

# TEACHING SECONDARY HISTORY

Encouraging students to take an interest in the events and people of the past can be a challenging task for teachers of all backgrounds. *Teaching Secondary History* provides a comprehensive introduction to the theory and practice of teaching history to Years 7–12 in Australian schools. Engaging directly with the Australian Curriculum, this text introduces pre-service teachers to the discipline of history. It builds on students' historical knowledge, thinking and skills and offers practical guidance on how to construct well-rounded history lessons for students.

From inquiry strategies and teacher- and student-centred practice, to embedding the cross-curriculum priorities in planning and assessment, this text supports the learning and development of pre-service history teachers by connecting the 'big ideas' of teaching with the nuance of history content. Each chapter features short-answer and 'Pause and think' questions to enhance understanding of key concepts, 'Bringing it together' review questions to consolidate learning, classroom scenarios, examples of classroom work and a range of information boxes to connect students to additional material.

Written by an author team with extensive history teaching experience, *Teaching Secondary History* is an exemplary resource for pre-service secondary history teachers.

**Heather Sharp** is Associate Professor in the School of Education, University of Newcastle.

**Jonathon Dallimore** is the Professional Officer for the History Teachers' Association of NSW.

**Alison Bedford** lectures in Secondary History Curriculum and Pedagogy at the University of Southern Queensland.

**Martin Kerby** is Associate Professor (Curriculum and Pedagogy) at the University of Southern Queensland.

**James Goulding** teaches History Curriculum and Educational Psychology at the University of Sydney.

**Treesa Heath** is a Kamilaroi woman and sessional academic at the University of Newcastle.

**Darius von Güttner** is a Principal Research Fellow in the School of Historical and Philosophical Studies, University of Melbourne.

**Louise Zarmati** is a lecturer in Humanities and Social Sciences in the School of Education, University of Tasmania.

Cambridge University Press  
978-1-108-96998-7 — Teaching Secondary History  
Heather Sharp , Jonathon Dallimore , Alison Bedford , Martin Kerby , James Goulding , Treasa Clare Heath ,

Darius von Guttner , Louise Zarmati  
Frontmatter  
[More Information](#)

Cambridge University Press acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our company is located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. Cambridge University Press is committed to honouring Australian Aboriginal and Torres Strait Islander peoples’ unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

# TEACHING SECONDARY HISTORY

**Heather Sharp, Jonathon Dallimore,  
Alison Bedford, Martin Kerby,  
James Goulding, Treasa Heath,  
Darius von Güttner, Louise Zarmati**



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press

978-1-108-96998-7 — Teaching Secondary History

Heather Sharp , Jonathon Dallimore , Alison Bedford , Martin Kerby , James Goulding , Treasa Clare Heath ,

Darius von Guttner , Louise Zarmati

Frontmatter

[More Information](#)

## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781108969987](http://www.cambridge.org/9781108969987)

© Cambridge University Press 2022

This publication is copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2022

Cover designed by Cate Furey

Text designed by Anne-Marie Reeves

Typeset by Straive

Printed in Malaysia by Vivar Printing, August 2021

*A catalogue record for this publication is available from the British Library*

*A catalogue record for this book is available from the National Library of Australia*

ISBN 978-1-108-96998-7 Paperback

Additional resources for this publication at <https://www.cambridge.org/highereducation/isbn/9781108969987/resources>

### Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited

Level 12, 66 Goulburn Street

Sydney NSW 2000

Telephone: (02) 9394 7600

Facsimile: (02) 9394 7601

E-mail: [memberservices@copyright.com.au](mailto:memberservices@copyright.com.au)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

*Please be aware that this publication may contain several variations of Aboriginal and Torres Strait Islander terms and spellings; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' may be used interchangeably in this publication.*

