Abbott, Tony, 50
Aboriginal people
community networks, 215–21, 270
education, 206–8, 212–14
farming practices, 255
Macassan traders and, 244
rights of, 96
women’s camp for, 217–21
Aboriginal and Torres Strait Islander histories and cultures (cross-curriculum priority)
aims, 204–5
analysis of content in, 211–12
background knowledge for, 209–10
benefits of engaging with, 205
big-picture planning around, 205–8
context, 204–5
deciding to include, 203
direct instruction, 213
Eight Ways of Learning, 213
evaluating resources for, 212
limitations, 209
pedagogical approaches to, 212–14
Red Dirt Thinking approach, 213
Stronger Smarter approach, 213
successful teaching of, 204
whole-school/community approach, 215–21
accreditation bodies (state), 51
achievement standards, 128–9, 144–5
active citizenship, 57–9
Active History (website), 84
activities, classroom, see classroom activities
Agenda 2030 (UN), 252
Alice Springs (Mparntwe) Education Declaration, 56–7, 103–4, 206–7, 253–4
American century, 231
analysis and use of sources (historical skill), 32, 44, 81–2, 85–6, 131–2
see also sources
ancient history subject (Years 11 and 12), 63–6, 69–72, 238, 240, 242
‘Ancient to the Modern World, The’ unit (Year 8), 55, 254–5, 258–9
‘ancient vs modern’ comparative activities, 89–90
Angkor Wat, 241
Annales approach to history, 9
Anzac Day, 17
arguments (essay writing), 143
artefacts, 184–5
Ashoka the Great (268–232 BCE), 240
Asia
achievements of, 239–42
Australia and, 228–32, 243–6
Australian Curriculum on, 237–46
contributions of, 239–42
as diverse, 235–9
growing influence of, 230–2
language for describing, 236
sub-regions, 236
Asia and Australia’s Engagement with Asia (cross-curriculum priority)
achievements explored through, 239–42
Asia–Australia engagement explored through, 243–6
concepts in, 232
critical engagement with, 234–5
criticisms, 233–4
diversity explore through, 235–9
historical context, 228–9
history teaching and learning shaped by, 234
organising ideas in, 232
reasons for, 229–30
Asia in Australian Education (report), 229
‘Asia literacy’, 229–30
Asian century, 230–2
Asian Studies Council, 229
assessment(s)
aims of, 124–5
backward mapping and, 126–9
cognitions and, 128–9
assessment(s) (cont.)
diagnostic, 125
external, 148–9
formative, 125, 130–5
learning and, 126–9
marking, 146–8
question design for, 141–3
reasons for, 130
rubrics, 144–8
scaffolding and, 188
substantive knowledge and, 32
summative, 125, 136–41
associations, history teachers’, 88, 271–3
Australia
Asia and, 228–32, 243–6
colonisation of, 244–6
migration to, 244, 246–7
Australia in the Asian Century (white paper), 231–2
Australian Capital Territory (ACT), 52, 107, 207
Australian Curriculum
cross-curriculum priorities 204, 228, 253
(see also specific priorities)
debates around history’s place in, 19–23
Declarations informing, 103–4
development of, 49–50
general capabilities, 117, 206
geography, 258
HASS Learning Area, 54, 262
implementation of, 54, 60, 104
Indigenous content analysed in, 211–12
influence of, 49
inquiry frameworks, 59–60, 103–6
structure, 53–4
on sustainability, 253
Australian Curriculum: History
about, 38
achievement standards, 128–9, 144–5
aims/objectives, 56, 104–6, 186, 234
Asia-relevant topics in, 237–46
citizenship in, 57
Declarations informing, 103–4
development of, 50
historical inquiry and skills strand, 32–3, 38, 43–4, 105
historical knowledge and understanding strand, see historical knowledge and understanding strand (curriculum)
historical thinking in, 34
