

**Rationale**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

**Year 9 Achievement Standard**

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

**Aims**

The Australian Curriculum: 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, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**Key Ideas**

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

**Who we are, who came before us, and traditions and values that have shaped societies**

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

**How societies and economies operate and how they are changing over time**

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

**The ways people, places, ideas and events are perceived and connected**

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

**How people exercise their responsibilities, participate in society and make informed decisions**

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

**Year 9 Level Description****The making of the modern world**

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance 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.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Key inquiry questions**

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- 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?

**Structure**

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills.

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

**Year 9 Content Descriptions**

Overview of the making of the modern world	Making a better world?	Australia and Asia	World War I (1914-1918)	History Skills
<p>The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. 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 program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.</p> <p>Overview content for the making of the modern world includes the following:</p> <ul style="list-style-type: none"> <li>the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia</li> <li>the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)</li> <li>the extent of European imperial expansion and different responses, including in the Asian region</li> <li>the emergence and nature of significant economic, social and political ideas in the period, including nationalism.</li> </ul> <p><b>Depth studies</b> There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or with other depth study electives.</p>	<p>Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.</p> <p><b>The Industrial Revolution (1750 – 1914)</b> The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain. The population movements and changing settlement patterns during this period. The experiences of men, women and children during the Industrial Revolution, and their changing way of life. The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.</p> <p><b>Progressive ideas and movements (1750 – 1918)</b> The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism. Reasons why ONE key idea emerged and/or developed a following. The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups. The short and long-term impacts of ONE of these ideas on Australia and the world.</p> <p><b>Movement of peoples (1750 – 1901)</b> The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience. Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia. The short and long-term impacts of the movement of peoples during this period.</p>	<p>Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth.</p> <p><b>Asia and the world</b> Key features (social, cultural, economic, political) of ONE Asian society at the start of this period. Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s). The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism. The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time.</p> <p><b>Making a nation</b> The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples. Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans). Living and working conditions in Australia around the turn of the twentieth century (that is 1900). Key people, events and ideas in the development of Australian self-government and democracy, including the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia’s system of government and women’s voting rights. Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act.</p>	<p>Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p> <p>An overview of the causes of World War I and the reasons why men enlisted to fight in the war.</p> <p>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.</p> <p>The impact of World War I, with a particular emphasis on Australia including the changing role of women.</p> <p>The commemoration of World War I, including debates about the nature and significance of the Anzac legend.</p>	<p><b>Chronology, terms and concepts</b> Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. Use historical terms and concepts.</p> <p><b>Historical questions and research</b> Identify and select different kinds of questions about the past to inform historical inquiry. Evaluate and enhance these questions. Identify and locate relevant sources, using ICT and other methods.</p> <p><b>Analysis and use of sources</b> Locate, compare, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources.</p> <p><b>Perspectives and interpretations</b> Identify and analyse the perspectives of people from the past. Identify and analyse different historical interpretations (including their own).</p> <p><b>Explanation and communication</b> 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.</p>