History 7-10
Overviews and depth studies teacher resource

Implementing new curriculum -
Building capacity
**Welcome**

Welcome to the *History 7-10: Overviews and Depth studies* teacher resource.

This resource explores overviews and depth studies in the *History years 7-10 syllabus* (2012) Board of Studies, NSW. It is designed to assist you to:

- become familiar with the history 7-10 syllabus, specifically the overviews and depth studies
- understand how to incorporate overviews and depth studies
- undertake a teacher reflection activity about the overview and depth studies.

**Overview**

This resource explains the nature and purpose of overviews and depth studies as defined in the History years 7-10 syllabus. It will assist you to explore different approaches to programming overviews and depth studies. You will watch a History head teacher discuss the benefits of using overviews and depth studies in providing coherence and engagement for teachers and students. The reflection activities will encourage you to understand the interrelationship between overviews and depth studies and their role in developing students’ historical knowledge and understanding.

The resource may be used individually or as part of a faculty/group.

**What are overviews?**

This section introduces the historical overviews in stages 4 and 5 and explores a number of programming and teaching considerations.

**What is a depth study?**

This section outlines the stage 4 and 5 depth studies and explains the syllabus requirements for selecting and teaching them.

**The relationship between overviews and depth studies**

This section examines the relationship between overviews and depth studies and looks at a number of programming, teaching and learning approaches to overviews and depth studies.

**Teacher reflection and resources**

This section contains resources and discussion starters to help you explore and plan for teaching overviews and depth studies.
What are overviews?

The History years 7-10 syllabus uses both overviews and depth studies to organise the content that is to be taught in each historical period. There are two overviews in Stage 4 and two in Stage 5. Overviews should take approximately 10% of programmed teaching time.

Each overview provides the historical context for the depth studies and acts as a ‘road map’ to show the key features of the period and how historical events are connected.

The content from the overviews may be used as an overall introduction to the depth studies, may be integrated with the depth studies or may be revisited at the end of the depth studies to consolidate learning.

Historical overviews can be described as a road map.
Overviews in Stages 4 and 5

Stage 4
- The Ancient World
- The Ancient to the Modern World

Stage 5
- The Making of the Modern World
- The Modern World and Australia

The purpose of the four historical overviews of the syllabus is to provide a global context for the depth studies undertaken, so students can see where the content they explore in their depth studies ‘fits’ in the larger historical context.

The overviews are chronological and briefly outline the key historical features considered critical to an understanding of each period.

Effective teaching and learning of the historical overviews will enable students to:
- appreciate the ‘big picture’, the wider historical context of the period
- see where their depth studies fit within the period, chronologically and historically
- make connections between events, developments and ideas within and between depth studies
- develop an understanding of key historical concepts in context, especially the concepts of continuity and change and cause and effect.

Watch
Watch the video of Alana Ellis, Head Teacher History at Ingleburn High School, on the role of overviews in engaging students with the new syllabus.

The transcript of this video is available in the Resources folder in this portfolio.
Considerations in teaching overviews

An overview can be used to structure teaching and learning:

- as an organiser to create the scope and sequence for each stage
- to give direction to the learning in each stage and year
- to briefly outline significant features and themes of historical periods
- to develop an understanding of chronological scale
- to provide coherence in teaching and learning

Planning the overview

Overviews cover large periods of time and broad historical themes, and are intended to provide the historical context for the depth studies. Following are considerations for planning to teach the overviews.

Planning overviews

- Decide if the overviews will be taught:
  - separately at the beginning of a historical period
  - integrated with one or more depth studies
  - at the end of a historical period.
- Decide which parts of the overview can be linked most effectively to the selected depth studies. Making links between depth studies and overviews will help provide coherence to students’ historical understanding.

Teaching overviews

- Overviews play an important role in engaging student interest and establishing historical context, however they are to be taught in a limited amount of time (approximately 10%). This presents a challenge that will require strategic and creative planning.
- Teacher exposition and teacher-led discussion, aided by relevant and stimulating sources will be vital to teaching overviews effectively. Teachers will need to have at their fingertips a range of resources, especially visual and multimedia resources.
- Students should be encouraged to locate sources appropriate to a feature from the overview and to use them to develop historical understanding and skills, for example to analyse, categorise, sequence, make connections, trace continuity and change.
- Activities should also encourage students to generate questions and discussion points about the larger themes and concepts from the overview, and then present their findings. This will foster student engagement with the bigger picture generated by the overview.
- Students can communicate their understanding of themes and concepts from the overview through visual representations, especially annotated maps and timelines which can be displayed for reference.
Overviews and depth studies

There are a number of digital timelines which demonstrate large expanses of human history and can be used to engage students with an ‘expansive chronology’ of the overview, for example, using the timeslider in Google Earth.