history defined in, 39
inquiry frameworks, 100, 103–6
outcomes, 254–6
popular history and memory in, 15
Rationale, 124–5
structure, 28, 55
sustainability in, 253–4
syllabuses and, 104
units in, 254–9
Vikings content area, 55
Year 7, 88–90, 216, 238–9, 244
Year 8, 55, 238–9, 254–6, 258–9
Year 9, 16, 61–3, 128–9, 214, 238, 240, 243–4
Year 10, 110–13, 144, 211, 238, 240, 243, 256–7
Years 7–10, 240–2
Years 7–8, 44
Years 9–10, 44, 246
Years 11 and 12, see senior history courses
Australian Curriculum, Assessment and Reporting Authority (ACARA), 50–1
Australian History Summit (2006), 49
Australian Institute for Teaching and School Leadership (AITSL), 51, 179–80
Australian War Memorial, 185
backward mapping, 126–9
Bede, the Venerable, 6
behaviourism, 80
Beyer, B. K., 164–6
‘Big History’, 11
big-picture planning, 205
‘Big Six’ historical thinking concepts, 36, 56, 88, 90
Bishop, Julie, 49
Bloom’s taxonomy, 167, 173  
Board of Studies (Curriculum), 51  
body paragraphs (essay writing), 137–8  
Buddhism, 241  
Cambodia, 235  
camp, Aboriginal women’s, 217–21  
carers, responding to, 216  
cause and effect (historical concept), 41–2  
Center for the Advancement of Teaching, 168  
change (historical concept), 33, 41, 89–90  
Charlie Hebdo shootings (2015), 139  
checklists, essay writing, 132–3  
chronology, terms and concepts (historical skill), 32–3, 44  
citizenship/civics education, 56–9  
classroom activities  
‘ancient vs modern’ comparative, 89–90  
comprehension development, 170–1  
history mysteries, 84–5  
jigsaw activity, 192–3  
object-based learning, 185  
see-think-wonder activity, 185  
sticky note questions, 192  
student-centred learning, 181–3, 185, 192–5  
teacher-centred practice, 160–1, 170–1  
using textbooks, 160–1, 181–3  
timeline construction, 160  
classrooms  
community of inquiry in, 87–8, 90  
popular history/public memory in, 15–17  
teacher-centred practices in, 159–74  
climate change, 252  
cognitions (critical thinking processes), 105–6, 117, 128–9, 191  
cognitive cues, 141  
cognitive revolution, 82  
collaboration, 116–18, 188  
collective identity, 14–15  
collective memory, 14–17  
see also historical consciousness  
Collins Writing Method, 120  
colonisation, 244–6  
Colonising the landscape (teaching resource), 214  
communication skills, 32, 44, 133–4  
communities of inquiry, 87–8, 90  
community networks, Indigenous, 215–21, 270  
comprehension, reading, 170–1  
concepts (cross-curriculum priorities), 232  
concepts (historical thinking)  
Australian Curriculum, 32–3, 38–43, 55, 141 (see also specific concepts)  
‘Big Six’ procedural, 36, 56, 88, 90  
classroom application of, 32–3, 36, 88–90  
first-order, 40, 55  
Lévesque’s procedural, 37  
role of, 32  
second-order, 40, 56  
conclusions (essay writing), 137–8  
concrete-operational stage (development), 91  
constructivism, 83–7  
content  
concepts and, 32–3, 36, 40  
debates around, 21–2  
defined, 32  
within inquiry frameworks, 102  
see also substantive knowledge  
contestability (historical concept), 43  
continuity (historical concept), 41, 89–90  
cooperative learning, 179, 181, 192–3  
Cook, James, 17  
Cornell Method of Notetaking, 161  
critical knowledge, 190  
critical thinking skills, 105–6, 117, 128–9, 191  
cross-curriculum priorities, 204, 228 (see also specific priorities)  
cultural histories, 10, 14–15  
cultural interface, 205, 209–10  
Curriculum  
described, 60  
development of national, 12, 49–50
curriculum (cont.)
