

COLLINSVILLE STATE HIGH SCHOOL

History Plan

2022



YEAR 7 HISTORY UNIT OUTLINE
(17 weeks – Term 3, Week 3 – Term 4, Week 9)

UNIT 1 – Investigating the ancient past

An introductory focus to the unit and the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world. It provides students with a foundation for their study of the ancient world, focusing on the nature of sources and how the past is investigated.

Inquiry question:

- How do we know about the ancient past?

In this unit, students:

- identify the tools, techniques and methods used by historians and archaeologists to investigate history
- explore the range of sources that can be used in an historical investigation and the usefulness of these sources
- investigate a historical mystery from ancient Australia that has challenged historians or archaeologists
- appreciate the importance of and controversies surrounding conserving the remains of the past

UNIT 2 – The Asian world - China

Students explore China, a significant imperial power that wielded extensive and long lasting political, social and cultural influence on its neighbours. A study of China provides students with an appreciation of the rich and long history of this important regional and world power.

Inquiry questions:

- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been legacies of ancient societies?

In this unit, students:

- explore the physical features of China and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Chinese society
- identify and understand the roles of key groups in ancient Chinese society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Unit 1 Assessment

Assignment

Research Investigation

Students choose an ancient traditional Aboriginal or Torres Strait Islander artefact and conduct an investigation of the artefact to draw conclusions about the society from which it came.

The assessment will gather evidence of the student's ability to:

- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- analyse and interpret sources to identify the purpose and significance of an ancient artefact
- develop texts, particularly descriptions and explanations to draw conclusions about the inquiry
- use historical terms and concepts, incorporate relevant sources and acknowledge these sources of information.

Unit 2 Assessment

Supervised Examination

Short Response Exam

Students will demonstrate knowledge and understanding of the significance of Qin Shi Huang and points of view about him by people at the time; and to explain different interpretations about Qin Shi Huang and the origin and purpose of sources. Students respond to questions based on historical sources in short answers or paragraphs.

The assessment will gather evidence of the student's ability to:

- explain the significance of particular individuals in society (focus on Qin Shi Huang)
- describe events and developments from the perspective of different people who lived at the time
- identify past events and developments which have been interpreted in different ways
- locate, compare and use information from sources to answer questions
- explain points of view identified in sources
- identify the origin and purpose of sources
- develop descriptions and explanations which use historical terms and concepts and incorporate sources.

YEAR 8 HISTORY UNIT OUTLINE
(17 weeks – Term 3, Week 3 – Term 4, Week 9)

UNIT 1: The Western and Islamic world — Medieval Europe (c.590 – c.1500)

A study of Medieval Europe provides a tight chronological link from the end of one historical period, ancient history, which was studied in Year 7 to the beginning of another, the Middle Ages. In this depth study, students examine the key features of medieval Europe and the way dominant beliefs and values, such as Christianity, shaped society

Inquiry questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies? In this unit, students:
- explore the way of life in medieval Europe focusing on key social, cultural, economic and political features
- investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups
- explore continuity and change in crime and punishment in medieval Europe
- examine the important role of the Catholic Church and its dominance in medieval society
- investigate significant developments such as the Crusades and individuals such Richard the Lionheart and Saladin.

Unit 1 Assessment

Supervised Assessment

Stimulus Response Exam

Students will demonstrate knowledge and understanding of patterns of continuity and change in the systems of crime and punishment from ancient times to the medieval period, and how significant groups were influenced by beliefs and values of society during the time of the Crusades. They analyse and interpret sources and write short answer and paragraph responses.

The assessment will gather evidence of the student's ability to:

- recognise and explain patterns of change and continuity over time
- identify the motives and actions of people at the time
- explain the significance of groups and how they were influenced by the beliefs and values of their society
- analyse, select and organise information from primary and secondary sources and use as evidence to answer questions
- identify origin and purpose when interpreting sources
- interpret sources to distinguish between fact and opinion. develop descriptions and explanations that incorporate analysis, historical terms and concepts and evidence identified in sources.

