**Changes to F-10 Australian Curriculum: History – Revised year level and overview descriptions**

| **Year level** | **Revised year level description** |
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| **7** | ‘The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE ) – c. AD 650 (CE ) |
| **8** | ‘The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE ) – c. 1750 |

| **Year level** | **Revised overview description** |
| --- | --- |
| **7** | ‘Overview content identifies important features of the period, approximately 60 000 BC (BCE ) – c.650 AD (CE ), as part of an expansive chronology that helps students understand broad patterns of historical change’. |
| **8** | ‘Overview content identifies important features of the period, c.650 AD (CE ) |

**Changes to F-10 Australian Curriculum: History Content Descriptions and Content Elaborations**

| **Year** | **Content description code** | **Revised Content Descriptions** | **Revised Elaborations** |
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| 3 | ACHHK063 | Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems | ADD a new content elaboration linked to (ACDDK063) to read:  recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia’s Indigenous Peoples (2008) |
| 4 | ACHHK080 |  | Examining ~~landscape~~ paintings and accounts ~~of flora and fauna~~ (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on ~~on the environment~~ Aboriginal peoples' country |
| 5 | ACHHK094 | The nature of convict or colonial ~~settlement~~ presence ~~in Australia~~, including the factors that influenced patterns of ~~settlement~~ development, aspects of the daily life of ~~its different~~ the inhabitants (including Aboriginal people and Torres Strait Islanders), and how the environment changed. | Investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and~~household chores~~ children’s' lives'. |
| 6 | ACHHK114 | Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders migrants, women and children. | ~~Investigating the experiences of democracy and citizenship of Aboriginal and Torres Strait Islander people (for example policies and laws such as protection, the~~ the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions  ADD a new content elaboration linked to (ACDDK114) to read:  The significance of the 1962 right to vote federally and the 1967 referendum  ADD a new content elaboration linked to (ACDDK114) to read:  Investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family) |
| 7 | ACDSEH044 | Depth study elective – India  Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion |  |
| 7 | ACDSEH041 | Depth study elective – China  Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion |  |
| 7 | ACDSEH148 | The importance of conserving the remains of the ancient past, ~~using examples from the ancient world~~ including the heritage of Aboriginal and Torres Strait Islander Peoples |  |
| 7 | ACDSEH006 |  | creating a graphic representation of the extent of India as a political unit at this time, including for example its diverse climatic and geographical features, types and location of food production, areas of high and low density population |
| 7 | ACDSEH045 |  | investigating the significant beliefs, values and practices of Indian society associated with for example,   * rites of passage for boys and men * rites of passage for girls and women * marriage rites (for example, the role of the family, religious ceremonies). |
| 8 |  | Revise the title of the depth study elective for Depth study 2 on Shogunate Japan as follows:  ‘~~Shogunate~~ Japan under the Shoguns’ |  |
| 8 | ACDSEH063 | Depth study elective – Shogunate Japan  The role of the Tokugawa Shogunate in ~~establishing~~ reimposing a feudal system (based on daimyo and samurai) and ~~in~~ the increasing control of the Shogun over foreign trade |  |
| 8 |  | Revise the title of the following depth study elective for Depth study 2 as follows:  Angkor/Khmer Empire (c.802 – c. ~~1327~~ 1431) |  |
| 9 | ACDSEH020  *The extension of settlement, including the effects of contact (intended and*  *unintended) between European settlers in*  *Australia and Aboriginal and Torres Strait Islander peoples* |  | ADD a new content elaboration linked to (ACDDK020) to read:  investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation. |
| 9-10 | Note: content descriptions in the overviews do not have codes | Overview  The extent of European imperial expansion and different responses, including in the Asian region. | identifying Asian societies that were colonised by the Europeans (such as Indonesia by the Dutch), and those that remained independent. |
| 10 | Note: content descriptions in the overviews do not have codes | Overview  Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping. | outlining the purpose of the United Nations and the key places where Australia has been involved in UN peacekeeping, such as East Timor (Timor Leste). |
| 10 |  | Revise the title of the following depth study elective for Depth study 3 as follows:  ‘Popular culture, 1~~954~~ 1945 – the present’ |  |
| 10 | ACDSEH123 | Split the content description (ACDSEH123) into two as follows:  Depth study – Popular culture |  |
| Australia’s contribution to international popular culture (music, film, television, sport) ~~and~~ |  |
| Continuity and change in ~~changing~~ beliefs and values that have influenced the Australian way of life | ADD a new content elaboration linked to (ACDDK123) to read:  describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism. |
| 10 | ACDSEH128 | Depth study – The Environment Movement  Responses of governments, including the Australian Government~~’s~~, and international organisations to environmental threats since the 1960s (including deforestation and climate change). |  |
| 10 | ACDSEH143  *The continuing nature of efforts to secure*  *civil rights and freedoms in Australia and*  *throughout the world, such as the*  *Declaration on the Rights of Indigenous*  *Peoples (2007)* |  | ADD a new content elaboration linked to (ACDDK143) to read:  investigating the legacy of children’s experiences in ‘care’ (their placement in orphanages, Children’s Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990) |
| 7 | ACHHS206 |  | defining and using terms such as BC (Before Christ), AD (Anno Domini), BCE (Before Common Era), and CE (Common Era);; prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording) |
| 7 | Note: content descriptions in the overviews do not have codes | The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia |  |
| 8 | ACDSEH053 | Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE ), art and architecture |  |