The Australian curriculum is being implemented in New South Wales through new syllabuses developed by the Board of Studies. The new *History K–10 Syllabus* will replace the change and continuity strand in the current *HSIE K–6 Syllabus* and the *History Years 7–10 Syllabus*.

The new History syllabus includes agreed Australian curriculum content and content that clarifies learning for History from Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabus identifies knowledge, understanding, skills, values and attitudes students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The Years 7–10 section of the syllabus is designed to be taught within the existing NSW indicative time requirements.

Assessment for learning continues to be an essential component of the *History K–10 Syllabus*.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of skills, each syllabus and identified by icons. Teachers may identify additional opportunities for skills, students to learn about these areas.

The structure and many of the features of the current History syllabus have been retained, including:

- objectives and outcomes
- content organised in stages from Early Stage 1 to Stage 5.

**WHAT IS SIMILAR?**

Students will continue to:

- study familiar content in:
  - Stage 4: the Ancient World, Medieval Europe, and Indigenous and Contact History
  - Stage 5: Australians at War, Rights and Freedoms, Federation, migration and social history
- experience an inquiry-based approach to learning through inquiry questions as a focus for each topic
- undertake a mandatory site study for both Stage 4 and Stage 5
- have an opportunity to study the History Elective course in Stage 4 and/or Stage 5.

**WHAT IS DIFFERENT?**

- Content is organised in Overviews and Depth Studies.
- Depth Studies offer new topics in:
  - Stage 4: the Ottoman Empire, Mongol Expansion, Polynesian Expansion, and the Angkor/Khmer Empire
– Stage 5: the Industrial Revolution, Asia and the world, and the environmental movement. There will also be an opportunity for an optional school-developed Depth Study which might build on local needs and interests.

- A continuum of both historical concepts and historical skills.
- Related Life Skills outcomes are included with the Stage 4 and Stage 5 content.

**How does the syllabus cater for all students?**

The *History K–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus.

Students with special education needs can access the *History K–10 Syllabus* outcomes and content in a range of ways, including:

- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences.

For some students with special education needs, particularly those with an intellectual disability, Life Skills outcomes and content can provide a relevant and meaningful program.

**What is the plan for implementation?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td>2014</td>
<td>Start teaching Years 7 and 9</td>
</tr>
<tr>
<td>2015</td>
<td>Start teaching Years 8 and 10</td>
</tr>
</tbody>
</table>

**What support is the board providing?**

Many existing resources will continue to be useful and relevant. Current units of work can be modified to meet the requirements of the new syllabus, and some existing units will form the bases of effective programs.

For the first time, the History syllabus will be available in an interactive online format. The interactive online format provides different ways to customise views of the syllabus. The online History syllabus can be viewed by stage, outcomes and content, and provides links to support materials and other online resources.

Support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

**Initial materials**

Initial materials released with the syllabus include:

- this guide
- Schools’ guides
- Parents’ guide
- Advice on assessment.

**Additional materials**

Additional materials available later in 2012 and 2013 include:

- Advice on programming
- Sample units of work
- Further advice on assessment
- Program builder.

The Department of Education and Communities, the Catholic Education Commission, the Association of Independent Schools, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabus.
Features of the History Years 7–10 content pages

**CORE STUDY – DEPTH STUDY 4: RIGHTS AND FREEDOMS (1945–PRESENT)**

**OUTCOMES**

A student:

- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

**CONTENT**

The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia’s involvement in the development of the declaration (ACDSEH023)

Students:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia’s involvement
- explain the significance of the UDHR

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)

Students:

- explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples
- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves
- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

Life Skills outcomes related to Stage 4 and Stage 5 outcomes are included.

The content describes the intended learning.

Content is organised by depth studies and topics.

Outcomes are coded and linked to content.

Australian curriculum content descriptions are identified by codes.

Learning across the curriculum content is incorporated and identified by icons.
Features of the History Years 7–10 Life Skills content pages

History Life Skills outcomes and content:
- are developed from the History K–10 objectives
- are selected based on students’ needs, interests and abilities.

Students are not required to complete all content to demonstrate achievement of an outcome.

THE MODERN WORLD AND AUSTRALIA

OUTCOMES

A student:
- investigates how people lived in various societies from the past HTLS-3
- explores the features of a particular society or time HTLS-4
- recognises the significance of people and events in the past HTLS-5
- explores the significance of changes and developments in the past HTLS-6
- recognises a variety of historical sources HTLS-7
- uses sources to understand the past HTLS-8
- recognises different perspectives of people, events and issues HTLS-9
- uses a variety of strategies to locate and select information for an historical investigation HTLS-10
- uses historical terms to describe the past HTLS-11
- investigates the past using historical skills HTLS-12
- selects and uses a variety of strategies to organise and communicate information about the past HTLS-13

Related Stage 4/5 outcomes: HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10

The following options provide possible frameworks for addressing the content of the topic area and are suggestions only. Topics from Depth Study 4 OR Depth Study 5 OR Depth Study 6 may be selected for study:

Note: These suggested topics do not cover Stage 5 Topic 5b: The environment movement or additional Stage 5 school-developed topics. Teachers may choose to develop ideas and concepts from these areas to address Life Skills outcomes if appropriate.

Depth Study 4
Rights and Freedoms (1945–present)

OR

Depth Study 5
The Globalising World
ONE of the following to be studied:
- Popular culture
- Migration experiences

OR

Depth Study 6
School-developed topic. See list on page 114.

Rights and freedoms (1945–present)

Changing rights and freedoms of different people

Students:
- recognise people throughout history with limited rights and freedoms, eg convicts, slaves, Indigenous groups
- explore the experiences of people who have had limited rights and freedoms

Some depth studies include suggested content linked to topics.

Content is optional and is organised by topic areas linked to the Stage 4 and Stage 5 depth studies.

Stage 4 and/or Stage 5 outcomes related to Life Skills outcomes are included.

Outcomes are coded and linked to content.

Options are linked to the topic area and are suggestions only.

Learning across the curriculum content is incorporated and identified by icons.

The content describes the scope and depth of learning.