

Humanities and Social Sciences (HASS)

History

Years 7 to 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – History

Why Humanities and Social Sciences

Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.

Dispositions

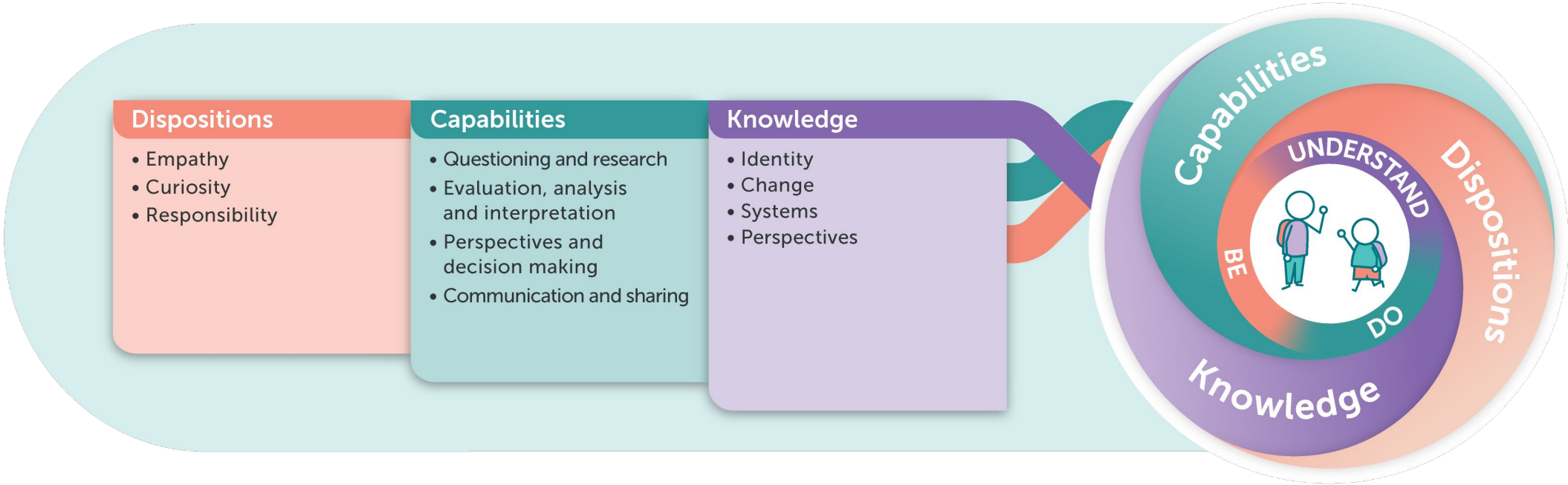
Empathy	Curiosity	Responsibility
What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic involves perspective-taking, enabling meaningful connections between events and experiences. It fosters deeper awareness of human diversity and guides more considered responses to people, places, contexts and issues.	What it is: Being eager to explore, ask questions and understand the things you wonder about. Why it matters: Being curious promotes a desire to seek out and explore new experiences, places and ideas. It inspires learners to investigate the relationships within and across human and natural systems, shifting perspectives and building understanding.	What it is: Being accountable for your actions, fulfilling your commitments and considering how your choices affect yourself, others and the environment. Why it matters: Being responsible guides us to make informed decisions and take thoughtful actions that benefit people, communities and environments. It involves acknowledging diverse perspectives, ethics and acting with integrity, contributing to a fair and sustainable future for all.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
What it is: Posing and exploring purposeful questions, using systematic methods to recognise, gather and organise diverse and relevant sources. Why it matters: Questioning and researching equips learners to observe, inquire critically and seek answers to questions that are meaningful using diverse sources. This supports a deeper understanding of complex world issues.	What it is: Assessing the validity and relevance of sources; comparing, interrogating and making meaning from information; and examining evidence to understand what it shows. Why it matters: Learners who can evaluate, analyse and interpret information are able to think critically, make sense of complexity, and assess the validity and relevance of sources, both independently and collaboratively. This underpins informed and responsible participation in an information-rich world.	What it is: Bringing together evidence, information and ideas from multiple sources to inform understandings, shape perspectives and influence decision making. Why it matters: By bringing together evidence, information and ideas from different sources, learners build deeper understanding, see patterns and connections, consider multiple perspectives and make informed decisions. It strengthens their ability to think critically and act thoughtfully in learning and life.	What it is: Presenting ideas, findings and information through various modes, tailoring messaging for purpose, and fostering reflective engagement, while correctly acknowledging sources. Why it matters: Through communicating and sharing, young people learn how to tailor their messages for audience and purpose, connect effectively, and express thinking clearly to build shared understanding. It increases their confidence to engage with diverse perspectives, listen openly, and support their ideas with evidence.