CONTENTS

|   |           |
|---|-----------|
| About the authors   | page ix   |
| Acknowledgements  | xi        |
| Guide to online resources   | xiv       |
| <br>  |           |
| <b>Part 1 What is history?</b>  | <b>1</b>  |
| <b>1 History</b>  | <b>3</b>  |
| <i>Jonathon Dallimore</i>   |           |
| Introduction  | 3         |
| What is history?  | 3         |
| History as an academic discipline   | 4         |
| Popular history and memory of the past  | 12        |
| History in the secondary school curriculum  | 19        |
| Conclusion  | 23        |
| Bringing it together  | 24        |
| References  | 24        |
| <b>2 Knowledge, historical thinking and skills</b>  | <b>26</b> |
| <i>Darius von Güttner</i>   |           |
| Introduction  | 26        |
| History as a discipline: What historians do and why it matters to teachers                    | 27        |
| Historical consciousness: What teachers need to know  | 28        |
| Historical knowledge: Why and how the disciplinary nature of history impacts on the classroom | 31        |
| Australian Curriculum: History  | 38        |
| Conclusion  | 45        |
| Bringing it together  | 45        |
| References  | 46        |
| <b>3 Teaching history in Years 7 to 12</b>  | <b>48</b> |
| <i>Heather Sharp and Louise Zarmati</i>   |           |
| Introduction  | 48        |
| Developing the Australian Curriculum: The role of history                                     | 49        |
| Structure of the Australian Curriculum: History   | 53        |
| Inquiry learning in the Australian Curriculum   | 59        |
| History curriculum in Australia   | 61        |
| Conclusion  | 73        |
| Bringing it together  | 74        |
| References  | 74        |
| <br>  |           |
| <b>Part 2 Planning for history teaching</b>   | <b>77</b> |
| <b>4 Approaches to historical thinking and learning</b>                                       | <b>79</b> |
| <i>James Goulding</i>   |           |
| Introduction  | 79        |

Darius von Guttner, Louise Zarmati

Frontmatter

[More Information](#)

vi CONTENTS

|   |            |
|---|------------|
| Learning the facts of history                         | 80         |
| Constructing historical knowledge                     | 82         |
| Communities of historical inquiry                     | 87         |
| Growing historical understanding                      | 91         |
| Future directions in teaching and learning history    | 95         |
| Conclusion  | 97         |
| Bringing it together                                  | 97         |
| References  | 98         |
| <b>5 Teaching and learning: History as inquiry</b>    | <b>100</b> |
| <i>Alison Bedford and Martin Kerby</i>                |            |
| Introduction  | 100        |
| What is inquiry?                                      | 101        |
| Inquiry in the Australian Curriculum                  | 103        |
| Teaching through inquiry                              | 109        |
| Conclusion  | 120        |
| Bringing it together                                  | 120        |
| References  | 121        |
| <b>6 Planning for student learning and assessment</b> | <b>124</b> |
| <i>Alison Bedford and Martin Kerby</i>                |            |
| Introduction  | 124        |
| Learning and assessment                               | 126        |
| Designing effective assessment tasks                  | 130        |
| Designing effective questions                         | 141        |
| Assessment rubrics                                    | 144        |
| Preparing students for external assessments           | 148        |
| Conclusion  | 149        |
| Bringing it together                                  | 149        |
| References  | 150        |
| <b>Part 3 History in the classroom</b>                | <b>153</b> |
| <b>7 Teacher-centred practice</b>                     | <b>155</b> |
| <i>Heather Sharp</i>                                  |            |
| Introduction  | 155        |
| Enactment of the curriculum                           | 156        |
| Classroom practices                                   | 158        |
| Conclusion  | 175        |
| Bringing it together                                  | 175        |
| References  | 176        |
| <b>8 Student-centred practice</b>                     | <b>178</b> |
| <i>Heather Sharp</i>                                  |            |
| Introduction  | 178        |
| Student-centred practice as inquiry                   | 178        |
| Classroom practices                                   | 180        |
| Conclusion  | 196        |

