The Year 10 Curriculum provides a study of the history of the modern world and Australia, from 1918 - to the present, with an emphasis on Australia in its global context. The 20th Century became a critical period in Australia’s social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. The content provides opportunities to develop historical understandings within three depth studies. In 2016, we have chosen to focus on World War 2, Popular Culture (1945-present) and Rights and Freedoms (1945- present). A framework for developing student’s historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. Key questions will include:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of WWII? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

As part of the new Western Australian Curriculum there will also be a focus on ICT, the Asian Region, Indigenous Australians and Environmental Sustainability.

ACHIEVEMENT STANDARD

By the end of year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse cause and effects of events and explain their relative importance. They explain the context for people’s actions in the past. Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.
<table>
<thead>
<tr>
<th>Wk</th>
<th><strong>Historical Knowledge and Understandings</strong></th>
<th><strong>Historical Skills</strong></th>
<th><strong>Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>Overview-&lt;br&gt;- Identifying the 7 concepts for historical inquiry&lt;br&gt;- Investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers’ journals and the development of photography and videography.&lt;br&gt;- The inter-war years, including the treaty of Versailles, the Roaring Twenties and the Great Depression&lt;br&gt;- Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping&lt;br&gt;- Creating a chronological account of conflicts in which Australia has been involved in.&lt;br&gt;- Outlining the purposes of the United nations and the key places they have been involved in (for example, East Timor)&lt;br&gt;- The nature of the Cold War and Australia’s involvement in Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan). Cuban missile race, proliferation of arms.&lt;br&gt;- Outlining the competing ideologies of Communism and Capitalism, the US as the world’s last superpower and the rising influence of China and India.&lt;br&gt;- Tracing key developments in technology since 1918 that have changed the world (travel, Leisure, education, home, work)&lt;br&gt;- How did the nature of global conflict change during this period?</td>
<td>Using interactive timelines to explore the various manifestations or effects of an event in different geographical locations.&lt;br&gt;Defining and using terms and concepts such as ‘liberation’, ‘human rights’, ‘popular culture’ and ‘contestability.’&lt;br&gt;Identifying the origin, context and purpose of primary and secondary sources.</td>
<td><strong>Population Pyramid Skills Test</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>The causes and course of WWII</strong>&lt;br&gt;- Timeline events of WWII&lt;br&gt;- What were the key events?&lt;br&gt;- Who were the allies and the axis?&lt;br&gt;- Significant wartime leaders</td>
<td>Identify current personal knowledge, gaps, misconceptions, currency of information personal perspective and possible perspectives of others</td>
<td><strong>Document Analysis – POWs and Indigenous Australians</strong></td>
</tr>
<tr>
<td>5-6</td>
<td><strong>How did the events of World War II affect the lives of Australians and Australia’s international relationships?</strong>&lt;br&gt;- The experiences of Australians during World War II, such as prisoners of war, the battle of Britain, Kokoda and the fall of Singapore.&lt;br&gt;- An examination of significant events of WWII, including the Holocaust and use of the atomic bomb.&lt;br&gt;- Indigenous Australians at war</td>
<td>Identify the origin, purpose and context of primary and secondary sources.&lt;br&gt;Critically evaluate information and ideas from a range of sources to make generalisations and inferences.</td>
<td><strong>WWII Unit Test</strong></td>
</tr>
<tr>
<td>7-8</td>
<td><strong>The impact of World War II</strong>&lt;br&gt;- Particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, rationing, censorship)&lt;br&gt;- Revision of key concepts and events learnt about WWII&lt;br&gt;- View the film ‘Paradise Road.’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>Historical Discussion</strong>&lt;br&gt;- Despite the significance of the Kokoda Campaign, the Gallipoli campaign of WW1 is usually remembered as Australia’s proudest battle. Overtime, Gallipoli and ANZAC Day have become the main focus of public commemoration. Some historians argue that Kokoda would be a more appropriate focus of national</td>
<td>Identify current personal knowledge, gaps, misconceptions, currency of information personal perspective and</td>
<td></td>
</tr>
</tbody>
</table>
They suggest that the Kokoda campaign was fought in defence of Australia, whereas Gallipoli was an invasion of a foreign nation that posed no threat to Australia. Some people also argue that the ‘Kokoda Spirit’ is more relevant to modern Australia than the ‘Anzac spirit.’

