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What are the key features of the draft K–10 Australian Curriculum for history?

The draft K–10 Australian Curriculum for history is organised into two interrelated strands – *Historical knowledge and understanding* and *Historical skills*.

Knowledge and understanding is described year by year. From Kindergarten to Year 2, students begin to learn about history by looking at the story of their families and the heritage of their communities. In Years 3 to 6, the focus broadens from the local area to regional and national history. They learn about life in Australia before 1800, the building of the Australian nation and Australia's links with other nations. Two depth studies in each of these years enable students to acquire a deeper knowledge and understanding of particular topics.

The study of history in Years 7 to 10 consists of four historical periods. Year 7 focuses on history from the time of the earliest human communities to the end of the Ancient period (c. 60 000 BC–c.500 AD). Year 8 focuses on history from the end of the Ancient period to the beginning of the Modern period (c. 500–1750). Year 9 focuses on the history of the Modern World and Australia from 1750 to 1901. Year 10 focuses on the history of Australia and the Modern World from 1901 to the present.

The curriculum for each of the Years 7 to 10 includes an overview that is designed to introduce the broad content and contexts for study, as well as four depth studies. The depth studies provide an opportunity to investigate aspects of history presented in the overview in greater depth and thus provide scope for the development of historical skills. One of the depth studies in Years 7 to 9 includes a school-developed study to allow for teaching the curriculum content in ways that reflect the needs and interests evident in local contexts.

Historical skills are described at two-year intervals and are organised in four sub-strands across years

K–10 which broadly reflect the historical inquiry process. The sub-strands are *historical questions and research; analysis and use of sources; perspectives and interpretations; and comprehension and communication*.

A key feature of the draft K–10 Australian Curriculum for history is the treatment of Australian history within a regional and world history context. This allows students to better understand the richness of the Australian story, including the longevity and uniqueness of Aboriginal and Torres Strait Islander history and culture, as well as Australia's changing place and role in the world, such as our distinctive position in the Asia-Pacific Region.

How is the draft K–10 Australian Curriculum for history similar to and different from state and territory curricula?

Current state and territory history curriculum documents have been taken into account during the development of the draft K–10 Australian Curriculum for history. In some states and territories, history is not a separate subject in the K–10 years of schooling.

One of the similarities is the shift across K–10 from a student's personal and family history, through to studies of local, state or territory and national history, with coverage in the upper primary years of some aspects of world history. There are some variations in emphasis of content with existing state and territory curricula, particularly in the lower secondary years.

The description of historical skills at two-year intervals is broadly consistent with state and territory curricula. However, the extent of choice of historical context varies widely among states and territories.

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The draft K–10 Australian Curriculum for history is different from some state and territory curriculum documents in that:

- overviews and depth studies are used as organisers
- historical skills, such as research, analysis of sources, interpretation and use of evidence, are discipline specific and are broadly framed by the historical inquiry process
- there are school-developed studies allowing choice of historical context within the historical period for each of Years 7 to 9. This means that schools and teachers can select particular studies, for example, the history of the local area, to meet the needs and interest of the students.

What international references have been drawn upon in developing the draft K–10 Australian Curriculum for history?

The process of developing the draft K–10 Australian Curriculum for history has included a review of history curriculum documents internationally, and takes account of the latest research into history teaching. It presents the nation's history within a regional and world history context, as well as presenting regional and world history from the national perspective. This is partly achieved through the use of overviews and comparative examples.

The strand *historical knowledge and understanding* includes a wider range of concepts that constitute the discipline of history than is commonly found in most international history curricula. These concepts are drawn from the latest research in the field of historical thinking and history teaching, including the work of history experts such as Peter Seixas, Sam Wineburg, Stephane Levesque, Jannet van Drie and Carla van Boxtel.