

....Educating Global Citizens

Craigslea
State High School

Social Sciences
and Languages

History

Year 9



An Independent Public School

Year Level Plan		Year 9		Social Sciences and Languages			
History							
Term 1 or 3		Terms 1-2 or 3-4		Term 2 or 4			
Unit 1		Unit 2		Unit 3			
<p>Unit 1: The Industrial Revolution</p> <p>Inquiry question: <i>Did the Industrial Revolution make the world a better place?</i></p> <p>In this depth study, students build on and develop their understandings of historical inquiry in the context of the making of the modern world. They investigate how life changed between the late seventeenth century and the beginning of the twentieth century through study of the Industrial Revolution, including the causes and effects of the development, and by making links to the Australian experience during this time of rapid industrialisation.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use historical terms and concepts such as “historical sources”, “evidence”, “industrialisation”, “colonisation” and “empire” identify and select questions about the Industrial Revolution, technological innovations and the other causes and conditions that led to rapid industrialisation; evaluate and enhance these questions; and locate relevant sources, using ICT and other methods to inform the historical inquiry identify the origin, purpose and context of primary and secondary sources when examining the nature and significance of the Industrial Revolution, and evaluate the reliability and usefulness of these sources identify and analyse perspectives and experiences of men, women and children during the Industrial Revolution develop texts, using a range of communication forms, to discuss evidence from sources in relation to how life changed leading up to, and during, the Industrial Revolution 		<p>Unit 2: Making a Nation</p> <p>Inquiry question: <i>What were the key events, developments and ideas that contributed to the making of Australia?</i></p> <p>In this depth study, students investigate the history of Australia in the period 1750–1918, including the expansion of settlement, the experiences of non-Europeans, living and working conditions, key events and ideas in the development of Australian self-government and democracy, and legislation 1901–1914. In their survey of Australian history, students focus on a particular idea, concept or sequence of events to investigate and develop a historical argument.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use chronological sequencing to demonstrate the extension of settlement in Australia and the development of key events that led to self-government use historical terms and concepts to highlight their contestability, for example “settlement”, “invasion”, “colonisation”, and “rights” identify and select questions about the history of Australia as a nation in the period 1750–1918, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry identify the origin, purpose and context of primary and secondary sources when examining the settlement of Australia and the development of Australia’s self-government and democracy, and evaluate the reliability and usefulness of these sources identify and analyse perspectives of people in the extension of settlement in Australia, including Aboriginal and Torres Strait Islander peoples and European and non-European peoples identify and analyse different historical interpretations of key events and ideas in the development of Australia develop texts, using a range of communication forms, to discuss evidence from sources in relation to settlement in Australia and the development of key events that led to self-government 		<p>Unit 3: World War 1</p> <p>Inquiry question: <i>What was the significance of World War 1?</i></p> <p>In this depth study, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use chronological sequencing to demonstrate relationships between places, events and developments in relation to World War I use historical terms and concepts such as “nationalism”, “imperialism”, “propaganda”, “conscription” and “commemoration” identify and select questions about World War I and the Australian experience of the war, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry process and synthesise information from a range of sources for use as evidence in a historical argument about the nature and significance of World War I in world and Australian history identify and analyse different historical interpretations about the causes and impact of World War I, such as reasons for enlisting, propaganda, changing roles of women, and conscription, with particular reference to Australia develop texts, particularly discussions, using a range of communication forms to investigate evidence from sources in relation to places where Australian fought and the nature of warfare and commemorations of World War I. 			
Assessment Tasks							
<p>Assessment Task 1</p> <p><i>Research: Independent Source Investigation</i></p> <p>The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.</p> <p>Students investigate a development during the Industrial Revolution between 1750-1910 and present their findings in an Independent Source Investigation, and</p> <ul style="list-style-type: none"> select a significant social, technological or economic development associated with the Industrial Revolution research the extent to which it was significant and select detailed and relevant sources to support the development draw conclusions about the connections between the specific development and some of the long-term changes and/or continuities that arose from the Industrial Revolution. <p>Students present their findings in a 600-700 words Independent Source Investigation that includes at least three primary and secondary sources, 3-5 sub-questions, a rationale, a critical summary of the sources and how they relate to the inquiry question, and a Reference List</p>		<p>Assessment Task 2</p> <p><i>Supervised assessment: Responses to Historical Sources (Online)</i></p> <p>The purpose of this assessment is to make judgments about students’ responses that are produced independently, under supervision and in a set time frame.</p> <p>Students consider a range of sources about the impact of self-government and democracy on Australia, specifically:</p> <ul style="list-style-type: none"> the effects of contact between European settlers and Aboriginal and Torres Strait Islander peoples the living and working conditions in different parts of Australia events and ideas in the development of Australian self-government and democracy, including Federation and the legislation of early Commonwealth governments <p>Student responses demonstrate understanding in a 60 minute + 10 minutes perusal fully supervised test, under exam conditions in an online mode and will require the interpretation, analysis and evaluation of historical sources</p>		<p>Assessment Task 3</p> <p><i>Supervised Assessment: Extended Response to Historical Sources</i></p> <p>The purpose of this assessment is to make judgments about students’ responses that are produced independently, under supervision and in a set time frame.</p> <p>Students consider a range of sources about the:</p> <ul style="list-style-type: none"> causes of World War 1 places where Australians fought impact of World War 1 on Australian society <p>Students write a 600-700 word extended response to seen historical sources during two supervised 60 minutes exam sessions that puts forward a point of view supported by the interpretation, analysis and evaluation of evidence.</p>			
Achievement Standard - Elements Assessed							
<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>			

Historical Knowledge and Understanding	Units		
	1	2	3
Historical Knowledge			
The Industrial Revolution			
The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017)	✓		
The population movements and changing settlement patterns during this period (ACDSEH080)	✓		
The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)	✓		
The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)	✓		

Making a Nation			
The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020)		✓	
The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)		✓	
Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)		✓	
Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)		✓	
Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)		✓	

World War 1			
An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)			✓
The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)			✓
The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)			✓
The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)			✓

Historical Knowledge and Understanding	Units		
	1	2	3
Historical Understandings: The key concepts of historical understanding are:			
Evidence			
Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.	✓	✓	✓
Continuity and Change			
Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.	✓	✓	
Cause and Effect			
The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.	✓	✓	✓

Perspectives			
A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values..	✓	✓	✓
Empathy			
An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.	✓	✓	

Significance			
The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.	✓	✓	✓
Contestability			
Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.		✓	✓

Historical Inquiry and Skills	Units		
	1	2	3
Historical Skills			
Chronology, Terms and Concepts			
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)		✓	✓
Use historical terms and concepts (ACHHS165)	✓	✓	✓

Historical Questions and Research			
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)	✓		
Evaluate and enhance these questions (ACHHS167)	✓		
Identify and locate relevant sources, using ICT and other methods (ACHHS168)	✓		
Analysis and Use of Sources			
Identify the origin, purpose and context of primary and secondary sources (ACHHS169)	✓	✓	
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)			✓
Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)	✓	✓	

Perspectives and Interpretations			
Identify and analyse the perspectives of people from the past (ACHHS172)	✓	✓	✓
Identify and analyse different historical interpretations (including their own) (ACHHS173)	✓	✓	✓
Explanation and Communication			
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)	✓	✓	✓
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)	✓	✓	✓