

CHANGES TO HISTORY IN THE VICTORIAN CURRICULUM V2.0

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HTAV

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THE VCAA IS THE **ONLY** AUTHORITY ON THE CURRICULUM

- We have simply attempted to summarise our observations of the nature of the changes.
- If any of our information differs from that on the VCAA website, or advice you have received from the VCAA, *always* go with the VCAA's version.

THE VCAA'S CURRICULUM FAMILIARISATION RESOURCES

- Direct comparison, line by line, between the current F-10 curriculum and version 2.0
- 'Understanding the Victorian Curriculum F-10 Version 2.0', 5-minute video overview
- 'Introducing History Version 2.0', two page summary,

All at <https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/resources>

There is also a new website for the new curriculum, which allows 'customised' view so you can apply multiple filters.

<https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/curriculum>

IN THIS WEBINAR

- universal changes across the F-10 curriculum
- 7-10 structure changes
 - compulsory investigations
 - have any of the options within an investigation changed
- 7-10 achievement standards changes
- 7-10 content descriptions changes

CURRICULUM RECAP

- Rationale and aims
- Structure
- Learning in History
- Achievement standards
- Knowledge and Understanding - content descriptions
- Historical Concepts and Skills - content descriptions
- Elaborations

UNIVERSAL CHANGES ACROSS HISTORY VC2.0

- **Achievement standards** have been repositioned to the top of each curriculum level.
- **Achievement standards** from Level 3-10 specifically include the requirement to cover certain historical knowledge content, including First Nations topics. This suggests that students cannot be said to have been given an opportunity to demonstrate the achievement standards if this is not taught.

By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

becomes

By the end of Level 10, students evaluate the significant events, developments and ideas that shaped the modern world, including histories of Australia, the world wars and the Holocaust, and Aboriginal and Torres Strait Islander Peoples' rights and freedoms over the period between 1750 and the early 21st century.

SKILL PROGRESSION F-10

Progression of skill levels has been tightened up.

Across all of the different historical thinking skills, the command terms are:

- Identify at F-2
- Identify and Describe at 3-4
- Describe and explain at 5-6
- Explain and analyse at 7-8
- Analyse and evaluate at 9-10

- There is **no historical content knowledge in the skills content descriptions.**
- This suggests you are free to give students the opportunity to demonstrate these skills wherever you think best in your unit planning.
- All students must demonstrate all achievement standards (which means all skills) at some point within each BAND.

- **The skills of 'Historical questions' and 'Communicating' have been added** to the achievement standards, and also within the Historical Concepts and Skills sub-strand (content descriptions) at all levels.
- This is new at the F-10 level, and is consistent across the F-10 Curriculum for all subjects.
- These skills are different in the different disciplines. The content descriptions for History refer to developing an ability to ask *historical* questions, and to communicate in *history-specific* ways.
- History teaching should not be just a vehicle for developing general literacy.

A DISCIPLINE-SPECIFIC CURRICULUM

- The curriculum from F-10 remains **discipline-specific**.
- Advice regarding integrating subjects or disciplines does not appear in the curriculum.

SOME UPDATES IN TERMINOLOGY

- Ancient society rather than civilisation
- First Nations peoples

From this point on, we will be focusing on the 7-10 curriculum.

We will make a video that gives the same attention to the primary changes.

AT THE SECONDARY LEVEL

There is a distinct progression in knowledge content descriptions re **interpretations**

7-8

interpretations of the significance of an ancient society and/or individual and their legacies

9-10

interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratory

9-10

different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society

STRUCTURE: KEY CONTENT DIFFERENCES

	Current Version	Version 2.0
Structure	<p>History is organised by two strands:</p> <ul style="list-style-type: none">• Historical Knowledge• Historical Concepts and Skills	<p>History is organised under 2 interrelated strands:</p> <ul style="list-style-type: none">• Historical Knowledge and Understanding• Historical Concepts and Skills. <p>These strands are interrelated and should be taught in an integrated way. The content descriptions of the 2 strands have been written so that this integration is possible at each band</p>

