

Stage 5 Application for a
**Big History School Developed
Board Endorsed Course**

To commence in

1 Course Name

Please select the Learning Area relevant to your course

HSIE

Please enter the name of your course

Big History

2 Endorsement Sought – a 100 hour endorsement is automatically granted to 200 endorsements

100 hours Year 9 and/or Year 10

200 hours Year 9 and/or Year 10

3 School Details

School Name Macquarie University

School Number 99817

Postal Address Level 4, Building W6A, Room 436, North Ryde, 2109

Phone 9850 7015

4 Contact Person

Name Tracy Sullivan

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5 Faculty Head's Declaration

I am satisfied that the university has appropriate staff and teaching resources to implement this course and that appropriate levels of safety/supervision will be met for any practical and work placement components which are part of the course.

Name Andrew McKenna

Email Andrew.mckenna@mq.edu.au

Date 24 November 2014

RATIONALE AND AIM

Rationale

Underpinning this course is a joint effort between teachers, scholars and scientists. This course is designed for students curious about seeking answers to big questions about the history of our Universe and the origin of our species. The course will build upon the learning across the curriculum content and the general capabilities priorities from the NSW Board Of Studies syllabus documents for the Australian Curriculum that encompass the knowledge, skills, attitudes and behaviors to assist students to live and work successfully in the 21st century. Students will investigate deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications.

This course will also address a need for students to have access to learning experiences that enable them to connect knowledge across different discipline areas to solve problems and develop critical and visible thinking skills to assess the validity of claims of knowledge in the problem solving process.

Aim

The aim of this course is to develop students understanding, in a unified way, of the history of the universe from the 'big bang' to the modern day, and explore the themes and patterns that can help us better understand the world we live in. It will also develop student's ability to synthesize complex information, develop key critical thinking skills and enhance their reading, writing, presentation and research through investigations and projects within an inter-disciplinary framework.

It will also provide an overarching context for understanding the development of today's modern world in a way that is not covered by any other studies they will undertake at school.

COURSE STRUCTURE OVERVIEW

CORE Modules

Module Title	Hours
1 What do we know and how do we decide what to believe?	20
2 Where do we come from?	20
3 What happened at the beginning of time?	20
4 Why does the solar system matter?	20
5 Why is life so special?	20
6 What makes us human?	20
7 Why are humans successful?	20
8 Why is the world interconnected?	20
9 How have humans changed things?	20
10 Where are we now and where are we heading?	20
Total CORE hours	200

OBJECTIVES AND OUTCOMES

KNOWLEDGE and SKILLS (KS) objectives and related outcomes

KS Objectives	Outcomes
Students will develop:	A student:
1 knowledge and understanding of philosophical concepts	1.1 identifies and describes philosophical terms and concepts in appropriate contexts
	1.2 uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
	1.3 evaluates the usefulness of philosophical concepts to support and /or refute a range of differing claims of knowledge and perspectives
2 knowledge and understanding of how evidence and discipline-based claims of knowledge of the universe are used to frame problems and conduct investigations addressing essential philosophical questions	2.1 identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
	2.2 explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
3 skills to apply philosophical concepts to questions, cases or problems for the purposes of analysis, synthesis and evaluation of ideas	3.1 identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
	3.2 constructs philosophical questions and /or problems using appropriate philosophical concepts
	3.3 analyses differing philosophical viewpoints,

Comment [RD1]: Outcome 3.2 is only referenced once within the content modules where most outcomes are referenced multiple times.

	perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
4 skills to design, conduct and evaluate investigations, communicating responses to essential philosophical questions	4.1 locates and selects relevant sources of information and evidence from across a range of disciplines and formats
	4.2 evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
	4.3 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively to different audiences

VALUES and ATTITUDES (VA) objective and related outcomes – note that these outcomes are not intended to be assessed as part of the formal assessment process.

