



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM
FRAMEWORK 2011

HISTORY HIGH SCHOOL
Extended Curriculum Topics
Stage 4: Year 10

Original ACARA Recognition October 2011

Revisions included in this document:

April 2012	Numbering added to Content Descriptions and Achievement standards to enable cross-referencing
Sept 2014	Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

HISTORY

Extended Curriculum Topics

Stage 4 : Year 10

Contents:

Developmental Profile

Topics

- 10.1 Early Human Societies
- 10.2 Ancient Cultures

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year.

While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards

General Capabilities

Cross Curriculum Priorities

Links to Other Learning Areas

Bibliography



YEAR 10: PROFILE OF DEVELOPMENTAL STAGE OF THE 16 YEAR OLD STUDENT
PHYSICAL GROWTH
<p>In Class 10, the students reach 16 years of age. In dealing with their emerging sexuality and more specifically for boys, their growing awareness of physical power, 16 year olds are faced with a significant threshold experience which presents an opportunity for the healthy development of individuality.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>Lessons are designed to maximise the student's personal involvement. Students pose their own historical questions, carry out independent research and discuss their reflections and discoveries. They are encouraged to form well-considered opinions and to set goals and evaluate their success. They explore various and creative ways to communicate their ideas and responses to material.</p>
SOCIO-EMOTIONAL DEVELOPMENT
<p>The sixteen year-old years to understand the world and to find their sense of purpose within it. The Class 9 search for balance and harmony begins to bear fruit. The development of greater clarity of thought and an increasing ability to form balanced judgments helps pupils to extricate themselves from the unstable nature of their emotional lives. There is a greater capacity for reflection, which can lead on the one hand to self consciousness and the pain of growing existential awareness, on the other they become capable of great feats of compassion, endurance, intellectual and physical prowess. The students begin to discover their own inner freedom to determine their pathway through life. Relationships between the sexes form; social relationships can be healthy or get lost in group activities. Self esteem is very important to develop.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>In historical studies the students are now presented with a great sweep of the human journey, from the harnessing fire and stone to the first great, social complex civilisations and the attendant changes in the human relationship with the natural world. The students can discern in developments, the foundations of modern culture and the evolution of human consciousness. Some answers to their rising inner question of 'How have things come to be as they are?' may be found in the view of this vast pool of human experiences.</p>
COGNITIVE MATURATION
<p>The students' desire for knowledge broadens to incorporate a new intellectual focus. They desire to gather not only information about a topic, but also insight into how we know something may be so; they wish to find the relationship between their inner and outer worlds of experience and to know that: "Whatever the self describes, describes the self" (Boehme). There is a greater objectivity and clarity in thinking, bringing an increased ability to draw conclusions logically out of the formation of common sense judgments. Students begin to apply the conceptual tools of analytical thinking to practical situations and complex processes. They derive satisfaction from working with great accuracy and technical proficiency, and often bring an increased order and neatness to the layout of their work.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>Historical studies must now challenge the students' growing capacity for analytical thinking. The reasoning skills that emerge with the adolescent's development of formal thought allow an abstract understanding of causality - the often complex patterns of relationships between historical events and their consequences. There is a continuing need for concrete illustrations and instructional approaches to enhance understanding of historical studies. The study of Archaeological evidence and evaluation of archaeological opinion and techniques offer both inductive and deductive learning experiences. The 16 year old needs to experience that they come to their realizations through thinking.</p>
MORAL CAPACITY
<p>The students in Class 10 increasingly develop the capacity to take responsibility for their own work and behaviour, and are able to make and follow through choices based on their own insight. Where the 15 year olds make strong judgements largely based on emotional responses, the 16 year old students become able to form more balanced opinions and are able to justify them articulately. They are increasingly able to develop empathy, and respond to the practical needs of those around them.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>Students are expected to take responsibility for their work, and to self-evaluate product and process. They are encouraged to discuss, reflect and analyse in the process of exploring the relationship between opinion and thinking and truth.</p>
<p>Ref: Rawson and Richter, <i>The Educational Tasks And Content Of The Steiner Waldorf Curriculum 2000</i></p>

