



# Australian Curriculum: History — Year 9

## Year level plan- 2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	<b>Industrial Revolution</b>	<b>World War 1</b>		
<b>Unit description</b>	<p>In this unit, students will investigate the key inquiry question:  <i>How did new ideas and technological developments contribute to change in this period?</i></p> <ul style="list-style-type: none"> <li>-examine the nature of the changes brought by the Industrial Revolution, such as the technological innovations and changes to living and working conditions</li> <li>-investigate the economic, political, social and environmental factors that led to the industrialisation of Britain and Australia</li> <li>-evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long-term</li> <li>-determine the significance of the Industrial Revolution in making the world a better place.</li> </ul>	<p>In this unit, students will investigate the key inquiry question:  <i>What was the significance of World War I?</i></p> <ul style="list-style-type: none"> <li>-develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement</li> <li>-compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front</li> <li>-understand how changing technology changed the nature of warfare during World War I</li> <li>- appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I</li> <li>-identify where Australian forces fought and assess the significance of selected battles/campaigns</li> <li>-explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate</li> <li>-develop a discussion about the significance and validity of the Anzac legend</li> <li>-explore how Australians commemorate World War I.</li> </ul> <p><b>This unit is supported by a Virtual Reality Module-<i>World War 1</i>. Immersive Pedagogy supporting documentation is available as part of this module.</b></p>		

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Making a Better World: Industrial Revolution-AT1	World War 1-AT2		
Range and balance of summative assessment conventions	Technique	Examination	Investigation		
	Type of text	Response to stimulus	Source Analysis		
	Mode	Written	Multimodal-poster/graphic		
	Conditions	<ul style="list-style-type: none"> <li>600–800 words, comprising short response 50–100 words per item</li> <li>up to 90 minutes, plus 10 minutes perusal</li> </ul>	<ul style="list-style-type: none"> <li>written responses 600–800 words</li> <li>spoken / signed or multimodal responses 3–4 minutes</li> </ul>		
<b>Aspects of the achievement standard</b>					
refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time		✓			
analyse the causes and effects of events and developments and make judgements about their importance		✓	✓		
explain the motives and actions of people at the time		✓			
explain the significance of these events and developments over the short and long term		✓			
explain different interpretations of the past		✓			
sequence events and developments within a chronological framework, with reference to periods of time and their duration					
develop different kinds of questions to frame a historical inquiry			✓		
interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions		✓	✓		
examine sources to compare different points of view		✓			
when evaluating these sources, analyse origin and purpose, and draw conclusions about their usefulness		✓	✓		
develop their own interpretations about the past			✓		
develop texts, particularly explanations and discussions, incorporating historical interpretations		✓	✓		
In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources		✓	✓		

Term 1 Term 2 Term 3 Term 4



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