AUSTRALIAN CURRICULUM: HISTORY YR 10: The Modern World and Australia

Key inquiry questions:

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

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period 1918 -present | | |
| Overview content includes:  The inter-war years between World War I & World War II, including the Treaty of Versailles, Roaring Twenties & Great Depression:   * Recognizing main features of the Treaty – eg. Territorial concessions & imposition of war reparations * Key features of inter-war years – mass production techniques in US; ‘flapper generation’ & jazz age; Crash of 1929 & consequences of the Great Depression   Continuing efforts post- world War II to achieve lasting peace & security in the world, including Australia’s involvement in the UN:   * Chronological account of conflicts involving Australia & resources committed to each – eg. Soldiers, equipment, intelligence * Purpose of UN & key places where Australia has been involved in peace keeping   Major movements for rights & freedom in the world & the achievement of independence by former colonies:   * Identifying major movements, including US Civil rights; Aboriginal & Torres Strait Islander; Women’s movements * Recognising continuing nature of civil rights movements in 20th Century, such as struggle for democracy in Burma   The nature of the Cold War & Australia’s involvement in this & other conflicts: Korea, Vietnam, Gulf Wars, Afghanistan, including rising influence of Asian nations since the end of the Cold War   * Identifying Cold War superpowers; significance of Cuban Missile Crisis; fall of Berlin Wall * Outlining competing ideologies of capitalism and communism; US as world’s last remaining superpower; rising influence of China & India (economic & political)   Developments in technology, public health, longevity & standard of living during the 20th Century, and concerns for the environment & sustainability:   * Brainstorming forms of technology that have affected what people see & hear, travel & lifestyle * Tracing key technologies that have changed the world: household – radio, TV, appliances; travel & trade – shipping, planes; communications – microchip, satellites, digital technologies * Recognizing world population growth, life expectancies, depletion of natural resources | | | Chronology, terms & concepts:   * Sequence events chronologically to demonstrate the relationship between events in different periods and places – place main events in sequence & explain links between; using interactive timelines to explore various signs or effects of an event in different locations * Use historical terms & concepts – define & use terms and concepts such as ‘liberation’, human rights’, ‘popular culture’, ‘contestability’   Historical questions & research:   * Identify and select different kinds of questions about the past to inform historical inquiry – change a key question or related questions depending on the suitability of the sources available; develop questions about aspects of the past that require historical argument; identifying, planning & investigating (individually and as part of a team) specific historical questions or issues * Evaluate and enhance questions * Identify & locate relevant sources using ICT & other methods – for recording oral histories, recognizing the role of ICT in providing access & the need to ask relevant questions of the sources   Analysis & use of sources:   * Identify the origin, purpose & context of primary & secondary sources – use data from immigration records & process it using ICT to identify trends; explain the context of a source & the significance of that context in understanding responses from varying perspectives * Process & synthesise information from a range of sources for use as evidence in an historical argument– combining data from a range of sources to identify & explain the impact of WWII * Evaluate the reliability & usefulness of primary & secondary sources - understand that the reliability & usefulness depends on the questions asked of it eg. Discussing the reliability of Martin Luther King’s ‘I have a dream’ speech as a source to understand the aims & motivations of US Civil Rights   Perspectives & interpretations:   * Identify & analyse the perspectives of people from the past – views of both men & women at different times, gender equality, how these reflect changing values & attitudes * Identify & analyse different historical interpretations (including students’ own) – examining different accounts & identifying the different perspectives; explaining the perspectives as reflected in the sources.   