HISTORY 10.1

Topic: Early Human Societies

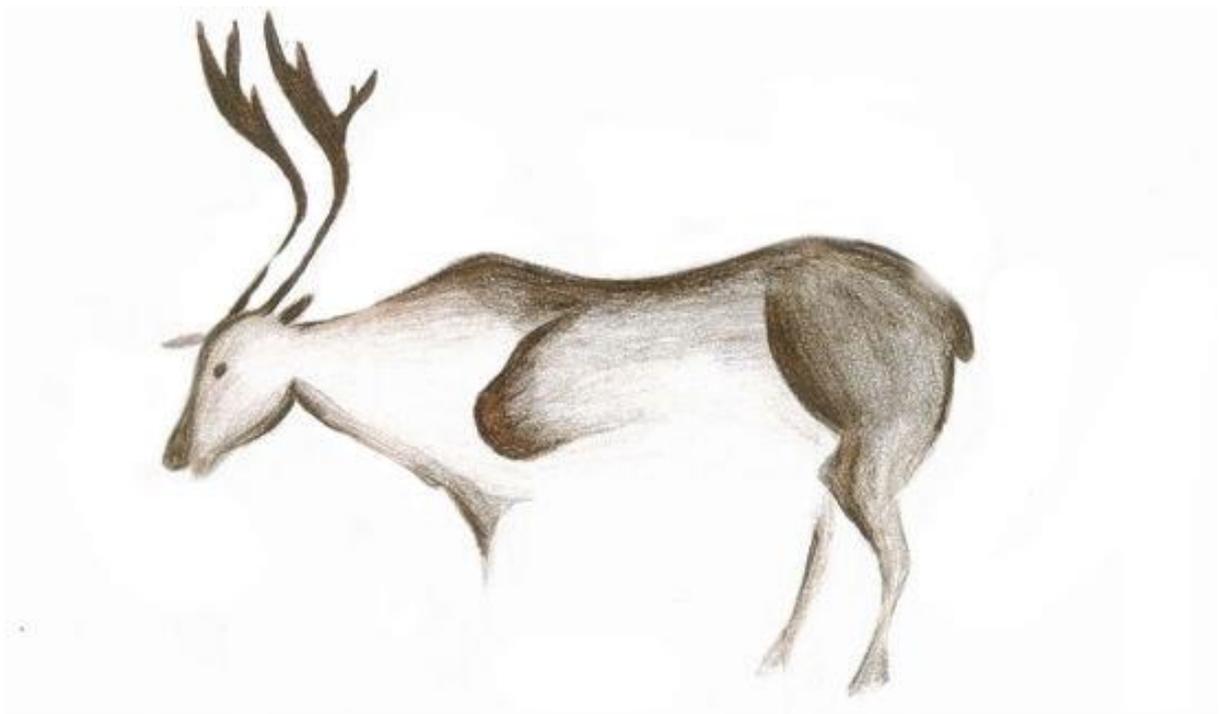
'We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know it for the first time.' T S Eliot

Central Experiences of the Content

In Class 9 the students examined the kaleidoscope of elements that have moved to create the Modern world. Defining the approach to historical studies in class 10 is the question now arising in the young person, 'How did things come to be as they are?' This unit focuses on the era of nomadic hunter-gather communities that preceded the dawn of the great ancient civilisations. The students examine the culture, art, and technologies of the Paleolithic Age to the Agricultural Revolution. Students learn of the movement of early humans into all continents. A picture is given of occupations in Africa, the Americas, in North West Europe and in Siberia. The Aboriginal and Torres Strait Islander peoples call for special attention and constitute a major part of this study. In this unit the students evaluate archaeological information to inform their understanding of early human relationships with nature and the environment. They examine early human relationship to the spirit, to the land and to each other. They examine the spiritual dimension to life as evidenced in myth, song and art. They look at the adaption to the environment evident in the migrations, patterns of living and practices of land use. They examine the development of communication and the recording of knowledge.

Future Capacities

The study of these ancient cultures gives the student a far-reaching picture of the human experience in distant times and places. They are able to compare the variations of human adaptability and creativity, cultural commonalities and contrasts. 'The evolution of human consciousness that this major period of pre-history expresses, qualitatively reflects the changing consciousness of each individual in the course of his or her biography.' (Rawson and Richter).



Student drawing

**Content Description
History 10.1**

Topic: The Development of Human Societies

Students will learn to:

1. Identify the sub-divisions of history and recognise the characteristics of different periods and societies
2. Describe the hunter-gather societies, their movements across continents and the inter-relationship between them and the environments they lived in.
3. Identify the locations of human communities that populated major regions of the world
4. Examine diverse communities and their relationship to the natural world, places of spiritual significance, family and community, art, technology and communication
5. Describe human modifications of the environment that led to domestication of plants and animals
6. Explore the role archaeology has played in the developing body of knowledge of ancient peoples
7. Describe and appreciate the early history of the indigenous peoples of Australia.

