <p>Historical skills</p> <p>Identify questions to inform a historical inquiry (ACHHS100)</p> | <p>In English, questions are formed in many ways and are quite challenging for EAL/D students. For example, making a question requires the learner to change the position of the verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense as opposed to the main verb (for example, <i>X happened because ... / Why did x happen?</i>). This complexity is not a feature of many other languages.</p> | <p>Teachers should monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms.</p> |

Annotated Content Descriptions: History

Year 5

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|--|
| <p>Historical skills</p> <p>Compare information from a range of sources (ACHHS103)</p> | <p>EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. They may not have the English language skills or the long-term cumulative exposure to the Australian Curriculum to enable them to independently read texts and to also compare them.</p> | <p>Allow EAL/D students to engage with this task in ways commensurate with their language learning progression. Some will be able to decode, others to analyse, and students who are consolidating their English language skills will be able to make comparisons between texts when given criteria to guide their thinking.</p> |
| <p>Historical skills</p> <p>Identify points of view in the past and the present (ACHHS104)</p> | <p>Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students will be able to engage with this task at different levels; some will be able to decode, others to analyse, and then the more able cohort will identify the positioning of the audience, although this will be a difficult task for most.</p> | <p>Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.</p> |
| <p>Historical skills</p> <p>Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)</p> | <p>Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. EAL/D students require significant support in understanding these differences.</p> <p>Historical reports use different text structures and language features from other reports that the students may have done (for example, reports on animals).</p> | <p>Have a clear purpose for the writing, graphic presentation and speaking about the past that the class is asked to produce.</p> <p>Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students.</p> |

Annotated Content Descriptions: History

Year 6

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|--|
| <p>Historical knowledge and understanding</p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (ACHHK113)</p> | <p>Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with icons or understandings that may be assumed knowledge for children their age.</p> | <p>Ensure a shared understanding of the topic under study, with brief reviews of required prior knowledge before embarking on new topics.</p> <p>Compare Australia's beginnings with those of other countries, particularly the home countries of EAL/D students in the classroom.</p> |
| <p>Historical knowledge and understanding</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport (ACHHK116)</p> | <p>Aboriginal and Torres Strait Islander students are often stereotyped for their sporting ability and yet there are many successful individuals in other arenas who are often overlooked.</p> | <p>Include a broad range of achievements when examining the contributions of a diverse range of groups and individuals.</p> |
| <p>Historical skills</p> <p>Sequence historical people and events (ACHHS117)</p> | <p>Time is not seen as a linear construct in all cultures. Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may not conceptualise time in this linear sense, others may have various points of reference or come from cultures with solar or luni-solar calendar backgrounds.</p> | |
| <p>Historical skills</p> <p>Use historical terms and concepts (ACHHS118)</p> | <p>Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (<i>settle – settlement, invade – invasion</i>). These texts are difficult for EAL/D students to unpack and to reproduce.</p> | <p>Oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and simple explanations of the skills required are useful. Build lists of nominalised verbs in context and ensure that these are displayed around the room.</p> |
| <p>Historical skills</p> <p>Identify questions to inform a</p> | <p>Forming a question requires the learner to change the position of the</p> | <p>Useful grammatical reinforcement can be given in the structure of</p> |

Annotated Content Descriptions: History

Year 6

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|---|
| historical inquiry (ACHHS11) | <p>verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense of the question as opposed to the main verb (for example, <i>X happened because ... / Why did x happen?</i>).</p> <p>Punctuation differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).</p> | question forms, question words, tense changes used in the interrogative and the use of the question mark. |
| <p>Historical skills</p> <p>Identify and locate a range of relevant sources (ACHHS120)</p> | <p>Students may not yet be proficient in analysing the veracity or appropriateness of sources.</p> <p>EAL/D students may not have a cumulative experience of the Australian Curriculum or schooling and may be unfamiliar with ways to locate information; including the use of the library (most developing countries do not have school libraries).</p> | Provide study guides, including providing the names of suitable texts or online sites. |
| <p>Historical skills</p> <p>Identify information related to the inquiry question from a range of sources (ACHHS121)</p> | <p>EAL/D students may not have a cumulative experience of the Australian Curriculum or schooling and may be unfamiliar with ways to locate information; including the use of the library (most developing countries do not have school libraries).</p> | Ensure students have information literacy skills, building their capacity to locate and sort appropriate information. |
| <p>Historical skills</p> <p>Compare information from a range of sources (ACHHS122)</p> | <p>EAL/D students come into the curriculum at any phase in their English language learning journey. They may not have the English language skills to enable them to read, interpret and compare texts individually.</p> | |
| <p>Historical skills</p> <p>Identify points of view in the past</p> | <p>EAL/D students come into the curriculum at any phase in their English language learning journey.</p> | |