VA Objectives	Outcomes
Students will develop:	A student:
1 an appreciation of the role philosophical thought has played in understanding human origins and existence across time	1.1 values the role and contribution of philosophical thought to human existence
	2.2 appreciates the nature of competing claims of evidence in sources of information

COURSE CONTENT – CORE MODULE #1

TITLE: What do we know and how do we decide what to believe? **HOURS:** 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will be exposed to ideas, and develop an understanding of concepts related to the study of epistemology. Students will be challenged to think about the different types of knowledge they encounter, exploring processes of reasoning employed to decide whether to 'trust' claims of knowledge they encounter. Students will examine ways of knowing across a range of disciplines such as history, science and philosophy, as well as exploring how different groups of people across time represent differing claims of knowledge.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on pages 3–4.

Number	Outcome
KS1.1	identifies and describes philosophical terms and concepts in appropriate contexts
KS1.3	evaluates the usefulness of philosophical concepts to support and /or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS4.2	evaluate the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge

MODULE CONTENT:

Students learn about:	Students learn to:
meaning and nature of the study of epistemology	identify 3 key features of the study of epistemology: <ul style="list-style-type: none">• What is knowledge? (What do we know?)• How is knowledge acquired? (How we know it?)• How do we know what we know? (Why do we 'believe' it?)
	identify claims of knowledge from different disciplines based on key features of the study of epistemology
	identify and apply key features of the study of epistemology to claims of knowledge about students own lives

how different groups of people have represented knowledge throughout time	<p>identify and give examples of different ways varying groups of peoples/cultures have conveyed claims of knowledge throughout time, such as:</p> <ul style="list-style-type: none"> • writing (modern 'developed' societies) • pictures / drawings (Egyptian hieroglyphs) • aural (indigenous Australian cultures)
<p>role and effectiveness of 'claim testers' to assess the nature of varying claims of differing claims of knowledge including:</p> <ul style="list-style-type: none"> • authority • evidence • logic • intuition 	identify and describe the 4 tests ('claim testers') used to assess the nature of differing claims of knowledge
	apply each of the 4 'claim testers' to claims of knowledge from different disciplines
	apply each of the 4 'claim testers' to claims of knowledge about students' own lives
	identify differing claims of knowledge from different disciplines and evaluate against the 4 'claim testers'
meaning and characteristics of 'origin stories'	<p>outline and describe key questions an 'origin story' attempts to answer including:</p> <ul style="list-style-type: none"> • Where do we come from? • How was 'our' world created? • How did 'we' come to be where 'we' are now?
	create own personal 'origin story'

Space for additional content.

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COURSE CONTENT – CORE MODULE #2

TITLE: Where do we come from?

HOURS: 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will explore responses to the fundamental question, 'where do we come from?' within our universe. Students will explore the role of origin stories from a range of cultures in searching for answers to this enduring question. Students will be introduced to the concept of the universe and explore their place within that universe, investigating claims made, and the use of evidence to support those claims across a range of disciplines, including science and history, examining how we came to be in this current time and place.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on pages 3–4.

Number	Outcome
KS1.2	uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
KS3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
KS3.2	constructs philosophical questions and /or problems using appropriate philosophical concepts
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
features and characteristics of 'origin stories' from different peoples / cultures across time	identify and describe key features of 'origin stories' from different peoples / cultures across time
	identify and describe scientific claims of knowledge that attempt to answer key questions of an 'origin story' including: <ul style="list-style-type: none">• Where do 'we' come from?• How was 'our' world created?• How did 'we' come to be where 'we' are now?
	investigate two origin stories from different peoples/cultures

