

Year Level Plan		Year 7	History	Social Sciences and Languages		AC Australian CURRICULUM	
			Term 1				Term 2
			Unit 1				Unit 2
			<p><b>Unit 1: Investigating the Ancient Past</b>                      Inquiry question: <i>How do historians and archaeologists investigate the past and what are the problems they encounter?</i>                      In this introductory unit, students:</p> <ul style="list-style-type: none"> <li>sequence historical events, developments and periods of the major ancient Mediterranean and Asian civilisations, using the language and measures of time and chronology</li> <li>use historical terms and concepts such as 'historical sources', 'evidence', 'society', 'civilisations', 'timeline', 'historian', 'archaeologist', 'excavation', 'archival research' and 'oral history'.</li> <li>explore the 'out of Africa' theory and patterns of the movement of humans across other continents over time</li> <li>identify the tools, techniques and methods used by historians and archaeologists to investigate history</li> <li>explore the range of sources that can be used in an historical investigation and the usefulness of these sources</li> <li>examine how historians and archaeologists investigate ancient history and explore the evidence for the emergence and establishment of ancient societies and key features of ancient societies</li> <li>investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists</li> <li>appreciate the importance of conserving remains of the ancient past</li> <li>develop texts about the important features and events of the ancient period, and how these features and events have shaped the modern world, including ancient Australia, using evidence from a range of sources that are acknowledged and a range of communications forms and digital technologies</li> </ul>				<p><b>Unit 2: The Mediterranean World - Rome</b>                      Inquiry question: <i>What are the defining characteristics of ancient Rome and what are its legacies?</i>                      In this unit, students:</p> <ul style="list-style-type: none"> <li>explore the physical features of ancient Rome and Italy and how they influenced the civilisation that developed there</li> <li>investigate significant beliefs, values and practices of Roman society</li> <li>identify and understand the roles of key groups in ancient Roman society</li> <li>investigate the role of a significant individual and how they have been perceived by contemporaries and later historians</li> <li>locate, compare, select and use a range of sources as evidence (primary and secondary)</li> <li>discuss the relative worth of each source</li> <li>identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>examine the extent of contacts and conflicts within and/or with other societies and the resulting developments</li> </ul>
<b>Assessment Tasks</b>							
<p><b>Assessment Task 1</b>  <i>Supervised assessment: Response to Historical Sources (Written)</i>                      The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.</p>			<p><b>Assessment Task 2</b>  <i>Research: Written Assignment</i>                      The purpose of this assessment is to make judgments about students' abilities to research, collect, analyse and draw conclusions about historical sources.</p>		<p><b>Assessment Task 3</b>  <i>Supervised Assessment: Extended response to historical sources (paragraphs)</i>                      The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.</p>		