HISTORICAL CONCEPTS AND SKILLS DIFFERENCES

Current Version	Version 2.0
Sequencing chronology	Chronology
Using historical sources as evidence	Using historical sources
Identifying continuity and change	Continuity and change
Analysing cause and effect	Causes and consequences
Determining historical significance	Historical significance
	<p>Historical questions</p> <p>Students develop and apply historical questions to frame their historical investigation.</p>
	<p>Communicating:</p> <p>Students communicate historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments.</p> <p>They incorporate evidence from historical sources to describe and explain the past and to develop arguments, and use appropriate text and referencing conventions.</p>

Aboriginal and Torres Strait
Islander Peoples and
Culture

Ancient World and Early
Civilisations (60,000 BCE –
650 CE)

Middle Ages and Early
Exploration

*Students are
required to study*

- *All 3 sub strands*
- *5 investigations*

Europe and the
Mediterranean world
Choose at least one of
the following
Egypt
Greece
Rome

The Asia-Pacific World
Choose at least one of
the following
India
China

Europe and the
Mediterranean world
Choose at least one of
the following
The Vikings
Medieval Europe
The Ottoman Empire

The Asia-Pacific world
Choose at least one of
the following
Angkor/Khmer Empire
Mongol Expansaion
Japan under the
Shoguns
The Polynesian
expansion across the
Pacific

Expanding Contacts:
Discovery and
Exploration
Choose at least one of
the following:
Renaissance Italy
The Spanish Conquest
of the Americas

CURRENT VERSION – LEVELS 7-8



VERSION 2.0 – LEVELS 7-8

7-8 BAND: KEY DIFFERENCES IN THE CONTENT

- **The Overview**

- Has returned

- **Australian and Torres Strait' Islander People's Knowledge and Understanding**

- Largely the same with some updated language.
- There are however 2 new content descriptions related to Aboriginal and Torres Strait Islander Peoples' beliefs and values and changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world's oldest continuous cultures

- **Ancient Societies**

- New language in the title instead of 'civilisations'
- Overall you still have the same 5 choices of societies.
- The current curriculum requires study of 2 societies but moving forward you'll only have to choose 1

- **Europe and The Mediterranean World**

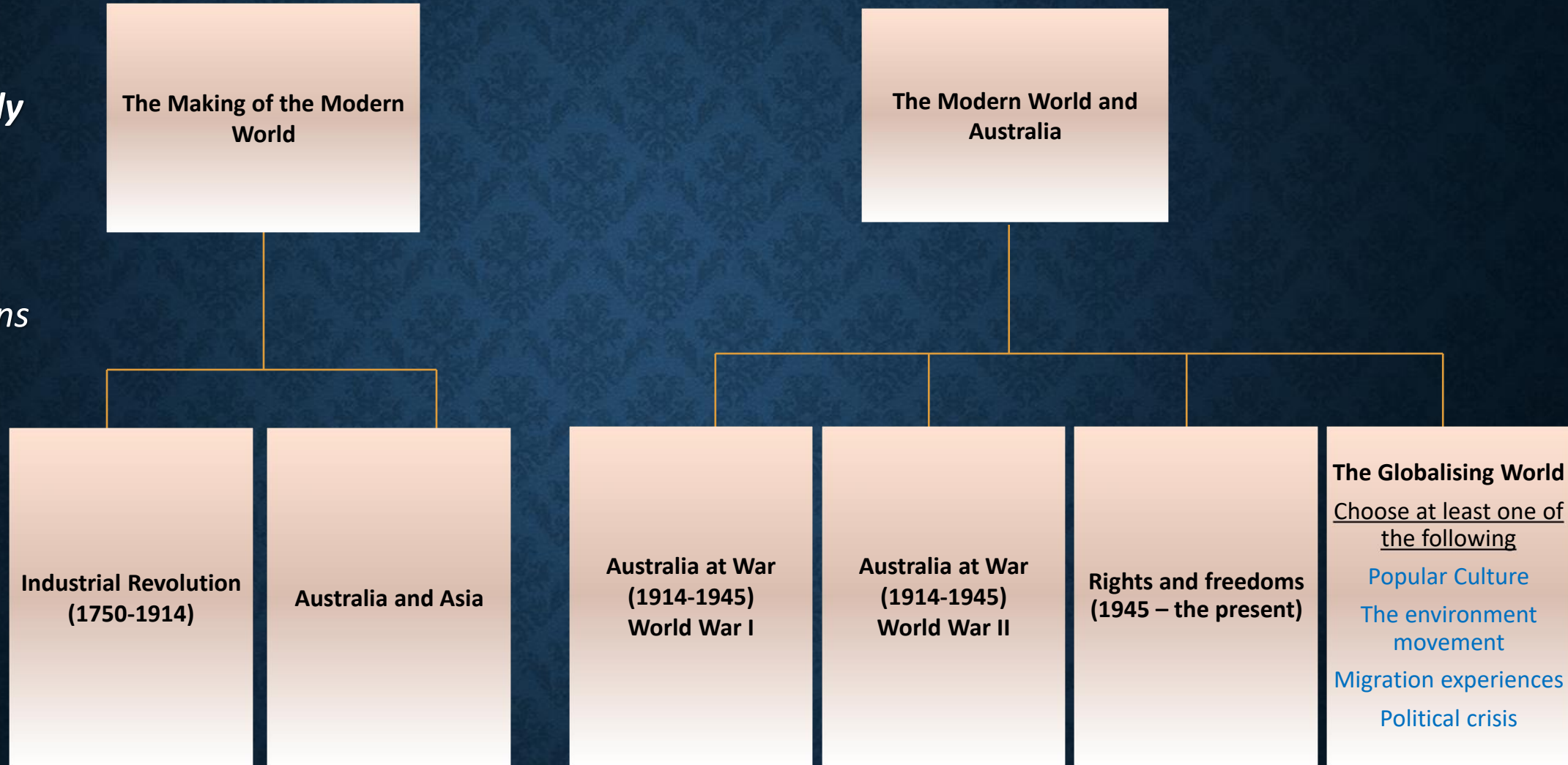
- Still have the same 5 choices of societies (merged with those from 'Expanding Contacts')
- Plus new option introduced: 'Emergence of the modern world in Europe'