	compare and contrast origin stories from different peoples/cultures to the modern scientific origin story
science as a modern day 'origin story'	evaluate scientific claims of knowledge attempting to answer key questions of an 'origin story' using 'claim testers' (authority, evidence, logic, intuition)
attempts, past and present, to answer the question, 'where did our universe come from?'	identify and describe key features of attempts, past and present, to answer the question, 'where did our universe come from?'
	create personal hypotheses that attempt to answer the question 'where did our universe come from?'
	identify and evaluate, using 'claim testers', claims of knowledge made in their personal hypotheses attempting to answer the question, 'where did our universe come from?'
types of evidence supporting the attempts to answer the question 'where did our universe come from?' as part of the modern day scientific 'origin story' such as: <ul style="list-style-type: none"> • parallax • spectroscopy • red shift • cosmic background radiation 	Outline key features and significance of evidence underpinning our current understanding of the universe as part of the modern day scientific 'origin story' such as: <ul style="list-style-type: none"> • parallax • spectroscopy • red Shift • cosmic background radiation
key features of our current understanding of the universe as part of the modern day scientific 'origin story' and the place of human beings within that universe	identify and sequence key features of our current model of the universe, including the place of humans, as part of the modern day scientific 'origin story': <ul style="list-style-type: none"> • stars • chemical elements • planets • earth • life • humans • modern 'society'

Space for additional content.

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COURSE CONTENT – CORE MODULE #3

TITLE: What happened at the beginning of time?

HOURS: 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will explore a range of ideas, theories, claims of knowledge and types of evidence that looks at our changing thoughts and understanding of the concept of our universe over time. Students will investigate different theories, models and claims of knowledge about the universe and its creation and structure and explore the fundamental question, 'what happened at and before the beginning of time?'.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
KS3.2	constructs philosophical questions and /or problems using appropriate philosophical concepts
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
key features of four models of the universe: <ul style="list-style-type: none">• Ptolemy (earth as the centre of the universe)• Copernicus (sun as the centre of the universe)• Newton (the universe as infinite in space and eternal in time)• Hubble (expanding universe)	create conjectures or hypotheses to question, 'what happened at the beginning of time?'

	sequence, chronologically, the development of the current modern day scientific model of the universe to show changes in thinking over time
	describe 4 models of the universe including our current model of the universe as a narrative
	compare similarities and differences between 4 models of the universe including our current model of the universe
the concept of 'goldilocks conditions' and their importance to the development of our universe	investigate the concept of 'goldilocks conditions' and the idea of emergent properties and increasing complexity
	create an argument to answer the question, 'why are 'goldilocks conditions' important to the Big History narrative?'
the 'goldilocks conditions' that existed at the beginning of time	conduct research to identify the 'goldilocks conditions' that existed at the beginning of time.
	create an argument to answer 'what were the result of the 'goldilocks conditions' that existed at the beginning of time and what was their importance to humanity?'
the universe prior to the 'big bang'	create conjectures or hypotheses to question, 'what might have existed before the big bang?'
	investigate, using claim testers, various theories that attempt to answer the question, 'what existed before the beginning of time?'
plausibility of modern theories that attempt to explain the beginning of the universe	construct an argument, using examples, to explain whether modern theories of the beginning of universe are plausible?

Space for additional content.

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COURSE CONTENT – CORE MODULE #3

TITLE: Why does the solar system matter?

HOURS: 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will explore responses to the fundamental question, 'why does the Solar system matter?'. Students will investigate a range of ideas, theories, claims of knowledge and types of evidence that explore the importance of the solar system. Students will investigate existing claims of knowledge about the solar system and explore their place within our changing conceptual understanding of the solar system, investigating claims made, and the use of evidence to support those claims across a range of disciplines.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.2	uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
KS1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
the importance of stars	research and develop an argument as to 'why stars are important to humanity?'
the significance of stars and the relationship to the creation of new elements of the universe	research the question 'what did stars give us?'
	locate and select appropriate information about the distribution of elements in the universe

	develop an argument in response to the following question: 'why do you think the appearance of stars represents a threshold of increasing complexity?'
the importance of the formation of the sun and the significance to our existence on Earth	investigate the question, 'why does our Sun matter?'
earth's ability to sustain life	identify the key features of our Earth that allow humans and other life to be sustained.
	investigate the 'goldilocks conditions' that existed on earth and why this led to the formation of life
	develop an argument in response to the question, 'why can we live on Earth?'
	construct an argument explaining how we 'know' about events that happened before life existed on Earth

Space for additional content. Use this space if needed to include any additional content for this module.