Revision on essay writing and in conducting a historical discussion.

| Possible perspectives of others. Construct and evaluate a range of questions and hypotheses involving cause and effect and pattern and trends. |

**Popular Culture**

- The nature of popular culture in Australia at the end of WW11, including music, film and sport
  - Identifying sports that were popular in Australia such as football, horseracing and cricket

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock and roll

- Investigating America’s cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley’s Australian tour (1957)

Comparing and contrasting views on the values and beliefs of rock n roll, film and television across time, age and gender (for example issues of conservatism and rebellion, the challenge to established ideas and nation identity.

**Historical Discussion Essay**

- Identify the origin, purpose and context of primary and secondary sources.

Examining the different accounts of the first rock and roll tours of Australia and identifying the different perspectives based on age.

**Document Analysis**

- Australian Popular Culture

Identify the origin, purpose and context of primary and secondary sources and/or secondary sources.

Draw evidence-based conclusions by evaluating information, taking into account ambiguities and multiple perspectives.

**Australian History Teachers Association Test**

11-12 Identifying American and Asian influences on Australian popular culture since WW11

Australia’s contribution to international popular culture (music, film, television, sport)

- Investigating the changing contribution of the Australian rock n’ roll, film and tv industries to Australian culture and identity through the development and export of music, film and tv, For ex ‘Crocodile Dundee.’

- Cartoon analysis

13 The changing nature of the music, film and television industry in Australia during the post-war years, including the influence of overseas developments

- Identifying American and Asian influences on Australian popular culture since WW11

**Document Analysis – Australian Popular Culture**

Identify the origin, purpose and context of primary sources and/or secondary sources.

Australian History Teachers Association Test

(Conducted Australian Wide)

**Multimodal Research Assignment - How was Australian society affected by significant global events and changes in this period?**

Select and use a range of communication forms and digital technologies.

Unit Test – Australian Popular Culture.

**Multimodal task**

14 Continuity and Change in beliefs and values that have influence the Australian way of life.

Describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs and egalitarianism.

Understanding that the reliability and usefulness of a source depends on the questions asked of it

15-16 **Rights and Freedoms**

- What rights and freedoms do we enjoy in Australia today?
- What are the origins of the Human Declaration of Rights? (Contributions of H.V. Evatt)
  - Background to the Suffragette movement.
  - Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965. Examine 1938 day of mourning and the stolen generation
  - Read/View accounts of Aboriginals who were forcibly removed from their families.

Recognising that historical interpretations may be provisional

Analysing the views of both men and women at different times regarding gender equality

17 **The US Civil Rights movement and its influence on Australia**

- Outlining the freedom rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal people’s struggle for rights and freedoms
- Rosa Parks/ Segregation.

Placing in sequence the main events of the freedom rides campaigns between the US and Australia and explaining the links

**Document Analysis test on ‘The Freedom Rides’**
<table>
<thead>
<tr>
<th>19</th>
<th>The significance of the following civil right achievements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 1962 right to vote federally,</td>
</tr>
<tr>
<td></td>
<td>- 1967 Referendum;</td>
</tr>
<tr>
<td></td>
<td>- Reconciliation;</td>
</tr>
<tr>
<td></td>
<td>- Mabo decision ;</td>
</tr>
<tr>
<td></td>
<td>- Bringing them home report.</td>
</tr>
<tr>
<td></td>
<td>Describing the aims, tactics and outcomes of each event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th>Methods used by civil rights activists to achieve change for Aboriginal people, and the role of Eddie Mabo and <em>terra nullis</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The efficacy of television in bringing the struggle for rights and freedoms to national attention.</td>
</tr>
<tr>
<td></td>
<td>The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.</td>
</tr>
<tr>
<td></td>
<td>- Identifying areas (for example education, health) that are the focus for continued civil rights action</td>
</tr>
<tr>
<td></td>
<td>- The significance of the 1990 UN Convention on the Rights of the Child.</td>
</tr>
<tr>
<td></td>
<td>- Revision on how to create a report</td>
</tr>
</tbody>
</table>

Research Assignment: investigating the legacy of children’s experiences in orphanages, Children’s homes, foster care in Australia.

Dates and assessments are subject to change