Knowledge

Identity	Change	Systems	Perspectives
What it is: A sense or expression of individuality, belonging, and connection that shapes how people, places, and environments are understood, valued, and experienced by self and others. Why it matters: Learners recognising, valuing and celebrating diversity and individuality, build respectful understandings and relationships, navigating personal, cultural, and environmental conversations and responsibilities with greater thoughtfulness.	What it is: The transformation of systems, people, places, and environments over time, evidenced by the effects of forces and factors that shape growth, disruption, adaptation or endings. Why it matters: Learners understand how change, or its absence, shapes societies and environments considering the causes and consequences of processes, actions, and events across different tempos and scales, develops the capacity to make informed and impactful decisions.	What it is: The interconnected structures, processes and relationships that influence people, places and environments, determining behaviour and how they function over time. Why it matters: Learners mapping the interconnections and dynamics within and across human and environmental systems, develops thinking that is transferable and contextual, supporting informed participation in their present and future worlds.	What it is: The lens through which individuals or groups interpret and understand people, places, events, evidence, and environments, shaped by diverse worldviews and environmental contexts. Why it matters: Learners exploring multiple and diverse experiences and perspectives cultivate critical and reflective thinking, empathy, and the capacity to engage thoughtfully and contextually with evidence, as well as differing beliefs, values and worldviews.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Humanities and Social Sciences

History – Year 7

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand how people experienced the same historical event differently and use this to help inform their interpretation • seek to understand experiences represented in historical evidence without allowing their own assumptions to obscure those perspectives • explore the lived experiences of people from other times to understand how historical circumstances shaped their perspectives and actions.	This disposition may be evident when learners, for example: • notice similarities and differences between historical sources and pursue these to better understand the motivations of individuals from the past • seek more information about biases they identify in historical sources to understand the cultural perspectives that shaped them • wonder about the lived experience of people from the past to understand how these experiences shaped their decisions.	This disposition may be evident when learners, for example: • carefully handle or engage with historical artefacts in response to relevant cultural protocols • assess when their assumptions may contribute to unfair or inaccurate representations of historical events and adjust their account to reduce the risk of misrepresentation • recognise and select evidence from significant perspectives to provide a fair and accurate representation of history.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop historical questions about the past to inform historical inquiry AC9HH7S01 • locate and identify primary and secondary sources to use in historical inquiry. AC9HH7S02	Learners develop this capability when they: • identify the origin, content, context and purpose of primary and secondary sources AC9HH7S03 • identify and describe the accuracy and usefulness of primary and secondary sources as evidence. AC9HH7S04	Learners develop this capability when they: • describe causes and effects, and explain continuities and changes AC9HH7S05 • identify perspectives, attitudes and values of the past in sources AC9HH7S06 • explain historical interpretations about significant events, individuals and groups. AC9HH7S07	Learners develop this capability when they: • create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources. AC9HH7S08

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Aboriginal people are modern humans whose movement and adaptability can be traced through deep time. Students learn about: - theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia AC9HH7K01 - theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent AC9HH7K02 - how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time. AC9HH7K03 Ancient societies are a construct of human systems, significant individuals and traditions, influenced by place. Students learn about: - how the physical environment and geographical features influenced the development of the ancient society AC9HH7K09 - key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs AC9HH7K11 - the role and achievements of a significant individual in an ancient society. AC9HH7K13	Aboriginal cultures and societies adapt to broadscale environmental shifts through changes and continuities in social organisation and cultural practices over time. Students learn about: - how First Nations Australians have responded to environmental processes and changes over time AC9HH7K04 - the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time. AC9HH7K06 Internal and external forces shape contact and conflict within and between ancient societies. Students learn about: - causes and effects of contacts and conflicts within ancient societies or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties. AC9HH7K12	Innovation and technological achievements of Aboriginal people have sustained one of the world's oldest continuing cultures. Students learn about: - the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management. AC9HH7K05 Power structures influence the dynamics and experiences within ancient societies. Students learn about: - the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society. AC9HH7K10	Culturally responsive practice and law is designed to respect and protect Aboriginal people's heritage. Students learn about: - the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation. AC9HH7K07 The past can be examined and contested to develop theories and deeper insight. Students learn about: - the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past. AC9HH7K08