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COURSE CONTENT – CORE MODULE #5**TITLE: Why is life so special?****HOURS: 20****DESCRIPTION:** Briefly describe the focus of the learning that students will experience in this module.

In this module students will explore a range of ideas, claims of knowledge and philosophical questions relating to life and its interaction with Earth. Students will explore ideas around the concept of life, how it began, how life was changed and examine the interrelationships between life and Earth. Students will use existing claims of knowledge, evidence and create their own hypotheses to this question, to understand and appreciate the complex nature of this essential philosophical question.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.1	identifies and describes philosophical terms and concepts in appropriate contexts
KS1.2	uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
KS1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT: Include brief outlines of the major learning points that students will undertake (Students Learn about) and the skills students will develop during the module (Students learn to). The number of Learn Abouts and Learn Tos should reflect the number of hours of the module.

Students learn about:	Students learn to:
the characteristics and features of life to answer the question, 'why is life so special?' in a scientific and philosophical manner	identify characteristics used to identify living things

	create a personal hypothesis and develop a response to the philosophical question, 'what makes life so special?'
the ideal conditions under which living organisms formed over long periods of time	investigate the possible conditions that supported the formation of life.
	create a response to the question, "why do the origins of life matter?"
	use evidence from various disciplines to explain: <ul style="list-style-type: none"> • Where did life begin? • Why does the origin of life remain a complex puzzle today? • Is there life elsewhere in the universe and why would the discovery of extra-terrestrial life matter?
identify and explain the 8 major turning points in the history of life on earth.	identify and sequence 8 major turning points in the history of life on earth, including: <ul style="list-style-type: none"> • shifts in energy • 'inter-cellular' division of labour
	create an argument to answer the question, 'what are the implications of major turning points in the history of life on Earth to life as we know it today?'
major steps in the development of humans	describe and sequence the major steps in the development of 'homo sapiens' to answer the question 'how have humans changed over time?'
similarities and differences between present-day humans and those that existed in the past, and the philosophical implications of these: <ul style="list-style-type: none"> • bipedalism • brain size • use of stone tools (simple & sophisticated) • language • technological creativity (homo sapiens) 	evaluate, using specific examples, evidence that supports the development of humans.
	create conjectures and formulate a response to the question, 'why are humans different to our ancestors?'

Space for additional content.

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COURSE CONTENT – CORE MODULE #6**TITLE: What makes us human?****HOURS: 20****DESCRIPTION:** Briefly describe the focus of the learning that students will experience in this module.

In this module students will explore a range of ideas, claims of knowledge and types of evidence that address the question ‘What makes us human’? Students will investigate existing claims of knowledge and create their own hypotheses to this question, to understand and appreciate the complex nature of this essential philosophical question.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
KS3.2	constructs philosophical questions and /or problems using appropriate philosophical concepts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge

MODULE CONTENT:

Students learn about:	Students learn to:
what makes humans different from other forms of life, including: <ul style="list-style-type: none"> the ability to develop ‘new’ technologies to extract energy and resources from the environment facilitating accelerated adaptation collective learning facilitating the emergence of differing ‘cultures’ and ‘histories’ and the potential for the emergence of shared knowledge 	create personal hypotheses to answer the question ‘What makes us human?’
	identify and evaluate claims of knowledge made as part of personal hypotheses answering the question ‘What makes us human?’ using claim testers (authority, evidence, logic, intuition)
	outline, using specific examples, how the ability

