Suite 105
134–136 Cambridge Street
Collingwood
Vic 3066 Australia

P 03 9417 3422
F 03 9419 4713
w www.htav.asn.au

Supporting the quality of history teaching in schools

There is a straightforward way to improve the quality of history teaching in schools, improve the historical understanding of the Australian population, and increase the number of young people who take pleasure in reading, watching or listening to history. You simply need to reach out to help the history teachers in our schools.

History teachers in Victorian schools range from expert historian-educators through to those who are teaching history 'out-of-field' (which means they have had no training in history or history education but have been given a history class to fulfil timetabling or workload requirements). Even if they *are* trained and have long experience of teaching the Russian Revolution at Year 12 (for example), if they are suddenly allocated a Year 8 class they need to become an expert in Medieval Europe over the summer holidays. A teacher might well be teaching at three or four different year levels, meaning they teach the history of three or four completely different continents and eras.

The curriculum is crowded and, at the senior levels, they have no scope to change or adapt it. Administrative and assessment obligations are increasing. Each classroom might well contain students who are working three years below and three years above the expected standard. Teachers are responsible for managing difficult behaviours and supporting the wellbeing of every student. It's not an easy job.

However, if you spend time with history teachers, you discover a network of committed professionals. They help each other. They share resources. They improve their practice through professional learning, much of it undertaken outside work hours. They want to be excellent, and they want their students to love history.

The History Teachers' Association of Victoria (HTAV) is inviting you to share a part of what you know with history teachers. While professional learning about *teaching* school-level history is led by our most experienced and expert teachers, you could share your historical knowledge, your energy and your passion. You could make it easy for teachers to learn more about the people, places and periods that underpin the subjects they teach.

HTAV offers several major professional learning conferences each year. We welcome papers/workshops that are aligned to the school history curriculum. You do not have to be talking about your own original research. If you can light up a room with your learning, we'd like to hear from you. Please send a brief outline of your idea for a paper to our Events Manager, Myra Karantzas at m.karantzas@htav.asn.au

HTAV also publishes *Agora*, a history education journal (with a peer reviewed section), three times each year. Again, if you have knowledge and insights in an area of history that is taught in Victorian schools, please share it with a state-wide network of history teachers who can disseminate it to young people. Please contact the Editor, Katrina Burge at k.burge@htav.asn.au to discuss your potential article.

Suite 105
134–136 Cambridge Street
Collingwood
Vic 3066 Australia

P 03 9417 3422
F 03 9419 4713
w www.htav.asn.au

What will be most helpful to school history teachers?

Teachers are not released from the classroom very often. Their professional learning time is very precious. As a result, HTAV can only publish articles and accept conference papers that fit squarely within the current Victorian curriculum. I have attached an overview of the historical content in the curriculum for your information. Please don't hesitate to contact me for further clarification if you are unsure.

Our teachers respond very positively to two kinds of conference presentations and articles. The first is a narrative journey that increases their understanding of the period and events. Please remember that some of your audience might be new to the subject, so it is always helpful to start your storytelling by positioning your topic within a broader frame. Microhistories are not as popular; teachers are hungry for information they can use to explain major changes and events to their students.

The second kind of presentation or article that history teachers love is an introduction to primary sources of which they were previously unaware. Key texts, important images, artefacts and first-hand accounts (in English or English translation) are all central to the practice of great school history teaching. Remember that not all teachers will have studied the period themselves, and so your help in finding these sources and analysing their reliability, perspectives and significance would be most welcome.

At all year levels, school history teachers are trying to develop historical thinking in their students. This is informed by the framework described in *The Big Six Historical Thinking Concepts* by Peter Seixas and Tom Morton. Teachers are trying to train students to *do* history, not just to observe it being done. You might like to reflect on these skills and how they might be emphasised in the study of your area of expertise:

- establishing a chronological sequence of events
- using historical sources as evidence
- exploring historical perspectives
- identifying continuity and change
- analysing causes and effects, and
- determining historical significance.

The Victorian curriculum does not require students to understand the historiography of the topics they are studying, but teachers often refer to historical debates and interpretations as a way of challenging students' understanding of evidence.

I hope you will join with us to support history teachers, and to keep improving the quality of history education in Victorian schools.

Dr Deb Hull
Executive Officer, HTAV

d.hull@htav.asn.au

Curriculum Overview – 4 pages

Australia

Year 12 - Australian History

Port Phillip District/Victoria 1834-1860

Making a People and a Nation 1890-1920

Crises that tested the nation 1929-1945

- Great Depression
- World War II

Voices for change

- Vietnam War
- Aboriginal land rights
- Equality for women
- Immigration
- A global economy

Year 9-10

Industrial Revolution, Britain and Australia

Australian history 1750-1918

Australia at War

- WWI
- WW2

Universal Declaration of Human Rights

Aboriginal activism and civil rights campaigns

20th Century Australia

- Popular culture
- Migration
- Environment movement
- Political crises

Year 5-6

Colonisation of Australia

Convicts

Colonial society

Early migration to Australia

Federation

Contribution of migrants to Australian society

Year 3-4

Commemoration and community celebrations

Aboriginal and Torres Strait Island history

Arrival of Europeans in Australia

Migration

World Explorers

Aboriginal and Torres Strait Islanders

Year 9-10

Aboriginal Activism and Civil Rights Campaigns

Year 7-8

Pre-colonisation Aboriginal and Torres Strait Islander history

Archeology in Australia

Year 5-6

Colonisation of Australia

Convicts

Colonial society

Federation

Contribution of Aboriginal and Torres Strait Islander peoples to Australian society

Year 3-4

Contact with other Indigenous peoples

Arrival of Europeans in Australia

Commemorations and memory

Ancient History   **Year 12 - Ancient History**

Year 11 – Ancient History

Year 7-8

Egypt 60,000 BCE – 650 AD

Egypt 2920 - 2040 BC

Egypt 2040 – 1550 BC

Egypt 1550 - 1069 BC

Egypt 1391 - 1292 BC

Year 12 - Ancient History

Year 7-8

Greece 60,000-650 AD

Greece 800-454 BC

Greece 460-403 BC

Year 12 - Ancient History

Year 7-8

Rome 60,000 – 650 AD

Rome 700-146 BC

Rome 133-23 BC

Year 11 – Ancient History

Ancient Mesopotamia

First Babylonian Dynasty

Assyrian Empire

Year 11 - Ancient History

China 1900-221 BC

China 221 BC- 220 AD

Year 7-8

Ancient India 60,000 BC – 650 AD

America   Year 12 - Revolutions

American Revolution 1776

Year 11 - Twentieth Century History – 1918-1939

Interwar period

Cold war

Social change

Year 5-6

US Influences on Australian law and govt

Early US migration to Australia

Britain   Year 11 - Twentieth Century History – 1918-1939

Interwar years

Ideologies

Decolonisation

Cold War

Social change

Terrorism

4

Year 9-10

Industrial Revolution, Britain and Australia

Year 5-6

British colonisation of Australia

Convicts

Colonial society

Early migration to Australia

Federation

Contribution of migrants to Australian society

Europe

Year 12 – Revolutions

French Revolution 1789

Year 12 – Revolutions

Russian Revolution 1917

Year 11 - Twentieth Century History – 1918-1939

Interwar years

Ideologies

Decolonisation

Cold War

Social change

Terrorism

Year 11 - The Making of Empires – 1400-1775

How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China

and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Year 7-8 – Middle Ages and early exploration

Vikings

Medieval Europe

Renaissance Italy

Spanish Conquest of the Americas

Year 5-6

Celebrations and Commemorations around the world

Navigators and explorers up to end of 18th Century

Asia

Year 12 - Revolutions

Chinese Revolution 1949.

