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I long for home, long for the sight of home. 
If any god has marked me out again 
for shipwreck, my tough heart can undergo it. 
What hardship have I not long since endured 
at sea, in battle! Let the trial come. 

Homer, *The Odyssey*, Book 5
INTRODUCTION
The Australian Curriculum: History

By 2013, most Australian states and territories will have commenced the implementation of the Australian Curriculum (AC) in the first four designated subjects: English, History, Science and Mathematics. For history education, this has been somewhat of a watershed moment as it recognises the discipline, in its own right, as an essential pillar in the education of young Australians.

From the outset it has been made clear that the curriculum ‘generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live.’ The world history approach – the conscious embedding of an overarching narrative about global perspectives and patterns – is a defining feature of the curriculum, and the ‘overview’ content specified at each year level from 7–10 is designed with this approach in mind.¹

While we realise that many teachers have an outstanding knowledge of world history and the historical content they teach, we also recognise that many may feel a need to develop further their skills in embedding the world history approach into daily practice. Therefore we feel it is an opportune time to reflect upon and review history in the classroom.

This world history approach will require careful time management by teachers. Certainly it will be challenging to teach very broad ideas in a short amount of time and this is where we hope this resource will be of most use. Moreover, this guide is for teacher reference – not all of us are in a position to recall dates and events off the top of our heads, nor, as many teachers would know, at the immediate insistence of their students! This resource, we hope, provides more than the initial satisfaction of a Google search – it aims to place the events in the context of the whole curriculum and provides specific strategies for the teacher to meaningfully incorporate world history into history lessons.

This is an exciting time for history classrooms across Australia. The inclusion of world-history overviews at each level from 7–10 distinguishes the Australian Curriculum as an inspiring, ambitious and innovative programme of study.

Features of AC: History

Cross-Curriculum Priorities

The Australian Curriculum: History (AC History) incorporates the broader cross-curriculum priorities which have been identified as essential to all disciplines. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

¹ See www.australiancurriculum.edu.au/History/Rationale.
AIMS

AC:History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- The capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

GENERAL CAPABILITIES

The AC History course also incorporates the seven general capabilities which have been identified as the skills, behaviours and attributes that students need in order to succeed in life and work in the twenty-first century. These are:

- Literacy
- Numeracy
- Competence in information and communication technology (ICT)
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

STRANDS

The Australian Curriculum divides History into two interrelated strands: Historical Knowledge and Understanding, and Historical Skills. The two strands are integrated in the development of a teaching and learning programme; Historical Knowledge and Understanding provides the contexts through which particular Historical Skills are to be developed.

i. Historical Knowledge and Understanding

This strand includes personal, family, local, state/territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation (F) to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

2 Foundation is the first year of formal schooling, occurring prior to Grade 1 – also known as Kindergarten or Preparatory (Prep).
Historical Knowledge and Understanding explores key concepts for developing historical understanding, such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**ii. Historical Skills**

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

**Inquiry Questions**

Each year level F–10 includes key inquiry questions that provide a framework for developing students’ historical knowledge, understanding and skills.

**History in Years 7–10**

**OVERVIEWS**

Historical Knowledge and Understanding includes an overview of the historical period to be covered in each year level (7–10). The overview is not intended to be taught in depth; it will constitute approximately ten per cent of the total teaching time for the year. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

**DEPTH STUDIES**

In addition to overviews, Historical Knowledge and Understanding includes three depth studies for the historical period studied at each year level (7–10). For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail, constituting approximately thirty per cent of the total teaching time for the year. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated within the content of other depth-study electives.

**DEPTH STUDY CONTENT**

Although this book does not ostensibly cover depth studies you may find the following information helpful. Please see ACARA documentation for detailed topics and date ranges.
### Year | Depth Study 1 | Depth Study 2 | Depth Study 3
--- | --- | --- | ---
7 | Investigating the Ancient Past | The Mediterranean World (with focus on Egypt OR Greece OR Rome) | The Asian World (with focus on India OR China)
8 | The Western and Islamic World (with focus on Ottoman Empire OR Renaissance Italy OR The Vikings OR Medieval Europe) | The Asia-Pacific World (with focus on Angkor/ Khmer Empire OR Japan under the Shoguns OR Polynesian Expansion across the Pacific) | Expanding Contacts (with focus on Mongol Expansion OR The Black Death in Asia, Europe and Africa OR The Spanish Conquest of the Americas)
9 | Making a Better World? (with a focus on The Industrial Revolution OR Progressive Ideas and Movements OR Movement of Peoples) | Australia and Asia (with a focus on Asia and the World OR Making a Nation) | World War I
10 | World War II | Rights and Freedoms | The Globalising World (with a focus on Popular Culture OR Migration Experiences OR The Environment Movement)