Annotated Content Descriptions: History

Year 6

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|---|
| and the present (ACHHS123) | They may not have the English language skills to enable them to read, interpret and identify points of view in texts independently. | |
| <p>Historical skills</p> <p>Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS124)</p> | These text structures require particular elements that may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required. | Explicitly model the text structure and language features required for the composition of these texts. |
| <p>Historical skills</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</p> | Oral presentations may be particularly daunting for an EAL/D student. The student may be particularly conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires particular sensitivity in many cases. | Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words, so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend. |

Annotated Content Descriptions: History

Year 7

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| <p>Historical knowledge and understanding</p> <p>The evidence for the emergence and establishment of ancient societies (including art, iconography, tools and pottery) (Year 7 overview currently no codes used.)</p> | <p>EAL/D students may bring developed knowledge about elements of this to the classroom.</p> | <p>Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways.</p> |
| <p>Historical knowledge and understanding</p> <p>Key features of ancient societies (farming, trade, social classes, religion, rule of law) (Year 7 overview currently no codes used.)</p> | <p>Some cultures may still function on elements of these features, such as tribal law, barter, rudimentary farming techniques and the caste system.</p> | <p>Teach the ways that some features from long ago continue to serve societies today.</p> |
| <p>Investigating the ancient past</p> <p>The range of sources that can be used in a historical investigation, including archaeological and written sources (ACDSEH029)</p> | <p>Some EAL/D students may have difficulty discerning reputable sources from non– reputable sources.</p> | <p>Provide clear guidelines for identifying reputable sources, as well as providing lists of reputable sources.</p> |
| <p>Investigating the ancient past</p> <p>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)</p> | <p>Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.</p> | <p>Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.</p> |
| <p>The Mediterranean world: Egypt</p> <p>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)</p> | <p>The influence of ancient Egypt reached far, including the history and cultures of many EAL/D students (for example, the Sudan, Ethiopia, Iraq). Students should be encouraged to feel proud of their first language and culture.</p> | <p>Relate ancient studies to the cultures and languages of the students in the classroom. Invite them to make contributions from their historical and cultural perspectives.</p> |
| <p>The Mediterranean world: Egypt</p> <p>Contacts and conflicts within</p> | <p>EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it</p> | <p>Alternative views of history should be respected and explored as a learning point for all</p> |

Annotated Content Descriptions: History

Year 7

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|---|
| and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034) | affected them. | students. |
| <p>The Mediterranean world: Greece</p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)</p> | The influence of ancient Greece reached far, including the history and cultures of many EAL/D students (for example, Jordan, Turkey, Ethiopia, Iraq). Students should be encouraged to feel proud of their first language and culture. | Relate ancient studies to the cultures and languages of the students in the classroom. Invite them to make contributions from their historical and cultural perspectives. |
| <p>The Mediterranean world: Greece</p> <p>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)</p> | EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. | Alternative views of history should be respected and explored as a learning point for all students. |
| <p>The Mediterranean world: Rome</p> <p>Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)</p> | Student should always be made to feel proud of their first language and culture. | |
| <p>The Mediterranean world: Rome</p> <p>The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, death and funerary customs (ACDSEH039)</p> | Student should always be made to feel proud of their first language and culture. | |
| <p>The Mediterranean world: Rome</p> <p>Contacts and conflicts within and/or with other societies,</p> | EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it | |