Threefold Cycle of Content Elaboration

Learning Experiences Students may:	Multi-Modal and Artistic Activities Students may:	Conceptual Knowledge and Skills Students come to:
<p>Use a range of resources to inform understanding of the broad sweep of human history from early hunter-gatherer communities to the agricultural revolution.</p> <p>Study archaeological examinations of the early physical and cultural development from Palaeolithic era</p> <p>Research the hunter-gatherer societies, the increasing sophistication of tools and weapons and the use of fire.</p> <p>Research the food sources, clothing, shelter, fuel, ornaments, weapons and tools of communities in different environments</p> <p>Study cave paintings such as the paintings of Lascaux in France and other locations particularly the rock art of Australia.</p> <p>Compare and contrast rock and caves paintings from multiple locations, including Australia, Africa and Spain</p>	<p>Engage in co-operative research and group reports on aspects such as cave art, the hunts, the language group, family life and animals of the time</p> <p>Discuss and recreate the gestural qualities used in rock paintings</p> <p>Read and create works of historical fiction</p> <p>Study of the history of domestication of plants and animals in our daily lives</p> <p>Investigate and compare music and instruments from several locales such as rattles, slit-drums, membrane drums, musical bow and scrapers</p> <p>Recreate ancient art works using chalk, charcoal or ochre</p> <p>Map the locations of peoples studied and create timelines to illustrate key events</p> <p>Research the work of archaeologists and anthropologists and discuss contributions, and controversies related to these disciplines</p>	<p>Describe characteristics and movements of the hunter-gather societies</p> <p>Understand the relationship of community characteristics and culture with environment</p> <p>Identify locations of occupations and the environmental and climatic features of the time.</p> <p>Describe human modifications to the environment and the development of a pastoral relationship with nature</p> <p>Identify and describe technologies and their impact on the lives of communities</p> <p>Identify and describe characteristics of culture, art, religion and ritual of ancient communities.</p> <p>Form a particular appreciation and understanding of the history of Australian Aboriginal and Torres Strait Islander peoples.</p> <p>Use and evaluate a range of resources for research including archaeological and anthropological material.</p>