Explanation & communication:   * Develop historical texts, particularly explanations & historical arguments that use evidence from a range of sources – develop historical arguments that identify different possibilities in interpretation & argue a particular point of view with consistent reference to the evidence available; explain the significance of events using a range of sources * Select and use a range of communication forms (oral, graphic, written) & digital technologies – eg. Design a poster that outlines the main arguments against French Nuclear testing in the Pacific & explaining the nature & reliability of the sources used to construct the poster |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: World War II (1939 – 45): a study of the causes, events, outcome & broader impact of the conflict as an episode in world history, & the nature of Australia’s involvement   * Overview of causes & course of WWII – contributing factors (Treaty of Versailles & League of nations; rise of Hitler; Japan’s imperial ambitions), key events (invasion of Poland; Holocaust; Russians reaching Berlin), key events in Asia-Pacific (Pearl Harbour; fall of Singapore; Battle of Midway) * Significant events – scale & significance of Holocaust, using primary sources; race to build atomic bomb (Germany, Japan, US); why the atomic bombs were dropped on Hiroshima & Nagasaki * Impact of the war, with particular emphasis on the Australian home front: changing roles of women, wartime government controls (conscription, manpower, rationing, censorship) – local & national levels (bombing of Darwin, Japanese submarine attack on Sydney, ‘Battle of Brisbane’, Cowra breakout & Brisbane Line * Significance of WWII to Australia’s international relationships in 20th Century – particularly UN, Britain, USA & Asia – evaluating the impact on alliance with US & threat of Japan | Depth Study 2: Rights and Freedoms (1945 – present): how they have been ignored, demanded or achieved in Australia & in the broader world context   * Origins & significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development (H.V.Evatt) * Background to the struggle of Aboriginal & Torres Strait Islanders for rights & freedoms before 1965, including 1938 Day of Mourning & Stolen Generations (describing accounts) * US Civil rights & its influence on Australia – turning point for Aboriginal & Torres Strait Islander struggle * Significance of rights of Aboriginals & Torres Strait Islanders – 1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report; the Apology – describing the aims, tactics & outcomes of these events * Methods used by civil rights activists to achieve change for Aboriginal & Torres Strait Islanders + the role of ONE individual or group in the struggle – eg. Charles Perkins in Freedom Ride of 1965; efficacy of television * Continuing nature of efforts to secure civil rights & freedoms in Australia & the world eg. Declaration on the Rights of Indigenous Peoples (2007); identifying areas that are the focus for continued action (education, health, work) | Depth Study 3: The globalizing world: investigate ONE major global influence of 20th century: Popular Culture, The environment movement OR Migration Experiences  Popular culture (1954 – present):   * The nature of popular culture in Australia at the end of WWII, including music, film & sport * Post-war developments & their impact on society, including TV & Rock’n’roll – TV for the Melbourne Olympics; Bill Haley’s tour (1957); values & beliefs of rock’n’roll, film & TV over time, age & gender * Changing nature of music, film & TV industry – influence of Hollywood, Bollywood & animation industry in China & Japan * Australia’s contribution to international popular culture & changing beliefs & values that have influenced Australian lifestyle (Easybeats, Go-Betweens, Crocodile Dundee)   OR The Environment movement (1960s – present):   * Background to environmental awareness, including 19th C National Parks in USA & Australia – Yellowstone (1872); Royal National Park, Australia (1879); Rocky Mountains, Canada (1885); Tongariro NZ (1887) * Effects of population increase, urbanization, industrial production & trade in 20th C – early warning texts eg. Silent Spring (1962); Don’t it make you want to go home (1970); Mother Earth news magazine (1970); ecology lyrics of Marvin Gaye ‘Mercy Mercy Me’ (1971) * Growth of movement (notion of Gaia; ‘limits to growth’, ‘sustainability’, concept of ‘rights of nature’) – pictures of Earth during Apollo 8 mission; biological systems * Significant events & campaigns eg. Gordon River; Chernobyl; Jabiluka mine controversy – investigating a range of impacts – Lake Peddar, deforestation in Indonesia, decline of Aral Sea, Exxon Valdez oil spill, whaling industry * Responses of Australian & other governments since 1960s & effectiveness of international protocols, Kyoto, Washington Declaration etc   OR Migration Experiences (1945 – present):   * Waves of post-war WWII migration to Australia, including significant world events – where from, numbers, trends * Impacts of changing government policies, including abolition of ‘Populate or Perish’ – Immigration Restriction Act (1901) dictation test; influence of White Australia ideology; Displaced Persons Scheme post-WWII * Impact of at least ONE world event & its significance for Australia- eg. Vietnam War & Indochinese refugees * Contribution of migration to Australia’s changing identity & international relations – multiculturalism, cultural heritage, assimilation; population growth, graphing cultural diversity |

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.