Year 11 - The Making of Empires – 1400-1775

How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Year 9-10 – Australia and Asia

Asian history 1750-1918

Year 7-8 – Middle Ages

Angkor Khmer Empire

Mongol expansion

Japan under the Shoguns

Polynesian Expansion

Year 5-6 – Migration to Australia

Early migration to Australia

Contribution of migrants to Australian society

Ottoman Empire

Year 11 - The Making of Empires – 1400-1775

How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Year 7-8 – Middle Ages

Ottoman Empire 1299-1683

The curriculum for these areas of study is explained in more detail in the pages that follow.

Official curriculum is available at:

http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=7-8

https://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf

Curriculum Overview

Contents

Australian History

Year 12 - Australian History	Port Phillip District/Victoria 1834-1860
Port Phillip District/Victoria 1834-1860	• Aboriginal understandings about land, including communal ownership, belief in the sacredness of the land shaped by spirit beings, and the importance of participation in rituals to nurture the land, and their land use and management practices
Making a People and a Nation 1890-1920	• British settlers' understanding about land, including property rights and private ownership and the doctrine of land 'improvement' through agricultural cultivation and their appropriation of the 'uncultivated' lands of the Indigenous peoples
Crises that tested the nation 1929-1945	• the motivations of non-pastoralist immigrants and their experiences, including bounty and assisted immigrants
• Great Depression	• Aboriginal responses to the transformation of their physical and cultural environment, including resistance, adaptation, interaction and accommodation with the newcomers and retention of cultural values
• World War II	• the outcomes for Aboriginal communities of pastoralist expansion and the gold rushes, including environmental damage and loss of food resources, dispossession from their lands, servitude, frontier violence and disease
Voices for change	• demographic and political consequences of the gold rushes, including democratic and new world aspirations, European and Chinese digger protests against unfair taxation, the demand for manhood suffrage, the secret ballot, the push for the eight-hour day and reform to unlock the land from the squatters.
• Vietnam War	
• Aboriginal land rights	Making a People and a Nation 1890-1920
• Equality for women	• The visions underlying the Imperial Federation League, the Australian Natives Association, the Bulletin magazine, the Heidelberg School and Australian literature that drove the formation of the Australian nation up to 1901, including: – the desire for economic progress and a uniform tariff policy – ideas about the existence of a distinct national identity as well as a conviction of also being both Australian and British with cultural, economic, political, military, ethnic and kinship ties to Britain
• Immigration	• the constitutional, legislative and judicial decisions that reflected the visions of a 'White Australia', a 'workingman's paradise' and a 'social laboratory', including the Immigration Restriction Act, the Franchise Act, the Customs Tariff Act, work and welfare legislation, and the Harvester Judgement
• A global economy	• the extent to which the visions of 'White Australia', a 'workingman's paradise' and a 'social laboratory' had become reality by 1914, including the position of Aborigines, non-British immigrants, women and workingmen's families
	• the ways in which World War One confirmed, added to or disrupted the visions underpinning the new nation, including ideas of identity, the political and sectarian outcomes of the conscription debates, and consequences for women, families and returned soldiers.
	Great Depression
	• the causes of Australia's involvement in the world economic crisis, including the drying up of foreign capital, the collapse in prices

obtained for commodity exports and the consequent fall in national income
- the responses of Australian governments to the crisis through the use of expenditure cuts and deflation or economic stimulus, including the Scullin government's initial measures, the Niemeyer recommendations and the Theodore program, and the Lang Plan and the Premiers' Plan
- the responses of the Australian people to unemployment, wage and pension cuts, evictions and homelessness, including reliance on family, charity and government relief
- the extent to which the Great Depression threatened the cohesion of Australian society, including the formation of paramilitary groups, the creation of the United Australia Party (UAP), divisions within the Labor Party and increased membership of the Communist Party.

World War Two
- the causes of Australia's involvement in World War Two, including loyalty to Britain and the threat of Japanese invasion
- the responses of the Australian government to the war crisis over the period 1939–1945, including the management of the different phases of the war, the expansion of the role of central government, the regulations imposed on the home population to support the war effort, the growth in manufacturing, directions for post-war reconstruction and a shift towards closer ties to the United States
- the responses of the Australian people to the war crisis, including the involvement of both men and women of different ethnic and racial backgrounds in military service, war industries and voluntary work, and the reaction to the presence of large numbers of American troops
- the extent to which World War Two threatened the cohesion of Australian society, including attitudes to Australian residents of non-British origin, industrial unrest and changes in the role of women.

Australia's involvement in the Vietnam War
- the demands for change regarding Australia's involvement in the Vietnam War, including the Anti-Conscription and the draft resistance movement, the formation of anti war groups, the Moratorium Movement, Labor Party opposition, the 'television' war, the Tet Offensive, the My Lai massacre, saturation bombing of North Vietnam and the use of napalm
- debates about Australia's involvement in the Vietnam War, including Australia's security interests and the domino theory, self-determination of the Vietnamese people, loyalty to the United States, the morality of conscription, and the justification for the war
- the extent to which change was achieved, including increasing opposition reflected in public opinion, the influence of US policy, partial withdrawal of troops in 1970, the removal of all troops, and the abolition of conscription

Aboriginal land rights
- the demands for change regarding Aboriginal land rights, including the strategies adopted by Aboriginal and Torres Strait

Islander communities and leaders such as street protests, writings expressing Aboriginal nationalism, the 'Five Point Policy' formulated by the Aboriginal Tent Embassy, and the use of the courts

- the debates about Aboriginal land rights, including ideas of indigenous rights and justice, recognition of prior land ownership, concerns about economic development and the loss of individual property rights
- the extent to which change was achieved, including the Land Rights (NT) Act 1976 and the Mabo and Wik decisions which led to the Native Title Act 1993 and the Native Title Amendment Act 1998, the Yorta Yorta case, and native title determinations.