spiral, 93
see also Australian Curriculum; Australian Curriculum: History
curriculum knowledge, 205

Dark Emu (Pascoe), 255
debates, 171–3, 189–92
Declaration of Rights for Indigenous Peoples (UNDRIP), 206
Departments of Education (state/territory), 51
development, stages of (Piaget), 91–4
diagnostic assessments, 125, 127
direct instruction, 81–2, 102, 119, 163–4, 213
direct questioning, 166–70
Directed Reading-Thinking Activity (DRTA), 170–1
disciplinarity of history, 20–1, 27, 32
see also history (academic discipline)
disciplinary knowledge, see procedural knowledge
Discoveries at Lake Mungo (documentary), 216
discovery learning, 185
discussions, 171–3, 189–92

education
Asia’s place in Australian, 228–9
environmental, 252–3
history, see teaching history
reconciliation, 209–10
responsibility for, 48–52 (see also Australian Curriculum)
Education Council, 51
Education for Sustainable Development, 252
Eight Days in Kamay (exhibit), 17
Eight Ways of Learning, 213
emancipatory knowledge, 190
emotion, memory and, 95–6
empathy (historical concept), 33, 42–3, 93–4, 186–7
empiricism, 6
engagement, student, 158

Enlightenment (1685–1815), 6
environment movement, 256–7
‘Environment Movement, The (1960s–present)’ unit, 256–7
environmental education, 252–3
environmental history approach, 11
essay writing, 120, 132–3, 137–8
essential questions, 167
European century, 231
evidence (essay writing), 143
evidence (historical concept), 32, 40–1, 84
examinations, 136
excursions, 173–4, 184
explanation and communication (historical skill), 32, 44, 133–4
explicit instruction, 81–2, 102, 119, 163–4, 213
external assessments, 148–9

Facebook, 274
Facing History and Ourselves (website), 192
farming practices, 255
feedback
assessment and providing, 130, 148
on communication skills, 133–4
minimising workload around, 134
peer, 130, 133–5
on question design, 131
on research skills, 131–2
teacher, 132–3
feminist approach to history, 10
films, representation in, 83
First World War, 14, 16–17
FitzSimons, Peter, 13
Five Levels of Active Citizenship, 57–9
flipped learning approach, 119
formal-operational stage (development), 91
formative assessments, 125, 130–5, 148
‘forms of life’, 94
forms of knowledge (Habermas), 190
Fortnite (video game), 275
French Revolution, 35, 40
‘Friends of Multuggerah’ (history group), 270–1

government, 258–61
Ghandi, Indira, 242
Gillard, Julia, 20, 231
‘Globalising World, The’ unit (Year 10), 256–7
glossary, developing a, 161
gradual release of responsibility (GRR), 115–18
group identity, 14–15
guest speakers, 174
‘guide on the side’, 114
Guide to the Teaching of Australian History in Years 9 and 10, 50

Guided inquiry, 115

Habermas, Jürgen, 190, 193
habitat destruction, 255
Harkness method, 117–18
Herodotus (484–420 BCE), 5–6, 101
High Impact Teaching Strategies (HITS) framework (Victoria), 81–2
historians, 8, 27, 87–8, 90
historical consciousness
  curriculum/syllabus aims and, 124–5
  importance of, 205
  knowledge and, 125
  teachers’ roles in developing, 27–31, 39
historical inquiry, see inquiry frameworks
historical inquiry and skills strand (curriculum), 32–3, 38, 43–4, 105
historical interpretation, 43
historical knowledge
  challenges in developing, 27
  in communities of inquiry, 87–8
  defined, 31
  discipline-specific nature of, 27
  forms of, 32
  questions supporting, 37–8
  skills–content relationship and, 27–8, 32
historical knowledge and understanding strand (curriculum)
  concepts, 32–3, 38–43, 55, 141
  public memory in, 16
  summary, 62–3
historical questions and research (historical skill), 37–8, 44
see also questions; research
historical thinking
  assessment of, 125
  cognitive developments and, 91
  concepts, see concepts (historical thinking)
  defined, 34
  framework, 85
  importance of learning, 34
  knowledge and, 125
  object-based learning and, 184
  questions supporting, 37–8
  theoretical approaches to, 34–6
historical understanding, 34, 91–5
see also historical thinking
historicity, 28
Histories (Herodotus), 5
history (academic discipline)
  about, 4–11
  aim of studying, 235
  curriculum and, 12, 39 (see also Australian Curriculum)
  different approaches to, 9–11, 29
  distinct nature of, in teaching context, 20–1, 27, 32
  evolution of, 11
  features of, 8
  history of, 5–7
  influence of, 9
  memory and, 14
  processes defining, 7
  professionalism within, 7–8
  subjects integrated with, 258–61