	to develop 'new' technologies to extract energy and resources from the environment makes human beings different from other forms of life
	create a response, using specific examples, to the question, 'how does the capacity for collective learning make human beings different from other forms of life?'
effects of collective learning significant in answering the question 'what makes us human?' such as: <ul style="list-style-type: none"> consciousness communication culture history memory learning 	identify and describe, using specific examples, how collective learning has functioned through time as a tool for the development of characteristics of 'what makes us human'
differing claims of knowledge explaining how human beings came to be the most dominant entity on our planet as part of the modern day scientific 'origin story', including: <ul style="list-style-type: none"> extinction events (e.g. asteroid wiping out dinosaurs) evolution expansions and migrations (such as: 'out of Africa' and 'multi-regional') 	outline key features of claims of knowledge explaining how human beings came to be the most dominant entity of the planet as part of the modern day scientific 'origin story'
	develop hypotheses to the question, 'why are humans a successful species?'
	assess claims of knowledge explaining how human beings came to be the most dominant entity of the planet as part of the modern day scientific 'origin story' using 'claim testers' (such as: authority, evidence, logic, intuition)

Space for additional content.

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COURSE CONTENT – CORE MODULE #7**TITLE: Why are humans successful?****HOURS: 20****DESCRIPTION:** Briefly describe the focus of the learning that students will experience in this module.

In this module students will investigate claims of knowledge and philosophical questions relating to why humans are a successful species. Students will be asked to think actively and critically about how humans have lived, thought, developed and how this way of life has evolved over time. Students will explore the key features that have allowed humans to develop into an interconnected society.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.1	identifies and describes philosophical terms and concepts in appropriate contexts
KS1.3	evaluates the usefulness of philosophical concepts to support and / or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
the key features of Palaeolithic communities	describe and analyse ways Palaeolithic communities lived and worked, including: <ul style="list-style-type: none"> • patterns for acquiring and sharing food • diets • movement • tool & technology use • governing • spiritual life
	outline how Palaeolithic communities transferred knowledge and why this was important

	investigate, using evidence, how early humans were able to adapt to live on many parts of the earth. What does this suggest about our need for survival?
	create a response to the questions: <ul style="list-style-type: none"> • How did early humans live and why were they successful? • What is foraging and how does that lifeway compare to your own? • How did nomadic exchanges impact on collective learning?
	investigate tribes that exist today who live Palaeolithic lifeways and compare them to early Palaeolithic communities, answering the questions: <ul style="list-style-type: none"> • How successful are present day tribes? • How does the western world impact on these present day tribes? • What evidence is there of organised thought?
the key features, processes and role of agriculture in human history	analyse, using specific examples, the transition from foraging and nomadic to sedentary ways of life, including: <ul style="list-style-type: none"> • foraging • nomadism • sedentism <ul style="list-style-type: none"> – division of labour – population – tools – governance structures – standards of living – relationship to biosphere
	place the development of foraging communities and agricultural communities on a big history timeline

	<p>create an hypothesis and response to the questions:</p> <ul style="list-style-type: none"> • How did people's lives change as they began to domesticate plants and animals during the Neolithic period? • Why did the development of Neolithic lifeways matter? • What are some of the advantages and disadvantages of the changes in daily life that occurred as a result of the development of agriculture? • the development of agriculture can be seen as a revolution because of the dramatic effect it had on people's lives. Explain why you agree or disagree with this statement.
key features of agrarian civilizations	create hypotheses to explain similarities and variations within agrarian civilisations
	use concepts of 'increasing complexity' and 'collective learning' to compare and contrast major scales of social organization from first foraging communities through agrarian civilizations to answer the question, 'why did social organisation in early civilizations matter?'
	use examples to create hypotheses or conjectures to answer the question, 'what were the implications of the opportunities and challenges that humans faced living within agrarian civilisations?'
the legacies of early civilisations for present day society	describe using the concept of 'collective learning' major innovations that occurred during the era of agrarian civilizations and how have these benefited current day societies
	develop theories, using specific examples, about the factors that encouraged and hindered innovation during the agrarian era and what are implications for present day society
	create arguments to describe and explain the emergence of social inequities and divisions of labour within agrarian civilizations and how have these past inequities effected current day societies
	create a response to the question, 'is life better now than it was in early civilisations?'

Space for additional content.

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COURSE CONTENT – CORE MODULE #8**TITLE: Why is the world interconnected?****HOURS: 20****DESCRIPTION:** Briefly describe the focus of the learning that students will experience in this module.