**The Relationship between Overviews and Depth Studies**

As part of a teaching and learning programme, the depth-study content at each year level (7–10) may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period; it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

**Using this Resource to Teach Australian Curriculum**

This book will assist you to teach the historical overviews in Year 7–10 History in the Australian Curriculum (AC). The materials were developed according to the content, structure and requirements outlined in Australian Curriculum: History, version 3.0, released in early 2012. Please note that while some materials in this book will be helpful in teaching depth studies the main focus is overview content.

Below is a guide to how the activities in the book can be used to teach the overview content from Year 7–10. (The background text on each topic also addresses AC requirements in detail.)
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<td>Introduction to early humans</td>
<td>How do we know about the ancient past?</td>
<td>Sequence historical events, developments and periods</td>
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<td>Why and where did the earliest societies develop?</td>
<td>Use historical terms and concepts</td>
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<td>2. Evolutionary Changes</td>
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<td>Introduction to early humans</td>
<td>How do we know about the ancient past?</td>
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<td>Why and where did the earliest societies develop?</td>
<td>Use historical terms and concepts</td>
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<tr>
<td>3. Introducing Bipedalism</td>
<td>20</td>
<td>Introduction to early humans</td>
<td>How do we know about the ancient past?</td>
<td>Sequence historical events, developments and periods</td>
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<td></td>
<td></td>
<td></td>
<td>Why and where did the earliest societies develop?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<tr>
<td>4. Theories of Early Migration</td>
<td>21</td>
<td>The theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia</td>
<td>Why and where did the earliest societies develop?</td>
<td>Sequence historical events, developments and periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What emerged as the defining characteristics of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<tr>
<td>5. How Long have Humans Lived in Australia?</td>
<td>21</td>
<td>The theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia</td>
<td>Why and where did the earliest societies develop?</td>
<td>Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<td></td>
<td>What emerged as the defining characteristics of ancient societies?</td>
<td>Use a range of communication forms and technologies</td>
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<tr>
<td>6. Extinction of Megafauna</td>
<td>22</td>
<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>Why and where did the earliest societies develop?</td>
<td>Use historical terms and concepts</td>
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<tr>
<td></td>
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<td></td>
<td>What emerged as the defining characteristics of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<tr>
<td>7. Dating the Past</td>
<td>24</td>
<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>Why and where did the earliest societies develop?</td>
<td>Sequence historical events, developments and periods</td>
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<td>What have been the legacies of ancient societies?</td>
<td>Use historical terms and concepts</td>
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<td>8. Brain Development in Humans and Primates</td>
<td>25</td>
<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>Why and where did the earliest societies develop?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<td>What have been the legacies of ancient societies?</td>
<td>Draw conclusions about the usefulness of sources</td>
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<td>9. From Foraging to Farming</td>
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<td>Key features of ancient societies (farming, trade, social classes, religion, rule of law)</td>
<td>Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence Use a range of communication forms and technologies</td>
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<td>10. Earliest Communication</td>
<td>29</td>
<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>How do we know about the ancient past? What have been the legacies of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence Use a range of communication forms and technologies</td>
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<tr>
<td>11. Geographical Features of Ancient Civilisations</td>
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<td>Key features of ancient societies (farming, trade, social classes, religion, rule of law)</td>
<td>Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?</td>
<td>Sequence historical events, developments and periods Locate, compare, select and use information from a range of sources as evidence</td>
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<td>12. Technical and Symbolic Intelligence</td>
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<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>How do we know about the ancient past? What have been the legacies of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources</td>
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<td>13. The Significance of Trade Routes</td>
<td>51</td>
<td>Key features of ancient societies (farming, trade, social classes, religion, rule of law)</td>
<td>What emerged as the defining characteristics of ancient societies?</td>
<td>Identify the origin and purpose of primary and secondary sources Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<td>14. Belief Systems</td>
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<td>Key features of ancient societies (farming, trade, social classes, religion, rule of law)</td>
<td>What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies?</td>
<td>Locate, compare, select and use information from a range of sources as evidence Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<td>1. Review of Ancient Civilisations</td>
<td>96</td>
<td>Review of Year 7 History</td>
<td>How did societies change from the end of the ancient period to the beginning of the modern age?</td>
<td>Sequence historical events, developments and periods</td>
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<td>Use a range of communication forms and technologies</td>
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<td>2. The Power of the Vikings</td>
