

Curriculum Guide

PRIMARY LEVEL

State	Title	Level	Syllabus / Learning Outcomes focus
ACT	SOSE	Primary	— Heritage
NSW	HSIE	Primary	— Continuity and change
NT	Time, Continuity and Change	Primary	— Reasons for changes and their impacts on society
QLD	Time, Continuity and Change	Level 2 Level 3	— Create sequences — Causes and effects of specific historical events
SA	Essential Learnings Framework	Standard 2 Standard 3	— Examine information from a range of sources about people in different periods of time and places in Australia, and interpret them in relation to historical events. — Identify and explain sequences of change that have occurred in Australia over time, and recognise various perspectives on events. — Describe and record ages and sequences using timelines, calendars and flow-charts to present historical information.
TAS	Essential Learnings	Standard 2 Standard 3	— Social responsibility: <ul style="list-style-type: none"> • Valuing diversity • Acting democratically • Understanding the past and creating preferred futures — Thinking: <ul style="list-style-type: none"> • Inquiry • Reflective thinking — Communicating: <ul style="list-style-type: none"> • Being literate • Being information literate
VIC	SOSE	Level 4	— Significant events 1788-1918
WA	Time, Continuity and Change	Middle Childhood	— Australian history stories that involve sequencing, people, events and ideas, change and continuity and interpretations and perspectives.

SECONDARY LEVEL

	Title	Level	Syllabus content focus
ACT	Time, Continuity and Change	High School Band	— Students develop their knowledge and understanding of Australia in the 20 th century through a focus on Australia's identity and its place in the world.
NSW	History 7-10	Mandatory Stage 5	— Australia and World War I: <ul style="list-style-type: none"> • Anzac legend • Commemoration
NT	Social Systems and Structures	Band 4 Band 5	— Analyse significant ideas, people and movements that have shaped societies. — Analyse how past forces and events have shaped contemporary communities.
QLD	SOSE 1-10	Level 4 Level 5	— Time, Continuity and Change: <ul style="list-style-type: none"> • Situations before and after a change in Australian settings — Particular heritages that benefit or disadvantage individuals or groups
		9 and 10 History	— Select topics from 1800-1945
SA	Essential Learnings Framework	Standard 4 Standard 5	— Critically analyse different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation. — Recognise diversity within and between primary and secondary sources, and critically analyse why and how sources can be interpreted differently. — Research and analyse primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern.
TAS	Essential Learnings	Standard 4 Standard 5	— Social responsibility: <ul style="list-style-type: none"> • Valuing diversity • Acting democratically • Understanding the past and creating preferred futures — Thinking: <ul style="list-style-type: none"> • Inquiry • Reflective thinking — Communicating: <ul style="list-style-type: none"> • Being literate • Being information literate
VIC	SOSE/ History	Level 6	— Analyse continuing significance of major events and ideas that shaped Australian society: <ul style="list-style-type: none"> • World War I
WA	Time, Continuity and Change	Early Adolescence Late Adolescence	— Historical stories from Australia that illustrate such aspects as change, resistance to change, evidence, perspectives, values, gaps, turning points, trends, movements, advantage or disadvantage, national identity, traditions and heritage. — Historical stories involving a range of significant and interrelated people, events and ideas to show how motive, change and continuity may have different effects within and across time periods.