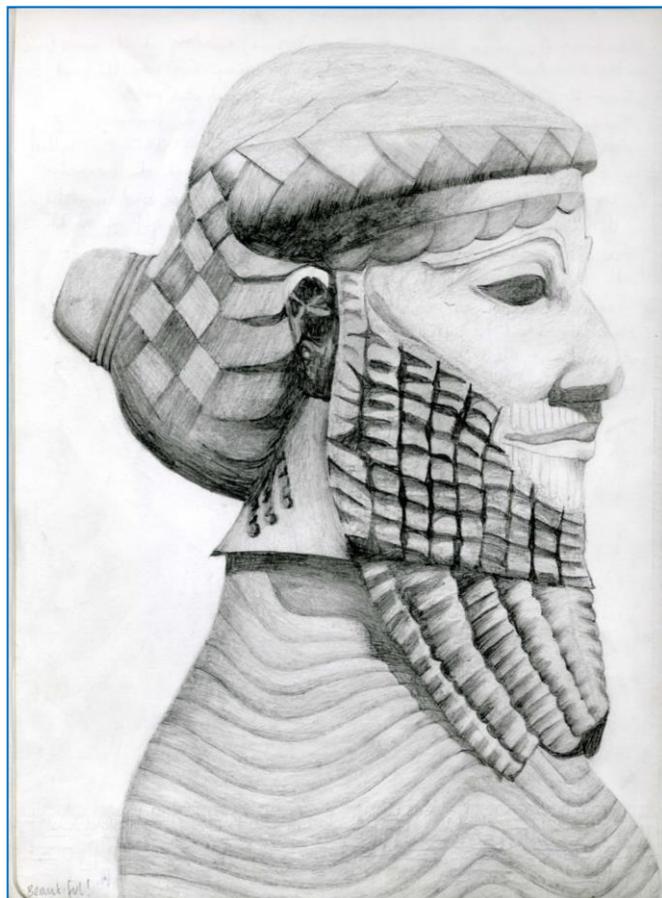
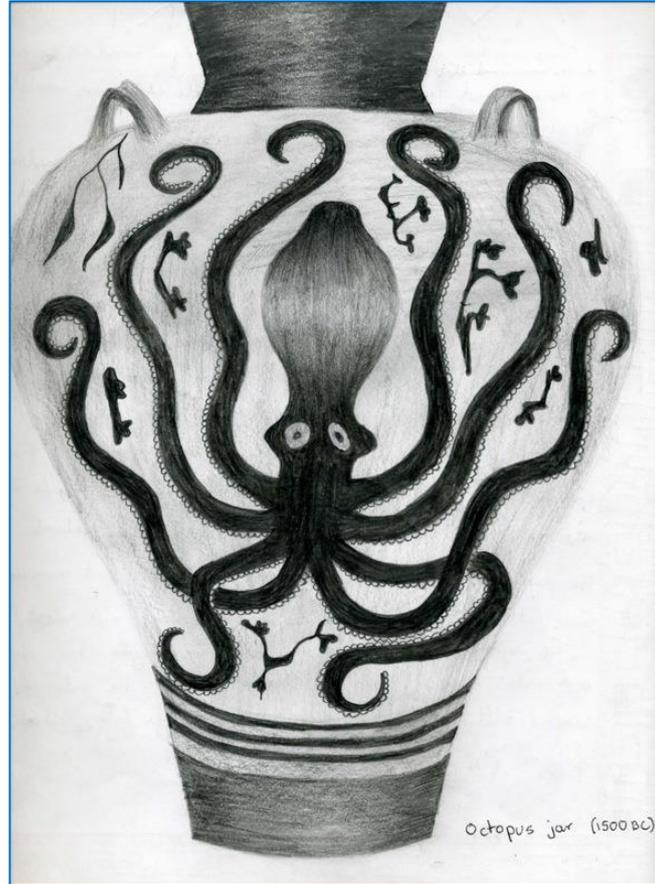
Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
Students may:	Students may:	Students come to:
<p>Consider the significance of ritual, religion and the sacred as evident in the Ice Age paintings and rock art of Australia.</p> <p>Research and discuss the relationship between human societies and the environments</p> <p>Research the lives and work of key archaeologists and anthropologists</p> <p>Carry out detail study of the lives and environments of Australian aboriginal people in ancient times including characteristics and creatures of Australian environments of the period</p>	<p>Illustrate and reflect on motif of the outlines of hands that appears in so many paintings</p> <p>Research, discuss and prepare presentation on the lives of present day tribal groups such as the Yaghan of Tierra del Fuego, Athabaskan of Canada, tribes of Central Australia or Western Desert, Pygmies and Bushmen of Africa Discuss factors that help define 'civilised' societies</p> <p>Read works of historical fiction</p>	<p>Pose historical questions and use and range of resources in independent research.</p> <p>Communicate research and ideas effectively using a variety of media.</p> <p>Compose historical texts such as descriptions, explanations and arguments supported by identified evidence.</p> <p>Use historical terms, dating conventions and concepts accurately.</p> <p>Use reporting conventions including footnoting and bibliographies.</p>
Reference: Rawson and Richter 'the Educational Tasks and Content of the Steiner Waldorf Curriculum'		

The Study of the early history of Australian Aboriginal and Torres Strait Islander peoples could include:

- An introduction to archaeological evidence, settlement, patterns of living and seasonal movements
- Aboriginal life in context of Australia’s changing environment: sea levels, the Ice Age, Sahul, the isolation of Tasmania, mega fauna
- The spiritual dimension of Aboriginal life: creation stories, The Dreaming and art; relationship to country; the world of nature. Totems and animal kin: orcas, dingoes. Dreaming Stories of stars and sacred places. Ritual, ceremony and sacred places
- Structure of societies, family and the kinship systems
- Practices of land use and adaption to the environment; the use of fire stick farming
- Hunting, gathering and harvesting: middens, fish traps, tools and technology
- Clothing: possums skins and weaving, hair strings, decoration
- Shelters
- Trade between different language and cultural groups
- Languages, communication and the recording of knowledge: message sticks, art, music, dance and story telling