|   |            |
|---|------------|
| Bringing it together  | 197        |
| References  | 198        |
| <b>Part 4 Making connections</b>  | <b>201</b> |
| <b>9 Aboriginal and Torres Strait Islander histories and cultures</b>                           | <b>203</b> |
| <i>Treesa Heath</i>   |            |
| Introduction  | 203        |
| Contextualising the cross-curriculum priority   | 204        |
| Aboriginal and Torres Strait Islander pedagogical tools and approaches in the history classroom | 212        |
| Creating and maintaining collegial community networks   | 215        |
| Conclusion  | 221        |
| Bringing it together  | 222        |
| Acknowledgements  | 223        |
| References  | 223        |
| <b>10 Asia and Australia’s engagement with Asia</b>   | <b>227</b> |
| <i>Jonathon Dallimore</i>   |            |
| Introduction  | 227        |
| History and the cross-curriculum priority   | 228        |
| Australia’s connections with Asia   | 229        |
| The cross-curriculum priority   | 232        |
| Asia as a diverse space   | 235        |
| Examining the achievements and contributions of Asia  | 239        |
| Asia–Australia engagement   | 243        |
| Conclusion  | 247        |
| Bringing it together  | 248        |
| References  | 248        |
| <b>11 Sustainability</b>  | <b>251</b> |
| <i>Heather Sharp</i>  |            |
| Introduction  | 251        |
| Contextualising the cross-curriculum priority   | 252        |
| Practice-focused Sustainability in Australian schools and classrooms                            | 254        |
| Combining history and geography   | 258        |
| Integrated learning in middle school contexts   | 259        |
| Supporting Sustainability education with various tools, approaches and pedagogies               | 259        |
| Conclusion  | 263        |
| Bringing it together  | 264        |
| Acknowledgements  | 264        |
| References  | 264        |
| <b>12 Professional networks</b>   | <b>266</b> |
| <i>Alison Bedford</i>   |            |
| Introduction  | 266        |
| Your professional persona   | 267        |
| Personal professional connections   | 268        |

Cambridge University Press  
978-1-108-96998-7 — Teaching Secondary History  
Heather Sharp , Jonathon Dallimore , Alison Bedford , Martin Kerby , James Goulding , Treesa Clare Heath ,

Darius von Guttner , Louise Zarmati

Frontmatter

[More Information](#)

viii CONTENTS

|                          |     |
|--------------------------|-----|
| Social media connections | 273 |
| Conclusion               | 277 |
| Bringing it together     | 277 |
| References               | 278 |

|       |     |
|-------|-----|
| Index | 279 |
|-------|-----|

---

Darius von Guttner, Louise Zarmati

Frontmatter

[More Information](#)

## ABOUT THE AUTHORS

**Dr Heather Sharp** is Associate Professor in the School of Education, University of Newcastle. With a background as a high school history and Human Society and Its Environment/Studies of Society and Environment teacher, she has taught across curriculum courses for over a decade. Heather is a founding member of the HERMES research group. She is co-convenor of the Tertiary History Educators' Association (THEA) and the History Network for Teachers and Researchers (HNTR), and the Special Issues Editor of *Historical Encounters Journal*. Heather's research investigates historical representations in school curriculum, particularly around topics of significance to a nation's history. She is currently part of a research group investigating historical and moral consciousness.

**Jonathon Dallimore** has been teaching history for 15 years and is currently working as the Professional Officer for the History Teachers' Association of NSW. He has written extensively for the junior and senior history courses in New South Wales, including books on Russia and the USSR, Indochina, the Great War and the civil rights movement. Jonathon also teaches history method at the University of New South Wales in Sydney and the University of Wollongong.

**Alison Bedford** has taught modern history for more than a decade and has served as a review panel chair for the Queensland Curriculum and Assessment Authority (QCAA). She holds a PhD in English literature and lectures in Secondary History Curriculum and Pedagogy at the University of Southern Queensland, preparing the next generation of history teachers. Alison's teaching and research interests centre on student-led inquiry and fostering independence and critical thinking skills in young historians. She is the founder of a local history teaching network, which aims to support teachers in making history an exciting and rigorous academic experience.

**Martin Kerby** is Associate Professor (Curriculum and Pedagogy) at the University of Southern Queensland. He has received numerous awards and grants, including Queensland ANZAC Centenary Grants (2014 and 2017) and a federal ANZAC Centenary Arts and Culture Fund grant (2015). In 2018, Martin was awarded a Fellowship at the State Library of Queensland to undertake a project titled 'A War Imagined: Queenslanders and the Great War'. In 2020, he was awarded a place on the Gandel Holocaust Studies Program for Australian Educators in Jerusalem. Dr Kerby is currently co-curating an exhibition titled 'The Kangaroo and the Eagle: Allies in War and Peace 1908–2018', which will be shown at the Pentagon in 2021.

**Dr James Goulding** began his career as a secondary history teacher in New South Wales, before moving to teach History Curriculum and Educational Psychology at the University of Sydney. James has published in both Australian and international journals, and is

Darius von Guttner , Louise Zarmati

Frontmatter

[More Information](#)

x ABOUT THE AUTHORS

the author of several book chapters on history curriculum. James also serves as a journal editor for the History Teachers' Association of NSW. James' current research interests include critical thinking and website evaluation.

