Modern history Years 11–12 – sample scope and sequence

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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 resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Modern history Years 11–12 – scope and sequence

## Year 11

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 1 – modern history (Year 11) 120-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 1  Weeks 1–4  15 hours | **Investigating modern history – The construction of modern histories**  Students investigate the opportunities and challenges associated with constructing different types of history including the role of evidence, interpretation, perspective, selectivity, emphasis and omission. | MH-11-05, MH-11-06, MH-11-07  **Related Life Skills outcomes:** MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 |  |
| Term 1  Weeks 5–10  25 hours | **Investigating modern history case study – List A: The decline and fall of the Romanov dynasty**  Students investigate the historical context of Russia under the Romanovs and the features, people, ideas, movements, events and developments associated with the period including a relevant historical debate or issue. | MH-11-01, MH-11-02, MH-11-04, MH-11-05, MH-11-06, MH-11-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-04, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 | Source-based historical analysis (25%), due end of Term 1 |
| Term 2  Weeks 1–4  15 hours | **Historical investigation**  Students investigate the nature, range and importance of evidence, archives, historic sites and scientific techniques for understanding events and developments in the past. Students apply this learning through an historical investigation. | MH-11-05, MH-11-06, MH-11-07, MH-11-08  **Related Life Skills outcomes:** MH-LS-01, MH-LS-02, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11, MH-LS-12, MH-LS-13 | Historical investigation (40%), due start of Term 3  This focus area is integrated with explicit teaching of the historical inquiry process in preparation to complete an historical investigation. |
| Term 2  Weeks 5–10  25 hours | **Investigating modern history case study – List B: The Meiji Restoration**  Students investigate the historical context of the Meiji Restoration and the features, people, ideas, movements, events and developments associated with the period including a relevant historical debate or issue. | MH-11-01, MH-11-02, MH-11-04, MH-11-05, MH-11-06, MH-11-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-04, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 |  |
| Term 3  Weeks 1–10  40 hours | **The shaping of the modern world – The First World War**  Students investigate the ways the First World War has shaped the modern world through a study of key events and developments. | MH-11-01, MH-11-02, MH-11-04, MH-11-05, MH-11-06, MH-11-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-04, MH-LS-05, MH-LS-06, MH-LS-07, MH-LS-09, MH-LS-10, MH-LS-11 | Examination (35%), end of Term 3  Students complete an examination of 3 × 40-minute sections of 25 marks. |

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## Year 12

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context

Table 2 – modern history (Year 12) 120-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 4  Weeks 1–10  30 hours | **Core study: Democracy and dictatorship 1919–1939**  Students investigate the nature of political authority through studying dictatorship with a focus on Nazi Germany. | MH-12-01, MH-12-03, MH-12-04, MH-12-05, MH-12-06, MH-12-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-05, MH-LS-06, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 | Source-based historical analysis (20%), due end of Term 4 |
| Term 1  Weeks 1–10  30 hours | **National studies – Japan, 1904–1937**  Students investigate key features, individuals, groups, events and developments that shaped the history of Japan. | MH-12-01, MH-12-02, MH-12-03, MH-12-04, MH-12-05, MH-12-06, MH-12-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-04, MH-LS-05, MH-LS-06, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 | Essay (25%), end of Term 1 |
| Term 2  Weeks 1–10  30 hours | **Peace and conflict – The Cold War 1945–1991**  Students investigate key features of the Cold War in terms of efforts to maintain peace and prevent conflict. | MH-12-02, MH-12-03, MH-12-04, MH-12-05, MH-12-06, MH-12-07  **Related Life Skills outcomes:** MH-LS-04, MH-LS-05, MH-LS-06, MH-LS-07, MH-LS-08, MH-LS-09, MH-LS-10, MH-LS-11 | Topic test (25%), mid Term 2 |
| Term 3  Weeks 1–10  30 hours | **Change in the modern world – The Nuclear Age, 1945–2021**  Students investigate key features of the nuclear age focusing on political and social change, and the role of individuals and groups. | MH-12-01, MH-12-02, MH-12-03, MH-12-04, MH-12-06, MH-12-07  **Related Life Skills outcomes:** MH-LS-03, MH-LS-04, MH-LS-05, MH-LS-06, MH-LS-07, MH-LS-09, MH-LS-10, MH-LS-11 | Examination (30%), early Term 3  Students complete an examination of 4 × 40-minute sections of 25 marks. The exam should be structured in such a way that it models the organisation of the HSC Examination. |

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# References

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