Student Drawing



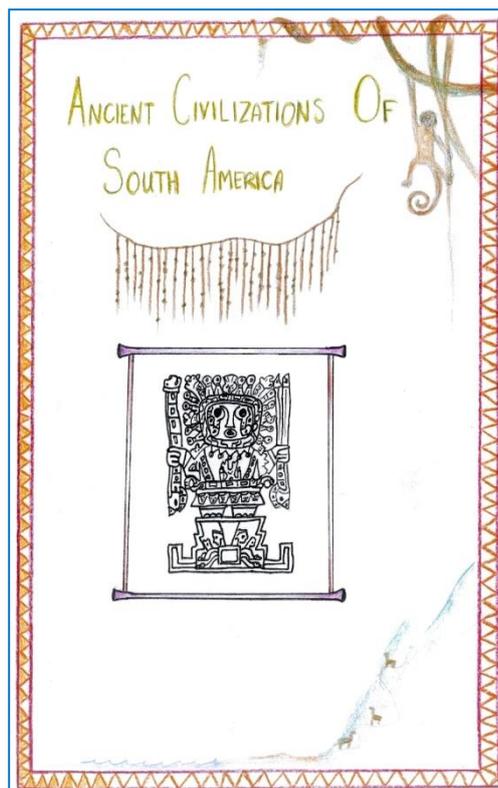
HISTORY 10.2 Topic: ANCIENT CULTURES

'It has only just begun to dawn on us that in our own language alone, not to speak of its many companions, the past history of humanity is spread out in an imperishable map, just as the history of the mineral earth lies embedded in the layers of its outer crust. But there is this difference between the record of the rocks and the secrets which are hidden in language: whereas the former can only give us knowledge of outward dead things—such as forgotten seas and the bodily shapes of prehistoric animals—language has preserved for us the inner living history of man's soul. It reveals the evolution of consciousness. Owen Barfield "History in English Words

'It is our duty to proceed from what is near to what is distant, from what is known to that which is less known, to gather the traditions from those who have reported them, to correct them as much as possible and to leave the rest as it is, in order to make our work help anyone who seeks truth and loves wisdom. Abu'l-Rayhan Muhamad al-Biruni, AD 973-1050

Central Experiences of the Content

In this unit students examine the dawn of the great civilizations. They will explore factors in the turning points: the Agricultural Revolution, domestication and specialisation and the urban revolution. Students compare the factors influencing the establishment of settlements in the Tigris and Euphrates Region, the Indus Valley, the Yellow River in China, in Japan, North Africa and the Americas. The environment is of special significance in the development of the human story. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they prospered and why they declined. Students analyse interactions among the various cultures, emphasizing their enduring contribution and the link between contemporary and ancient worlds. Students may revisit the Class 5 studies of Ancient India, Persia, Egypt-Chaldea and Greece but whereas these earlier lessons were taught through image, story and biography, the Class 10 student will use and evaluate primary and secondary sources, consider archaeology evidence and weigh differing interpretations. Consideration of myths, music and art forms enriches the picture of these cultures. Continued emphasis is placed on the emergence and spread of ideas and the relationship of a people to the environment.



**Content Description
History 10.1**

Topic: ANCIENT CULTURES

Students learn to:

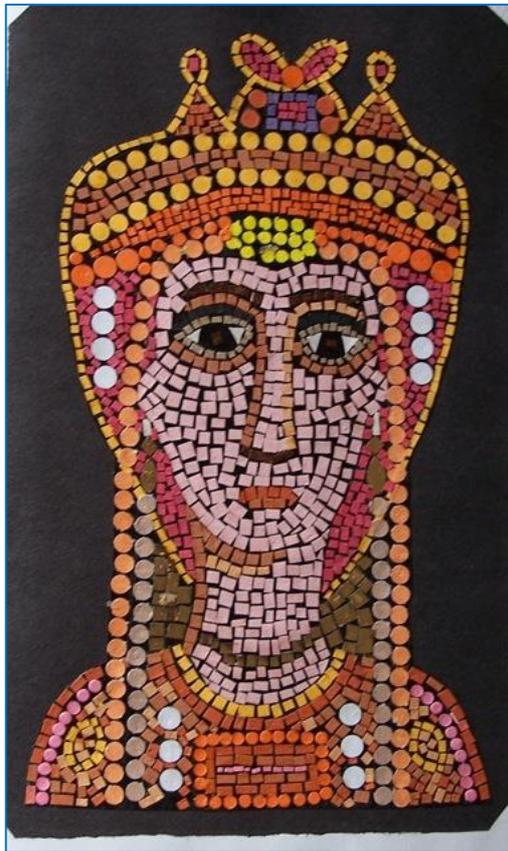
1. Identify and compare features of the historical era and cultures selected
2. Describe and interpret human migration, settlement, conflict and the diffusion of ideas, technological innovations and goods.
3. Analyse and compare the political, religious and social structures of ancient civilisations.
4. Understand the Inter-relationship between civilisation and environment and identify the role of geographical factors in the development of civilisations studied
5. Examine and compare archaeological and anthropological investigations
6. Understand the developments in agriculture, domestication and the growth of urban society
7. Compare and appreciate myths and stories, arts, music and culture of the people studied