<td>99</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>What key beliefs and values emerged and how did they influence societies? What were the causes and effects of contact between societies in this period?</td>
<td>Identify a range of questions about the past to inform a historical inquiry</td>
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<td>Use a range of communication forms and technologies</td>
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<td>3. Are You Ready to be King of England?</td>
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<td>The transformation of the Roman world and the spread of Christianity and Islam</td>
<td>How did societies change from the end of the ancient period to the beginning of the modern age?</td>
<td>Draw conclusions about the usefulness of sources</td>
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<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<td>4. The Story of English</td>
<td>104</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>Which significant people, groups and ideas from this period have influenced the world today?</td>
<td>Sequence historical events, developments and periods</td>
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<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<td>5. The Origins of the Medieval Parliament</td>
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<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>Which significant people, groups and ideas from this period have influenced the world today?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<td>Use a range of communication forms and technologies</td>
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<td>6. Muslim Discoveries</td>
<td>111</td>
<td>The transformation of the Roman world and the spread of Christianity and Islam</td>
<td>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?</td>
<td>Locate, compare, select and use information from a range of sources as evidence</td>
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<td>Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<td>7. Weapons and Warfare Over Time</td>
<td>116</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>How did societies change from the end of the ancient period to the beginning of the modern age?</td>
<td>Identify and locate relevant sources, using ICT and other methods, Draw conclusions about the usefulness of sources</td>
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<td>8. Feudalism in Europe and Japan</td>
<td>133</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>What key beliefs and values emerged and how did they influence societies?</td>
<td>Identify and locate relevant sources, using ICT and other methods, Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<td>9. Conflict and Harmony on the Silk Road</td>
<td>136</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>What were the causes and effects of contact between societies in this period?</td>
<td>Identify and locate relevant sources, using ICT and other methods, Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<tr>
<td>10. Postcard from the Silk Road</td>
<td>138</td>
<td>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</td>
<td>What were the causes and effects of contact between societies in this period?</td>
<td>Develop historical texts using evidence from a range of sources that are acknowledged</td>
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<tr>
<td>11. The World Before the Renaissance</td>
<td>141</td>
<td>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)</td>
<td>What key beliefs and values emerged and how did they influence societies? Which significant people, groups and ideas from this period have influenced the world today?</td>
<td>Identify a range of questions about the past to inform a historical inquiry, Locate, compare, select and use information from a range of sources as evidence</td>
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<td>1. The Industrial Age – Revolution or Devolution?</td>
<td>184</td>
<td>The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia</td>
<td>How did new ideas and technological developments contribute to change in this period?</td>
<td>Identify the origin, purpose and context of primary and secondary sources</td>
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<td>Process and synthesise information from a range of sources for use as evidence in an historical argument</td>
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<tr>
<td>2. The Power of Photography</td>
<td>185</td>
<td>The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia</td>
<td>How did new ideas and technological developments contribute to change in this period?</td>
<td>Identify the origin, purpose and context of primary and secondary sources</td>
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<td>Evaluate the reliability and usefulness of primary and secondary sources</td>
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<tr>
<td>3. The Age of Empires</td>
<td>194</td>
<td>The extent of European imperial expansion and different responses, including in the Asian region</td>
<td>What were the changing features of the movements of people from 1750 to 1918?</td>
<td>Use historical terms and concepts</td>
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<td>What was the origin, development, significance and long-term impact of imperialism in this period?</td>
<td>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</td>
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<tr>
<td>4. Slavery in the Nineteenth Century</td>
<td>199</td>
<td>The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)</td>
<td>What were the changing features of the movements of people from 1750 to 1918?</td>
<td>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</td>
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<td>Process and synthesise information from a range of sources for use as evidence in an historical argument</td>
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<td>5. Stand Up for Your Rights</td>
<td>214</td>
<td>The emergence and nature of significant economic, social and political ideas in the period, including nationalism</td>
<td>How did new ideas and technological developments contribute to change in this period?</td>
<td>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. Process and synthesise information from a range of sources for use as evidence in an historical argument</td>
</tr>
<tr>
<td>6. Declarations and Charters</td>
<td>215</td>
<td>The emergence and nature of significant economic, social and political ideas in the period, including nationalism</td>
<td>How did new ideas and technological developments contribute to change in this period?</td>
<td>Identify and select different kinds of questions about the past to inform historical inquiry. Evaluate and enhance these questions</td>
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## Year 10: The Modern World and Australia (Chapter 4)

