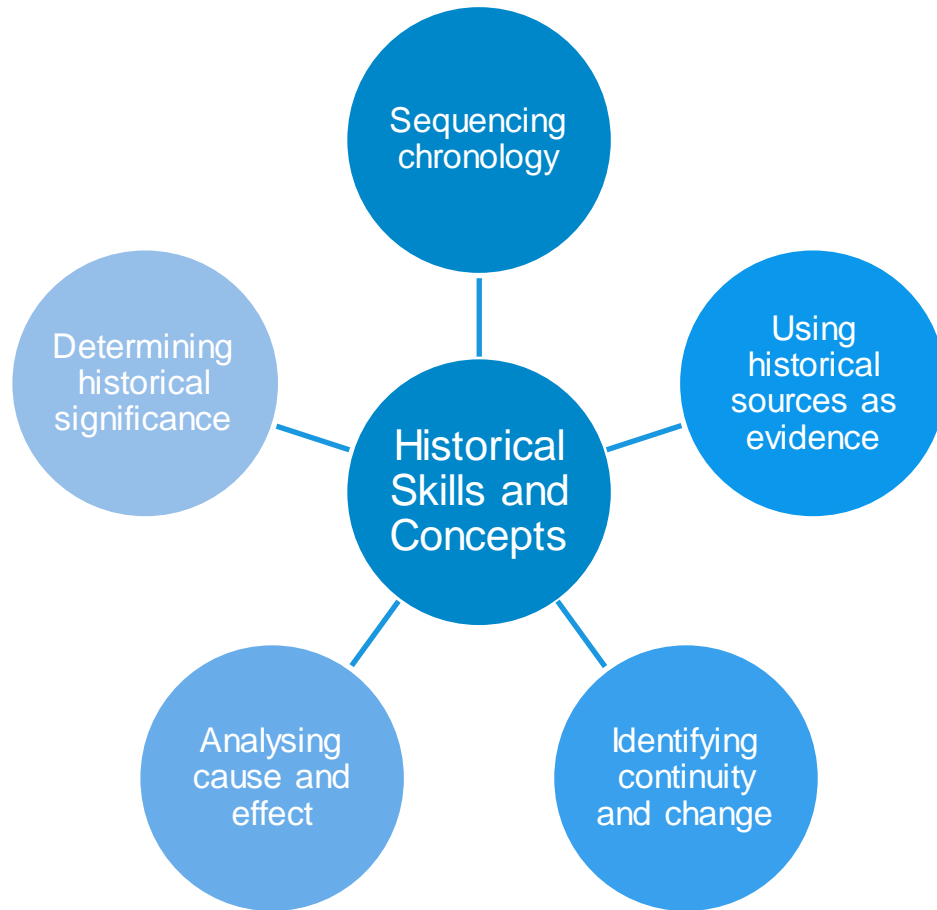


Understanding Victorian Curriculum Historical Skills and Concepts

Introduction

- **Creating a professional learning resource**
- **An overview of the modules**
- **Working with the modules**



What are historical skills and concepts?



How are historical skills and concepts embedded in the curriculum?



Where can historical skills and concepts be incorporated into student learning?



A teacher professional learning resource

Web based

Flexible

Curriculum

Skills and
concepts

Examples

Individuals

Teams



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



An overview of the modules



Introduction



Stimulus

‘The only sensible deduction to be made is that neither change nor continuity can survive without the other; they are both integral parts of history. Preoccupation with one or the other produces distortion and ignores the immanence of both.’

Timothy Donovan, *Historical Thought in America*

Skill in the Curriculum

Contextualisation of the skill

Learning in History

Achievement Standard

Skill/Concept

Historical Knowledge

Learning in History

‘Developing students’ ability to make sense of the past includes developing the ability to identify when the change occurred and when things continued unchanged. To identify continuity and change students should understand the significance of events, ideas, people and groups. The use of narratives and timelines as a starting point helps support students’ understanding of the sequence of events. Students should be able to identify turning points that caused change and use language to describe the speed, rate and the extent of change that was brought. Exploring questions allows students to understand that continuity and change involve multifaceted factors.’

Victorian History Curriculum, *Learning in History: Identifying Continuity and Change*

Achievement Standard

Levels 5 and 6 Achievement Standard

By the end of Level 6, students identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group.

Levels 7 and 8 Achievement Standard

By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups.

Historical Concepts and Skills: Continuity and Change

Levels 5 and 6

Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)

Levels 7 and 8

Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)

Historical Knowledge

Identify continuity and change in Levels 5 and 6 content descriptions

Australia as a nation

The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (VCHHK093)

The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (VCHHK094)

The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)

Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)

Continuum of learning



Levels 5 and 6

Achievement Standard

students identify and describe change and continuity.

Historical Concepts and Skills

Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)

Levels 7 and 8

Achievement Standard

students identify and explain patterns of change and continuity over time.

Historical Concepts and Skills

Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)

Levels 9 and 10

Achievement Standard

Students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time.

Historical Concepts and Skills

Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126)

Towards the classroom



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Indicative examples

By the end of Level 6:

- students can describe a pattern of continuity or change
- students can identify aspects of daily life that changed and other aspects that stayed the same
- students can support their identification of continuity and change with evidence from historical sources.

By the end of Level 8:

- students can use a timeline to identify patterns of continuity and change over time
- students explain why an aspect of life, such as religion or economic structures, changes for different groups.