Equality for women
- the demands for change regarding equality for women, including the right to equal pay; equal status within society, the workforce and the family; a woman's control of her reproductive health; and strategies including feminist writings, lobbying by groups including the Women's Electoral Lobby (WEL), and street demonstrations
- debates about equality for women, including social justice, equal rights and inclusion for women in all social, political and economic institutions; perceived threats to traditional gender roles; the white middle class nature of the movement
- the extent to which change was achieved, including legislation enshrining equal pay (1969 and 1972), benefits for single mothers (1973), no-fault divorce (1975), anti-discrimination and equal opportunity laws in 1984, affirmative action law in 1986, childcare centres, women's refuges and rape crisis centres.

New patterns of immigration
- the demands for change regarding immigration patterns, including the phasing out of the White Australia policy, concern for Australia's reputation, changing relationships with Asia, and the resettlement of Indo-Chinese refugees
- debates about immigration patterns, including composition and size of intake, humanitarian obligations, economic considerations, the rate of Asian migration, and threats to cohesion (Blainey controversy, 1984, and the rise of One Nation, 1996)
- the extent to which change was achieved, including successive government policies evident in the Migration Act 1966, the Racial Discrimination Act 1975, the introduction of Multiculturalism (1973), the end of immigration policy based on race and the priority given to particular categories of immigrants: humanitarian, family reunion, business and skilled migration.

A global economy
- the demands for change regarding the economy, including the need to respond to the oil crisis (1973), the international recession (1982) and the emergence of 'stagflation' (high inflation and unemployment), and the rise of the theory of 'Economic Rationalism' (the promotion of small government, free market economics and the private sector)
- the debates about change, including globalisation of the economy, the impact of tariff reduction and the high dollar on manufacturing and employment, privatisation of government assets, and the role of trade unions

	• • the extent to which change was achieved, including tariff reduction, financial deregulation, the management of wage growth through the Prices and Incomes Accord and the social wage, cuts in farm subsidies, the privatisation of government-owned assets, increased trade with Asia, and the emergence of enterprise bargaining in 1991 and Australian Workplace Agreements in 1996. •
Year 9-10 Australian history 1750-1918 Australia at War - WWI - WW2 Universal Declaration of Human Rights Aboriginal activism and civil rights campaigns 20th Century Australia - Popular culture - Migration - Environment movement - Political crises	**Australia and Asia** Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918. • Key social, cultural, economic, and political features of one society at the start of the period • Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples • Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates • Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century • Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values • Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people **The modern world and Australia** World War I • Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort • Significant places where Australians fought and explore their perspectives and experiences in these places • Significant events, turning points of the war and the nature of warfare • Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society • Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia • Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war World War II • Causes of World War II and the reasons why Australians enlisted to go to war • Significant places where Australians fought and their perspectives and experiences in these places • Significant events, turning points of World War II and the nature of warfare • Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society

	• Significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations • Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war Rights and freedoms (1945 – the present) • Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration • Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 • Effects of the US civil rights movement and its influence on Australia • Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events • Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle • Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia **The globalising world** Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. Choose at least one of the following: Popular culture, the Environment movement, migration experiences, political crisis. • Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society • Causes and developments of the major global influences on Australia • Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia • The perspectives of people and different historical interpretations and debates from the period
Year 5-6 Colonisation of Australia Convicts Colonial society Early migration to Australia Federation	**The Australian colonies** • The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 • The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples • The effects of a significant development or event on a colony • The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony • The role that a significant individual or group played in shaping and changing a colony

Contribution of migrants to Australian society	**Australia as a nation** • The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government • The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children • The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated • Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society
Year 3-4 Commemoration and community celebrations Aboriginal and Torres Strait Island history Arrival of Europeans in Australia Migration World Explorers	**Community, remembrance and celebrations** • The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area • The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies • One significant narrative, myth or celebration from the past • Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day • Significance of celebrations and commemorations in other places around the world **First contacts** • The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives • The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies • Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival • The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions

Australian History - Aboriginal and Torres Strait Islander

Year 7-8	**Aboriginal and Torres Strait Islander peoples and cultures**
Pre-colonisation Aboriginal and Torres Strait Islander history Archeology in Australia	• How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices • The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs • The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources • The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples
Year 5-6	**The Australian colonies**
Colonisation of Australia Convicts Colonial society Federation Contribution of Aboriginal and Torres Strait Islander peoples to Australian society	• The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples • The role that a significant individual or group played in shaping and changing a colony **Australia as a nation** • The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children • Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society
Year 3-4	**Community, remembrance and celebrations**
Contact with other Indigenous peoples Arrival of Europeans in Australia Commemorations and memory	• The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area • The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies • One significant narrative, myths or celebration from the past • Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day • Significance of celebrations and commemorations in other places around the world

	First contacts
	• The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives
	• The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies
	• The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions

Ancient History

Year 12 - Ancient History	Ancient Egypt
Egypt 60,000 BCE – 650 AD	For Egypt, students examine the social, political and economic features of life during the New Kingdom Period. They also investigate the social, political and economic features of Thebes to 1069 BC.
Egypt 2920 - 2040 BC	
Egypt 2040 – 1550 BC	Egypt (1550–1069 BC):
	• the social, political and economic features of New Kingdom Egypt, including the impact of the physical environment, expansion of the New Kingdom, the ruler as god-king, reigns of kings including Hatshepsut and Thutmosis III, civil administration, and roles of men and women, the nobility, the scribes, the artisans, and the agricultural workers
Egypt 1550 - 1069 BC	
Egypt 1391 - 1292 BC	
	• the social, political and economic features of New Kingdom Egypt in relation to interaction with the ancient Near East, including the impact of the Hittite wars with reference to the Battle of Kadesh (1274 BC) and the treaty between Ramesses II and Khattushili III, war with the Libyans and Sea Peoples, the decline of tribute, trade and royal power
	• The social, political and economic features of life in Thebes, including the workers of Deir el-Medineh, the construction of the tomb of Seti I, tomb robberies, strikes, the status of women, housing, commerce and trade, religious beliefs and practices
	• warfare and its impact on the social, political and economic features of New Kingdom Egypt (to 1069 BC), including the presentation of the king as warrior, the role and structure of the army, the military campaigns of Thutmosis III, Rameses II, Meremptah and Rameses III.
	For Egypt, students explore the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten ('Spirit of Aten') favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun.
	Egypt – The Amarna Period (1391–1292 BC):
	• key developments that contributed to tensions during the Amarna Period, including the relationship between the priests of the Amen-Ra cult and the king, changes to traditional religious beliefs and practices, the transfer of the capital to Akhetaten, changes in art (representations of Aten, the king and the royal family), the supposed withdrawal of the king from the governance of Egypt, and subsequent restoration of traditional beliefs The role of the following individuals in the crisis:
	• Amenhotep III, including comparison to earlier kings of the Eighteenth Dynasty, religious beliefs and practices, building projects like the temple at Karnak, and the mansion and mortuary temple
	• Amenhotep IV/Akhenaten, including background, early reign, building program in Karnak and Akhetaten (talatat building principles,