In this module students will investigate claims of knowledge and philosophical questions relating to how the nature of our existence on this planet has changed and accelerated. Students will be asked to think actively and critically about how the relationship of human beings to each other and the world they live in has changed. Students will explore how the growing interconnections throughout the globe have rapidly shaped the world we live in. Students will explore the effects of technologies and networking in the acceleration of relationships.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.1	identifies and describes philosophical terms and concepts in appropriate contexts
KS1.3	evaluates the usefulness of philosophical concepts to support and / or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
the key features and role of knowledge in society and how it becomes exchanged across the globe	outline and describe the key features of knowledge
	investigate how knowledge is acquired and transferred and the implications for society
	investigate and develop a response to the questions: <ul style="list-style-type: none"> • What is knowledge? • How do we know what we know? • What would life be like if you could never share thoughts or ideas with other human

	<p>beings?</p> <ul style="list-style-type: none"> • Why is collective learning so powerful?
features and consequences of growing interconnections across the globe	describe and analyse the type and nature of key networks of exchange
	outline the four major world zones
	<p>types and features of products moving across spaces due to interconnections within the four world zones, including:</p> <ul style="list-style-type: none"> • goods • ideas • people • organisms • technologies
	outline the consequences of growth and shifts in world populations, global balance of power and global inequalities and the implications for society in the future
	investigate and develop a response to the question, 'What advances in communication and transportation played the biggest parts in promoting interconnection and collective learning and what were the consequences for society?'
features of changes in human energy production from the age of foragers	describe and compare the impact of major changes in human energy production from the age of foragers to the present and what the implications are of this for the future
outline the key social, political and environmental consequences, origins and characteristics of industrialization and urbanization	students analyse origins, characteristics, social, political and environment consequences of industrialization and urbanization across the world
identify the role of collective learning in the development of industrialization and urbanisation	explain the role that 'collective learning' has played in the processes of industrialization and urbanization across the world
political, economic, and social causes and consequences of increasing global inequalities of wealth and power between the different world zones	outline the political, economic, and social causes and consequences of increasing global inequalities of wealth and power between the different world zones and how has this effected society today.
<p>the nature of connections between:</p> <ul style="list-style-type: none"> • industrialisation • science • imperialism • nationalism • inequalities 	<p>identify the nature of connections between:</p> <ul style="list-style-type: none"> • industrialisation • science • imperialism • nationalism • inequalities

Space for additional content.

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COURSE CONTENT – CORE MODULE #9

TITLE: How have humans changed things?

HOURS: 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will investigate claims of knowledge and philosophical questions relating to how the nature of our existence on this planet has changed the way we live and the environment we inhabit. Students will be asked to think actively and critically about how the relationship of human beings to each other and the world they live in has changed over time. Students will explore how the growing interconnections between peoples with differing world views and belief systems has shaped responses to enduring philosophical questions, and how this relates to issues students face today.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.1	identifies and describes philosophical terms and concepts in appropriate contexts
KS1.3	evaluates the usefulness of philosophical concepts to support and / or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats

MODULE CONTENT:

Students learn about:	Students learn to:
significant philosophical developments in the shaping of the current relationship between human beings and the planet, such as conceptual understandings of: <ul style="list-style-type: none">• agriculture• emergence of cities and states• cross-continent exploration• industrialisation• globalisation	identify and describe, using specific examples, key philosophical developments through time significant in shaping the current relationship between human beings and the planet
	sequence, chronologically, key developments through time significant in shaping the current relationship between human beings and the planet

features and consequences of growing interconnections between human beings throughout time	outline, using specific examples, types of interconnections between human beings on the planet through time including conceptual understandings of: <ul style="list-style-type: none"> • trade • migration • exploration
	explain, using specific examples from across time, how growing interconnections between human beings contributed to the emergence and growth of: <ul style="list-style-type: none"> • world religions • accelerated innovation and emerging technologies • the study of 'human history'
philosophical questions raised by the effects of increasing globalisation, including: <ul style="list-style-type: none"> • What is the future of the human race? • What is 'equality' and is it achievable? • What is the role of the individual in a globalised world? 	discuss relevance of philosophical questions raised by the effects of increasing globalisation, using specific examples.
	create personal hypotheses in response to philosophical questions raised by the effects of increasing globalisation
	identify and assess claims of knowledge made in personal hypotheses responding to philosophical questions raised by the increasing effects of globalisation using 'claim testers' (such as: authority, evidence, logic, intuition)

Space for additional content.