Threefold Cycle of Content Elaboration		
Learning Experiences Students may:	Multi-Modal and Artistic Activities Students may:	Conceptual Knowledge and Skills Students come to:
<p>Study the significance of geographic features in the establishment and form of civilisation; locations, landforms and climates and their effects on economies, trade and development of society</p> <p>Study social structures, family life, war-fare, religious beliefs and social customs</p> <p>Study relevant archaeological and anthropological research and learn about the methodology of these disciplines</p> <p>Learn about the legacies of ancient cultures in modern times</p> <p>Study and compare hunter-gatherer and agricultural communities</p> <p>Compare and contrast myths and stories from different cultures</p> <p>Learn about significant historical and legendary characters.</p> <p>Study developments in technology, astronomy, mathematics, architecture,</p>	<p>Research and give a presentation on key features of two of the focus cultures.</p> <p>Research and formulate a presentation on an area of interest. Students may focus on:</p> <ul style="list-style-type: none"> • Music and song • Design • Symbols • Art • Language • Dress • Shelter and architecture • Tools and technology • Myths and legends • Celebrations and ceremonies <p>Research the development of writing: pictograph, cuneiform, hieroglyphic.</p> <p>Explore the importance of written and oral traditions in the transmission of history and culture</p> <p>Read, enact excerpts from the Epic of Gilgamesh</p> <p>Explore the relationship to the environment as it manifests in legend, in social custom and belief systems</p> <p>Construct and interpret maps showing the migrations and of</p>	<p>Analyse and explain the geographic, political, economic, religious and social structures of the civilisations and cultures studies.</p> <p>Describe and compare the key characteristics of the cultures studied.</p> <p>Describe and compare factors that led to distinctive characteristics of the cultures studied.</p> <p>Describe and interpret human migration, settlement, conflict and the diffusion of ideas, technological innovations and goods</p> <p>Describe and interpret the social, political, religious structures of ancient communities</p> <p>Describe and explain the key role of geography and climate in the development of civilisations studied</p> <p>Use a variety of maps, timelines, graphs and documents and resources to identify key features of the historical era</p> <p>Collect, evaluate and employ information from multiple primary and secondary sources.</p> <p>Identify the key features of texts, art music and architecture</p> <p>Demonstrate knowledge in the interdisciplinary studies of ancient cultures</p>

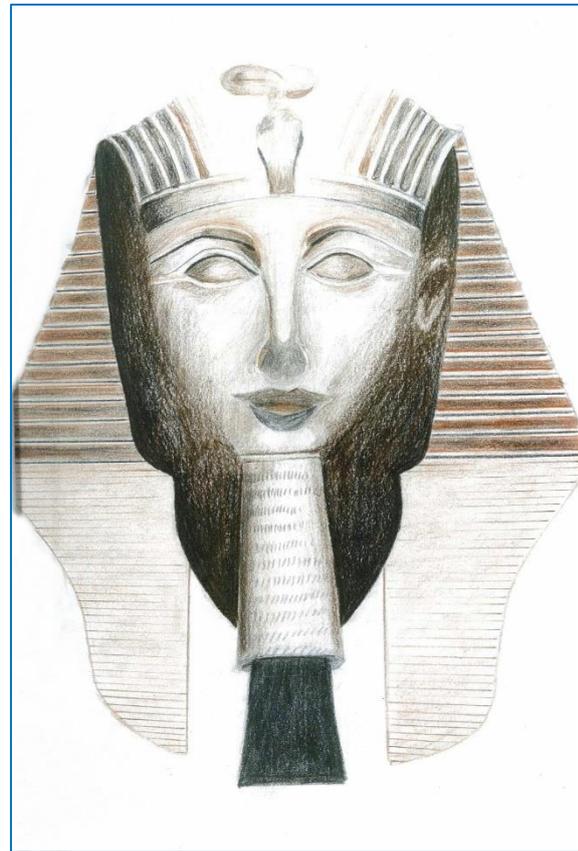
Threefold Cycle of Content Elaboration		
Learning Experiences Students may:	Multi-Modal and Artistic Activities Students may:	Conceptual Knowledge and Skills Students come to:
<p>art, music and ceremony</p> <p>Study the spread of ideas and technology, the interactions, cultural exchanges and trade between ancient peoples</p> <p>Study the written and oral traditions, art and drama</p> <p>Identify political and cultural developments, their difficulties and legacies</p>	<p>ancient peoples and first permanent settlements.</p> <p>Create timelines showing key events, people, discoveries and developments</p> <p>Research and explain the geographic features, the cultures of surplus and their impact on the development of governance, spread of ideas and goods</p> <p>Visit museums and sites of significance.</p>	<p>Identify the particular disciplines of the archaeologist, the geographer and the anthropologist</p> <p>Construct and test hypotheses. Collect and evaluate information from multiple sources.</p> <p>Compose historical texts including explanations and arguments supported by identified evidence and using historical conventions.</p> <p>Use historical terms and concepts, and dating conventions accurately</p>