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### INTRODUCTION
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<td>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies</td>
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Each chapter of this book elaborates on the detail of the overview content specified at each year level (7–10). Teachers may wish to use this material for their own reference or interest. Content is presented in a variety of ways.

Each chapter contains:

- A brief overview essay of the period
- A timeline (see central insert)
- Graphics illustrating key concepts
Elaboration of significant events/ideas specified in AC History

Classroom activities designed to assist with the teaching and learning of world-history overviews

Recommended multimedia resources on the topic.

NB. You may copy materials in this book for use in your classroom.

This resource is not:

- A syllabus
- A series of lessons plans for 7-10 depth studies
- A definitive guide on how to teach.

The authors recognise that there are many legitimate approaches to designing and delivering AC History overviews. Teachers should be mindful of the relative flexibility afforded them when planning their programmes or syllabi for teaching and learning. The approaches suggested here are neither exhaustive nor exclusive, but instead present ways, based upon best practice in history education, to enhance historical knowledge and understanding.

Teachers should also be aware that they are not compelled to adhere to a particular order when teaching depth studies. For example, one teacher may decide to integrate the first depth study, Investigating the Ancient Past, into the other depth studies. Similarly, another teacher might include an additional civilisation in this depth study.

Programming considerations will vary from school to school, class to class, as teachers consider the needs and skills of their students.

**Time Allocation**

The advice from the Australian Curriculum, Assessment and Reporting Authority (ACARA) suggests that overview studies comprise ten per cent of the year’s study of history. It is important to note that this is indicative only – the authors of this resource do not believe it is helpful for time fractions to be allocated in an inflexible manner. What will be more useful for the teacher is if he/she spends time considering how best to cover these ideas, events and concepts in their teaching and learning programme.
Introduction

The Year 7 History course in the Australian Curriculum examines the period c. 60,000 BCE–c. 650 CE. The Year 7 course differs slightly from the others in that one of its depth studies, Investigating the Ancient Past, acts as an introductory study to history and the methods and sources used by historians. Investigating the Ancient Past also introduces the student to aspects of Ancient Australia; with this in mind, we focused one of our first activities on this topic.

Key Inquiry Questions

In Year 7 History, students examine the following key questions:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview Content

The following overview content is to be taught in Year 7 History. Overview content identifies important features of the period, c. 60,000 BCE–c. 650 CE, as part of an expansive chronology that helps students understand broad patterns of historical change. It is not intended to be taught in depth. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning programme. An overview will constitute approximately ten per cent of the total teaching time for the year.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya):

- The theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia;
- The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery);
- Key features of ancient societies (farming, trade, social classes, religion, the rule of law).

Depth Studies

See introduction to book for Year 7 depth studies.
Overview: Where did the Human Odyssey Begin?

Beginnings in Africa: Physical Evolution

One-hundred-thousand years ago, the world was occupied by a morphologically (structurally) diverse group of hominines or human species, yet by 30,000 years ago the diversity of the population across all continents had vanished. The modern form of *Homo sapiens* had become the only human species.

Before moving on to theories that explain the origins of human existence, it is important to consider the morphological changes that made hominines diverge from the Apes and develop into what we understand as modern humans: *Homo sapiens*. In the first instance this can be explained by *Australopithecus*’ bipedalism around 4 million years ago.1

It was this change, bipedalism, which led to the first spurt of growth in brain size which was a characteristic of the *Homo habilis* species some 2.5–2 million years ago. Bipedalism and the consequent growth in brain size had several consequences: walking upright freed the hands to transport food to the group; the upright posture enabled the descent of the larynx and the future development of oral communication; the hands were free to make stone tools, helping early humans change their diet to a carnivorous one, which in providing more calorie-rich food enabled further brain growth.2

A second significant brain size increase, which occurred 1.8–1.6 million years ago, led to the appearance of *Homo erectus*, the first hominine to leave Africa and move into Europe and Asia. After this migration *Homo erectus* lived in isolated geographical areas and diversified into separate species. In Europe and western Asia, *Homo erectus* evolved into the Neanderthal. In Asia it stopped evolving and remained as *Homo erectus*. In the Indonesian archipelago the discovery of the small-sized *Homo floresiensis* (aka the Hobbit) might even suggest they descended from earlier migration waves before *erectus*.