History – Year 8

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand how people experienced the same historical event differently and use this to help inform their interpretation • seek to understand experiences represented in historical evidence without allowing their own assumptions to obscure those perspectives • explore the lived experiences of people from other times to understand how historical circumstances shaped their perspectives and actions.	This disposition may be evident when learners, for example: • notice similarities and differences between historical sources and pursue these to better understand the motivations of individuals from the past • seek more information about biases they identify in historical sources to understand the cultural perspectives that shaped them • wonder about the lived experience of people from the past to understand how these experiences shaped their decisions.	This disposition may be evident when learners, for example: • carefully handle or engage with historical artefacts in response to relevant cultural protocols • assess when their assumptions may contribute to unfair or inaccurate representations of historical events and adjust their account to reduce the risk of misrepresentation • recognise and select evidence from significant perspectives to provide a fair and accurate representation of history.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop historical questions about the past to inform historical inquiry AC9HH8S01 • locate and identify primary and secondary sources to use in historical inquiry. AC9HH8S02	Learners develop this capability when they: • identify the origin, content, context and purpose of primary and secondary sources AC9HH8S03 • identify and describe the accuracy and usefulness of primary and secondary sources as evidence. AC9HH8S04	Learners develop this capability when they: • describe causes and effects, and explain continuities and changes AC9HH8S05 • identify perspectives, attitudes and values of the past in sources AC9HH8S06 • explain historical interpretations about significant events, individuals and groups. AC9HH8S07	Learners develop this capability when they: • create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources. AC9HH8S08

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Societies are shaped by traditions, relationships and interactions. Students learn about: - the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe AC9HH8K02 - the significant social, religious, cultural, economic, environmental or political features of different groups related to the empire or expansion AC9HH8K07 - the significant social, religious, cultural, economic, environmental or political features of different groups in the Asian-Pacific society. AC9HH8K12	Change or continuity stem from significant people and developments. Students learn about: - the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe AC9HH8K01 - a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03 - the role and achievements of a significant individual or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05 - a significant event, development, turning point or challenge that contributed to continuity and change related to the empire or expansion AC9HH8K08 - the role and achievements of a significant individual or group connected to the empire or expansion AC9HH8K10 - a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13 - the role and achievements of a significant individual or group in the Asian-Pacific society. AC9HH8K15	Power structures influence the dynamics and experiences within societies. Students learn about: - the experiences and perspectives of rulers and of subject peoples, and the interaction between power or authority in Medieval, Renaissance or pre-modern Europe AC9HH8K04 - the experiences and perspectives of rulers and of subject peoples, and how the interaction between power or authority relates to the empire or expansion AC9HH8K09 - the experiences and perspectives of rulers and of subject peoples, and the interaction between power or authority in the Asian-Pacific society. AC9HH8K14	The past can be examined and contested to develop theories and deeper insight. Students learn about: - interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe AC9HH8K06 - interpretations about the society and events, or individuals or groups connected to the empire or expansion AC9HH8K11 - interpretations about the Asian-Pacific society and events, or individuals or groups connected to the society. AC9HH8K16

History – Year 9

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand people’s motivations and actions within their historical circumstances before judging their behaviour from a contemporary perspective • consider how the social norms and expectations of the time may have shaped people's experiences, perspectives and actions • seek to understand how people and communities have experienced the short- and long-term effects of past government policies.	This disposition may be evident when learners, for example: • recognise a dominant historical narrative and investigate underrepresented perspectives • question the similarities and differences between accounts of a conflict, seeking more information to better understand the disparity • pursue questions raised by primary sources to explore what motivated people involved in historical social movements.	This disposition may be evident when learners, for example: • revise a historical inquiry when omissions or new evidence emerge to avoid one-sided conclusions • recognise how excluding oral histories can shape accounts of the past and respond by giving due consideration to perspectives that may otherwise be overlooked • consider language choices to avoid misrepresenting people and groups when discussing historical sources.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: - develop and modify a range of historical questions about the past to inform historical inquiry AC9HH9S01 - locate, identify and compare primary and secondary sources to use in historical inquiry. AC9HH9S02	Learners develop this capability when they: - identify the origin and content of sources and explain the purpose and context of primary and secondary sources AC9HH9S03 - explain the usefulness of primary and secondary sources, and the reliability of the information as evidence. AC9HH9S04	Learners develop this capability when they: - analyse cause and effect, and evaluate patterns of continuity and change AC9HH9S05 - compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH9S06 - analyse different and contested historical interpretations. AC9HH9S07	Learners develop this capability when they: create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources. AC9HH9S08

