Transcript of Dr Kay Carroll – Historical concepts

The historical concepts described in the new syllabus are predominantly some that we've done in the past in terms of the primary teaching. The major one I think is the change in continuity. And we're all very familiar with that but that's really, really important in terms of history. What has actually changed? And why has it changed? And that's really powerful. What are some of the forces that have changed? And how has it remained the same over time? And why might that be significant or important? And that leads into another sort of concept, we're talking about here is causation and comprehending both short and long term causes, the effects and thinking about the multiple causes that can create a particular situation. We're also talking here about the use of empathy. That's a really important one for the new syllabus. And that literally means walking in the shoes of somebody else. And I think that's a very powerful question that students need to grapple with. Well, why did this happen? And why didn't they choose to do this? And why didn't they respond in this way? And until they have a really good textured understanding of a particular context and what was happening at the time and the social fabric, they're not often able to answer those sorts of questions. So, dealing with empathy is another important concept that the new syllabus brings to us. And so these are the areas that I guess are really important. And the last one is significance. So, what does this tell us? Why is it important and to what extent? And children from very early stages can grapple over time with these big concepts of history and they're really important and the foundation starts in the new syllabus from early Stage 1 and grows over time in a developmental model all the way through to Stage 3.

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