**MICHAEL SPURR:** Hello, my name is Michael Spurr. I'm a Curriculum Manager at the Victorian Curriculum and Assessment Authority. Today, I'm going to introduce a teacher learning resource entitled understanding Victorian Curriculum, Historical Skills and Concepts.

In this video, we'll cover three main points:

1. the origin story for this professional learning resource,
2. an overview of the modules themselves,
3. and some suggestions about how you might work with them.

The resources themselves focus on the historical skills and concepts of Victorian Curriculum History. These five skills and concepts define History as a discipline. They are what underpins History as a subject. The skills are:

* sequencing chronology,
* using historical sources as evidence,
* identifying continuity and change,
* analysing cause and effect
* and determining historical significance.

These professional learning resources are a collaboration between the Victorian Curriculum and Assessment Authority and the History Teachers' Association of Victoria. They focus on three things: describing or explaining the nature of the historical skills and concepts, how these skills and concepts are embedded in the curriculum and where these skills and concepts can be incorporated into student learning. With that in mind, what we wanted to create was a web based resource that was flexible but place curriculum at the centre, along with the skills and concepts, that include examples and can be used by individual teachers and teams.

There are 15 modules in this learning resource for teachers, and each of them follows the same sequence. An introduction, a discussion of the skill within the curriculum, what the skill might look like in the classroom, several examples of practice, and to close, a series of reflection discussion points that can be used to reflect upon your teaching practice. So the introduction, the first slides in each resource follow a very similar structure. They include stimulus material, drawn from the literature on history skills. The idea of this sort of extract from the literature is to probe or interrogate what that particular skill means. In this example, it's from continuity and change at levels five to eight. We then move on to the skill in the Curriculum. In this discussion of the skill in the Curriculum, we spend considerable time contextualising the place of the skill within the curriculum documents, starting with Learning in History which defines the skill as it's applied broadly across the curriculum. Then we review achievement standards at particular levels, then the skill strand and the historical knowledge strands. So, for example, we have an extract from Learning in History, which defines the skill for continuity and change, and that applies across the entire curriculum. Because we're looking at levels five to eight, we include extracts from the achievement standards that illustrate the development of that skill across those bands of curriculum level. We also look at the specifics of the skill at those levels of curriculum and then where those skills are embedded in particular forms of historical knowledge. In this instance, Australia as a nation. Summatively, we look at how the skill develops across a continuum of learning. And I think this is the key take home message from the resources, that the skill builds gradually from Foundation through to Level 10. And, and I think the sequence of learning really highlights that in quite an engaging way. We moved from the curriculum then to the classroom and we consider indicative examples of the skill in practise. We include a number of classroom ideas, just some suggestions of what that might look like as an activity.

We now move to more detailed examples of practice. And these examples, there's usually two in each module, were provided by the History Teachers' Association of Victoria. And each example can be used in your classroom. They are curriculum aligned, but they also function as a worked example for you to get a deeper understanding of how the skill can be embedded in a sequence of learning. So at five and six - continuity and change, we have one case study, The study of Mary Wade and her life using primary sources. And for Levels 9 and 10, we have a sequence that's built around the vocabulary of continuity and change, the language that enables students to articulate and express, for example, rates of change or extents of change. This one certainly is readily adaptable to a classroom.

Each learning sequence closes with a series of reflections for you, as teachers. Often, they are a series of discussion points that might structure you through a consideration of what you do in the teaching of that skill now, what you might then do to change how you approach teaching that skill or how you might design activities that cater for a wide range of learners' needs.

And finally, how do you work with the modules? We see the modules as sitting in that planning, teaching, reflection cycle and the modules and their content certainly could inform your reflections and inform your planning and serve your teaching. So they belong in that continuum of professional learning for you as a teacher of History.

And so exactly how might you use these modules in your school? There's a lot of possibility, you could work your way through it as an individual. That's great I think if you're a teacher new to History and wanting a bit of introduction and a bit of grounding. The other option is to do it as a team and here there are many ways of doing it. One teacher could lead the team through a sequence of modules, or it could be more of a tag team arrangement where each session a different colleague leads the discussion using the modules as the basis. You could flip the whole process, the team undertakes and reviews the learning resources in their own time and comes together to discuss the reflection questions at the end. As a team, it's a particularly useful group activity. It's a really good way to develop a common vocabulary and understanding about the history skills and the concepts and develop appropriate targeted learning activities. And it's also very useful for developing common assessment tasks. So I hope you find the resources useful, and develop your own way to make them work in your school.

Thank you.

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