**Treesa Heath** is a Kamilaroi woman and sessional academic at the University of Newcastle with a background in teaching, researching, and consulting with schools and research centres on Aboriginal and Torres Strait Islander education and research. She works between her Aboriginal community affiliations and the education sector to provide insights into the educational experiences of Aboriginal and Torres Strait Islander peoples and communities. Treesa has taught in Aboriginal education, Aboriginal studies, sociology and psychology of education, literacy, and preparatory higher education enabling and education foundations. She is currently completing her PhD on how Australia's Indigenous education research may benefit Aboriginal and Torres Strait Islander peoples and communities.

**Dr Darius von Güttner** is a Principal Research Fellow in the School of Historical and Philosophical Studies, University of Melbourne. He is an award-winning historian whose work concentrates on cultural aspects of European history and on transmission of ideas. His professional experience combines teaching at tertiary and secondary levels in Australia and overseas. He has taught history subjects, including senior humanities teacher education courses. Among his books are *The French Revolution* (Nelson Cengage) and HTAV's *French Revolution Study and Exam Guide*.

**Louise Zarmati** has had a varied career as a teacher, archaeologist and museum educator. Louise is a lecturer in Humanities and Social Sciences in the School of Education, University of Tasmania and worked as a classroom history teacher in New South Wales for 20 years. She completed her teaching qualifications at the University of Sydney, has a Masters degree in archaeology, heritage and museums from the University of Cambridge and a PhD in history education from Deakin University. Louise is the author of several textbooks and research articles on history, archaeology, curriculum and pedagogy.

Darius von Guttner, Louise Zarmati

Frontmatter

[More Information](#)

## ACKNOWLEDGEMENTS

As authors of this textbook we would like to recognise the support we received from Cambridge University Press as we worked on this text. Our sincere thanks to Lauren Magee, Development Editor, and Tanya Bastrakova, Associate Commissioning Editor, for their hard work and dedication in supporting the authors and writing process through what most people can describe as the difficult, or at the very least uncertain, year that 2020 was for many both here in Australia and internationally. Both Lauren and Tanya showed patience and kindness as we struggled to meet our changed institutional responsibilities and care for our students, colleagues and families as well as continue our work on this book. The renegotiation of time frames was appreciated for some of the authors at various points in time. We would also like to sincerely thank the earlier support and work of now-former Senior Commissioning Editor, Michael Spurr, who brought together the author team to write the various chapters in the book and who reached out to Dr Darius von Güttner to develop the book's initial proposal.

The author team would like to extend a special thanks to Ashley Pratt, Executive Director, Curriculum, Pedagogy, and Innovation at Melbourne Girls Grammar and Vice-President of the History Teachers' Association of Victoria (HTAV), for his advice on the VCE History course.

We would also like to recognise and acknowledge the traditional owners, as custodians of knowledge and learning, of the lands on which we wrote our chapters.

Finally, the author team would like to thank our current and past pre-service teachers who are learning to become effective history teachers, and our colleagues within and across our institutions who support us through professional conversations, research and teaching collaborations, and general academic support.

*Heather Sharp:* I would like to thank my colleagues at the University of Newcastle, especially the HERMES research group and my co-author Louise Zarmati – I enjoyed our robust conversations as we sought to bring together our ideas to craft the chapter that appears here. A sincere thank you to David Nally, Teacher and HSIE Coordinator (7–10) at Brigidine Catholic College, Randwick, for his critical engagement with the Five Levels of Active Citizenship featured in Chapter 3.

*Jonathon Dallimore:* I am privileged to have been asked to be part of this project and would like to thank the author and editing teams for making this process so enjoyable. Thanks as always also goes to my own little team (Jean and Otis) for supporting me and to all those whom I have had the privilege of teaching at schools and universities these past 15 years. You have shaped my views and experiences of history education and I hope at least some of this has been captured in what I've contributed here.

*Alison Bedford:* With thanks to my colleagues and the students at both The Glennie School and the University of Southern Queensland for creating the dynamic learning and

Darius von Guttner, Louise Zarmati

Frontmatter

[More Information](#)

xii ACKNOWLEDGEMENTS

teaching communities that underpin my teaching experience. Thanks to my chapter co-author Martin Kerby for this collaborative opportunity and finally to my family for your unwavering support.