  syllabuses and, see syllabuses
  teaching, see inquiry frameworks; teaching history
history (general)
  as discipline and something more, 12
  as constructed and contestable, 4
  cultural, 10, 14–15
  defining, 3–4
  oral, 15
  popular, 13–17
History Educators’ Regional Network, 271
History Extension course (NSW), 20, 71–3
history mysteries (activity), 84–5
history teachers’ associations, 88, 271–3
History Teachers’ Association of Australia, 88
History Teachers’ Association of NSW (HTANSW), 272
Holocaust, 174
Howard, John, 19, 49
human development, stages of (Piaget), 91–4
Humanities and Social Sciences (HASS) Learning Area, 54, 262
hypotheses (essay writing), 137, 143
Ibn Khaldun (1332–1406 CE), 6
  ideas (cross-curriculum priorities), 232
  identity, memory and, 14–15
  incursions, 173–4
  independent study, 187–9
India, 235
Indigenous Australians
  community networks, 215–21, 270
  education, 206–8, 212–14
  farming practices, 255
  Macassan traders and, 244
  rights of, 96
  women’s camp for, 217–21
Indigenous Education Consultative Bodies, 215–16
Industrial Revolution, 257
Initiate-Respond-Feedback (IRF) approach (turn-taking), 173
inquiry frameworks
  Australian Curriculum and, 59–60, 100, 103–6
  categories within, 115–16
  challenges and benefits, 113–14
  cognitions and, 105–6
  collaboration in, 116–18
  defined, 178
  gradual release of responsibility in, 115–18
  learning qualities and, 103–4
  methodologies, 102
  origin, 101
  pedagogy and, 101
  process, 109
  questions in, 110, 131
  scaling in, 116
  student-centred learning and, 179
  student-led, 115–20, 156
  syllabuses and, 100
  teachers’ roles in, 110–16
  units of work using, 110–13
interpretations (historical skill), 32, 44
Jack the Ripper activity, 84
jigsaw activity, 192–3
Khalidun, Ibn (1332–1406 CE), 6
Khmer Empire (c. 802–1431 CE), 241
knowledge
  curriculum, 205
  forms of, 190
  prior, 83
  procedural, see procedural knowledge
  for reconciliation education, 209–10
  substantive, see substantive knowledge
  knowledge exams, 136
‘Landforms and Landscapes’ unit (geography), 259
learning
  activities, see classroom activities
  assessment and, 126–9
  as communal, 87
  as construction, 83–7
  cooperative, 179, 181, 192–3
  developmental stages and, 91–5
environments for, 117, 179–80
pedagogical approaches, see pedagogy/-ies
qualities, 103–4
repetition in, 95
as transmission, 80
learning-centred pedagogy, 155
lectures, 163–4
Lévesque, Stéphane, 37
literacy activities, 170–1
'Liveable and Sustainable Places' unit (geography), 259–61
Macassan traders, 244
Macintyre, Stuart, 12, 21
marking assessment, 146–8
Marxist approach to history, 9
meaning-making, 179
'meddler in the middle', 114
Melbourne Declaration on Educational Goals for Young Australians (2008), 50, 103, 230
Memorial Boxes, 185
memory
emotion and, 95–6
public, 14–17
representation and, 15
mentor teachers, 268
metacognition, 117, 128–9, 141
see also cognitions (critical thinking processes)
micro-history approach, 10
migration, 244, 246–7
modern history subject (Years 11 and 12), 33, 35, 63–4, 67–72, 238, 240, 242–3
monuments, 14
Muwaddimah (Ibn Khaldun), 6
Murraramarang Aboriginal Area (NSW), 217
museums, 184–5
Narragunnawali, 212
National Curriculum Board, 50
National Strategy for the Study of Asia in Australia, A (Asian Studies Council), 229
Nayler, J., 193
networks, professional learning, see professional learning networks (PLNs)
New South Wales (NSW)
Board of Studies, 60
education agencies in, 52
Education Standards Authority [NESA], 60
history as discipline in, 20
History Extension course, 20, 71–3
Indigenous education policy in, 207
State Library of, 17
syllabuses in, 22, 60, 72, 85, 88, 91–3, 107
Northern Territory, 52, 107, 207
note taking, 161
object-based learning, 184–5
Olympics, 89–90
online presence, of teachers, 273–6
open inquiry, 115–16
open interrogative, 141
oral history, 15
'Overview of the Ancient World' unit (Year 8), 255–6
Pacific century, 230–2
parents, responding to, 216
Pascoe, Bruce, 255
past
contestability of, 15
engagement with the, 12–13, 29
history and, 3–4
pedagogy/-ies
collaborative, 117–18
constructivist, 83–7
curriculum and, 60
debates around, 22
defined, 157–8
direct/explicit instruction, 81–2, 102, 119, 163–4, 213
diversifying, 96
Eight Ways of Learning, 213
flipped learning approach, 119
Harkness method, 117–18
pedagogy/-ies (cont.)