Annotated Content Descriptions: History

Year 7

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|---|
| 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) | affected them. | |
| <p>The Asian world: China</p> <p>Roles of key groups in Chinese society in this period (such as kings, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)</p> | The influence of ancient China reached far, including the history and cultures of many EAL/D students (for example, Burma, Japan, and of course modern China). Students should be encouraged to feel proud of their first language and culture. | Relate ancient studies to the cultures and languages of the students in the classroom. Invite them to make contributions from their historical and cultural perspectives. |
| <p>The Asian world: China</p> <p>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 spread of philosophies and beliefs (ACDSEH043)</p> | EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. | Alternative views of history should be respected and explored as a learning point for all students. |
| <p>The Asian world: India</p> <p>Roles of key groups in Indian society in this period (such as kings, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)</p> | The influence of ancient India reached far, including the history and cultures of many EAL/D students (for example, Pakistan, Afghanistan, Nepal and modern India). Students should be encouraged to feel proud of their first language and culture. | Relate ancient studies to the cultures and languages of the students in the classroom. Invite them to make contributions from their historical and cultural perspectives. |
| <p>The Asian world: India</p> <p>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)</p> | EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. | Alternative views of history should be respected and explored as a learning point for all students. |
| <p>Chronology, terms and concepts</p> | Time is not seen as a linear construct in all cultures. Teachers should be mindful that the backward | Talk about the different ways that time is 'counted' in history and |

Annotated Content Descriptions: History

Year 7

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|---|
| Sequence historical events and periods (ACHHS205) | documentation of time in the BC era may cause confusion for students with the backward notation of the years. Moreover, placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may not conceptualise time in this linear sense, others may have various points of reference or come from cultures with solar or luni– solar calendar backgrounds. | the reasons for differences. |
| Chronology, terms and concepts Use historical terms and concepts (ACHHS206) | Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (<i>settle – settlement, invade – invasion</i>). These texts are difficult for EAL/D students to unpack and to reproduce. | Oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and simple explanations of the skills required are useful. Build lists of nominalised verbs in context and ensure that these are displayed around the room. |
| Historical questions and research Identify a range of questions about the past to inform a historical inquiry (ACHHS207) | Forming a question requires the learner to change the position of the verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense of the question as opposed to the main verb (for example, <i>X happened because ... / Why did x happen?</i>). Punctuation differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end). | Useful grammatical reinforcement can be given in the structure of question forms, question words, tense changes used in the interrogative, and the use of the question mark. |
| Historical skills Identify and locate relevant sources, using ICT and other methods (ACHHS208) | Some EAL/D students may not yet be proficient in analysing the veracity or appropriateness of sources. | Provide clear guidelines for identifying reputable sources, as well as providing lists of reputable sources. |

Annotated Content Descriptions: History

Year 7

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| <p>Historical skills</p> <p>Locate, select and use information from a range of sources as evidence (ACHHS210)</p> | <p>Students will have to deal with both the subject content and the language needed to synthesise this content.</p> | <p>Encourage the use of a thesaurus when teaching this skill. Work with the vocabulary and conjunctions needed to show understanding of the sources used. The use of supports such as retrieval charts in the early stages of this activity will be beneficial.</p> |
| <p>Historical skills</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</p> | <p>Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students will be able to engage with this task at different levels; some will be able to decode, others to analyse, and then the more able cohort will identify the positioning of the audience, although this will be a difficult task for most.</p> | <p>Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.</p> |
| <p>Historical skills</p> <p>Develop historical texts, particularly descriptions and explanations which use evidence from a range of sources (ACHHS213)</p> | <p>Description requires a recount structure (an orientation and then a record of events).</p> <p>Explanation can be sequential, factorial or consequential (a description of the phenomenon and then an explanation of how this came to be).</p> <p>These text structures may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required.</p> | <p>Explicitly model the text structure and language features required for the composition of these texts.</p> |
| <p>Historical skills</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)</p> | <p>Oral productions may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.</p> | <p>Enable students to present in smaller groups or record a sound file onto a multimedia presentation, encourage the use of visuals to support understanding, and construct teacher interviews as a means of assessment.</p> |

Annotated Content Descriptions: History

Year 8

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|--|--|
| <p>Historical knowledge and understanding</p> <p>The transformation of the Roman world and the spread of Christianity and Islam (Year 8 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Invite students to share information and perspectives (for example Muslim students will have good understandings of the spread of Islam).</p> <p>Support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied. Use supportive graphics including maps and timelines that are labelled.</p> |
| <p>Historical knowledge and understanding</p> <p>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (Year 8 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> | <p>Invite students to share information and perspectives (for example Chinese students may have more historical understandings of Chinese history at the time of medieval Europe).</p> <p>Support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied. Use supportive graphics including maps and timelines that are labelled.</p> |
| <p>Historical knowledge and understanding</p> <p>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) (Year 8 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> | <p>Invite students to share information and perspectives (for example Muslim students may have historical knowledge of the significant scientific and mathematical contributions that Islamic scholars made at this time).</p> <p>Support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied.</p> <p>Use supportive graphics including maps and timelines that are labelled.</p> |