Student work

Byzantine mosaic



Egyptian mask



A study of Ancient China could include:

- The founding of China on the Yellow River
- China as the 'Middle Kingdom'
- Developments in literature, art, science and technology
- The role of silk and jade
- Ritual practice and ancestor worship
- Chinese stories, script and painting, art, music and theatre, sculpture and architecture
- The dynasties, emperors and palaces
- Philosophers and poets
- Philosophy of the Tao and Buddhism
- Kublai Khan and Marco Polo
- Export of ideas to the West

A study of Ancient Japan could include:

- Early peoples of Japan - the Ainu
- The terrain and tribal Japan
- The emperor gods
- Shinto, Buddhism and Zen
- Poetry, in particular Haiku
- Social structures and the nature of agriculture
- Courtly life
- Japanese stories, script and painting, art, music and theatre, sculpture and architecture
- Mongols and conflicts
- Samurai and priests
- The Tea ceremony

A study of Ancient Africa could include:

- The earliest inhabitants, the hunter gatherers
- The different peoples of Africa - one continent, many peoples
- The great kingdoms and trading cities
- Chieftains and Kings
- Changes in environments such as Sahara
- Architecture - the great wall at Zimbabwe
- Influences of Ancient Rome and Islam
- The stories, design, art dance drumming song and ceremony
- Masks and sculpture
- Mining, gold, jewellery

A study of the Americas could include:

- The culture: religion, architecture and social structure of Olmec, Aztec, Totec, Mayan and Inca civilisations.
- A comparison of sculpture, art and murals
- Myths and legends, gods and demons. A comparison of world pictures including comparison of Asian and Mesoamerican world views
- Archaeology and discovery of 'lost cities'
- House and urban structure and adaption to environment
- Comparison of pyramids of the Americas with the Egyptian pyramids
- Sacred knowledge, astronomy and calendars
- Factors in the flourishing and the fading of civilisations

ACHIEVEMENT STANDARDS YEAR 10

1. By the end of Year 10, students compare the present with the past, evaluating the consequences of past events and decisions, and determining lessons that were learned.
2. Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. They can evaluate the contributions made by individuals to history.
3. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. They work effectively with contrasting interpretations and competing historical accounts. They evaluate major debates concerning interpretations of the past.
4. Students 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 an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students 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. They develop and justify their own interpretations about the past.
5. Students 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. Students use historical conventions including footnoting and bibliographies.
6. Students identify the particular disciplines of the archaeologist, the geographer and the anthropologist and their contribution to historical knowledge and understanding.

GENERAL CAPABILITIES

Literacy

Building on previous experiences the student work more independently and access more complex historical ideas from texts. They consider the language choices the writer has made and explore these choices.

Mathematics and Numeracy

The study of Ancient and pre-history facilitates an understanding of historical duration, helps students develop the capacity to link chronologies and come to an understanding of 'deep' time. Students learn about the concept of time: chronology and sequencing; change and continuity; past, present and future in a range of historical contexts. They pursue exercises in chronological thinking such as timelines and explore concepts of distance and space. In mathematics and research related tasks they extend their ability to present information in the form of tables, graphs and visual texts. They learn to access statistical informal from tabular and graphic formats. They interpret and create tables and graphs giving demographic information regarding population and migration. They are encouraged to think flexibly and use creative and original methods to present information clearly.