Indigenous education, 212–14
within inquiry framework, 110–13,
115–16 (see also inquiry frameworks)
Red Dirt Thinking approach, 213
resource evaluation and, 212
social constructivist, 87–90
Stronger Smarter approach, 213
student-centred, see student-centred
learning
teacher-centred, see teacher-centred
practice
peer feedback (students), 130, 133–5
peers (teachers), 268
Peloponnesian War (431–405 BCE), 6
perspectives (historical concept), 35, 42
perspectives and interpretations (historical
skill), 32, 44
Philippines, 235
Piaget, Jean, 91–4
planning
big-picture, 205
cross-curriculum priorities and, 205–8, 234
Plato, 101
political neutrality, 262–3
‘Popular Culture (1945–present)’ unit,
241–2, 256
popular culture (Asian), 241–2
popular history, 13–17
popular media, representation in, 83
possum skin cloaks, 217–21
power, global transitions of, 230–2
practical knowledge, 190
preoperational stage (development), 91
presentism, 94, 186
primary sources, 184–5
prior knowledge, 83
procedural concepts, 40, 56
see also ‘Big Six’ historical thinking
concepts
procedural knowledge
in Australian Curriculum, 38, 40
classroom use of, 32–3, 36
substantive knowledge and, 37, 125
professional learning networks (PLNs)
for beginning teachers, 269
benefits, 266–7, 270–3
establishing, 268–73
mentor teachers in, 268
ongoing, 271–3
online, 273–6
peers in, 268
regional, 269, 272–3
in schools, 269
teachers’ associations, 88, 271–3
professional persona, 267–8, 273–6
public memory, 14–17
see also historical consciousness

Qin Shi Huangdi (emperor), 242
Queensland, 52, 100, 107, 119, 124,
207
Queensland Curriculum and Assessment
Authority (QCAA), 119, 124, 129,
144–5
questions
assessment, 141–3
in Australian Curriculum, 44
designing, 131
direct, 166–70
essential, 37–8, 167
ineffective, 169
Socratic seminars and, 101, 190–2
strategic, 193–5
techniques, 166
unit inquiry, 110
wait time after asking, 168–9

Ranke, Leopold von, 7–8, 29
reading comprehension, 170–1
Reading Rockets, 170
reconciliation education, 209–10
Red Dirt Thinking approach, 213
relationships
with Indigenous community networks,
215–21
INDEX

professional, see professional learning networks (PLNs)
teacher–student, 179
relativism, 19
remote schools, 269, 272–3
Renaissance (1300–1600), 6
representation, historical, 15–16, 83
research
challenges (assessment), 131–2
guides for, 188
skills, 44, 119, 131–2, 136–41
summaries (assessment), 136
synthesis of, 119
tasks (assessment), 136
revolution(s)
about, 33
French Revolution, 35, 40
Russian Revolution, 33
role-play, 185–7
rubrics, 144–8
Rudd, Kevin, 20, 50
rural schools, 269, 272–3
Russian Revolution, 33

’sage on the stage’, 114
scaffolding, 166–7, 173, 188–9, 191, 206
School Strike 4 Climate campaign, 252
schooling, see education schools
professional connections in, 269
remote/rural, 269, 272–3
Schools Council History Project (SCHP) (UK), 84–5
scientific rationalism, 6
scope and sequence (unit lessons), 259–61
Second World War, 110–13, 185
see-think-wonder activity, 185
Seixas, Peter, 36, 83, 87–8, 90
self-reflection (students), 130, 133, 188
senior history courses, 63–73, 238, 240, 242–3, 246
sensorimotor stage (development), 91
significance (historical concept), 33, 42
significant individuals, 30
silence, post-question, 168–9
simulation, 185–7
Singapore, 235
skills, historical
assessment of, 131–5 (see also assessment(s))
Australian Curriculum, 32–3, 43–4, 106, 124 (see also specific skills)
classroom application of, 32–3
content and, 27–8, 32–3, 40, 80–1, 102
practicing, 164–6
role of, 32
skills, teaching, 158
social constructivism, 87–90
social history approach, 9
social media, 273–6
Social Psychology Network, 193
sociograms, 117