Annotated Content Descriptions: History

Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| <p>The Vikings (c.790 – c.1066)</p> <p>The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)</p> | <p>EAL/D students may bring different perspectives and knowledge about elements of this content.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.</p> | <p>Invite students to share information and perspectives.</p> <p>Wherever possible, support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied.</p> |
| <p>Medieval Europe (c.590 – c.1500)</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> | <p>EAL/D students may bring different perspectives and knowledge about elements of this content.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> | <p>Invite students to share information and perspectives (for example Muslim students may have historical knowledge of the significant scientific and mathematical contributions that Islamic scholars made at this time).</p> |
| <p>The Asia– Pacific World: Angkor/Khmer Empire (c.802 – c.1327)</p> <p>The way of life in the Khmer Empire, including environmental, social, economic and political features (including the role of the king) (ACDSEH011)</p> | <p>EAL/D students may bring different perspectives to these events, viewing historical events differently depending on how they affected their people.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.</p> | <p>Link learning to existing knowledge in the classroom, (for example, students from Burma, Cambodia, Laos, Vietnam may have some historical knowledge of the topic).</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example timelines, maps).</p> |
| <p>Shogunate Japan (c.794 – 1867)</p> <p>The way of life in Shogunate Japan, including environmental, social, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> | <p>EAL/D students may bring different perspectives to these events, viewing historical events differently depending on how they affected their people. Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some</p> | <p>Link learning to existing knowledge in the classroom (for example, students from Japan and Korea may have some historical knowledge of the topic).</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example timelines, maps).</p> |

Annotated Content Descriptions: History

Year 8

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|--|
| | information. | |
| <p>The Polynesian expansion across the Pacific (c.700 – 1756)</p> <p>Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)</p> | <p>EAL/D students may bring different perspectives to these events, viewing historical events differently depending on how they affected their people.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so that students may miss some information.</p> | <p>Link learning to existing knowledge in the classroom. (For example, students from Samoa, Tonga, NZ may have some historical knowledge of the topic).</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example timelines, maps).</p> |
| <p>The Spanish Conquest of the Americas (c.1492 – c.1572)</p> <p>Pre- Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)</p> | <p>EAL/D students may bring different perspectives to these events, viewing historical events differently depending on how they affected their people.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.</p> | <p>Link learning to existing knowledge in the classroom. (For example, students from Central and South America may have some historical knowledge of the topic).</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example timelines, maps).</p> |
| <p>The Black Death in Asia, Europe and Africa (14th century plague)</p> <p>Living conditions and religious beliefs in the fourteenth century, including life expectancy, medical knowledge and beliefs about the power of god (ACDSEH015)</p> | <p>EAL/D students may bring different perspectives to these events, viewing historical events differently depending on how they affected their people.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.</p> | <p>Link learning to existing knowledge in the classroom (for example Chinese students may have historical understandings of Chinese history during this period).</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example timelines, maps).</p> |

Annotated Content Descriptions: History

Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|---|
| <p>Historical skills</p> <p>Sequence historical events and periods (ACHHS148)</p> | <p>Time is not seen as a linear construct in all cultures, and so reading timelines may initially cause confusion for some EAL/D students. Teachers should be mindful that the backward documentation of time in the BC era may cause confusion for students with the backward notation of the years.</p> <p>Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may have other points of reference or come from cultures with solar or luni- solar calendar backgrounds.</p> | <p>Consider explaining different calendars as an informative and educational point of discussion for the class. It can also be informative to make comparisons between the cultures present in the class (for example, the Chinese calendar or the Islamic calendar).</p> |
| <p>Historical skills</p> <p>Use historical terms and concepts (ACHHS149)</p> | <p>Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (<i>settle – settlement, invade – invasion</i>). These texts are difficult for EAL/D students to unpack and to reproduce.</p> | <p>Use oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and provide simple explanations of the skills.</p> <p>Build and display lists of nominalised verbs in context.</p> |
| <p>Historical skills</p> <p>Identify a range of questions about the past to inform a historical inquiry (ACHHS150)</p> | <p>The skill of 'inquiry' and of challenging commonly held beliefs is not natural to all students.</p> <p>Forming questions in English can be done in different ways: by using a question word (for example '<i>who</i>,' '<i>did</i>', '<i>how many</i>'); or by changing the word order (for example 'Could the people have reacted differently?'). Punctuation also differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).</p> | <p>Model the structure of questions that are expected. Reinforce that 'how much/how little' are used for non- countable nouns and 'how many/how few' for countable nouns. Revise punctuation and its use in questions.</p> |
| <p>Historical skills</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS151)</p> | <p>Some EAL/D students may not yet be proficient in analysing the veracity or appropriateness of sources.</p> | <p>Provide specific direction in the initial stages of inquiry.</p> |