16

	rather than monumental forms of construction), changes of religious practice, foundation of Akhetaten, military and foreign policy • Nefertiti, including theories about her parentage, representation at Karnak, representation as wife and counterpart of Akhenaten and the debate about co-regency.
Year 11 - Ancient History	**Ancient Egypt** This area of study begins at the start of the Early Dynastic Period (2920 BC) and concludes at the end of the First Intermediate Period (2040 BC). • the physical environment of Egypt, with special reference to the Nile, and its relationship to the growth of urban settlements (agriculture, transport and patterns of settlement) • regions of Predynastic Egypt, the expansion of Upper Egypt and the unification of Egypt • the Narmer Palette as a source of evidence for understanding the unification of Egypt • the organisation of power in the Old Kingdom Egypt, with particular emphasis on the absolute and theocratic nature of Egyptian kingship, and the concentration of wealth in the hands of a few • the construction of pyramids at Djoser, Meidum, Dashur and Giza, and their relationship to the authority of the king, funerary practices and Egyptian beliefs concerning the afterlife • the causes and consequences of the demise of centralised power in the Old Kingdom • key terms: Lower Egypt, Upper Egypt, delta, dynasty, theocratic, bureaucracy, and nomarchs. This area of study begins with the end of the First Intermediate Period and reunification of Egypt (2040 BC) and concludes at the end of the Seventeenth Dynasty (1550 BC). • political developments in the reign of Mentuhotep II, including the reunification of Egypt and the centralisation of government • the importance of cross-cultural trade to Middle Kingdom Egypt • the subjugation of Nubia by Middle Kingdom Egypt • the representation of the power of the king through funerary architecture of the Middle Kingdom at Deir-el-Bahri • the representation of the power of the king in the artistic and literary works of Middle Kingdom Egypt • the shift in power from the king to governors • the emergence of the Hyksos, their transformation into the Fifteenth Dynasty and the representation of their authority • the defeat of the Hyksos by the Seventeenth Dynasty (Upper Egypt).

Year 7-8	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)
Ancient Egypt	Egypt • How physical features influenced the development of the civilisation • Changes in society and the perspectives of key groups affected by change including the influence of law and religion • Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs • The role and achievements of a significant individual in an ancient society • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery • The significance and importance of conserving the remains and heritage of the past

Year 12 - Ancient History	Ancient Egypt, Greece and Rome
Greece 60,000-650 AD Greece 800-454 BC Greece 460-403 BC	For Greece, students examine the social, political and economic features of life during the Archaic Period. They also investigate social, political and economic features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia. Greece (800–454 BC): • the social, political and economic features of ancient Greece , including the impact of the physical environment, the roles of men and women, the polis, oligarchy, tyranny, agriculture, slavery and colonisation • the social, political and economic features of Sparta, including social classes (Spartiates, Perioikoi, and Helots) and government (kings, the Council of Elders, the Council of Ephors, and the Assembly), trade and commerce. • the social, political and economic features of Athens, including classes of citizenship (pentakosiomedimnoi, hippeis, zeugitae and thêtes) and government (the reforms of Solon, the overthrow of tyranny and the reforms of Cleisthenes), trade and commerce • warfare and its impact on the social, political and economic features of Greece, including the Ionian Revolt , the first and second Persian invasions and the foundation and development of the Delian League. For Greece, study of the Peloponnesian War (431–404 BC) reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Analysis of the involvement of the key individuals Pericles, Alcibiades and Lysander reveal the different aims, motives and perspectives at work at various stages of the conflict. Greece – The Peloponnesian War (460–403 BC): • key developments that contributed to the conflict between the Athenian Empire and the Peloponnesian League, including the First Peloponnesian War (460–c.445 BC), the Thirty Years Peace, the crises at Corcyra and Potidea, and the Megarian Decree, as well as the key stages of the Peloponnesian War (431–404 BC): the Archidamian War (including the plague and the Mytilene Debate), the Peace of Nicias, the Sicilian Expedition, and the Decelean (Ionian) War. The role of the following individuals in the crisis: • Pericles, including family background, early career, military roles, democratic reforms, building programs, leadership of Athens early in the Peloponnesian War and death • Alcibiades, including family background, early career, the Sicilian Expedition, refuge in Sparta, coup of 411 BC, the Four Hundred, recall to Athens, and military contributions • Lysander, including family background, friendship with Cyrus the Younger, naval commands, the fall of Athens, installation of the Thirty Tyrants, and the Battle of Piraeus (403 BC).

Year 7-8	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)
Ancient Greece	Greece • How physical features influenced the development of the civilisation • Changes in society and the perspectives of key groups affected by change including the influence of law and religion • Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs • The role and achievements of a significant individual in an ancient society • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery • The significance and importance of conserving the remains and heritage of the past

| Year 12 - Ancient History

Rome 60,000 – 650 AD

Rome 700-146 BC

Rome 133-23 BC | For Rome, students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage.

Rome (c.700–146 BC):
• the social, political and economic features of the early development of Rome, including peoples of pre-Roman Italy, people and geography of Latium, Etruscan influences, site of Rome, foundation narratives, and the growth of Rome from village to city
• the social, political and economic features of ancient Rome , including hierarchy, family (the paterfamilias, men, women, children and slaves), freedmen, patrons and clients, patricians and non-patricians, the senate, monarchy, agriculture and commerce
• the social, political and economic features of the Roman Republic, including the consulship, priestly colleges and priesthoods, plebs, plebeian institutions, Assemblies, the Struggle of the Orders, the Twelve Tables, changes in public offices, the cursus honorum, militarism, land tenure, and colonisation
• warfare and its impact on the social, political and economic features of Rome (to 146 BC), including the Roman conquest of Italy and the wider struggle for supremacy in the Mediterranean, including the First Punic War (264–241 BC), the Second Punic War (218–201 BC), and the Third Punic War (149–146 BC).
• For Rome, some historians argue that the demise of the Republic began with the election of Tiberius Gracchus as tribune, his attempts at reform and his death. The crisis gathered momentum under Gaius Gracchus, Gaius Marius, Sulla and Pompey. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world.