Socrates, 101, 190
Socratic seminars/questioning, 101, 190–2
songs, environmental, 256
sources
activities for engaging with, 84
analysis and use of, 32, 44, 81–2, 85–6, 132
contestability and, 43
evidence and, 40–1
on French Revolution, 35
locating, 131
model for examining, 34
myths associated with, 86
primary, 184–5
workshopping, 132
South Australia, 52, 107, 208
Sparta, 16
spiral curriculum, 93
State Library of New South Wales, 17
states
ancient history courses in, 64
education responsibility of, 48–52, 54, 60
(see also syllabuses)
statues, 14
sticky note questions, 192
storytelling, 95–6
strategic questioning, 193–5
Stronger Smarter approach, 213
structured inquiry, 115
student-centred learning
  challenges and benefits, 113–14
  classroom activities, 192–5
  creating and sustaining, 179–80
  defined, 156, 178
  discussions, 189–92
  independent study, 187–9
  in inquiry process, 109–10, 179
  object-based learning, 184–5
  principles of, 179, 181
  role-play and, 185–7
  teacher-centred practice used with, 180
textbooks in, 180–4
student-led inquiry, 115–20, 156
students
  engagement of, 158
  inquiry role of, 110–13
  learning perspectives of, 118
  on peer feedback, 134–5
  self-reflection, 130, 133, 188
  teacher relationship with, 179
  understanding of, 169
Studies of Society and Environment (SOSE)
  approach (humanities), 20
study guides, 188
subjects, integrating, 258–61
substantive concepts, 40, 55
substantive knowledge
  assessment of, 131
  in Australian Curriculum, 38, 40
  classroom use of, 32–3, 36
  procedural knowledge and, 37, 125
  see also content
summative assessments, 125, 136–41, 148–9
summative research tasks, units on, 110–13
sustainability
  Australian Curriculum and, 253 (see also
  Sustainability cross-curriculum priority)
defined, 253
in environmental education, 252
pluralistic traditions of teaching, 257
policy documents on, 253–4
Sustainability cross-curriculum priority
  approaches to supporting, 259–63
  context, 252–4
  defined, 253
  integrated subjects and, 258–61
  political factors and, 259–63
  practices for embedding, 254–61
Sustainable Development Goals (UN), 252
Sydney Jewish Museum, 174
syllabuses
  aims of, 124
  assessment and, 144
  Australian Curriculum and, 104
  concepts and skills in, 88
  curriculum and, 60
  described, 60
  influences on, 85
  inquiry frameworks in, 100
  key cognitions from, 106–8
  learning outcomes, 193–5
  NSW History Extension, 72
  Piaget’s developmental stages and, 91–3
  state variations in, 22
  on synthesis, 119
  VCE history study design, 69–71
sympathy, 186
synthesis, 119
Tasmania, 52, 107, 208
teacher-centred practice
  benefits, 158
  defined, 156–7
  direct questioning, 166–70
  Directed Reading-Thinking Activity, 170–1
discussions, 171–3
guest speakers, 174
guest speakers, 174
incursions and excursions, 173–4
incursions and excursions, 173–4
lectures and teacher-talks, 163–4
lectures and teacher-talks, 163–4
limitations, 159
limitations, 159
skill practice, 164–6
skill practice, 164–6
student-centred learning used with, 180
student-centred learning used with, 180
textbooks and, 159–61
textbooks and, 159–61
teacher-directed practice, 156
teacher-directed practice, 156
teacher-talks, 163–4
teacher-talks, 163–4
feedback from, 132–3
feedback from, 132–3
historical consciousness role of, 27–31, 39
historical consciousness role of, 27–31, 39
inquiry roles of, 110–16
inquiry roles of, 110–16
online presence of, 273–6
online presence of, 273–6
political neutrality and, 263
political neutrality and, 263
professional networks for, see professional learning networks (PLNs)
professional networks for, see professional learning networks (PLNs)