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
The human experience of conflict has immediate influence and leaves enduring legacies. Students learn about: - the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people AC9HH9K07 - the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East AC9HH9K09 - the effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers AC9HH9K11 - the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war AC9HH9K12	The interplay of ideologies, innovation and sociopolitical forces drive significant change. Students learn about: - the key social, cultural, economic and political changes and their significance in the development of Australian society during the period AC9HH9K02 - significant events, ideas, people, groups and movements in the development of Australian society AC9HH9K04 - continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society AC9HH9K05 - the social, economic, political, technological or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century AC9HH9K13	The cause and evolving nature of conflict is motivated by interests and ideologies. Students learn about: - the causes of the First World War and the reasons why Australians enlisted to fight in the war AC9HH9K08 - significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice. AC9HH9K10	The intent, nature and responses to contact and colonisation within our region have shaped enduring political, social and economic impacts on societies. Students learn about: - the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration AC9HH9K01 - the causes and effects of European contact, including colonisation, on an Asian society AC9HH9K20 - different experiences and perspectives of colonisers and Asian peoples from the time and the impact of changes to society, including events, ideas, beliefs and values. AC9HH9K23

Identity	Change	Systems	Perspectives
the development of an Asian society in relation to other nations in the world by 1914, including the effects of ideas such as nationalism and self-determination. AC9HH9K24	- the changing population movements and settlement patterns during the period 1750 to 1900 AC9HH9K014 - the short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms AC9HH9K15 - the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life AC9HH9K16 - the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism AC9HH9K17 - the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution AC9HH9K18 - the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century AC9HH9K19 - significant events, ideas, people, groups or movements in the development of an Asian society AC9HH9K21 - continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an Asian society. AC9HH9K22		Perspectives on colonisation differ, with many First Nations Australians and others viewing it as invasion, and perspectives continue to shape histories of resistance, resilience and change. Students learn about: - the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia AC9HH9K03 - different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values. AC9HH9K06

History – Year 10

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand people’s motivations and actions within their historical circumstances before judging their behaviour from a contemporary perspective • consider how the social norms and expectations of the time may have shaped people's experiences, perspectives and actions • seek to understand how people and communities have experienced the short- and long-term effects of past government policies.	This disposition may be evident when learners, for example: • recognise a dominant historical narrative and investigate underrepresented perspectives • question the similarities and differences between accounts of a conflict, seeking more information to better understand the disparity • pursue questions raised by primary sources to explore what motivated people involved in historical social movements.	This disposition may be evident when learners, for example: • revise a historical inquiry when omissions or new evidence emerge to avoid one-sided conclusions • recognise how excluding oral histories can shape accounts of the past and respond by giving due consideration to perspectives that may otherwise be overlooked • consider language choices to avoid misrepresenting people and groups when discussing historical sources.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop and modify a range of historical questions about the past to inform historical inquiry AC9HH10S01 • locate, identify and compare primary and secondary sources to use in a historical inquiry. AC9HH10S02	Learners develop this capability when they: • identify the origin and content of sources, and explain the purpose and context of primary and secondary sources AC9HH10S03 • explain the usefulness of primary and secondary sources, and the reliability of the information as evidence. AC9HH10S04	Learners develop this capability when they: • analyse cause and effect, and evaluate patterns of continuity and change AC9HH10S05 • compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH10S06 • analyse different and contested historical interpretations. AC9HH10S07	Learners develop this capability when they: • create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources. AC9HH10S08

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Aboriginal people’s activism and contributions shape Australia’s evolving identity and values. Students learn about: - the causes of First Nations Australians’ campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations AC9HH10K09 - the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society AC9HH10K10 - the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change. AC9HH10K11 Social change can be advanced through advocacy. Students learn about: - the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of women AC9HH10K12 - the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women AC9HH10K13 - changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability. AC9HH10K14	Global events and ideologies can be transformational, allowing for the reimagining of Australian worldviews. Students learn about: - the causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945 AC9HH10K08 - the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration AC9HH10K15 - causes and effects of the significant events and developments of the major global influences on Australia in the post-Second World War period AC9HH10K16 - changing social, political, economic, cultural, environmental and technological conditions, and the causes of a major global influence in Australia AC9HH10K17 - continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life AC9HH10K18 - the effects of global influences on Australia’s changing identity as a nation and its international relationships AC9HH10K19 - different historical interpretations and debates during the second half of the 20th century. AC9HH10K20	The human experience of conflict has immediate influence and leaves enduring legacies. Students learn about: - the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls AC9HH10K04 - the significance of the Second World War to Australia’s immediate post-war economic, political and social development, and Australia’s international relationships in the 20th century AC9HH10K05 - the commemoration of the Second World War, including different historical interpretations and debates AC9HH10K06 - the effects of significant post-Second World War world events, ideas and developments on Australian society. AC9HH10K07	The cause and evolving nature of conflict is motivated by interests and ideologies. Students learn about: - the causes, outbreak and course of the Second World War and the significance of Australian involvement AC9HH10K01 - the places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda AC9HH10K02 - the significant events and turning points of the Second World War, including the Holocaust and use of the atomic bomb. AC9HH10K03