Information and Communication Technology

In History classes students use their growing competency in the area of ICT to select and use a wide range of appropriate ICT tools and techniques in a way that brings the creative responses they write to a further multi-dimensional level. They may choose for example to include the following digital elements: audio music or a combination of audio and original music, photographic images, other graphics and

animation, and video. In particular students use their word processing skills to support the writing, drafting and editing process they follow when they create written texts. When publishing and presenting their work students create effective text and digital media layouts of various types and sources. They use features of software such as links, tables and tracking to enable them to propose multiple plans, show selections, modify plans, and show reviewing and consultation. Students follow the same guidelines used to create texts in general: they consider purpose, audience, text type and the cultural contexts of the piece of work. In relation to digital texts in particular students are able to:

- Interpret verbal and non-verbal communication and consider how these elements combine to convey meaning and influence audience response;
- Interpret literal and non-literal language and consider how combinations of written, visual, auditory and symbolic elements are used to make meaning, achieve particular purposes and establish certain relationships with audiences

When undertaking research related tasks students use ICT skills to support their investigation and presentations: They record their investigations and research using appropriate media including tables or graphs, images, written or spoken text or a combination of the above; conduct on-line research and on-line collaboration such as conferencing; locate and use relevant research from a range of sources; design spreadsheets (to record data, analyse and graph). Further more advanced ICT competencies which may relate to History assignments include the use of: data processing techniques to create digital repositories for a range of data types and delivery mechanisms; programming skills to measure, record, respond to and control events by planning, testing and modifying sequences, repetitions and branching of instructions; and computation and modelling to test predictions and discover patterns and relationships, by exploring, evaluating and developing models and changing their rules and values.

Critical and Creative Thinking

Students are accustomed to working with a multiplicity of perspectives, contrasting interpretations and competing historical accounts. The reasoning skills that emerge with the adolescent's development of formal thought allow an abstract understanding of causality - the often complex patterns of relationships between historical events and their consequences. There is a continuing need for concrete illustrations and instructional approaches to enhance understanding of historical studies. The study of Archaeological evidence and evaluation of archaeological opinion and techniques offer both inductive and deductive learning experiences. The skills of critical social inquiry and investigation are important tools. The students can now examine how their own thinking is influenced by personal values, cultural and belief systems. They explain and evaluate their own values and ethical dilemmas. They apply conscious thinking strategies when examining personal values and beliefs. Students use strategies such as debate, discussion and building consensus to examine complex issues. The Class 10 student is able to construct and test hypotheses. They are able to distinguish valid arguments and are prepared to change their position on issues or suspend judgment when it is challenged by factors including weight of evidence and reasoned argument.

By the end of Class 10 students compare the present with the past evaluating the consequences of past events and decisions and determining the lessons that were learned.

Ethical behaviour

History provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows the student to test their own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity in real, historical circumstances provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

They are encouraged to discuss, reflect and analyse in the process of exploring the relationship between opinion and thinking and truth

Personal and Social competence

The Class 10 student is examining his or her own thinking in a new, more adult way. Examining historical material brings questions about the nature of the human being, the nature of consciousness, relatedness and moral interactions. The teacher provides guiding questions rather than answers. Studies lead to discussion and consideration of the relationship between thinking and choices and the experiences

produced by those choices. In analysing history and historical turning points they observe that new thoughts lead to new behaviours and may reflect on how they might think differently, how they make choices and the relationship between freedom and responsibility.

Intercultural Understanding

In the Class 10 study of that broad sweep of the human journey from early hunter gather societies to the first great civilisations, an appreciation of the cultural and spiritual heritage of the students own and other cultures is cultivated. A deeper knowledge and understanding fosters more mature respect for the diverse spiritual and religious traditions that have provided the foundations of our society. The students are more able to recognise that cultural and religious groups differ in their views on moral issues. They are able to acknowledge and respect cultural diversity and to see the commonality between their world and that of the other. They can see themselves as both individual and world citizen.

CROSS CURRICULUM PRIORITIES

Histories and cultures of Aboriginal and Torres Strait Island peoples

History 10.1 includes a depth study of the early history of Aboriginal and Torres Strait Islander people.

Asia and Australia's Engagement with Asia

History 10.1 and 10.2 include content on historical interactions in the Asia/Pacific region. History 10.2 includes detailed study of an Asian culture.

Sustainability

The Class 10 student has an understanding of the influence of global geographical and environmental factors on human history. They have considered numerous historical pictures of the interdependence of human societies and the environment they live in. They are now developing a more conscious and well informed understanding the issues around 21st century living: an interdependent biosphere, a world with increasing global connection and with increasingly concentrated human populations. It is important that students are given a picture of people and organisations that have effected constructive and creative change and are inspired to see their own unique abilities, energy, will and ideals as having a contribution to make to the future.

LINKS TO OTHER LEARNING AREAS

The historical studies of Class 9 are integrated with other subject areas studies in both Art and Geography.

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