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.

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TEACHING SECONDARY HISTORY

Heather Sharp, Jonathon Dallimore, Alison Bedford, Martin Kerby, James Goulding, Treesa Heath, Darius von Güttner, Louise Zarmati
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GUIDE TO ONLINE RESOURCES

The student online resources for *Teaching Secondary History* are freely available online at 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.

---

**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.