Classroom ideas

Levels 5 and 6

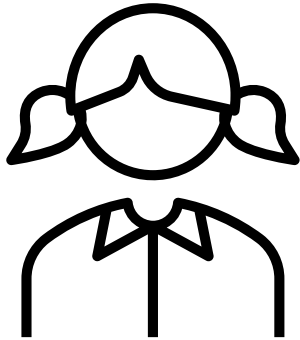
- Annotate an enhanced timeline to identify times when daily life changed for a group and times when it did not.
- Analyse sources to identify continuity and change.
- Produce a written explanation of change over time for an identified group.

Levels 7 and 8

- Annotate an enhanced timeline to identify times when daily life changed for a group and times when it did not. It can differentiate between different social groups and classes.
- Analyse sources to identify continuity and change.
- Construction of a written argument about what changed and what stayed the same for a particular individual or group.

Examples of practice

Mary Wade, 1789



Mary Wade was 10 years old when she was sentenced in England to hang for stealing clothing from a 5-year-old girl. The year was 1789. Her sentence was commuted to life in Australia and she was transported on the Second Fleet arriving in Sydney in 1790. Mary was transferred to Norfolk Island. Around 1812 she received her Certificate of Freedom and went on to become a farmer in New South Wales.

She died in 1859.

Using primary sources, here is what we know about Mary Wade ...

Speed of change

swift
hurried
constant, quick
fast
slow
steady
rapid
triggered
continuous
gradual
explosive
fluctuating

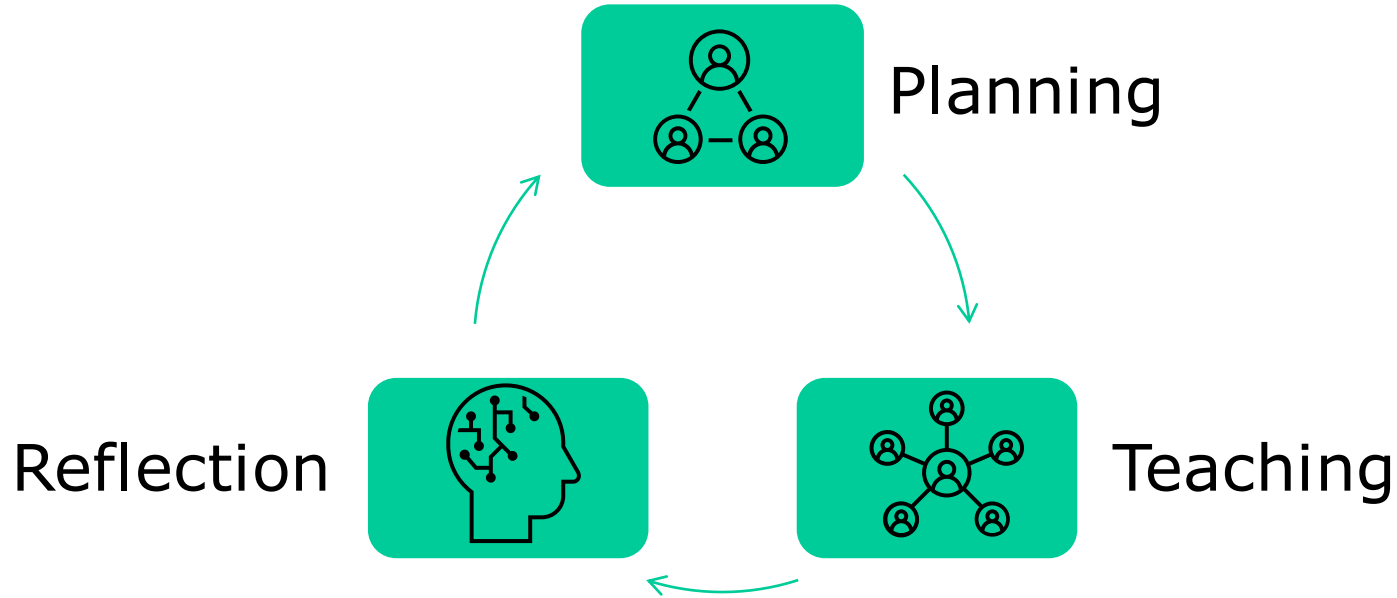
Reflections

Conclusion

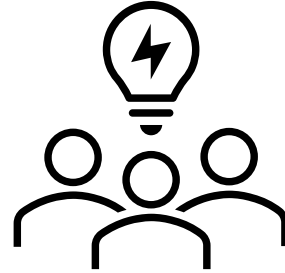
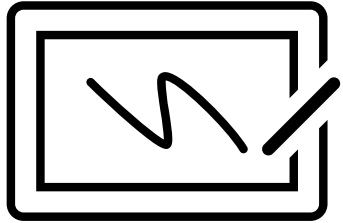
Discussion Points:

- Are your students using adjectives that describe the pace, extent and type of change they identify during their investigations and activities?
- Does your teaching plan include opportunities for students to demonstrate their ability to evaluate patterns of change and continuity?
- Are your students better at identifying and describing change than continuity?
- What is one change that you could make to your lessons in the coming week that would help students who are struggling to understand this concept?
- Could you involve your students in a visual or dramatic demonstration of this concept?
- How do we design activities that cater for a wide range of learners?

Working with the modules



Working with the modules



Thank You

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