

Australian Curriculum – HISTORY

Labyrinths are perfect tools for exploring content that spans periods of time (see those highlighted below). Working to scale on any of the suggested patterns at the end of this document, and representing time along the walking path, students can see and experience time unfold. Not only that, historical events and concepts can be the subject of inquiries. These can be added to the timeline at strategic points, adding to the experience. If the labyrinth were to be a temporary one marked out in an auditorium, what an excellent exhibition of student work this would make.

The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview of the ancient world

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period. Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa between 120 000 and 60 000 years ago and migrated to other parts of the world, including Australia (ACOKFH001 - Scootle)

Chronology, Terms and Concepts

- Sequence historical events, developments and periods
- Use historical terms and concepts

The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand



broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following: the transformation of the Roman world and the spread of Christianity and Islam

(ACOKFH008 - Scootle)

Chronology, terms and concepts

Sequence historical events, developments and periods

The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Overview of the making of the modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Overview of the modern world and Australia

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an



introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the Modern World and Australia includes the following:

- the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018 - Scootle)
- continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021 - Scootle)
- the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022 - Scootle)
- the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023 - Scootle)
- developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024 - Scootle)

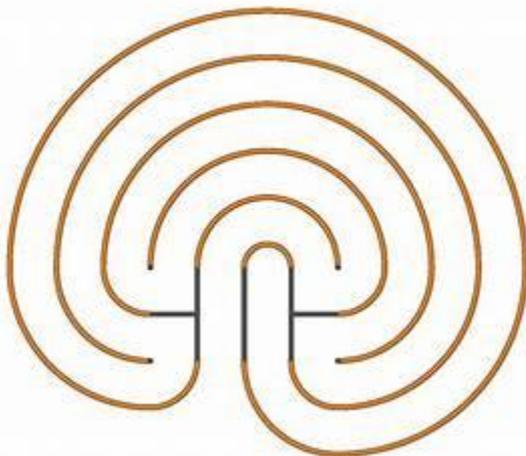
Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

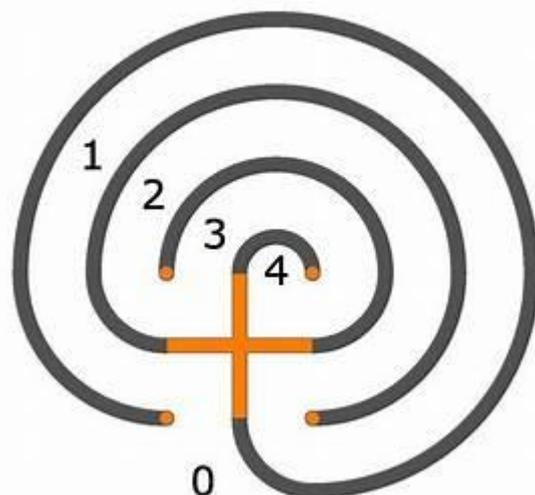
<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/>

Labyrinths suitable for timeline walks

Note that these labyrinths have walking paths that progress sequentially from inside to outside or vice versa, and so are better suited to timeline walks. Not all labyrinths have this sequential feature.



Source: blogmymaze.wordpress.com



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Source: <http://s-media-cache-ak0.pinning.com/736x/92/6a/82/926a82ffe9ffa8e5af932f1958441bec.jpg>



Source: <https://www.pinterest.com.au/lightfightress/finger-labyrinth/>