Annotated Content Descriptions: History

Year 8

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| <p>Historical skills</p> <p>Draw conclusions about the usefulness of sources (ACHHS154)</p> | <p>Some students may not be comfortable with questioning an accepted 'expert' in a field if it is inconsistent with what they may have been taught in previous schooling.</p> | <p>Teach this skill explicitly, as well as the language that is appropriate for this (for example, the use of modal verbs such as '<i>might</i>', '<i>may</i>', '<i>should</i>', '<i>could</i>' to pass a judgment on the source and the comparatives 'more', 'less', 'reputable').</p> |
| <p>Historical skills</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)</p> | <p>Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/ viewer/ listener. EAL/D students will engage with this task at different levels; some will be able to decode, others to analyse, and others more able to identify the positioning of the audience, although this will be a difficult task for most.</p> | <p>Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.</p> |
| <p>Historical skills</p> <p>Develop historical texts, particularly descriptions and explanations which use evidence from a range of sources (ACHHS156)</p> | <p>Description requires a recount structure (an orientation and then a record of events).</p> <p>Explanation can be sequential, factorial or consequential (a description of the phenomenon and then an explanation of how this came to be).</p> <p>These text structures may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required.</p> | <p>Explicitly model the text structure and language features required for the composition of these texts.</p> |
| <p>Historical skills</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)</p> | <p>Oral presentations may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.</p> | <p>Enable students to present in smaller groups or pre-record a sound file onto a multimedia presentation.</p> |

Annotated Content Descriptions: History

Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|---|
| <p>Historical knowledge and understanding</p> <p>The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (Year 9 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives and additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Some events, such as the Industrial Revolution, had limited impacts on some countries, including countries from where EAL/D students may come.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Link learning to existing knowledge in the classroom.</p> <p>Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example, timelines, maps).</p> |
| <p>Depth study 1 Making a Better World: Progressive ideas and movements (1750 – 1918)</p> <p>The emergence and nature of key ideas in the period, with a particular focus on the significance of ONE of the following in Australian life: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)</p> | | <p>Explore all impacts as part of good historical inquiry methods.</p> |
| <p>Progressive ideas and movements (1750 – 1918)</p> <p>The reasons ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)</p> | <p>EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of</p> | <p>Wherever possible, support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied.</p> |

Annotated Content Descriptions: History

Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
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| | the information). | |
| <p>Movement of peoples (1750 – 1901)</p> <p>The expectations of slaves, convicts and free settlers on departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)</p> | <p>All students should be aware that there are different perspectives on Australia’s settlement. It can also be described as Australia’s invasion.</p> | <p>Explore all interpretations as part of good historical inquiry methods.</p> |
| <p>Depth study 2: Making a nation</p> <p>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)</p> | <p>Indigenous students may find offence in the term ‘settlement’ in that it may be seen as inappropriate.</p> | <p>Explore the use of language to describe history and assign particular perspectives (for example, settlement vs. invasion). Explicit teaching of the values assigned to some words is important for EAL/D students, as they will not have had sufficient exposure to English vocabulary to understand the nuances.</p> |
| <p>Depth study 3: World War 1 (1914– 1918)</p> <p>An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)</p> | <p>Other cultures will have different perspectives on conflicts (or may know very little about them at all if they are not relevant to their culture).</p> | <p>Prior understanding of World War I should not be assumed. Accept that other cultures may bring differing perspectives to the classroom and use these as a learning experience for all students.</p> |
| <p>Chronology, terms and concepts</p> <p>Sequence events chronologically to demonstrate the relationship between events in different periods and places (ACHHS164)</p> | <p>Time is not seen as a linear construct in all cultures, and so reading timelines may initially cause confusion for some EAL/D students.</p> <p>Teachers should be mindful that the backward documentation of time in the BC era may cause confusion for students with the backward notation of the years.</p> <p>Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may have other points of reference or come from cultures with solar or luni– solar calendar backgrounds.</p> | <p>Use pictures initially to sequence the ‘story’. Transfer these pictures to words and years. Place these together on a timeline so that students can see how this is done.</p> <p>An explanation of different calendars can be an informative and educational point of discussion for the class. It can also be informative to make comparisons between the cultures present in the class (for example, the Chinese calendar, the Islamic calendar).</p> |