---

**Introducing Human Life on Earth**

**Duration:** 15 minutes

**Purpose:** To assess students’ current understandings of ‘time’ and ‘the past’; to introduce students to the time of human habitation of the planet; to introduce the idea that there is uncertainty about knowing about the past.

**Instructions**

1. Ask students to recall the earliest date in history that they are aware of. You might discuss with them what the event was and how they found out about it. This question allows students to share their knowledge and for you to make an assessment of the extent of their knowledge; also to gauge what their perceptions of the past are and where they get their historical knowledge from (e.g. books, online, TV, documentaries, films). It might also prepare students for the next part of the task.

2. On a whiteboard or interactive whiteboard, draw a horizontal line with the following markers (from left to right):
   - 2 million years
   - 1.5 million years
   - 1 million years
   - 500,000 years
   - 400,000 years
   - 300,000 years
   - 200,000 years
   - 100,000 years
   - 50,000 years
   - 40,000 years
   - 30,000 years
   - 20,000 years
   - 10,000 years
   - 5000 years
   - 4000 years
   - 3000 years
   - 2000 years
   - 1000 years
   - 500 years
   - 400 years
   - 300 years
   - 200 years
   - 100 years
   - 50 years
   - TODAY

3. Ask students to discuss, in groups of 3–4, how long they think humans have lived on the planet. A representative from each group should indicate on the whiteboard the length of time that humans have inhabited the planet.

4. Once all the groups have submitted their estimates, suggest to students that there is no exact date marking the beginning of human life on Earth but that many historians and scientists have suggested what they think that date might be. Some have agreed it is somewhere between 300,000 and 250,000 years ago. At this point emphasise that the Year 7 course focuses on the human history of the world and that there are different opinions on where and when human life began. It is important to emphasise that history involves many interpretations and theories, some of which differ on key points. NB. Retain the timeline you have created for use in activities below.

**Evolutionary Changes**

**Duration:** 10 minutes

**Purpose:** To identify changes in human species over time; to consider the impact of these physical changes on human species.
Instructions

1. Explain to the class that scientists believe that modern human, *Homo sapiens*, evolved from apes.³

2. Ask students to complete Worksheet 1: Evolutionary Changes (p.67).

3. Ask groups to report back after completing the worksheet. If necessary, prompt them with observations like ‘less hair,’ ‘straighter spine,’ ‘taller,’ and so on. With each response ask students what the advantages of certain characteristics might be and what they tell us about the lifestyle of the species, e.g. Why would a straighter spine be more beneficial than a very curved one? Why might the man in the middle of the picture have shorter, stockier legs that the one on the right?

Activity 3

**Introducing Bipedalism**

Duration: 20 minutes

Purpose: To introduce the terms *quadrupedalism* and *bipedalism*.

Instructions

1. Get students to complete Worksheet 2: From Four Legs to Two Legs (p.69).

2. Draw the group’s attention to the change from walking on four legs (*quadrupedalism*) to walking on two legs (*bipedalism*). Write the two terms on the board and encourage students to remember them by thinking of familiar words like *bicycle* (two wheels), *pedal* (operated by legs) and *quadruple* (multiply by four). Comment on the importance of bipedalism to a nomadic, foraging society.

3. Ask students when they think primates first became bipedal. Get them to refer to the timeline created in Activity 1. In estimating, students will gain a sense of the vastness of ‘human’ history. (Answer given below.)

4. Having copied the drawing depicting evolution (see Worksheet 1) and cut it into pieces beforehand, give each group one of the five hominids pictured. Ask each group to place its hominid on the appropriate part of the timeline. If necessary, assist them to place *Australopithecus* (second from left), who was the first bipedal specimen, on the timeline at about 4 million years ago. *Homo erectus* (centre) should appear around 2 million years ago. *Homo sapiens* (far right) should be placed around 250,000 years ago. These illustrations will draw students’ attention to the rate at which species evolved and emphasise, once again, the vastness of time.