Discuss
Consider the following:
- Why is this important to develop a big picture understanding of History for students?
- How might understanding the broader themes in History connect and engage students with History?
- How will teaching historical overviews help develop a bigger historical picture for students?
What are depth studies?

Depth studies provide a focus which allows a detailed study of events, periods, people and societies of significance. They support the development of knowledge, understanding and skills. Students will explore key inquiry questions in the context of the depth studies. They allow a more detailed study of aspects of the overview to support a deeper understanding of key aspects of the time period being studied.

Within the context of a depth study, the syllabus requires students to:

- use key inquiry questions to investigate the topic
- use a range of historical sources relevant to the topic
- work towards specified historical knowledge, understanding and skills outcomes.

A depth study may also include site and museum visits.

Stage 4

In Stage 4, all six depth studies must be undertaken. All but the first Stage 4 depth study offers internal electives. Students choose one elective from each depth study. The time allocated to each depth study, and what electives are chosen, is a school-based decision.

Stage 5

In Stage 5, at least four of the six depth studies must be undertaken. Depth study 3 *Australians at War (World Wars I and II)* and Depth study 4 *Rights and Freedoms 1945 – present*, are mandatory and must be undertaken by all students.

School-developed topic

In Stage 5 teachers can create a school-developed topic drawn from content in either of the Stage 5 overviews *The Making of the Modern World* or *The Modern World and Australia*. Teachers should select relevant content and outcomes when creating a school-developed topic. The History years 7-10 syllabus includes a list of suggested topics, however schools may develop their own depth study topic from the Stage 5 overviews. The syllabus suggested topics are:

- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women’s history
- The history of workers’ rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in Twentieth and Twenty-First Century technology.
The relationship between overviews and depth studies

Syllabus requirements

• There is an overview for each set of depth studies.
• Each overview is approximately 10% of the teaching time.
• The overview identifies important themes and features of the period as part of an expansive chronology.
• The overview provides the historical context for the depth studies.
• The overview can be taught separately as an introduction to the depth studies or integrated with the depth studies.
  - at the beginning of a depth study to provide the historical context
  - within a depth study to create direction and coherency
  - at the end of a depth study to consolidate understanding.

Watch

Watch the following presentation which explains the role of overview and the depth studies in the *History years 7-10 syllabus* (2012) Board of Studies, NSW.

If you are experiencing difficulty in accessing the above presentation, view the summary in the Resources folder in this portfolio.
Approaches to overviews and depth studies

Watch
There are many pathways to integrating overviews into the depth studies. Watch the video of Karl Weber Head Teacher HSIE Ambarvale High School and consider:

- what approaches can be taken to integrating the overview, and
- how can the overview establish the context for the depth study?

The transcript of this video is available in the Resources folder in this portfolio.
Teacher reflection and resources

<table>
<thead>
<tr>
<th>Explore</th>
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<tbody>
<tr>
<td>Use the teacher reflection activity <em>Overviews and depth studies</em> in the Resources folder in this portfolio to examine the approaches and suggested methods for planning overviews and depth studies. This can be a discussion starter for yourself and/or your faculty.</td>
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<tr>
<th>Discuss</th>
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<tr>
<td>Use the document <em>Teaching the overview</em> in the Resources folder in this portfolio to consider the place of overviews and depth studies within the scope and sequence of History years 7-10.</td>
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<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tr>
<td><a href="http://www.hyperhistory.com/online_n2/History_n2/a.html">http://www.hyperhistory.com/online_n2/History_n2/a.html</a></td>
<td><em>Hyperhistory online</em> navigates through 3 000 years of world history with timelines of world civilizations (plus maps), people and events.</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=jbkSRLYSojo">http://www.youtube.com/watch?v=jbkSRLYSojo</a></td>
<td><em>Hans Rosling’s 200 Countries, 200 Years, 4 Minutes - The Joy of Stats - BBC Four</em> This fascinating resource is especially useful in for depth study 1 - Making a better world.</td>
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<tr>
<td><a href="http://www.bbc.co.uk/podcasts/series/ahow">http://www.bbc.co.uk/podcasts/series/ahow</a></td>
<td><em>History of the world in 100 objects</em>. Teachers can download a podcast of the BBC episodes.</td>
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<tr>
<td><a href="http://www.fsmitha.com/t-index.html">http://www.fsmitha.com/t-index.html</a></td>
<td>Timelines from prehistory to the 21st century developed for the <em>Macro history</em> site.</td>
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