*Treasa Heath:* I would like to acknowledge Heather Sharp for providing useful feedback and encouragement throughout the writing process. My sincere thanks to the Ulladulla Local Aboriginal Land Council, Lea Brook, Amanda Reynolds, the Ulladulla High School staff and students, and the supportive Aboriginal community Elders and members for allowing the images and story of our women's possum skin cloak camp to appear in Chapter 9.

*Darius von Guttner:* I would like to acknowledge the enormous contribution to my thinking about teaching history made over the years by my students. I owe a debt of gratitude to my colleagues with whom I discussed and finessed ideas about the craft of teaching history and secondary and tertiary levels.

The authors and Cambridge University Press would like to thank the following for permission to reproduce material in this book.

**Figure 1.1:** © Getty Images/Leemage/Contributor. **Figure 1.2:** © Getty Images/clu. **Figure 1.4:** © Getty Images/AFP Contributor/Contributor. **Figure 1.6:** © Getty Images/Michael Dodge/Stringer. **Figure 10.4:** © Getty Images/Peter Langer/Design Pics. **Figure 10.6:** © Getty Images/WILLIAM WEST/Staff. **Figure 11.1:** © Getty Images/MPI/Stringer. **Figure 12.1:** © Getty Images/Hill Street Studios.

**Figure 3.1** and extracts from the Australian Curriculum, Assessment and Reporting Authority (ACARA): © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2009 to present, unless otherwise indicated. This material was downloaded from the Australian Curriculum website (<https://www.australiancurriculum.edu.au/>) as indicated (accessed January 2021) and was not modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>). ACARA does not endorse any product that uses ACARA material or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product.

Extract from Australian Institute for Teaching and School Leadership (AITSL). (2018). *Australian Professional Standards for Teacher*. Carlton South: Education Services Australia: © 2018 Education Services Australia Limited as the legal entity for the COAG Education Council (Education Council). Cambridge University Press has reproduced extracts of the Australian Institute for Teaching and School Leadership's *Australian Professional Standards for Teachers* in this publication with permission from the copyright owner.

Extract from Harris, J., Spina, N., Ehrich, L. C. & Smeed, J. (2013). *Insights: Student Centred Schools Make the Difference*. Melbourne: AITSL: © 2021 the Australian Institute for Teaching and School Leadership Limited (AITSL). The content was created by

Cambridge University Press  
978-1-108-96998-7 — Teaching Secondary History  
Heather Sharp , Jonathon Dallimore , Alison Bedford , Martin Kerby , James Goulding , Treesa Clare Heath ,

Darius von Guttner , Louise Zarmati  
Frontmatter  
[More Information](#)

AITSL. AITSL was formed to provide national leadership for the Commonwealth, State and Territory Governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

**Table 6.3, Table 8.2** and extracts from the Queensland Curriculum and Assessment Authority (QCAA): © Queensland School Curriculum Council (currently QCAA) Licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>). Please see copyright notice at [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) for further copyright information.

*Every effort has been made to trace and acknowledge copyright. The publisher apologises for any accidental infringement and welcomes information that would redress this situation.*

## GUIDE TO ONLINE RESOURCES

The student online resources for *Teaching Secondary History* are freely available online at [www.cambridge.org/highereducation/isbn/9781108969987/resources](http://www.cambridge.org/highereducation/isbn/9781108969987/resources). Visit the site to explore further activities and worksheets, along with guided responses to the questions posed throughout the text, weblinks, additional reading material and a glossary for each chapter.

An updated version of the F-10 Australian Curriculum is scheduled for release in early 2022. When available, up-to-date information about the Australian Curriculum: History in relation to this text will be provided in the online resources.



### TEACHING SECONDARY HISTORY

## Chapter 1 History

### Glossary

**Academic discipline:** a broadly unified field of knowledge with distinctive procedures and methods such as biology, physics, geology, ethics and history.

**Discourse:** the ways in which an issue is discussed throughout society. For example, we might say that there is a discourse surrounding parenthood in Australia or that discourse around particular minority groups is problematic.

**Enlightenment:** a broad European intellectual and cultural movement spanning roughly the years 1685 to 1815. It is often associated with the promotion of rational inquiry over tradition or superstition and a faith in human progress.

### Guided responses

#### Short-answer questions 1.1

1. Explain the distinction between 'the past' and 'history'.  
The distinction between 'the past' and 'history' is an attempt to point out that there is a gulf between times that came before our own and our attempts to make sense of them.