Rome – The fall of the republic (133–23 BC):
• key developments that contributed to the fall of the Roman republic, including the tribunate of Tiberius Gracchus, the tribunate of Gaius Gracchus, the military and political career of Gaius Marius, the dictatorship of Sulla, the military and political career of Pompey, the political alliance between Caesar, Pompey and Crassus (the so-called 'First Triumvirate') and its collapse, the Civil War (49–45 BC), the dictatorship of Caesar and his assassination, the legally enshrined Triumvirate of Octavian/Augustus, Mark Antony and Lepidus and its collapse, and the Battle of Actium (31 BC)
• The role of the following individuals in the crisis:
   o Julius Caesar, including family background, early career, the alliance with Pompey and Crassus, the Gallic Wars, dictatorships and assassination
   o Cleopatra VII, including Ptolemaic rule in Egypt, family background, the relationship between Egypt and Rome, the reign of Cleopatra, and her relationships with Julius Caesar and Mark Antony |

	○ Augustus, including family background, adoption by Julius Caesar, rivalry with Mark Antony, the Triumvirate of Octavian/Augustus, Mark Antony and Lepidus, Actium, the settlement of 27 BC, and the settlement of 23 BC.
Year 7-8 Ancient Rome	**Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)** Rome • How physical features influenced the development of the civilisation • Changes in society and the perspectives of key groups affected by change including the influence of law and religion • Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs • The role and achievements of a significant individual in an ancient society • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery • The significance and importance of conserving the remains and heritage of the past

Year 11 – Ancient History	Ancient Mesopotamia
Ancient Mesopotamia First Babylonian Dynasty Assyrian Empire	• the features of civilisation as understood by historians and archaeologists, and the significance of the concept • the physical environment of Mesopotamia – with particular reference to topography (including the rivers Tigris and Euphrates) and climate – and its relationship to the growth of urban settlements (including the need to construct canals) • scientific methods used by archaeologists to determine the age of objects, as well as relative and absolute dating • theories about the development of agriculture • the consequences of the invention of agriculture, including its impact on the (re)distribution of resources and the ensuing rise of societies with complex hierarchies • the development of writing, its use in trade and managing revenue, and the importance of written sources to historical inquiry • the social, political and cultural features of Ancient Mesopotamia as reflected in the material record and The Epic of Gilgamesh • political institutions and developments during the period, including the reign of Sargon of Akkad (his rise to power, the establishment and growth of the Akkadian Empire, and his later reign) and the Third Dynasty of Ur • the representation of Sargon in ancient sources, including The Epic of the King of Battle and The Chronicle of Kings • key terms: civilisation, agriculture, domestication, social stratification, specialisation, city-state, assembly, and priest-kings. **Ancient Empires** In this area of study students explore the First Babylonian Dynasty and the Assyrian Empire. • the rise of the First Babylonian Dynasty, including the expansion of the empire under Hammurabi and the development of Babylon as a centre of power, and the decline of its rule (culminating in the sack of Babylon) • the social, political and cultural features of Assyria as reflected in correspondence between Shamshi-Adad and his sons • the relationship between the archaeological site of Mari (including the cuneiform tablets discovered there) and its social, political, economic and cultural context • the rise of the Assyrian Empire, including political changes during the reigns of Assurnasirpal II and Tiglath-pileser III • the reigns of the Sargonid kings, including the conquest of Judah and building at Nineveh, and the demise of Assyria • developments in astronomy, the measurement of time and medicine.

Year 11 - Ancient History	Early China
China 1900-221 BC China 221 BC- 220 AD	This area of study begins with the appearance of early settlements in China. It explores Erlitou culture (1900 BC) and concludes with establishment of empire by the Qin in 221 BC. • the physical environment of Ancient China, with particular reference to topography and climate • the growth of urban settlements, with particular reference to the Yellow River Valley • the development of writing and the importance of written sources to historical inquiry • the formation of centralised government and the impetus towards empire • key tenets of ethical thought and their implications for rulers and subjects • social and cultural features of Ancient China as reflected in primary sources • the causes and consequences of decentralisation of power during the Spring and Autumn Period (722–476 BC) • the consequences of conflict during the Warring States Period (476–221 BC) • different representations of Ancient China in textual and archaeological sources • key terms: civilisation, agriculture, social stratification, regional identity, state formation, and ethical thought. This area of study begins with the establishment of the Qin Empire (221 BC) and concludes at the end of the Eastern Han Empire (AD 220). • the unification of rival states under King Zheng of Qin as Emperor Qin Shi Huangdi • political developments in the Qin Empire (221–206 BC) • the intellectual underpinnings of power: the legal, moral, ritual and religious authority of the emperor • the role of key officials, including Lu Buwei, Li Si and Meng Tan • the construction of the mausoleum of the first Emperor at Xi'an, including the burial vaults, terracotta warriors and horses, and its relationship to the authority of the Emperor, funerary practices and the Chinese belief in the afterlife • political developments in the Han Empire (202 BC–AD 220) • Records of the Grand Historian as a source for understanding political, social and economic features of Early China.
Year 7-8 – Ancient History	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)
China – 60,000 BC – 650 AD	China • How physical features influenced the development of the civilisation • Changes in society and the perspectives of key groups affected by change including the influence of law and religion

	• Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs • The role and achievements of a significant individual in an ancient society • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery • The significance and importance of conserving the remains and heritage of the past
Year 7-8 Ancient India 60,000 BC – 650 AD	**Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)** India • How physical features influenced the development of the civilisation • Changes in society and the perspectives of key groups affected by change including the influence of law and religion • Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs • The role and achievements of a significant individual in an ancient society • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery • The significance and importance of conserving the remains and heritage of the past

American History

Year 12 - Revolutions	Causes of the Revolution
American Revolution 1776	• the events and other conditions that contributed to the outbreak of revolution, including the British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and the colonial responses, the Boston Massacre, the Boston Tea Party, the Coercive Acts, Powder Alarms, the First and Second Inter-continental Congress, Lexington and Concord • the ideas that played a significant role in challenging the existing order, including the Enlightenment, Natural Rights, Taxation without representation, Representative Government, Republicanism, and Liberty • the role of individuals, including King George III, James Otis, Samuel Adams, John Hancock, Patrick Henry, Richard Henry Lee, Benjamin Franklin and Thomas Paine • the contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence, and the Provincial Congresses. **Consequences of revolution** • the challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system, Shays' Rebellion, economic challenges, the Treaty of Paris 1783, the Philadelphia Convention 1787, ratification of the Constitution, and the treatment of Native Americans and African Americans • the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including post-war recession, economic development, the debates on federal and state rights, the separation of powers, Individual Rights, the Bill of Rights and slavery • the contribution of significant individuals that changed society, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton and James Madison Units 3 and 4: Revolutions VCE History 2016–2020 65 Updated: November 2016 • the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Native Americans, Patriots, Loyalists, Continental Army soldiers, Women and African Americans.
Year 11 - Twentieth Century History – 1918-1939 - Interwar period - Cold war - Social change	**Ideology and Conflict** • the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions • ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA

- the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson's 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures
- the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression
- key concepts: imperialism, fascism, nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism.

Social and Cultural Change
- the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers' rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms
- the role of race, class, ethnicity, political affiliation and gender in social experience
- the extent to which certain groups were included or excluded from participation in the society and the manifestations of that inclusion or exclusion
- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas
- the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music).