- **Asia and the Pacific Region**

- Still have the same choices

***Students are
required to study***

- *Both Sub
Strands*
- *6 investigations*



CURRENT VERSION – LEVELS 9-10

Australians at War
(1914-1945)

Aboriginal and Torres Strait
Islander Peoples' rights and
freedoms
(1938–present)

Australia
(1750-1914)

Asia
(1750-present)

Overview

OR

The globalising world
(1945 – present)

Students are required to study

- *Overview*
- *3 mandatory investigations*
- *Choice of 1 more investigation
(either 'Australia 1750-1914'
or 'The Globalising World
1945-present')*

Choose at least one of
the following

Popular Culture
The environment
movement
Migration experiences
Political crisis

Choose at least one of
the following

China
India
Indonesia
Japan
Vietnam

VERSION 2.0 – LEVELS 9-10

9-10 BAND: KEY DIFFERENCES IN THE CONTENT

- **Overview**

- Has returned
- The Industrial Revolution is no longer a distinct part of the Sub Strand but rather is now incorporated into the Overview

- **Asia**

- This is a brand new investigation with new choices within it

- **Australians at War**

- Previously the two wars were separated but have now come together as part of a combined investigation
- This investigation also includes The Holocaust as distinct (and compulsory) Content Descriptions

- **Aboriginal and Torres Strait Islander Peoples' rights and freedoms**

- Whereas this featured as part of the previous Rights and Freedoms sub strand, it's now the main focus of the investigation
- You may still choose to teach topics such as the Universal Declaration of Human Rights and the US Civil Rights Movement for wider context and their influence on Australia, but they are no longer explicit Content Descriptions.

- **The Globalising World**

- This is no longer a compulsory investigation but rather one of your options for your final investigation
- If you choose to cover it, the choices within it remain the same and you will have an additional choice of 'Regional and global conflict.'

- **Australia (1750 – 1914)**

- There is some overlap in general themes from the previous 'Australia and Asia' Investigation
- If you choose to cover it, it is important to note that there are several new and reworded specific content descriptions in this investigation
- Includes much greater focus on Aboriginal and Torres Strait Islander Peoples

MINISTERIAL DIRECTION 2020

‘All Victorian government school students must be taught about the Holocaust as part of the school’s Level 9/10 World War II History curriculum program.’