Annotated Content Descriptions: History

Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|--|
| <p>Historical skills</p> <p>Use historical terms and concepts (ACHHS165)</p> | <p>Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (<i>settle – settlement, invade – invasion</i>). These texts are difficult for EAL/D students to unpack and to reproduce.</p> | <p>Oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and simple explanations of the skills required are useful. Build lists of nominalised verbs in context and ensure that these are displayed around the room.</p> |
| <p>Historical skills</p> <p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)</p> | <p>Forming questions in English can be done in different ways: by using a question word (<i>who, did, how many ...</i>); or by changing the word order (<i>Could the people have reacted differently?</i>). Punctuation also differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).</p> | <p>Model the structure of questions that are expected. Reinforce that 'how much/little' is used for non-countable nouns and 'how many/few' for countable nouns. Revise punctuation and its use in questions.</p> |
| <p>Historical skills</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS168)</p> | <p>Students may not be proficient in analysing the veracity or appropriateness of sources.</p> | <p>Specific direction is advised in the initial stages of inquiry.</p> |
| <p>Historical skills</p> <p>Process and synthesise information from a range of sources for use as evidence in a historical argument (ACHHS170)</p> | <p>Synthesis is an advanced skill that requires a sound understanding of the knowledge being sought and an ability to manipulate language into a new description of known information.</p> | <p>The use of a retrieval chart to organise key features will help to clarify the information. Provide alternative ways of phrasing events or synonyms for key ideas that students can use when composing their synthesis.</p> |
| <p>Historical skills</p> <p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</p> | <p>Some students may not be comfortable with questioning an accepted 'expert' in a field if it runs against what they may have been taught in previous schooling.</p> | <p>This is a skill that needs to be taught explicitly, as is the language that is appropriate for this (for example, the use of modal verbs such as <i>might, may, should, could</i> to pass a judgment on the source and the comparative <i>more/less reputable</i>).</p> |
| <p>Historical skills</p> | <p>This task will require a sound</p> | <p>Support students in</p> |

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Year 9

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|--|---|---|
| Identify and analyse the perspectives of people from the past (ACHHS172) | understanding of past tenses. | understanding the key differences between the past simple and past perfect tenses, simple and continuous past tenses, and when to use the passive voice in historical analysis. |
| Historical skills Identify and analyse different historical interpretations (ACHHS173) | EAL/D students may bring great richness to these discussions if they are willing to share. It is important not to present different interpretations as incorrect or deficient. | |
| Historical skills Develop historical texts, particularly explanations and historical arguments which use evidence from a range of sources (ACHHS174) | Description requires a recount structure (an orientation and then a record of events). Explanation can be sequential, factorial or consequential (a description of the phenomenon and then an explanation of how this came to be). These text structures may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required. | |
| Historical skills Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) | Oral productions may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation. | Enable students to present in smaller groups or record a sound file onto a multimedia presentation, encourage the use of visuals to support understanding, and construct teacher interviews as a means of assessment. |

Annotated Content Descriptions: History

Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
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| <p>Historical knowledge and understanding</p> <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 (Year 10 overview currently no codes used)</p> | <p>Extended historical texts contain a high degree of nominalisation and assume a fluency of reading that EAL/D students may not yet have mastered, as well as prior cultural knowledge they may not have.</p> <p>This is true of all the texts and topics covered in the history curriculum.</p> | <p>Introduce topics, events and historical figures visually before requiring students to read lengthy texts.</p> <p>Assist students to distil key information by using timelines, charts, maps and graphic organisers.</p> |
| <p>Knowledge and understanding</p> <p>Continuing efforts post- World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (Year 10 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives or additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Link learning to existing knowledge in the classroom. For example, students from the Sudan and Timor may have some recent knowledge and experience with the topic.</p> |
| <p>Historical knowledge and understanding</p> <p>The major movements for rights and freedom in the world and the achievement of independence by former colonies (Year 10 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives or additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Link learning to existing knowledge in the classroom. For example, refugee students will have recent and relevant knowledge of the topic.</p> |
| <p>Knowledge and understanding</p> <p>Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (Year 10 overview currently no codes used)</p> | <p>EAL/D students may bring different perspectives or additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> | <p>Link learning to existing knowledge in the classroom. For example, some EAL/D students come from cultures where concern for the environment and sustainability has been continuous and not a recent</p> |

