



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

2011

HISTORY

Scope & Sequence

High School

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

**HISTORY SCOPE and SEQUENCE
YEAR 7 to YEAR 10**

CONTENT DESCRIPTOR	YEAR SEVEN	YEAR EIGHT	YEAR NINE	YEAR TEN
MAJOR TOPICS	The Middle Ages The Renaissance World	The Age of Revolution The Industrial Revolution	The Making of the Modern World Australian History up to Modern Era	Ancient History Unit 1 Ancient History Unit 2
ASCF Strand One <i><u>Historical Knowledge and Understanding</u></i>				
	<p><u>THE MIDDLE AGES</u> Students study key social and political developments and events, significant individuals and ideas of the period. Studies cover the Frankish Empire, Charlemagne and reunification of Europe, Feudalism, new technology and the rise in agricultural production, urbanisation, the spiritual and secular role of the Church and developments in art and architecture. Studies cover the Orders of the Knighthood and the Code of Chivalry. Students study the Crusades including cause and effect, the impacts on South West Asia, Byzantium and Europe and the fall of Constantinople. They examine events from a variety of perspectives. They study the influence of Islamic scholars, the spread of Christianity and the spread of ideas.</p>	<p><u>THE AGE OF REVOLUTION</u> Students study the Scientific Revolution and the Enlightenment. They study the rise of the nation state in Europe and the key factors and events of the French Revolution. They consider individuals who influenced the times and their motives, values and actions, looking at themes of change, choice, liberty, equality, innovations and ideas.</p> <p><u>THE INDUSTRIAL REVOLUTION</u> Students study the origins and impact of the Industrial Revolution. They study changes in social class and roles of women and children. They look at the positive and negative impacts the Industrial Revolution and the social consequences of the new technologies and economies.</p>	<p><u>MODERN WORLD HISTORY</u> In class 9 and 10 the emphasis moves to the ideas that motivated change and shaped the modern world. Students study major turning points in world history from the beginning of the 19th Century to the present. Historical factors in current affairs are considered. Possible themes include: the evolution of personal freedom and responsibility, the influences of political, religious and cultural ideas, developments in science and technology, lives of significant individuals or human kind in conflict. Students examine the unfolding of historical themes in Australia and the Asia-Pacific region in the context of world events. Students will study the effects of industrialization, changes in transport, communication and the spread of ideas.</p>	<p><u>ANCIENT HISTORY</u> Students study early human societies and the expansion of humans to all continents. Studies are formed around the themes of relationship between human societies and the environment, ideas and technologies, religions and social structures. Students examine the geographical factors in patterns of movement and settlement. They study the development of agriculture and domestication. Focus points include: climatic and geographical influences, ritual and religion, relationship to nature, the environment and sacred places, shelter, art and music, writing systems, specializations, early technology and architecture.</p>

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ASCF Strand One <u>Historical Knowledge and Understanding</u>				
	<p>Studies include examination of the Medieval period in non-European countries.</p> <p><u>THE RENAISSANCE WORLD</u> Students will study factors that led to the Renaissance, Pan-European social and political change, the new perceptions and developments in worldview, Secularism, Individualism and Humanism, the revival of classical learning, the scientific and technological innovations and dissemination of information, developments in art, literature and architecture and the legacy and historic importance of the Renaissance</p> <p>Studies include a global picture of the Renaissance world. Students have a picture of Asian, African and American cultures of the period. Related studies in Geography are discussed particularly the Voyages of Discovery and the impact of first contacts on Pacific peoples and indigenous Australians</p>	<p>Studies cover urbanisation and the global migrations. They study 19th Century political reform in Western Europe and examples of imperialism.</p> <p>A theme is chosen to bring up to modern times with focus on the way human life has been changed by the Industrial Revolution and new technology.</p>	<p>Students study the key principles and influences of modern ideologies. They examine the impact of major conflicts and include non-conflict themes of social history.</p> <p><u>AUSTRALIAN HISTORY : from Federation to the present</u> Students study the political, social and cultural history of Australia up to modern times incorporating multiple perspectives and experiences. Students identify the causes and impacts of the large-scale immigrations. Students study the historical significance of individuals and contribution to Australian culture and identity made by different cultural groups. Students study causes and impacts of Australian involvement in the conflicts of the 20th and 21st century. They examine events and policies significant to the lives of indigenous Australians. Studies examine the experiences of indigenous Australians in different geographical locations.</p>	<p>The topic includes the study of Ice Age and Neolithic societies, Early Australian Indigenous history, the study of Early China or Japan and the study of an Early African or American culture. Students revisit the cultures first studied in Class 5: Ancient India, Ancient Persia and Babylonia, Ancient Egypt and Greece.</p>

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ASCF Strand One <i>Historical Knowledge and Understanding</i>				
<p>REFORMATION: Students will study key events of the Reformation, causal factors and its impact. They study significant personalities and the role of new technologies in facilitating change.</p>			<p>They investigate the characteristics of Australian culture and identity and factors which helped shape a national identity.</p>	

ASCF Strand Two: <i>Historical Skills</i>		Years 7 to 10
<p><u>Chronology, terminology and historical concepts</u></p>	<p>Students have a chronological understanding of events and their relationships.</p> <p>They explain and illustrate sequence of historical events.</p> <p>Students use historical terms, dating conventions and concepts accurately.</p> <p>Students use variety of tools including maps and timelines to identify historical eras, key features, events and individuals.</p>	<p>Students have a sense of the chronology of key events and developments in Australian history and can place them in the context of world events. Students have a sense of the broad sweep of human evolution and of significant turning points.</p> <p>Students understand and distinguish cause, effect, sequence and correlation in historical events including long and short-term causal relationships. Students understand the value of motive, empathy and significance as historical concepts.</p> <p>Students understand that change effects not only political, social and technological realms but values, beliefs and perceptions. Students perceive the evolution of human consciousness and turning points in human development.</p> <p>Students identify the contributions to knowledge and understanding brought by disciplines of archaeology, geography and anthropology.</p>

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ASCF Strand Two: <i>Historical Skills</i>		Years 7 to 10
<u>Use of Resources and Analysis</u>	<p>Students analyse central issues placing people and events in matrix of time and place.</p> <p>Use multiple sources for research</p> <p>Students access information from a range of sources.</p>	<p>Students are familiar with a range of historical resources. They analyse and interpret historical material and tools. Students use maps, globes, artifacts, and pictures to analyse the physical and cultural landscapes of the world and interpret the past</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history</p>
<u>Perspectives and interpretations</u>	<p>Identify differing experiences and impacts of events</p> <p>Students detect and explain differing historical perspectives</p>	<p>Students work effectively with a multiplicity of perspectives, contrasting interpretations and competing historical accounts.</p> <p>Students evaluate sources for origin and point of view, identifying bias and prejudice.</p> <p>Students interpret the past within context in which events unfolded. Students make links between historical events and aspects of the modern world. They evaluate consequences of past events and decisions and determine the lessons in those.</p>
<u>Research, Explanation and Communication</u>	<p>Students frame historical questions and carry out planned research using primary and secondary sources.</p> <p>Increasingly independent research</p> <p>Students compose historical texts including narratives, descriptions and explanations.</p> <p>Students use a range of communication forms(oral, illustrative, written) including, by Class 8, digital technologies.</p>	<p>Students construct a sequenced narrative.</p> <p>Students collect, evaluate and employ information from multiple primary and secondary sources.</p> <p>Students analyse and account for different historical interpretations</p> <p>Students can apply different perspectives to an historical enquiry including Aboriginal and Torres Strait Islander perspectives, gender perspectives, cultural perspectives and environmental perspectives.</p>