

**BIG HISTORY PROJECT**

# NSW SYLLABUSES FOR THE AUSTRALIAN CURRICULUM MAPPING

Big History is an interdisciplinary study of change over time from the Big Bang to the Future. The interdisciplinary nature of the Big History Project course allows potential for students to engage with content from across a multitude of Learning Areas to meet core knowledge, understanding, skills and general capabilities identified as foundational for the future learning of all Australian students.

The purpose of this document is to complement the Big History Project Australian Curriculum Mapping document that provides a detailed alignment of the Big History Project units to the Cross-Curriculum Priorities, General Capabilities (Level 6) and the content descriptions & elaborations for Years 9 & 10 History, English and Science.

To support NSW teachers in maximizing the inherent potential of Big History to develop; student critical thinking skills, integrated curriculum models and problem-based learning experiences all 10 units of the Big History Project have been mapped to the NSW Syllabuses of the Australian Curriculum outcomes in:

- History
- English
- Science



# BIG HISTORY PROJECT

## HISTORY

NSW OUTCOMES		BIG HISTORY UNITS									
		1	2	3	4	5	6	7	8	9	10
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia	√	√					√	√	√	
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia						√	√	√	√	
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia	√			√		√	√	√		
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia							√	√	√	
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process	√	√	√	√	√	√	√	√	√	√
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia	√	√	√	√	√	√	√	√	√	√
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia	√	√	√	√	√	√	√	√	√	√
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	√	√				√	√			
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	√	√	√	√	√	√	√	√	√	√
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	√	√	√	√	√	√	√	√	√	√



# BIG HISTORY PROJECT

## ENGLISH

NSW OUTCOMES		BIG HISTORY UNITS									
		1	2	3	4	5	6	7	8	9	10
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure		√	√				√	√	√	
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies						√	√	√	√	
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning	√			√		√	√	√		
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts							√	√	√	
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts	√	√	√	√	√	√	√	√	√	√
EN5-6C	Investigates the relationships between and among texts	√	√	√	√	√	√	√	√	√	√
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds	√	√	√	√	√	√	√	√	√	√
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning	√	√				√	√			
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness	√	√	√	√	√	√	√	√	√	√



## BIG HISTORY PROJECT

# SCIENCE

NSW OUTCOMES		BIG HISTORY UNITS									
		1	2	3	4	5	6	7	8	9	10
SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them	√	√	√	√	√	√	√	√	√	√
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures		√	√	√	√				√	√
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations	√	√	√	√	√	√	√	√	√	√
SC5-4WS	develops questions or hypotheses to be investigated scientifically	√	√	√	√	√	√	√	√	√	√
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	√	√	√	√	√	√	√	√	√	√
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively		√	√	√						
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions		√	√	√						
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems		√	√	√	√		√	√	√	
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations		√	√	√						√
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion		√	√	√						



## SCIENCE (CONTINUED)

NSW OUTCOMES		BIG HISTORY UNITS									
		1	2	3	4	5	6	7	8	9	10
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems										
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community		√	√	√	√					
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues				√	√					
SC5-14LW	analyses interactions between components and processes within biological systems					√	√				
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society					√		√			
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available		√	√	√	√				√	
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials			√	√	√					

