AUSTRALIAN CURRICULUM: HISTORY YR 9: The making of the Modern World

Key inquiry questions:

* What were the changing features of the movements of people from 1750 to 1918?
* How did new ideas and technological developments contribute to change in this period?
* What was the origin, development, significance and long-term impact of imperialism in this period?
* What was the significance of World War I?

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period 1750 - 1918 | | |
| Overview content includes:  The nature & significance of the Industrial revolution & how it affected living & working conditions, including within Australia:   * Comparing the usefulness of artworks depicting life in the period with the first photographs * Investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers’ journals & the development of photography & film by 1918   The nature & extent of the movement of peoples in this period (slaves, convicts & settlers):   * Identifying the number of slaves transported & the nations / places involved   The extent of European imperial expansion & different responses, including the Asian region:   * Technologies of mass production (Industrial Revolution) & impact on Australian life * How Asian societies responded, the extent of change & influence on rest of the world * Asian societies that were colonized by Europeans & those that remained independent   The emergence & nature of significant economic, social & political ideas in the period, including nationalism:   * Features that reflect the emergence of a belief in social, & political equality: right to vote, egalitarianism, universal education in Australia * Recognizing how events such as the French Revolution & American Independence contributed to ideas of equality * Role of Classical models & theories on the invention of democratic values | | | Chronology, terms & concepts:   * Sequence events chronologically to demonstrate the relationship between events in different periods and places – represent using interactive timelines; identifying which parts of the world were involved and affected * Use historical terms & concepts – discuss the contestability of particular historical terms eg. ‘settlement’, ‘invasion’, ‘colonisation’ in context of Australia’s history; define and use concepts – ‘imperialism’, ‘evidence’ etc   Historical questions & research:   * Identify and select different kinds of questions about the past to inform historical inquiry – develop questions about aspects of the past that require historical argument; assemble a range of sources that would be useful for researching the causes of World War I * Evaluate and enhance questions – developing and refining as further factors are introduced * Identify & locate relevant sources using ICT & other methods – from archives, museums & online collections   Analysis & use of sources:   * Identify the origin and purpose of primary & secondary sources – explain the contextual significance & their purpose * Process & synthesise information from a range of sources for use as evidence in an historical argument– graphing data, to identify trends & draw conclusions about their significance * Evaluate the reliability & usefulness of primary & secondary sources understand that this depends on the questions asked of the source   Perspectives & interpretations:   * Identify & analyse the perspectives of people from the past – the role of human agency; analyzing accounts in poetry & novels as sources of information * Identify & analyse different historical interpretations (including students’ own) – recognizing that they may be provisional; explaining variations in perspective that can lead to different interpretations eg. male & female, officers & convicts.   Explanation & communication:   * Develop historical texts, particularly explanations & historical arguments that use evidence from a range of sources – identify different possibilities in interpretation & argue a particular point of view with consistent reference to the evidence available * Select and use a range of communication forms (oral, graphic, written) & digital technologies – eg. using online conferencing & other forms of ICT to discuss historical questions & issues; creating a travel brochure to advertise the achievements & opportunities available to an immigrant to nineteenth century Brisbane |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: Making a better world: Causes & effects of a major development, and the Australian experience. (Students Choose ONE of either The Industrial Revolution, Movement of Peoples OR Progressive Ideas & Movements for this study)  The Industrial Revolution (1750 – 1914):   * Technological innovations that led to the Industrial Revolution, other conditions that led to industrialization of Britain and Australia – mapping, explaining changes, identifying spread * Population movements & settlement patterns during the period * The experiences of men, women & children during the Ind. Rev. & their changing way of life – impact of steam, gas & electricity; changes in work conditions * Short & long term impacts of Ind. Rev., including global changes in landscapes, transport & communication – factories, mines & cities on environment, population growth & distribution; rise in trade unions   Movement of peoples (1750 – 1901):   * Influence of Industrial Revolution on movement of people throughout the world, including transatlantic slaves & convicts – mapping of slave trade OR convicts, growing need for labour & transportation * Experiences of slaves, convicts & free settlers – departure, journey & arrival; investigating sources that record reactions to natural environments, climate etc * Changes in the way of life of people who moved to Australia in this period eg. free settlers or convicts; impact on Aboriginal & Torres Strait Islanders * Short & long term impacts of movements during this period – evaluating the effects on the indigenous & migrant populations   Progressive ideas & movements (1750- 1918):   * Emergence & nature of key ideas in the period, with particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, or Chartism; explaining why ideas emerged & basis of the idea. * The reasons why ONE of these key ideas emerged and / or developed a following. * The role of an individual or group in the promotion of ONE of the key ideas & the responses to it from others. Eg. workers, entrepreneurs, land owners, religious groups. * Short and long-term impact of one of the key ideas on Australia & the world. | Depth Study 2: Australia and Asia: the history of Australia OR and Asian society in the period 1750 - 1918  Making a nation (Australia):   * The extension of settlement, including effects of contact between European settlers & Aboriginal & Torres Strait Islanders – killing of stock, spread of disease; categorizing as intended or unintended * Experiences of non-Europeans prior to the 1900s – Japanese, Chinese, South Sea Islanders, Afghans; eg. Chinese in Goldfields * Living & working conditions around turn of century – impact of gold rushes; ‘Marvellous Melbourne’ * Key events & ideas in the development of Australian self-government & democracy, including women’s vote – factors contributing to federation; defence concerns; 1890’s depression, the Westminster system etc * Legislation 1901 – 1914 - Harvester Judgment, pensions & the Immigration Restriction Act – maternity allowance scheme   Asia and the world:   * Key features of ONE Asian society at the start of the period eg. China, Japan, India, Dutch east Indies, India – territorial extent; influence of Emperor; nature of art, literature, architecture * Change & continuity during the period, including effects of any European contact (intended & unintended) – eg. British influence in India; Christian missions * The position of Asian society in relation to other nations around 1900, including the influence of key ideas such as nationalism – confrontation between Japan and Western powers * Significance of ONE key event involving Asian society & European powers, including differing perspectives – eg. Christian missionaries in China, Boxer Uprising. | Depth Study 3: investigate Key aspects of World War I and the Australian experience of war, including the nature & significance of the war in the world and Australian History ( 1914 – 1918)   * An overview for the causes of the war & reasons why men enlisted – nationalist sentiment, idealistic notions of war, sense of adventure * Places where Australians fought & nature of warfare, including the Gallipoli Campaign – Fromelles, Somme, Sinai, Palestine; difficulties of trench warfare, use of tanks, aeroplanes & chemical weapons (gas); experiences of Aboriginal & Torres Strait Islanders * Impact of the war, including use of propaganda, changing role of women, conscription debate – graphing casualties compared to other countries; development of steel industry in Newcastle; War Precautions Act; groups who opposed conscription, first & second referenda on conscription & division within Labor Party; treatment of Germans in Australia * Commemoration of World War I, including debates about the nature & significance of the Anzac legend |

\*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.