- Policy
- Guidance
- Resources

<https://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy>

QUESTIONS

SOME NOTABLE KNOWLEDGE CONTENT CHANGES – 7-8

Overviews

- Meant to be taught at a surface level. Don't spend too much time on it.
- Provides context to the knowledge in the content descriptions.
- Does not have to be taught in one block or sequence. Can be distributed through the unit plan where it makes the most sense.

At Level 7-8:

- IN – interpretations of early human evolution and migration
- IN – development and features of early societies...
- IN – patterns of continuity and change caused by significant events between 600CE and 1750 CE
- IN – features of the pre-modern world, such as social structures, contact and conflict.

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Aboriginal and Torres Strait Islander Peoples' knowledge and understandings (Deep Time to the modern era)

- IN – significant Aboriginal and Torres Strait Islander Peoples' beliefs and values that shaped, and continue to shape, everyday life, such as the relationships with Country and Place, land, trade, technologies and stories
- IN - changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world's oldest continuous cultures

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Ancient Societies

- IN – significant events or turning points in an ancient society and their contribution to continuity and change
- IN – interpretations of the significance of an ancient society and/or individual and their legacies

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Europe and the Mediterranean world (c. 600-1750 CE)

- IN – causes and consequences of a significant event, development or turning point that contributed to continuity and change
- IN - experiences and perspectives of rulers and ruled, and the interaction between power and/or authority
- IN - the role and contribution of a significant individual and/or group to change
- IN - historical interpretations of an event, individual, group or institution and its legacies

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Asia and the Pacific Region (c. 600-1750)

- IN - causes and consequences of a significant event, development or turning point that contributed to continuity and change
- IN - historical interpretations of an event, individual, group or institution and its legacies

SOME NOTABLE KNOWLEDGE CONTENT CHANGES – 9-10

Overviews

- Meant to be taught at a surface level. Don't spend too much time on it.
- Provides context to the knowledge in the content descriptions.
- Does not have to be taught in one block or sequence. Can be distributed through the unit plan where it makes the most sense.

At Level 9-10:

- Industrial revolution is now part of the overview. Not a separate investigation. 'Not intended to be taught in depth'
- See other changes in notes below.

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Australia (1750–1914)

- IN – Aboriginal and Torres Strait Islander Peoples' knowledge and understandings that shaped the relationship between Country and Place, communities and cultural practices during the 18th and early 19th centuries
- the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander Peoples' Countries and Places during the 18th and early 19th centuries
- significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914
- continuities and changes and their consequences on ways of life, living conditions, political and legal institutions and cultural expression around the turn of the 20th century
- interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratory

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Australians at war (1914-1945)

- IN – the reasons that Australians, including Aboriginal and Torres Strait Islander Peoples, fought in the world wars
- IN - the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and women
- IN - continuities and changes in the nature of warfare
- CHANGE – three separate content descriptions
 - the causes of the Holocaust
 - significant events, individuals and developments of the Holocaust
 - the diverse experiences and perspectives of Jewish and non-Jewish peoples of the Holocaust
- OUT – the atomic bomb (could be included in continuities and changes in nature of warfare)

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Australians at war (1914-1945)

- Changes to Holocaust content descriptions were 'Added to support the requirement for Holocaust education', i.e. 2020 Ministerial Direction and current policy.

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Asia (1750-present)

- IN – the experiences and perspectives of individuals, groups and movements within the society and their impact on a society over time
- IN - interpretations and debates about a society's history over time
- OUT - Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

Aboriginal and Torres Strait Islander People's rights and freedoms (1938-present)

- OUT – Effects of the US civil rights movement and its influence on Australia
- IN - the experiences and perspectives of significant individuals and groups that contributed to **or denied** Aboriginal and Torres Strait Islander Peoples' rights and freedoms
- IN - different historical interpretations and debates about Aboriginal and Torres Strait Islander Peoples' rights and freedoms campaigns

SOME NOTABLE KNOWLEDGE CONTENT CHANGES

The Globalising World (1945-present)

- IN - continuities and/or changes caused by a major global influence, development and/or event after 1945
- IN - different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society