Annotated Content Descriptions: History

Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|---|---|
| codes used) | included in the Australian classroom. Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information). | refocus. |
| Depth study 1: World War II (1939– 45) An overview of the causes and course of World War II (ACDSEH024) | Other cultures may have different perspectives on conflicts (or may know very little about them at all if they are not relevant to their culture). | Prior understanding of World War II should not be assumed. Accept that other cultures may bring differing perspectives to the classroom and use these as a learning experience for all students. |
| World War II (1939– 45) An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) | Other cultures will have different perspectives on conflicts (or may know very little about them at all as they are not relevant to their culture). | |
| World War II (1939– 45) The experiences of Australians during World War II (such as POWs, the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) | EAL/D students may feel alienated or ‘guilty’ for past events that their country was involved in, despite this being some years ago. | Exercise sensitivity when discussing these events and be clear that actions were the result of governments and policies, not of the populace. |
| World War II (1939– 45) The impact of World War II on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) | Extended historical texts contain a high degree of nominalisation and assume a fluency of reading that EAL/D students may not yet have mastered, as well as prior cultural knowledge they may not have. | Wherever possible, introduce topics, events and historical figures visually before requiring students to read lengthy texts. Assist students to distil key information by using timelines, charts, maps and graphic organisers. |
| World War II (1939– 45) 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) | Extended historical texts contain a high degree of nominalisation and assume a fluency of reading that EAL/D students may not yet have mastered, as well as prior cultural knowledge they may not have. | Wherever possible, introduce topics, events and historical figures visually before requiring students to read lengthy texts. Assist students to distil key information by using timelines, charts, maps and graphic organisers. |

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Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
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| <p>Depth study 2: Rights and freedoms (1945 – the present)</p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)</p> | <p>Just as significant as the Universal Declaration of Human Rights is its implementation. Some EAL/D students in the classroom may have a range of experiences of human rights protection, including Australian and Torres Strait Islander and refugee students.</p> | <p>Link learning to the experiences of all students in the classroom.</p> |
| <p>Depth study 3 The globalising world: Popular culture (1954 – present)</p> <p>The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)</p> | <p>EAL/D students are unlikely to have had the same continuous exposure to Australia's icons of popular culture as other students.</p> | <p>Ensure that shared understanding is established through the use of visuals, film and graphics prior to deeper investigation of topics.</p> |
| <p>Popular culture (1954 – present)</p> <p>Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock'n'roll (ACDSEH121)</p> | <p>EAL/D students are unlikely to have had the same continuous exposure to Australia's icons of popular culture as other students.</p> | <p>Ensure that shared understanding is established through the use of visuals, audio, film and graphics prior to deeper investigation of topics.</p> |
| <p>Popular culture (1954 – present)</p> <p>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)</p> | <p>EAL/D students may have deep knowledge of these overseas developments that can benefit the entire class.</p> | <p>Invite students to share their cultural knowledge.</p> |
| <p>Popular culture (1954 – present)</p> <p>The contribution Australia has made to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life (ACDSEH123)</p> | <p>EAL/D students may be able to provide an overseas perception of Australia that can benefit the entire class.</p> | <p>Invite students to share their cultural knowledge.</p> |

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Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|--|
| <p>Depth study 3: Migration experiences (1945 – present)</p> <p>The waves of post– World War II migration to Australia, including the influence of significant world events (ACDSEH144)</p> | <p>Many EAL/D students will have had parents or grandparents arrive in these waves of migration.</p> | <p>Link learning to the experiences of the students in the classroom.</p> |
| <p>Migration experiences (1945 – present)</p> <p>The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145)</p> | <p>EAL/D students may bring different perspectives or additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Link learning to the experiences of the students in the classroom.</p> <p>Most EAL/D students will have stories and first-hand experiences of Australia’s migration policy, which will contribute to the learning of all.</p> |
| <p>Migration experiences (1945 – present)</p> <p>The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)</p> | <p>EAL/D students may bring different perspectives or additional knowledge to these events. Each culture views historical events differently depending on how it affected them.</p> <p>Sharing knowledge allows students to feel pride, as well as feeling included in the Australian classroom.</p> <p>Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).</p> | <p>Link learning to the experiences of the students in the classroom.</p> |
| <p>Historical skills</p> <p>Sequence events chronologically to demonstrate the relationship between events in different periods and places (ACHHS182)</p> | <p>Time is not seen as a linear construct in all cultures, and so reading timelines may initially cause confusion for some EAL/D students.</p> <p>Teachers should be mindful that the backward documentation of time in the BC era may cause confusion for students with the backward notation of the years.</p> | <p>Use pictures initially to sequence the ‘story’. Transfer these pictures to words and years. Place these together on a timeline so that students can see how this is done.</p> |