UNIT 2 – The Asian world - China

Students investigate the nature of Aztec society and the impact of the Spanish conquest. Through an examination of how different societies came into contact with each other and the mixed outcomes of colonisation and modernisation, a foundation for studying The making of the modern world in Year 9 is established.

Inquiry questions:

- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today? In this unit, students:
- examine pre-Columbian life in the Americas, including social organisation, values and beliefs
- investigate the reasons behind European exploration and expansion
- investigate the nature of the contact and conflict between the Spanish conquistadors and the Aztecs and the subsequent effects on both groups of people in the short and longer term.

Unit 2 Assessment

Supervised Assessment

Short Response Exam

Students will demonstrate knowledge and understanding of the causes and effects of the Spanish conquest of the Americas and the motives and actions of people at the time; identify and explain different points of view in sources, different interpretations of the past and develop descriptions and explanations.

The assessment will gather evidence of the student's ability to:

- explain the causes and effects of events and developments
- identify the motives and actions of people at the time
- describe different interpretations of the past
- sequence events and developments within a chronological framework with reference to periods of time
- analyse, select and organise information from primary and secondary sources and use it as evidence to answer questions
- identify and explain different points of view in sources
- develop texts, descriptions and explanations that incorporate analysis, historical terms and concepts and evidence identified in sources

YEAR 9 HISTORY UNIT OUTLINE
(17 weeks – Term 3, Week 3 – Term 4, Week 9)

UNIT 1: Australia and Asia — Making a nation (1790–1914)

Students examine the interactions between European settlers and Aboriginal peoples and Torres Strait Islander peoples and the effects of this contact, as well as key developments and ideas in the movement to a democratic Australia.

Inquiry questions:

- What were the changing features of the movements of people from 1750 to 1918?
- What was the origin, development, significance and long-term impact of imperialism in this period?

In this unit, students:

- explore reasons for the expansion of British settlement into Australia
- examine the expansion of European settlement and different responses, including conflicts between settlers and Aboriginal peoples and Torres Strait Islander peoples
- investigate the experiences of non-Europeans (including South Sea Islanders) in Australia prior to 1900
- identify and classify the main features of Australian society that influenced living and working conditions around 1900
- investigate the key events and ideas that led to the development of Australian self-government and democracy, particularly Federation in 1901
- investigate the ways that living and working conditions were affected by the introduction of social legislation between 1901 and 1914
- identify patterns of continuity and change referring to key events and ideas in the development of the Australian nation

UNIT 2 – World War I (1914–1918)

Students study World War I, students explore the cause, course and effect of the war with a particular focus on the Australian experience. This provides a clear link to World War II, the first depth study of Year 10, and lays the foundation for the study of twentieth century history.

Inquiry question:

- What was the significance of World War I?

In this unit, students:

- develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement
- compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front
- understand how changing technology changed the nature of warfare during World War I
- appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I
- identify where Australian forces fought and assess the significance of selected battles and campaigns
- explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate
- develop a discussion about the significance and validity of the Anzac legend
- explore how Australians commemorate World War I.

Unit 1 Assessment

Supervised Assessment

Short Response

Students will explain patterns of change and continuity and the motives and actions of people, during the development of the Australian nation between 1750 and 1918.

The assessment will gather evidence of the student's ability to:

- refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time
- explain the motives and actions of people at the time
- examine sources to compare different points of view
- evaluate sources to analyse origin and purpose, and draw conclusions about their usefulness
- sequence events and developments within a chronological framework, and refer to periods of time and their duration
- develop texts, particularly explanations, incorporating historical interpretations
- use historical terms and concepts and evidence identified in sources.

Unit 2 Assessment

Supervised Assessment

Stimulus Response Essay

Students will analyse, select and organise information from a range of sources to develop a discussion, incorporating historical interpretation about the significance of the Anzac Legend and Anzac Day.