³ Note that modern humans are sometimes referred to as *Homo sapiens sapiens*. 
Theories of Early Migration

**Duration:** 25 minutes

**Purpose:** To examine the different theories regarding the population of the world by *Homo sapiens*; to develop skills in explaining the two main theories verbally and in writing.

**Instructions**

1. Divide the class into pairs (there may be one group of three). Give half of the pairs a copy of the graphic entitled ‘Out of Africa Theory’ (p. 16) and the other half of the pairs a copy of the graphic entitled ‘Multi-regional Theory’ (p. 16).

2. Ask each pair to note down answers to the following questions:
   - What does your graphic suggest about how the world became populated?
   - Which species first moved out of Africa to populate other parts of the world, and when did this occur?
   - According to the theory, when did a human species emerge in the Australian region?

3. Get pairs to share their responses with the class. Students will soon see that two different interpretations of how the world became populated emerge. Have them discuss which one sounds more plausible and why.

4. Ask students to write down in their own words what the two graphic show and how they differ.

How Long have Humans Lived in Australia?

**Duration:** 70 minutes

**Purpose:** To appreciate the relatively short amount of time in which humans have inhabited the earth.

**Instructions**

1. In pairs, ask students to discuss what evidence there is to suggest that people moved from Africa to Australia around 60,000 years ago (see graphics used in Activity 4). Then, as a class, discuss the evidence and why it has been disputed.

2. As a class, view and discuss Episode 4 (Australia) of the BBC’s 2009 documentary *The Incredible Human Journey* (59 mins). Written and presented by Dr. Alice Roberts, the episode gives a good overview of theories of migration and looks at the various explanations for human origins in Australia. Students should take notes as they watch the documentary.
3. For homework, students should write up their notes into a 100-word paragraph summarising the key points of the documentary.

### Activity 6

**Extinction of Megafauna**

**Duration:** 40 minutes

**Purpose:** To learn about the competing theories of how humans populated different parts of the world; to examine the evidence relating to these theories; to introduce key terms such as *megafauna*.

**Instructions**

1. Ask students whether they have heard of the term *megafauna*. Get them to guess what it might mean, prompting them with related terms such as *flora, fauna, megabyte*. (Answer: very large animals.)

2. Referring to the timeline you made in Activity 1, ask students when they think megafauna inhabited Australia. (Answer: 1.6 million–10,000 years ago, during the Pleistocene period.)


*RIGHT (top): Skull of Giant Wombat or the Rhinoceros Wombat –*diprotodon* – 1896; (bottom): Artist’s impression of past Australian megafauna.*
Further Resources


Considered one of the ‘fathers’ of the ‘Big History’ movement, Christian presents a superb 100-page history of the world which helps to crystallise ideas surrounding world history. This book was written for students and teachers and includes some interesting ‘thought experiments’ the teacher might conduct with students in order to enhance their understanding of this expansive topic.


This is the 2005 English translation of the 1936 book by renowned art historian E.H Gombrich, which was first published under the title *Eine kurze Weltgeschichte für junge Leser.* Gombrich had written the book in order to suggest that one could write a history of the world in a manner that would be appealing to young people. The classroom teacher could use it very well to introduce historiography. As the book was written during the 1930s and only covers the period up to World War I, it gives an interesting perspective on world history.


A teacher–educator and student of David Christian, Stokes-Brown takes the reader through the world history journey in some detail. Her book is very readable and engaging.

Woolly mammoths were driven to extinction by climate change and human impacts. The image depicts a late Pleistocene landscape in northern Spain with woolly mammoths, equids, a woolly rhinoceros, and European cave lions with a reindeer carcass.
Evolutionary Changes

STUDENT NAME:

This worksheet helps you to:

› Identify changes in human species over time
› Consider the impact of these physical changes on human species.

Instructions

In a small group, examine the image below. Then complete the questions that follow:

1. What physical similarities can you identify?
2. What physical differences can you identify?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What do you see as the most significant physical change?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Identify the likely benefits of the changes you noted above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

END OF WORKSHEET.
Four Legs to Two Legs – When Less is More

STUDENT NAME:

This worksheet helps you to:

› Refer accurately to online sources of information
› Understand key terms and concepts
› Demonstrate understanding in your own words
› Consider the effects of change in human species over time.

We all know how to search for information online. Some of us even know how to question the information we find there, which is great. You are probably also able to look up a word in a dictionary and copy out its definition. In fact, show us that you can do that, right now – look up a definition of the words below. We also need you to note exactly where you found the answers. If it is from the internet you need to cite this information correctly. DO NOT simply say ‘Google!’