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COURSE CONTENT – CORE MODULE #10

TITLE: Where are we now and where are we heading?

HOURS: 20

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

In this module students will reflect on claims of knowledge, evidence and hypotheses made throughout the preceding modules of this course to critically assess contemporary and future relationships of human beings with each other, their environment, the universe and their place in it. Students will revisit key philosophical questions explored in this course and apply them to the context of the world in which they currently live. Students will develop informed hypotheses about the future of human beings in the universe and pose their own philosophical questions relevant to their experiences now and in the future.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 3–4.

Number	Outcome
KS1.3	evaluates the usefulness of philosophical concepts to support and / or refute a range of differing claims of knowledge and perspectives
KS2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS2.2	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
KS3.2	constructs philosophical questions and / or problems using appropriate philosophical concepts
KS4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
KS4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
KS4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively to different audiences

MODULE CONTENT:

Students learn about:	Students learn to:
key features of our 'modern world' including: <ul style="list-style-type: none">• growth (economic & population)• global conflict• accelerating globalisation• impacts on the biosphere (such as: deforestation, global warming, climate change, exhaustion of fossil fuels)	identify and describe key features of our 'modern world'
	explain, through examples how key features of our 'modern world' effect how differing groups

	experience today's world
	discuss, using specific examples, how key features of our 'modern world' effect students' daily personal experience of today's world
characteristics of differing 'present-day' approaches to answering the question 'Where are we heading?'	<p>identify and describe differing 'present-day' approaches to answering the question 'where are we heading?' including:</p> <ul style="list-style-type: none"> • religious • political • scientific
	identify and assess differing claims of knowledge from 'present-day' approaches of answering the question 'where are we heading?' using 'claim testers' (such as: authority, evidence, logic, intuition)
<p>role of key philosophical questions in how individuals develop and understanding of their world, such as:</p> <ul style="list-style-type: none"> • Where do we all come from? • What makes us human? • Where are we heading? • What do we understand by 'the future'? • How has the future been regarded across time? Can it be measured? 	<p>create personal hypotheses in response to philosophical questions such as:</p> <ul style="list-style-type: none"> • Where do we all come from? • What makes us human? • Where are we heading?
	identify and assess claims of knowledge made in personal hypotheses in response to philosophical questions using 'claim testers' (such as: authority, evidence, logic, intuition)
	explain how personal hypotheses created in response to philosophical questions assist them in making sense of the world they live in
	investigate how to develop a philosophical understanding of 'the future'?

ASSESSMENT PLAN

Reporting of Assessment

For awarding grades in a Stage 5 School Developed Board Endorsed Course, the following general performance descriptors are to be used.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding in a few areas of the content and has very limited competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has very limited competence in some of the processes and skills.

Assessment Task Outline

Task Description	% Weighting
Unit quizzes	10
Oral task/Debate	25
Exam/s	25
Written Research report &/or presentation	40

Additional assessment information.

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COURSE EVALUATION

Provide a brief description on how you propose to evaluate the course.

Students will complete a survey at the commencement of the course for their perceptions of what the course will teach them and what they are hoping to gain from completing the course. They will also be asked to complete an evaluation of each module. A survey will also be conducted at the end of the course. They reflective journals will also provide information that can be gathered for evaluation of the course. Teachers will also evaluate the course, its content and the time spent on each section.

Teachers will also be asked to undertake the same survey evaluation process in relation to their experiences of teaching the course and their observations of student learning as a result of undertaking the course.