The assessment will gather evidence of the student's ability to:

- explain the significance of events and developments over the short and long term
- explain different interpretations of the past
- interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer an inquiry question
- examine sources to compare different points of view
- develop own interpretation of the past
- develop text, particularly a discussion, incorporating historical interpretations
- organise and present conclusions using historical terms and concepts
- identify evidence in sources and reference these sources.

YEAR 10 HISTORY UNIT OUTLINE
(14 weeks – Term 3, Week 1 – Term 4, Week 4)

UNIT 1: World War II (1939–45)

Inquiry question:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world? In this unit, students:
- explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- use evidence to explore the course of events during World War II
- use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, Indigenous involvement and the significance of the Kokoda campaign
- use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II
- review the legacy of World War II with a particular focus on Australia’s significant role in United Nations peacekeeping.

UNIT 2 – Rights and freedoms (1945 – present)

Inquiry question:

How was Australian society affected by other significant global events and changes in this period?

In this unit, students:

- explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965
- investigate the causes, effects and significance of the Stolen Generations
- investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time
- investigate methods used by civil rights activists to achieve change for Aboriginal peoples and Torres Strait Islander peoples
- examine the significance of the *United Nations Declaration of the Rights of Indigenous Peoples* to Aboriginal peoples and Torres Strait Islander peoples.

Unit 1 Assessment

Supervised Assessment

Short Response

Students will analyse and interpret sources about the Kokoda military campaign and select and use information from these sources as evidence to support conclusions about the Japanese retreat / withdrawal during the Kokoda campaign.

The assessment will gather evidence of the student’s ability to:

- explain the context for people’s actions in the past
- explain different interpretations of the past and recognise the evidence used to support these interpretations
- analyse sources to identify motivations, values and attitudes
- when evaluating sources, analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context
- develop and justify own interpretations about the past
- develop texts, particularly discussions, incorporating historical argument
- organise and present these historical arguments using historical terms and concepts and evidence identified in sources.

Unit 2 Assessment

Supervised Assessment

Stimulus Response Essay

Students will analyse, select and organise information from a range of sources to develop a historical argument, about the significance of the 1992 Mabo case High Court decision.

The assessment will gather evidence of the student’s ability to:

- explain the significance of events and developments from a range of perspectives
- refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time
- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence
- develop and justify an interpretation about the past
- analyse and evaluate sources to identify motivations, values and attitudes
- develop a discussion, incorporating historical argument
- use historical terms and concepts, evidence identified in sources and reference these sources.

Whole school assessment plan: 7–10 overview

YEAR 7 HISTORY ASSESSMENT	
UNIT 1: Investigating the Ancient Past	UNIT 2 – The Asian world - China
Research Investigation <i>In-Class Research Task</i> Length: 400 words + bibliography (containing at least four (4) sources).	Supervised Assessment <i>Stimulus Response Exam</i> Length: 60 minutes.(undertaken in one uninterrupted session)
YEAR 8 HISTORY ASSESSMENT	
UNIT 1: The Western and Islamic world — Medieval Europe (c.590 – c.1500)	Unit 3: Expanding contacts — The Spanish Conquest of the Americas (c.1492 – c.1572)
Supervised Assessment <i>Stimulus Response Exam</i> Length: 70 minutes.(undertaken in one uninterrupted session)	Supervised Assessment <i>Stimulus Response Exam</i> Length: 70 minutes.(undertaken in one uninterrupted session)
YEAR 9 HISTORY ASSESSMENT	
UNIT 1: Australia and Asia — Making a nation (1790–1914)	UNIT 2 – World War I (1914–1918)
Supervised Assessment <i>Stimulus Response Exam</i> Length: 60 minutes.(undertaken in one uninterrupted session)	Supervised Assessment <i>Stimulus Response Essay</i> Length: 2 x 70 minutes
YEAR 10 HISTORY ASSESSMENT	
UNIT 1: World War II (1939–45)	UNIT 2 – Rights and freedoms (1945 – present)
Supervised Assessment <i>Stimulus Response Exam</i> Length: 60 minutes.(undertaken in one uninterrupted session)	Supervised Assessment <i>Stimulus Response Essay</i> Length: 2 x 70 minutes