Competing Ideologies
- the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA
- the significant features of the peace conferences at Yalta and Potsdam such as the re-drawing of borders, loss of territory and population by the defeated countries and the tensions between Truman and Stalin over the treatment of Germany
- the significance to the Cold War and Soviet–American relationship of Churchill's Iron Curtain speech, the Truman Doctrine, the Marshall Plan and the Berlin Blockade
- the establishment and goals of the United Nations including initiatives to address areas of international concern about human rights, and economic and social issues
- the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage
- wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of: – the Korean War including the background to the conflict and the outcome for people, countries and the Cold War superpowers – the division of Germany and Berlin, the building of the Berlin Wall, the Stasi and the consequences for those who lived with the division for 28 years – dissent among Soviet Satellites, including the uprisings in Poland and Hungary in 1956 and the Prague Spring in 1968, and Soviet responses to dissent – the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and

	consequences – events in Cuba such as the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships • influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the war in Afghanistan, Reagan and Star Wars, Gorbachev's policies, developments in the satellite states such as Solidarity in Poland, dismantling of the Berlin Wall and reunification of Germany, and the breakup of the Soviet Union • the key concepts which underpinned events and crises during the period: nationalism and national self-determination, decolonisation, glasnost, perestroika, solidarity and internationalism. **Challenge and Change** Students study challenge and change in relation to two of the following: • decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea • campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda • other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish 'troubles' • social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement. • conditions and events that gave rise to the challenge and change to power • the ideas that influenced the challenge and brought about change • key individuals and/or groups involved in the movement for change • the methods employed by groups and individuals to implement change and express views, such as diplomacy, • meetings and marches, civil disobedience, armed conflict, hijackings, bombings • the responses of established political and social orders, both positive and negative • the extent to which goals were achieved and change occurred • the short- and long-term consequences of particular events and movements • the key concepts that underpinned challenge and change in the period: decolonisation, nationalism, theocracy, self-determination, racism, sexism, feminism and egalitarianism. •
Year 5-6 US Influences on Australian law and govt Early US migration to Australia	• The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government • The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated

British History

Year 11 - Twentieth Century History – 1918-1939	**Ideology and Conflict**
Interwar years Ideologies Decolonisation Cold War Social change Terrorism	• the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions • ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA • the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson's 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures • the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression • key concepts: imperialism, fascism, nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism. **Social and Cultural Change** • the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers' rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms • the role of race, class, ethnicity, political affiliation and gender in social experience • the extent to which certain groups were included or excluded from participation in the society and the manifestations of that inclusion or exclusion • the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change • attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas • the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music). **Competing Ideologies** • the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA • the significant features of the peace conferences at Yalta and Potsdam such as the re-drawing of borders, loss of territory and population by the defeated countries and the tensions between Truman and Stalin over the treatment of Germany

	- the significance to the Cold War and Soviet–American relationship of Churchill's Iron Curtain speech, the Truman Doctrine, the Marshall Plan and the Berlin Blockade - the establishment and goals of the United Nations including initiatives to address areas of international concern about human rights, and economic and social issues - the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage - wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of: – the Korean War including the background to the conflict and the outcome for people, countries and the Cold War superpowers – the division of Germany and Berlin, the building of the Berlin Wall, the Stasi and the consequences for those who lived with the division for 28 years – dissent among Soviet Satellites, including the uprisings in Poland and Hungary in 1956 and the Prague Spring in 1968, and Soviet responses to dissent – the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences – events in Cuba such as the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships - influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the war in Afghanistan, Reagan and Star Wars, Gorbachev's policies, developments in the satellite states such as Solidarity in Poland, dismantling of the Berlin Wall and reunification of Germany, and the breakup of the Soviet Union - the key concepts which underpinned events and crises during the period: nationalism and national self-determination, decolonisation, glasnost, perestroika, solidarity and internationalism. **Challenge and Change** Students study challenge and change in relation to two of the following: - decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea - campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda - other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish 'troubles' - social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement. - conditions and events that gave rise to the challenge and change to power - the ideas that influenced the challenge and brought about change - key individuals and/or groups involved in the movement for change

	• the methods employed by groups and individuals to implement change and express views, such as diplomacy, • meetings and marches, civil disobedience, armed conflict, hijackings, bombings • the responses of established political and social orders, both positive and negative • the extent to which goals were achieved and change occurred • the short- and long-term consequences of particular events and movements • the key concepts that underpinned challenge and change in the period: decolonisation, nationalism, theocracy, self-determination, racism, sexism, feminism and egalitarianism.
Year 9-10 Industrial Revolution, Britain and Australia	**Industrial Revolution (1750 – 1914)** • Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia • Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people • Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution • Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication
Year 5-6 British colonisation of Australia Convicts Colonial society Early migration to Australia Federation Contribution of migrants to Australian society	**The Australian colonies** • The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 • The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony **Australia as a nation** • The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government • The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated

European History

Year 12 – Revolutions	Causes of the Revolution
French Revolution 1789	• the events and other conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, friction between monarchy and Parlements, noble privileges, peasant grievances, economic change, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortage and the dismissal of Necker • the ideas that played a significant role in challenging the existing order, including the Enlightenment, the attack on 'ministerial despotism' in the revolt of the Notables 1787–88, the critique of privilege, the attack on feudalism and claims to popular sovereignty and equality • the role of individuals, including Louis XVI and Marie Antoinette, Duc d'Orléans, Emmanuel Joseph Sieyès, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulins • the contribution of popular movements in mobilising society and challenging the existing order, including the Réveillon Riots, the storming of the Bastille, the 'Great Fear' and the October Days. **Consequences of revolution** • the challenges the new regime faced in attempting to consolidate its power, including power of the Church and nobility, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, internal divisions over the aims of the Revolution, the abolition of absolute monarchy and privileged corporations, the introduction of popular sovereignty and representative government, changes to laws and taxes, the abolition of feudalism, the abolition of slavery and reforms to the Church • the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the use of capital punishment and the policy of 'terror until peace' in 1793–94 • the contribution of significant individuals that changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette • the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers in Paris, urban and rural women, peasants, the nobility and émigrés.
Year 12 – Revolutions	Causes of the Revolution
Russian Revolution 1917	• the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the

	effectiveness of the Provisional Government, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917 • the ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism • the role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky • the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets. **Consequences of revolution** • the challenges the new regime faced in attempting to consolidate its power, including the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land redistribution, the Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt • the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin's 'On Party Unity') and the effects of the NEP • the contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai • the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.
Year 11 - Twentieth Century History – 1918-1939 Interwar years Ideologies Decolonisation Cold War Social change Terrorism	**Ideology and Conflict** • the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions • ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA • the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson's 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures

- the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression
- key concepts: imperialism, fascism, nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism.