professional persona as, 267–8, 273–6
professional persona as, 267–8, 273–6
skills repertoire of, 158
skills repertoire of, 158
student relationship with, 179
student relationship with, 179
teaching history
behaviourism and, 80
behaviourism and, 80
citizenship and, 57–9
citizenship and, 57–9
constructivism and, 84–7
constructivism and, 84–7
cross-curriculum priorities and, 234
cross-curriculum priorities and, 234
curriculum for, see Australian Curriculum
curriculum for, see Australian Curriculum
Curriculum: History; curriculum debates surrounding, 19–23, 49–50
Curriculum: History; curriculum debates surrounding, 19–23, 49–50
diversity in, 96
diversity in, 96
effectiveness in, 204
effectiveness in, 204
inquiry approach, see inquiry frameworks
inquiry approach, see inquiry frameworks
notions reflected in, 23
notions reflected in, 23
pedagogical approaches, see pedagogy/-ies
pedagogical approaches, see pedagogy/-ies
purposes of, 21, 56
purposes of, 21, 56
storytelling in, 95–6
storytelling in, 95–6
syllabuses for, see syllabuses
syllabuses for, see syllabuses
theoretical practices guiding, 27–8, 80–1
theoretical practices guiding, 27–8, 80–1
technical knowledge, 190
technical knowledge, 190
territories
ancient history courses in, 64, 66
ancient history courses in, 64, 66
education responsibility of, 48–52, 54, 60
education responsibility of, 48–52, 54, 60
(see also syllabuses)
(see also syllabuses)
text types, 188–9
text types, 188–9
textbooks, 159–61, 180–4
textbooks, 159–61, 180–4
threshold concepts, 94–5, 161
threshold concepts, 94–5, 161
threshold knowledge, 102
threshold knowledge, 102
Thucydides (460–400 BCE), 5
Thucydides (460–400 BCE), 5
Thunberg, Greta, 252
Thunberg, Greta, 252
timelines, 160–1
timelines, 160–1
timetabling, 258
timetabling, 258
Torres Strait Islander people
community networks, 215–21
community networks, 215–21
education, 206–8, 212–14
education, 206–8, 212–14
farming practices, 255
farming practices, 255
rights of, 96
rights of, 96
transmission (learning approach), 80
transmission (learning approach), 80
turn-taking, 172–3
turn-taking, 172–3
Twitter, 273, 275–6
Twitter, 273, 275–6
Ulladulla Local Aboriginal Land Council,
Ulladulla Local Aboriginal Land Council,
217
217
understanding, student, 169
understanding, student, 169
Understanding by Design (UbD), 126
Understanding by Design (UbD), 126
United Nations
Declaration of Rights for Indigenous Peoples (UNDRIP), 206
Declaration of Rights for Indigenous Peoples (UNDRIP), 206
Educational, Scientific and Cultural Organization (UNESCO), 157, 241
Educational, Scientific and Cultural Organization (UNESCO), 157, 241
Sustainable Development Goals, 252
Sustainable Development Goals, 252
units of work
backward mapping approach, 127
backward mapping approach, 127
inquiry-driven, 110–13
inquiry-driven, 110–13
scope and sequence for, 259–61
scope and sequence for, 259–61
see also specific units
see also specific units
universal approach to history, 10
universal approach to history, 10
University of Melbourne, 214
University of Melbourne, 214
values, 22
values, 22
VCE history study design, 69–71
VCE history study design, 69–71
Victoria, 52, 69–71, 81–2, 108, 208
Victoria, 52, 69–71, 81–2, 108, 208
Vikings, 55
Vikings, 55
visible learning, 119
visible learning, 119
vocabulary, ambiguity of, 31
vocabulary, ambiguity of, 31
voting rights, 96
voting rights, 96
Vygotsky, Lev, 167, 188
Vygotsky, Lev, 167, 188
wait time, 168–9
Western Australia, 52, 108, 208
Wineburg, S., 34, 83, 85
World War I, 14, 16–17
World War II, 110–13
writing
assumptions about, 128
essays, 120, 132–3, 137–8
methods for, 120
Yunkaporta, T., 211, 213
zone of proximal development (ZPD), 167, 188