History Stage 5 (Year 10) – sample scope and sequence

History 7–10 Syllabus (2024)

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The ‘Term and duration’ column in Table 1 provides general guidance on scheduling and duration of programs. The hours indicated meet the minimum mandatory curriculum requirements of 100 hours of mandatory history throughout Years 9 and 10 when delivered in conjunction with [History Stage 5 (Year 9) – sample scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-history-7-10). Teachers can increase these hours to reflect school context.

This scope and sequence is designed for a school delivering 50 hours of History 7–10 in an even distribution of hours across 4 terms in Year 10.

# History Stage 5 (Year 10) – scope and sequence

Table 1 – History Stage 5 (Year 10) scope and sequence

|  |  |  |
| --- | --- | --- |
| ****Term and duration**** | ****Learning overview**** | ****Outcomes**** |
| **Term 1**  **10 hours** | **Historical context 5 (core): The modern world**  The purpose of this historical context study is to develop historical knowledge related to the modern world. The period following the Second World War saw the formation of the United Nations and increased awareness of human rights and sustainability issues. The period is characterised by the Cold War and decolonisation, as well as economic growth, immigration, social change, new technologies and shifts in popular culture. | HI5-CON-01, HI5-CPP-01, HI5-INQ-01  **Related Life Skills outcomes**:  HILS-CON-01, HILS-CON-02, HILS-CON-03, HILS-CPP-01, HILS-INQ-01 |
| **Term 1 – Term 2**  **20 hours** | **Depth study (core): Human rights and freedoms (c. 1938 – c. 2017)**  The core depth **study Human rights and freedoms (c. 1938 – c. 2017)** focuses on enhancing students’ historical knowledge and skills through an immersive study of human rights and freedoms. This knowledge builds on content studied in Aboriginal Peoples’ experiences of colonisation in Australia (1788 – c. 1901) (History Stage 4). A range of sources are used to examine the impact and legacies of inequality on the lives of Aboriginal Peoples, the importance of reclaiming Languages, Cultures and identities by Aboriginal Peoples, and the purpose and influence of human rights conventions. | HI5-SPE-01, HI5-CPP-01, HI5-IEP-01, HI5-SOU-01, HI5-APP-01, HI5-INQ-01, HI5-COM-01  **Related Life Skills outcomes**:  HILS-SPE-01, HILS-SPE-02, HILS-CPP-01, HILS-IEP-01, HILS-EPC-01, HILS-EPC-02, HILS-SOU-01, HILS-SOU-02, HILS-INQ-01, HILS-COM-01 |
| **Term 3 – Term 4**  **20 hours** | **Depth study (option) – Migration experiences (1945 – c. 2016)**  The Migration experiences depth study focuses on enhancing students’ historical knowledge and skills through an immersive study of this period in history. Students apply the process of historical inquiry with increasing independence to actively participate in the construction of history. | HI5-SPE-01, HI5-CPP-01, HI5-IEP-01, HI5-SOU-01, HI5-INQ-01, HI5-COM-01  **Related Life Skills outcomes**:  HILS-SPE-01, HILS-SPE-02, HILS-CPP-01, HILS-IEP-01, HILS-SOU-01, HILS-SOU-02, HILS-INQ-01, HILS-COM-01 |

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