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Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|---|--|---|
| | Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may have other points of reference or come from cultures with solar or luni-solar calendar backgrounds. | |
| <p>Historical skills</p> <p>Use historical terms and concepts (ACHHS183)</p> | Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (<i>settle – settlement, invade – invasion</i>). These texts are difficult for EAL/D students to unpack and to reproduce. | Oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and simple explanations of the skills required are useful. Build lists of nominalised verbs in context and ensure that these are displayed around the room. |
| <p>Historical skills</p> <p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)</p> | <p>Forming a question requires the learner to change the position of the verb and the subject (<i>Can I?</i>) or else to use a question word (<i>Why did this happen?</i>). The auxiliary verb also takes on the tense of the question as opposed to the main verb (for example, <i>X happened because ... / Why did x happen?</i>).</p> <p>Punctuation differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).</p> | Useful grammatical reinforcement can be given in the structure of question forms, question words, tense changes used in the interrogative and the use of the question mark. |
| <p>Historical skills</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS186)</p> | Students may not be proficient in analysing the veracity or appropriateness of sources. | Specific direction is advised in the initial stages of inquiry. |
| <p>Historical skills</p> <p>Process and synthesise information from a range of sources for use as evidence in a historical argument (ACHHS188)</p> | Some students may not be comfortable with questioning an accepted 'expert' in a field. This runs against what they may have been taught in previous schooling. EAL/D students may not yet have acquired sufficient English language competence to attempt this task. | This skill needs to be taught explicitly, as is the language that is appropriate for this (for example, the use of modal verbs such as <i>might, may, should, could</i> to pass a judgment on the source and the comparative <i>more/less reputable</i>). |

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Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
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| <p>Historical skills</p> <p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)</p> | <p>Some students may not be comfortable with questioning an accepted 'expert' in a field. This runs against what they may have been taught in previous schooling.</p> | <p>This skill needs to be taught explicitly, as is the language that is appropriate for this (for example, the use of modal verbs such as <i>might</i>, <i>may</i>, <i>should</i>, <i>could</i> to pass a judgment on the source and the comparative <i>more/less reputable</i>).</p> |
| <p>Historical skills</p> <p>Identify and analyse the perspectives of people from the past (ACHHS190)</p> | <p>This task will require a sound understanding of past tenses.</p> | <p>Support students in understanding the key differences between the past simple and past perfect tenses, simple and continuous past tenses, and when to use the passive voice in historical analysis.</p> |
| <p>Historical skills</p> <p>Identify and analyse different historical interpretations (ACHHS191)</p> | <p>EAL/D students may bring great richness to these discussions if they are willing to share.</p> <p>It is important not to present different interpretations as incorrect or deficient.</p> | <p>Create a safe and supportive environment within the classroom and check with students on days prior to these discussions whether they would like to contribute. This will enable them to have these discussions at home and may result in more information or a far deeper understanding.</p> |
| <p>Historical skills</p> <p>Develop historical texts, particularly explanations and historical arguments which use evidence from a range of sources (ACHHS192)</p> | <p>Description requires a recount structure (an orientation and then a record of events).</p> <p>Explanation can be sequential, factorial or consequential (a description of the phenomenon and then an explanation of how this came to be).</p> <p>These text structures may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required.</p> | <p>Explicitly model the text structure and language features required for the composition of these texts.</p> |
| <p>Historical skills</p> <p>Select and use a range of communication forms (oral, graphic, written) and digital</p> | <p>Oral productions may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.</p> | <p>Enable students to present in smaller groups or record a sound file onto a multimedia presentation, encourage the use of visuals to support</p> |

Annotated Content Descriptions: History

Year 10

| CONTENT DESCRIPTIONS | LANGUAGE/CULTURAL CONSIDERATIONS | TEACHING STRATEGIES |
|-------------------------|----------------------------------|---|
| technologies (ACHHS193) | | understanding, and construct teacher interviews as a means of assessment. |