Social and Cultural Change
- the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers' rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms
- the role of race, class, ethnicity, political affiliation and gender in social experience
- the extent to which certain groups were included or excluded from participation in the society and the manifestations of that inclusion or exclusion
- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas
- the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music).

Competing Ideologies
- the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA
- the significant features of the peace conferences at Yalta and Potsdam such as the re-drawing of borders, loss of territory and population by the defeated countries and the tensions between Truman and Stalin over the treatment of Germany
- the significance to the Cold War and Soviet–American relationship of Churchill's Iron Curtain speech, the Truman Doctrine, the Marshall Plan and the Berlin Blockade
- the establishment and goals of the United Nations including initiatives to address areas of international concern about human rights, and economic and social issues
- the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage
- wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of: – the Korean War including the background to the conflict and the outcome for people, countries and the Cold War superpowers – the division of Germany and Berlin, the building of the Berlin Wall, the Stasi and the consequences for those who lived with the division for 28 years – dissent among Soviet Satellites, including the uprisings in Poland and Hungary in 1956 and

	the Prague Spring in 1968, and Soviet responses to dissent – the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences – events in Cuba such as the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships • influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the war in Afghanistan, Reagan and Star Wars, Gorbachev's policies, developments in the satellite states such as Solidarity in Poland, dismantling of the Berlin Wall and reunification of Germany, and the breakup of the Soviet Union • the key concepts which underpinned events and crises during the period: nationalism and national self-determination, decolonisation, glasnost, perestroika, solidarity and internationalism. **Challenge and Change** Students study challenge and change in relation to two of the following: • decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea • campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda • other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish 'troubles' • social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement. • conditions and events that gave rise to the challenge and change to power • the ideas that influenced the challenge and brought about change • key individuals and/or groups involved in the movement for change • the methods employed by groups and individuals to implement change and express views, such as diplomacy, • meetings and marches, civil disobedience, armed conflict, hijackings, bombings • the responses of established political and social orders, both positive and negative • the extent to which goals were achieved and change occurred • the short- and long-term consequences of particular events and movements • the key concepts that underpinned challenge and change in the period: decolonisation, nationalism, theocracy, self-determination, racism, sexism, feminism and egalitarianism.
Year 11 - The Making of Empires – 1400-1775	**Exploration and Expansion** • the combined power of the **Venetian Empire**, Chinese Ming dynasty and Ottoman Empire over fifteenth-century trade, such as control of the Silk Road and key ports, access to spices, tea, silk, jewellery and

How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of **Venice**, **China** and the **Ottoman Empire**, thus entrenching their ideas and influence across the globe.	glassware, and economic power as exercised through tributes and financial systems • the extent to which the power of established empires was disrupted by voyages of exploration, including those of Columbus, da Gama and Dias • the motivations of key individuals in voyages of exploration, such as Elizabeth I, Sir Walter Raleigh, Isabella I of Castile, Ferdinand II of Aragon, Christopher Columbus, Henry the Navigator, William of Orange ('The Silent') and Louis XIII • historical interpretations of voyages of exploration such as the view that they were motivated by 'God, gold and glory' and their characterisation as 'voyages of plunder' • the relationship between exploration, religious imperialism and conquest as demonstrated by the Spanish conquistadors • the extent of continuity and change as reflected in world maps between the fifteenth and seventeenth centuries • the cultural impacts of voyages of exploration such as the availability of new goods and ideas • key terms and concepts: empire, imperialism, Early Modern era, hegemony, tribute, exploration, conquest, Catholic Church, conquistador and cultural exchange **Disruptive Ideas** • how emerging empires used new technologies in their voyages of exploration in the fifteenth to seventeenth centuries, such as the caravel ship (c. 1450), mariner's astrolabe (1480s), loxodrome (1537) and Mercator map projection (1569) • the significance of discoveries made during the Scientific Revolution, such as heliocentrism as elaborated by Copernicus (1543) and Galileo (1600s), Kepler's laws of planetary motion (1609–19) and Newton's laws of motion and gravity (1687) • challenges to the Catholic Church posed by the Scientific Revolution and Protestant Reformation and how the Church responded to these challenges Global empires - Unit 1: The making of empires 1400-1775 VCE History 2016–2020 15 Updated: November 2016 • how ordinary people's beliefs about the natural world changed during the Scientific Revolution • changes to society and politics following Johannes Gutenberg's invention of a printing press with metal moveable type (c.1450) • the features of mercantilism and the effectiveness of emerging empires, particularly Britain, France and the Netherlands, in pursuing mercantilist policies • the historical significance of Enlightenment ideas such as liberalism, empiricism, free will and the social contract, as espoused by John Locke, Jean-Jacques Rousseau, Voltaire and others • key terms and concepts: Scientific Revolution, heliocentrism, Catholicism, Inquisition, Protestant Reformation, Counter-Reformation, superstition, mercantilism, monopoly, subsidy, early capitalism, liberalism, empiricism and social contract. **New Colonies, new profits**

- the motivations of key individuals and groups in creating colonies, such as Hernando Cortes, Isabella I of Castile, Phillip II of Portugal, Jesuit missionaries, James I of England, Louis XIV, Jan van Riebeeck
- how new territory was brought under colonial control and any frontier conflict that broke out between colonisers and indigenous peoples
- the physical, social and cultural impacts of invasion and colonisation on indigenous people
- the experiences of slaves, slave-owners, women, military personnel and merchants
- the features of the Columbian exchange and its impact on ordinary people's lives in Europe, the Americas and Africa
- the significance of mercantilism in the period
- the machinery and methods of the transatlantic slave trade, such as plantations, the Middle Passage, slave markets, kidnappings and port factories, and the key beneficiaries of the trade
- sources of evidence on early slave revolts, such as Gaspar Yanga's Rebellion (Mexico, 1570) and Tacky's Rebellion (Jamaica, 1760), and of early opposition to the slave trade, such as the Germantown Quaker Petition (Pennsylvania, 1688)
- key terms and concepts: conquest, dispossession, frontier conflict, evangelism, cultural imperialism, Columbian exchange, triangular slave trade, mercantilism and slave revolt.

Challenges of Empires
- methods of colonial control of indigenous people and direct and indirect resistance by indigenous people and the consequences of such resistance
- differing conceptions of identity within settler societies, such as tensions between loyalists and those seeking autonomy or independence, and tensions between indigenous people about ways to respond to colonisation
- the financial challenges faced by empires in maintaining colonies such as costs of maintaining military defence, resistance to taxation and 'illegal' trade
- the causes and consequences of conflicts over colonial interests, such as the Anglo–Spanish War (1585–1604), the Dutch–Portuguese War (1602–63), territorial disputes over New France and New Spain, and tensions between East India companies
- the effectiveness of global empires in managing colonial societies, resources and conflicts
- the relative standing of the major European empires before and after the Seven Years' War (1756–63) and the international significance of the 1763 Treaty of Paris
- the emergence by c. 1775 of ideas that came to characterise the Modern era, such as reason, liberalism, the social contract, challenges to absolutism and capitalism
- key terms and concepts: indigenous resistance, alliances, settler society, identity, loyalism, independence, imperial rivalry, Seven Years' War and revolutions.

