**Call for Contributions: Curated Collections**

We invite you to submit a curated collection of three to five sources that provide a perspective about a specific historical period, topic, event, movement, or individual. The goal is to provide educators with accessible, intriguing sources that can be effectively used in teaching, complemented by insightful commentary from you, the contributor.

**Submission Guidelines:**

1. **Introduction:** Provide a contextual overview of the selected sources, explaining their significance and relevance to the chosen historical focus.
2. **Sources:** Include three to five sources, which can be written texts, objects, images, or other forms of historical evidence. Please keep written sources concise, ideally no longer than a few paragraphs each (they could even be just a few sentences). A collection of sources which represent a range of perspectives are welcome.
3. **Discussion:** Offer a brief analysis of each source, discussing its importance and how it contributes to the understanding of the historical topic or period.
4. **Conclusion:** Summarise the value of the curated sources and their potential impact on historical education.
5. **Biographical Statement:** Include a short biography highlighting your academic background and relevant expertise.

**Examples of Possible Focus Areas:**

* Sources related specifically to Perikles
* Broader sources depicting fifth-century Athens
* Documents on NSDAP use of propaganda
* General sources on German History 1918-1945

We welcome submissions based on any topics provided by ACARA (for Years 7-10) and the QCAA (Years 11 and 12 for Ancient History and Modern History). A list of these can be found below.

We believe this new approach will provide valuable resources for history educators and inspire innovative teaching strategies.

Please submit your contributions to [qhta@qhta.com.au](mailto:qhta@qhta.com.au) (att: QHISTORY) by 27th June 2025 . Should you have any questions or need further information, please contact us via the email above.

We look forward to your submissions, and thank you for supporting the teaching of History in Queensland.

**Supporting information**

The following represent popular topics from current curriculum documents and syllabuses, however, please let us know if you would like to discuss a different topic with us.

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|  | **Ancient History (Year 7)** | **Medieval History (Year 8)** | **Modern History (Years 9 and 10)** |
| **Years 7-10** | **Deep Time History of Australia**   * Theories and historical interpretations about early human evolution and migration * How First Nations Australians have demonstrated continuity and change over deep time; have responded to environmental processes and change over time * Technological changes of early First Nations People and how these developed in different places to contribute to daily life and water management * Change and continuity of social organisation, cultural practices, * Cultural obligations regarding heritage sites, ancestral remains, material culture and artifacts and cultural preservation   **The Ancient World**  (For example, Ancient Egypt, Greece, Rome, China and India)   * Methods used by archaeologists and historians to uncover and conserve the remains, material culture and heritage of the past * Physical and geographic features which influenced the development of the ancient society * A significant event, development, turning point, challenge, individual or group * The experiences and perspectives of rulers and of subject people (power and/or authority) * Beliefs, values and practices (such as everyday life, warfare, death and funerary practices | **Europe**   * Transformation of ancient world to the early modern world (decline of the Roman Empire through to Medieval, Renaissance or pre-modern Europe * A significant event, development, turning point, challenge, individual or group * The experiences and perspectives of rulers and of subject people (power and/or authority)   **Empires and Expansions**  (for example, Mongol Empire, Ottoman Empire, Vikings, the Spanish conquest of the Americas)   * A significant event, development, turning point, challenge, individual or group   The experiences and perspectives of rulers and of subject people (power and/or  **Asia Pacific World**  (for example, Ankor/Khmer, Japan under the Shoguns, Polynesian expansion across the Pacific)   * A significant event, development, turning point, challenge, individual or group * The experiences and perspectives of rulers and of subject people (power and/or authority) | **Industrial Revolution**  **Making and Transforming Australia (1750-1914)**   * Colonisation and migration * Contact with First Nations People * Living conditions, political and legal institutions   **World War 1 or World War 2**   * Causes * Nations and empires involved * Significant events, turning points, developments, challenges, individuals or groups * Consequences   **20th Century**   * Post-war migration * Indigenous Rights Movements * Globalising World (human rights, technology, values and beliefs, changing social, political, economic, cultural and environmental conditions, changing nature of Australian identity) |

More detail re: Years 7-10 can be found here: <https://v9.australiancurriculum.edu.au/>

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|  | **Ancient History Syllabus** | **Modern History** |
| Years 11 and 12 | **Digging up the Past**   * Examination of sites to develop and understanding of the ancient past, methods used to uncover and conserve ancient materials and remains * Their significance for understanding the Ancient World * Ethical issues related to treatment, display, ownership, repatriation, looting and illegal trade   **Features of Ancient Societies**  (in relation to a selected society or civilisation)   * Beliefs, rituals, and funerary practices * The family * Lives of women * Slavery * Art and/or architecture * Weapons and warfare * Technology and engineering * Entertainment and leisure   **Individuals**  (in terms for role, successes, failures, comparisons of depictions during their life time and after, and/or historical significance)   * Philip II and Alexander III of Macedon * Hatshepsut * Perikles * Augustus * Akhenaten * Xerxes * Agrippina the Younger * Nero * Alexander the Great * Cleopatra * Boudica * Thutmose III * Rameses II * Thermistokles * Scipio Africanus * Julius Caesar * Richard the Lionheart   **Civilisations and Movements**  (in terms of their development, features, achievements, failures, turning points, challenges and significance)   * Ancient Egypt (Thebes East and West 18th to 20th Dynasty) * Fifth Century Athens * Rome during the Republic * Early Imperial Rome (Augustus to Nero) * Pompeii and Herculaneum * Ancient Greece (Persian Wars, Peloponnesian War * Ancient Rome (Punic Wars, Civil War and breakdown of the Republic, Augustan Age, Imperial Rome) * The Celts and/or Roman Britain * The Medieval Crusades | **Ideas in the Modern World**   * Australian Frontier Wars * Age of Enlightenment * Industrial Revolution * American Revolution * French Revolution * Age of Imperialism * Meiji Restoration * Russian Revolution * Arab Spring   **Movements in the Modern World**   * Australian Indigenous Rights Movement * Independence movement in India * Women’s movement * Anti-Apartheid movement in South Africa * Environmental movement * LGBTIQ civil rights movement * African-American civil rights movement   **National Experiences in the Modern World**   * Germany – 1918-1945 * United States of America – 1917-1945 * Soviet Union – 1920s-1945 * Japan - 1931-1967 * China – 1931-1976 * India – 1947-1974 * Israel – 1948-1993   **International Experiences in the Modern World**   * Cold War (individuals, superpowers, stakeholders, polices, events, movements, turning points, challenges, motives etc) * Cold War – collapse of the USSR * Australian engagement with Asia * Mass migrations * Information Age * Genocides and ethnic cleansings * Struggles for peace in the Middle East * Terrorism, anti-terrorism and counter terrorism * Rights and Recognition of First Nations People * Search for Peace and Security |

More detail re: Years 11 and 12 can be found here:

<https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ancient_history_25_syll.pdf>

<https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_modern_history_25_syll.pdf>