The Learning Outcomes of the Historical Inquiry Process

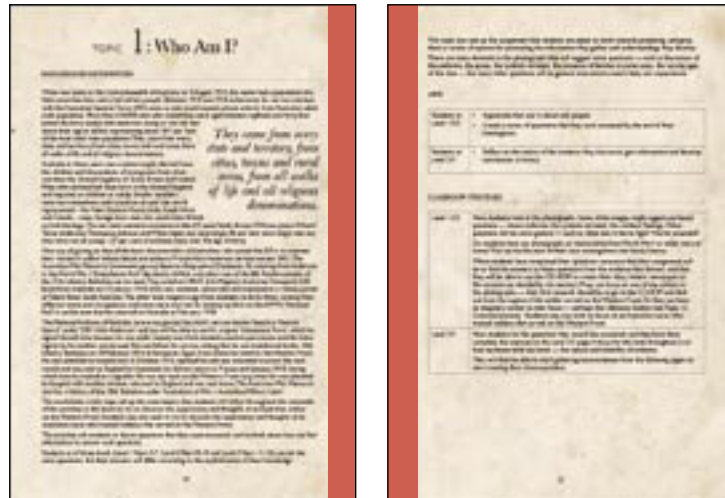
HISTORY IS:	THIS INVOLVES THESE LEARNING OUTCOMES:	THESE LEARNING OUTCOMES CAN BE SEEN WHEN STUDENTS CAN:	THESE OUTCOMES ARE PROMPTED BY SUCH QUESTIONS AND ACTIVITIES AS:
Using evidence to answer questions about people, events and ideas in the past; and showing an understanding of the impacts of the past in terms of change and continuity.	Defining the aspects to be investigated	<ul style="list-style-type: none"> • Define the boundaries of an investigation • Identify key questions that are raised within the study • Develop hypotheses based on limited initial information • Organise a logical investigation sequence • Distinguish between relevant and irrelevant elements • Prioritise the aspects to be explored 	<ul style="list-style-type: none"> • List • Brainstorm • Sequence • What would you expect • Define • Identify the main aspects of • Select
	Gathering and using evidence	<ul style="list-style-type: none"> • Find sources of information and evidence • Distinguish between relevant and irrelevant, fact and opinion, substantiated and unsubstantiated • Organise and classify evidence into primary and secondary categories • Critically evaluate evidence 	<ul style="list-style-type: none"> • Select • Refer to • List • To what extent • How useful is • What are the strengths and weaknesses of • Summarise • Select
	Gaining knowledge and understanding	<ul style="list-style-type: none"> • Empathise • Explain • Summarise • Recognise limitations • Identify where there is more needed • Discuss motivation • Comprehend 	<ul style="list-style-type: none"> • How would • Why would • To what extent • How justified was

HISTORY IS:	THIS INVOLVES THESE LEARNING OUTCOMES:	THESE LEARNING OUTCOMES CAN BE SEEN WHEN STUDENTS CAN:	THESE OUTCOMES ARE PROMPTED BY SUCH QUESTIONS AND ACTIVITIES AS:
	Coming to conclusions and making judgements	<ul style="list-style-type: none"> • Decide • Make judgements • Come to a conclusion 	<ul style="list-style-type: none"> • How • To what extent • Justify • Argue • Do you agree • Why do you think • Suggest reasons • Reflect on • Distinguish between
	Communicating these understandings effectively to an audience	<ul style="list-style-type: none"> • Write • Role play • Explain • Sequence • Tell the story 	<ul style="list-style-type: none"> • Accurately describe • Recreate • Critically evaluate • Argue • Justify • Support with evidence • Create a representation • Write • Role play • Create a timeline • Compare • Illustrate
	Recognising the meaning and implications of the findings in terms of continuity and change	<ul style="list-style-type: none"> • Compare past and present • Make value judgements • Apply criteria appropriate to the time • Empathise with 	<ul style="list-style-type: none"> • How similar or different • To what extent • How do you explain

A Guide to Using *Australians on the Western Front* for Levels 1, 2, 3 (Years 4–12)

Each of the 12 topics in *Australians on the Western Front* contains the following information:

The first page of a topic provides background information.



The aims are the outcomes that can be achieved in the unit.

The classroom strategies section sets out possible activities for starting the topic, and for key areas to focus on.

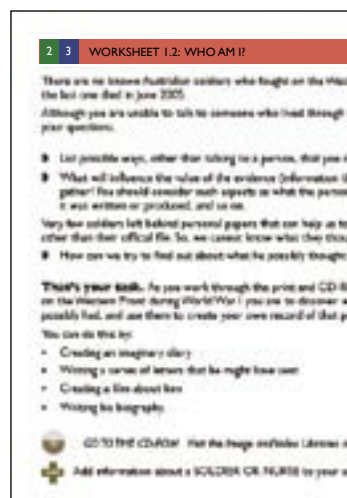
The first worksheet pages for each topic are the most basic ones — all levels should address them, but most students at primary level (Level 1 for Years 4-7) will not go further.

At each stage students are encouraged both to add to their set assignment, and to go to the CD-ROM for further information and resources.



The remaining pages are suitable for students at Years 8-10 (Level 2), and 11-12 (Level 3).

Worksheet pages for Levels 2 and 3 for each topic provide more challenging evidence and questions.



At each stage students are encouraged both to add to their set assignment, and to go to the CD-ROM for further information and resources.