Year 7-8 – Middle Ages and early exploration	Middle Ages and early exploration
Vikings Medieval Europe Renaissance Italy Spanish Conquest of the Americas	**Europe and the Mediterranean world**: choose from the Vikings (c.790 – c.1066), Medieval Europe (c.590 – c.1500), The Ottoman Empire (c.1299 – c.1683) **Expanding Contacts: Discovery and Exploration:** choose from Renaissance Italy (c.1400 – c.1600) or the Spanish Conquest of the Americas (c.1492 – c.1572) - The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society - Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power - Perspectives of subject peoples and their interactions with power and/or authority of others - The role and achievements of a significant individual and/or group - One significant challenge and one development faced by the society that caused progress or decline
Year 5-6 Celebrations and Commemorations around the world Navigators and explorers up to end of 18th Century	**Community, remembrance and celebrations** - Significance of celebrations and commemorations in other places around the world **First contacts** - The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies

Asian History

Year 12 - Revolutions	Causes of the Revolution
Chinese Revolution 1949.	• the events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the SinoJapanese War, the Yan'an Soviet (Yenan), the Second United Front, and the Civil War • the ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People', Nationalism, Chinese Communism and Mao Zedong Thought (Maoism) • the role of individuals, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai) • the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, actions of the Goumindang (Kuomintang) and the Chinese Communist Party **Consequences of revolution** • the challenges the new regime faced in attempting to consolidate its power, including the new political system, PLA, the implementation of Fanshen, Thought Reform, Sanfan and Wufan, a culture of spying and fear, the First Five-Year Plan and collectivisation and social improvements • the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the nature of political systems, the impacts of mass campaigns, the Hundred Flowers Campaign, The Great Leap Forward, 'Three Bad Years' (Famine), The Great Proletarian Cultural Revolution, the Cult of Mao, and the fall of Lin Biao (Lin Piao) • the contribution of significant individuals that changed society, including Mao Zedong (Mao Tse-tung), Zhou Enlai (Chou En-lai), Peng Dehuai (P'eng Te-huai), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch'i), and Jiang Qing (Chiang Ch'ing) • the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including peasants, women, intellectuals, business owners, workers, CCP Party Members, students and the Red Guards.
Year 11 - The Making of Empires – 1400-1775 How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and	**Exploration and Expansion** • the combined power of the Venetian Empire, Chinese Ming dynasty and Ottoman Empire over fifteenth-century trade, such as control of the Silk Road and key ports, access to spices, tea, silk, jewellery and glassware, and economic power as exercised through tributes and financial systems

technologies to usurp the power of the established empires of **Venice**, **China** and the **Ottoman Empire**, thus entrenching their ideas and influence across the globe.	- the extent to which the power of established empires was disrupted by voyages of exploration, including those of Columbus, da Gama and Dias - the motivations of key individuals in voyages of exploration, such as Elizabeth I, Sir Walter Raleigh, Isabella I of Castile, Ferdinand II of Aragon, Christopher Columbus, Henry the Navigator, William of Orange ('The Silent') and Louis XIII - historical interpretations of voyages of exploration such as the view that they were motivated by 'God, gold and glory' and their characterisation as 'voyages of plunder' - the relationship between exploration, religious imperialism and conquest as demonstrated by the Spanish conquistadors • the extent of continuity and change as reflected in world maps between the fifteenth and seventeenth centuries - the cultural impacts of voyages of exploration such as the availability of new goods and ideas - key terms and concepts: empire, imperialism, Early Modern era, hegemony, tribute, exploration, conquest, Catholic Church, conquistador and cultural exchange
Year 9-10 – Australia and Asia Asian history 1750-1918	**Australia and Asia** Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918. - Key social, cultural, economic, and political features of one society at the start of the period - Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples - Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates - Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century - Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values - Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people
Year 7-8 – Middle Ages Angkor Khmer Empire Mongol expansion Japan under the Shoguns Polynesian Expansion	**Middle Ages and early exploration** **The Asia-Pacific world:** choose from the Angkor/Khmer Empire (c.802 – c.1431), Mongol Expansion (c.1206 – c.1368), Japan under the Shoguns (c.794 – 1867), The Polynesian expansion across the Pacific (c.700 – 1756) - The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society - Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power - Perspectives of subject peoples and their interactions with power and/or authority of others

	• The role and achievements of a significant individual and/or group • One significant challenge and one development faced by the society that caused progress or decline
Year 5-6 – Migration to Australia Early migration to Australia Contribution of migrants to Australian society	**The Australian colonies** • The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony **Australia as a nation** • The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated

Ottoman Empire

Year 11 - The Making of Empires – 1400-1775 How the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of **Venice**, **China** and the **Ottoman Empire**, thus entrenching their ideas and influence across the globe.	**Exploration and Expansion** • the combined power of the Venetian Empire, Chinese Ming dynasty and Ottoman Empire over fifteenth-century trade, such as control of the Silk Road and key ports, access to spices, tea, silk, jewellery and glassware, and economic power as exercised through tributes and financial systems • the extent to which the power of established empires was disrupted by voyages of exploration, including those of Columbus, da Gama and Dias • the motivations of key individuals in voyages of exploration, such as Elizabeth I, Sir Walter Raleigh, Isabella I of Castile, Ferdinand II of Aragon, Christopher Columbus, Henry the Navigator, William of Orange ('The Silent') and Louis XIII • historical interpretations of voyages of exploration such as the view that they were motivated by 'God, gold and glory' and their characterisation as 'voyages of plunder' • the relationship between exploration, religious imperialism and conquest as demonstrated by the Spanish conquistadors • the extent of continuity and change as reflected in world maps between the fifteenth and seventeenth centuries • the cultural impacts of voyages of exploration such as the availability of new goods and ideas • key terms and concepts: empire, imperialism, Early Modern era, hegemony, tribute, exploration, conquest, Catholic Church, conquistador and cultural exchange
Year 7-8 – Middle Ages Ottoman Empire 1299-1683	**Middle Ages and early exploration** **Europe and the Mediterranean world**: choose from the Vikings (c.790 – c.1066), Medieval Europe (c.590 – c.1500), The Ottoman Empire (c.1299 – c.1683) • The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society • Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power • Perspectives of subject peoples and their interactions with power and/or authority of others • The role and achievements of a significant individual and/or group • One significant challenge and one development faced by the society that caused progress or decline