

....Educating Global Citizens

Craigslea
State High School

Social Sciences
and Languages

History

Year 7



An Independent Public School

Year Level Plan	Year 7	History	Social Sciences and Languages	
			Term 1	Term 2
			Unit 1	Unit 2
Unit 1: Investigating the Ancient Past Inquiry question: <i>How do historians and archaeologists investigate the past and what are the problems they encounter?</i> In this introductory unit, students: <ul style="list-style-type: none"> sequence historical events, developments and periods of the major ancient Mediterranean and Asian civilisations, using the language and measures of time and chronology use historical terms and concepts such as 'historical sources', 'evidence', 'society', 'civilisations', 'timeline', 'historian', 'archaeologist', 'excavation', 'archival research' and 'oral history'. explore the 'out of Africa' theory and patterns of the movement of humans across other continents over time identify the tools, techniques and methods used by historians and archaeologists to investigate history explore the range of sources that can be used in an historical investigation and the usefulness of these sources 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 investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists appreciate the importance of conserving remains of the ancient past 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 			Unit 2: The Mediterranean World - Rome Inquiry question: <i>What are the defining characteristics of ancient Rome and what are its legacies?</i> In this unit, students: <ul style="list-style-type: none"> explore the physical features of ancient Rome and Italy and how they influenced the civilisation that developed there investigate significant beliefs, values and practices of Roman society identify and understand the roles of key groups in ancient Roman society investigate the role of a significant individual and how they have been perceived by contemporaries and later historians locate, compare, select and use a range of sources as evidence (primary and secondary) discuss the relative worth of each source identify and describe points of view, attitudes and values in primary and secondary sources examine the extent of contacts and conflicts within and/or with other societies and the resulting developments 	
Assessment Tasks				
Assessment Task 1 <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. Students respond to a series of questions, based on a selection of historical sources, that: <ul style="list-style-type: none"> explore some of the important features and events of ancient Australia understandings of the longevity and richness of Aboriginal and Torres Strait Islander cultures and histories identify the processes used for conserving the remains of the ancient past The student short responses demonstrate understanding in a 65 minute + 5-minute perusal fully supervised test, under exam conditions and will require the interpretation, analysis and evaluation of historical sources in a 400-500 words response.		Assessment Task 2 <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. Students use a historical inquiry process to research a seen ancient artefact and to explain the purpose and significance of the artefact. Students choose an artefact, develop inquiry questions and sub-questions for focus the inquiry, research the artefact to answer questions, record all sources accessed, and write two x 200-word paragraphs about chosen artefact – one about its context and nature and the other about its purpose and significance.		Assessment Task 3 <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. Students consider a range of sources about ancient Roman civilisation including: <ul style="list-style-type: none"> the physical features, key events and developments that shaped this civilisation significant individuals from ancient Rome Roman social structures Law, religion, significant beliefs, values and practices of Roman society Students write two x 200-word responses to historical sources that put puts forward a point of view supported by the interpretation, analysis and evaluation of evidence.
Achievement Standard - Elements Assessed				
By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.		By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.		By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Historical Knowledge and Understanding	Units	
	1	2
Historical Knowledge	1	2
Investigating the Ancient Past		
Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:	✓	✓
the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)	✓	
the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)		✓
key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)		✓
How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)	✓	
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)	✓	
The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)	✓	
The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)	✓	
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)	✓	
The Mediterranean World - Rome		
The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)		✓
Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)		✓
The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)		✓
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)		✓
The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)		✓

Historical Knowledge and Understanding	Units	
	1	2
Historical Understanding		
Evidence		
Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.	✓	✓
Continuity and Change		
Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.	✓	✓
Cause and Effect		
The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.		✓
Perspectives		
A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓
Empathy		
An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.	✓	✓
Significance		
The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.	✓	✓
Contestability		
Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓	✓

Historical Inquiry and Skills	Units	
	1	2
Historical Skills		
Chronology, Terms and Concepts		
Sequence historical events, developments and periods (ACHHS205)	✓	✓
Use historical terms and concepts (ACHHS206)	✓	✓
Historical Questions and Research		
Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	✓	✓
Identify and locate relevant sources, using ICT and other methods (ACHHS208)	✓	✓
Analysis and Use of Sources		
Identify the origin and purpose of primary and secondary sources (ACHHS209)	✓	✓
Locate, compare, select and use information from a range of sources as evidence (ACHHS210)	✓	✓
Draw conclusions about the usefulness of sources (ACHHS211)	✓	✓
Perspectives and Interpretations		
Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)	✓	✓
Explanations and Communication		
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)	✓	✓
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)		✓