How content is presented in the draft K–10 History Syllabus

Content:
- is presented in stages
- includes Australian curriculum content descriptions and NSW content
- describes what students are required to learn about and to do from Years K–10.

**History • Stage 4**

**Depth Study 1: Investigating the Ancient Past**

**Outcomes:**
A student:
4.1 describes and explains the nature of history and applies the methods of history to investigate the past
4.4 uses historical concepts to demonstrate an understanding of historical ideas and processes
4.6 uses evidence from sources to support historical narratives and explanations
4.8 locates, selects and organises relevant information from a variety of sources to conduct basic historical research
4.9 uses historical terms and concepts in appropriate contexts
4.10 selects and uses appropriate oral, written, visual and electronic forms to communicate about the past

How historians and archaeologists investigate history, including excavation and archival research

Students:
- identify the differences between the past and the study of history [CCT]
- outline the main features of the study of history and of archaeology
- outline role descriptions for an historian and an archaeologist [WE]
- identify and describe the different approaches to historical investigation taken by archaeologists and historians

The range of sources that can be used in an historical investigation, including archaeological and written sources

Students:
- describe the range of sources used by archaeologists and historians in historical investigations, such as archaeologists’ use of excavation, stratigraphy and scientific data derived from radio carbon dating, and historians’ use of written and archaeological sources

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains

Students:
- use the process of historical investigation to examine historical controversies or mysteries. This could include at least ONE of the following: the 'Ice Man', the building of the Pyramids, the Trojan Horse, the identities of Helen of Troy and/or Homer, the Minotaur and the Labyrinth, the end of the Minoans, King Arthur, Teotihuacan [L, CCT]

Cross-curriculum content is embedded and identified using codes. Examples include Literacy [L] and Critical and creative thinking [CCT].

Australian curriculum content descriptions, determined by ACARA, are shaded grey.

NSW content clarifies the Australian curriculum content. It provides breadth and depth of learning and appropriate scope for the subject. NSW content is the focus of consultation.