

Teacher's Guide to the Christian History Research Website

Year	Curriculum Reference	Person/event	CHR website reference(s)	Notes
4	The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)	Matthew Flinders	https://www.chr.org.au/books/southland-of-holy-spirit/page11.php https://www.chr.org.au/maps.php	Search site for further references
4	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)	Arthur Phillip	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		John Hunter	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		Lachlan Macquarie	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
5	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)	Elizabeth Macarthur	https://www.chr.org.au/books/southland-of-holy-spirit/page12.php	
		Arthur Phillip	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		John Hunter	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		Lachlan Macquarie	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references

		Sir Thomas Brisbane	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		Richard Burke	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references
		Sir George Gipps	https://www.chr.org.au/books/southland-of-holy-spirit/page10.php	Search site for further references

Christian References in the National Curriculum

ACHAH056

The different interpretations and representations of the 'fall' of the Roman Empire in the West (from the ancient past, to the more recent past, to today), including Gibbon's Decline and Fall of the Roman Empire, and his view that the Roman Empire fell ...

[ACHAH056 | Content Descriptions | Unit 1: Investigating the Ancient World | Ancient History | Humanities and Social Sciences | Senior secondary curriculum](#)

ACHAH084

The geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion; the Jewish and Hebrew tradition, key aspects of Graeco-Roman religion; the spread of Christianity throughout the Roman Empire; ...

[ACHAH084 | Content Descriptions | Unit 1: Investigating the Ancient World | Ancient History | Humanities and Social Sciences | Senior secondary curriculum](#)

ACHAH087

The historical context of the interpretations and representations of the Early Christians and why these have changed over time, for example the importance of Constantine's 'adoption' and legalisation of Christianity

[ACHAH087 | Content Descriptions | Unit 1: Investigating the Ancient World | Ancient History | Humanities and Social Sciences | Senior secondary curriculum](#)

[curriculum](#)

ACHMH046

The significance of imperialism in this period, including the spread of Christianity, the growth of world trade and capitalism, and the growth of imperial rivalry and militarism

[ACHMH046 | Content Descriptions | Unit 1: Understanding the Modern World | Modern History | Humanities and Social Sciences | Senior secondary curriculum](#)

ACOKFH008

the transformation of the Roman world and the spread of Christianity and Islam

ScOT Terms

[ACOKFH008 | Content Descriptions | Year 8 | History | Humanities and Social Sciences | F-10 curriculum](#)

ACHCK065

The values and beliefs of religions practised in contemporary Australia, including Christianity

Elaborations ScOT Terms

[ACHCK065 | Content Descriptions | Year 8 | Civics and Citizenship | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration (3) ACHASSK166

identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)

[Elaboration \(3\) | ACHASSK166 | Content Descriptions | Year 7 | HASS | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration (3) ACHASSK196

exploring the diversity of spiritualities among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam

[Elaboration \(3\) | ACHASSK196 | Content Descriptions | Year 7 | HASS | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration (1) ACDSEH047

outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period

[Elaboration \(1\) | ACDSEH047 | Content Descriptions | Year 8 | History | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration (1) ACDSEH048

explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest

[Elaboration \(1\) | ACDSEH048 | Content Descriptions | Year 8 | History | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration (4) ACDSEH050

listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period

[Elaboration \(4\) | ACDSEH050 | Content Descriptions | Year 8 | History | Humanities and Social Sciences | F-10 curriculum](#)

Elaboration ACDSEH073

explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD (CE) (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of ...