You need to refer to the author or organisation that compiled the information, the year the site was created or last revised, the date you viewed the material, and the web address or URL.


Instructions (Part 1)

1. Define bipedalism:

2. Give a reference for your definition:
3. Define quadrupedalism:


4. Give a reference for your definition:


5. In Activity 2 you noted general physical changes between human species over time. In the table below, note specific advantages that would have made the chances of survival greater.

<table>
<thead>
<tr>
<th>Change</th>
<th>This change would have increased the species’ survival because ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking on two legs</td>
<td></td>
</tr>
<tr>
<td>Standing upright</td>
<td></td>
</tr>
<tr>
<td>Descent of larynx (voice box) due to upright position</td>
<td></td>
</tr>
<tr>
<td>Freeing of hands</td>
<td></td>
</tr>
<tr>
<td>Less body hair</td>
<td></td>
</tr>
<tr>
<td>Increased brain size (especially cerebral cortex)</td>
<td></td>
</tr>
</tbody>
</table>
Instructions (Part 2) – Be the Historian: Write Historically!

Good historians don’t just tell us what happened in the past. Good historians use historical sources to form a body of evidence that will help them support their version of the story. Complete the following sentence stems to explain why bipedalism was important to the development of the human species.

If the species had remained quadrupedal, we might not be able to ...

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

As the species became bipedal, it was able to ...

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

This is because ...

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

We know these changes occurred because ...

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

End of worksheet.
Pleistocene Era – Land of the Giants

STUDENT NAME:

This worksheet will help you to:

▶ Learn about the competing theories of how humans populated different parts of the world
▶ Examine the evidence relating to these theories.

You have already looked at how modern human came about. You may think *Homo sapiens* emerged in the distant past (250,000 years ago) but have you ever thought what was here over a million years ago?

Let’s have a look at the Pleistocene Era, which occurred between 1.6 million and 10,000 years ago. Before humans inhabited the earth we know that the animal kingdom ruled – you have probably seen *Jurassic Park* or loved looking at picture books of dinosaurs in primary school.

In the Pleistocene Era, megafauna inhabited the earth: giant versions of many common animals that we still see today, like wombats and kangaroos. One such animal, a marsupial known as diprotodon, lived in Australia until about 30,000 years ago.

**Instructions**

Carefully examine Sources A–D in the evidence file below. Then complete the tasks that follow.

**Source A**

Diprotodon (reconstruction).
Source B

The extinction of megafauna around the world was probably due to environmental and ecological factors. It was almost completed by the end of the last ice age. It is believed that megafauna initially came into existence in response to glacial conditions and became extinct with the onset of warmer climates ...

At the end of the last ice age, Australia’s climate changed from cold-dry to warm-dry. As a result, surface water became scarce. Most inland lakes became completely dry or dry in the warmer seasons. Most large, predominantly browsing animals lost their habitat and retreated to a narrow band in eastern Australia, where there was permanent water and better vegetation. The diprotodon, one of Australia’s megafauna, may have survived on the Liverpool Plains of New South Wales until about 7000 years ago. If people have been in Australia for up to 60,000 years, then megafauna must have co-existed with humans for at least 30,000 years.


Source C

Archaeological evidence suggests that humans first arrived in Australia at least 60,000 years ago.

The impacts that hunting by early Australians had on the animals is still a matter of speculation. However, we do know that many of the extinctions of the Megafauna occurred at around the time that humans spread across Australia. We also know from dating and archaeological material such as rock art, that there was a period of co-existence between Indigenous people and Megafauna.

Dating of fossil sites around Australia suggests that many of these animals were extinct by around 46,000 years ago.

Thus far there is no direct fossil evidence that humans hunted the Australian megafauna. In North America and Europe there is abundant evidence for such activities. In Australia we are yet to find the ‘smoking gun.’

Another activity practised by Aboriginal people was burning, and this would have influenced the vegetation structure. Some scientists have suggested that frequent burning over an extended period of time would have altered the vegetation enough to cause extinctions of animals, particularly the browsers.


Source D

ALTHOUGH abundant evidence exists for human occupation of Africa and Eurasia for tens of thousands of years, man has often been considered a late-comer to the Australian continent. Archaeological investigations in Australia are now providing evidence of man between twenty and thirty thousand years ago.