

# Australian Curriculum: History — Year 10

## Year level plan - 2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	World War II	Rights and freedoms	World War II	Rights and freedoms
Unit description	<p>Students investigate World War II experiences through a studying <b>European and Asia-Pacific theatres of war, and the Australian home front</b>. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.</p> <p>Key inquiry questions include:  <i>What was the significance of the war for particular groups or individuals?</i>  <b>This unit is supported by Virtual Reality Modules- World War II &amp; Kokoda. Immersive Pedagogy supporting documentation is available as part of this module.</b></p>	<p>Students investigate struggles for human rights in depth. This includes how rights and freedoms have been ignored, demanded or achieved in Australia. A key focus will be the activism of First Nations Peoples of Australia and in the broader world context.</p> <p>Key inquiry questions include:  <i>How did post-World War II rights movements of Aboriginal peoples and Torres Strait Islander peoples bring significant changes in 20<sup>th</sup> century Australian society?</i></p>	<p>Students investigate World War II experiences through studying <b>European and Asia-Pacific theatres of war, and the Australian home front</b>. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.</p> <p>Key inquiry questions include:  <i>What was the significance of the war for particular groups or individuals?</i>  <b>This unit is supported by Virtual Reality Modules- World War II &amp; Kokoda. Immersive Pedagogy supporting documentation is available as part of this module.</b></p>	<p>Students investigate struggles for human rights in depth. This includes how rights and freedoms have been ignored, demanded or achieved in Australia. A key focus will be the activism of First Nations Peoples of Australia and in the broader world context.</p> <p>Key inquiry questions include:  <i>How did post-World War II rights movements of Aboriginal peoples and Torres Strait Islander peoples bring significant changes in 20<sup>th</sup> century Australian society?</i></p>

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		World War I - AT1	Right and Freedoms - AT2	World War I - AT1	Right and Freedoms - AT2
Range and balance of summative assessment conventions	Technique	Investigation	Examination	Investigation	Examination
	Type of text	Independent Source Investigation (analysis)	Extended response to stimulus	Independent Source Investigation (analysis)	Extended response to stimulus
	Mode	Multimodal	Written	Multimodal	Written
	Conditions	<ul style="list-style-type: none"> <li>600-800 words</li> <li>Minimum of 2 sources</li> <li>5 weeks of class time</li> </ul>	<ul style="list-style-type: none"> <li>600 words</li> <li>Exam conditions</li> <li>Seen stimulus</li> <li>Notes page available</li> <li>2 sessions</li> </ul>	<ul style="list-style-type: none"> <li>600-800 words</li> <li>Minimum of 2 sources</li> <li>5 weeks of class time</li> </ul>	<ul style="list-style-type: none"> <li>600 words</li> <li>Exam conditions</li> <li>Seen stimulus</li> <li>Notes page available</li> <li>2 sessions</li> </ul>

Aspects of the achievement standard- History				
refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time		✓		✓
analyse the causes and effects of events and developments and explain their relative importance	✓	✓	✓	✓
explain the context for people's actions in the past		✓		✓
explain the significance of events and developments from a range of perspectives	✓	✓	✓	✓
explain different interpretations of the past and recognise the evidence used to support these interpretations				
sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time	✓	✓	✓	✓
When researching, students develop, evaluate and modify questions to frame a historical inquiry	✓		✓	
process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions	✓		✓	
analyse sources to identify motivations, values and attitudes	✓		✓	
when evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context	✓		✓	
develop and justify their own interpretations about the past	✓		✓	
develop texts, particularly explanations and discussions, incorporating historical argument	✓	✓	✓	✓
in developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources	✓	✓	✓	✓

Term 1

Term 2

Term 3

Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard