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| **The Ancient World**  Investigating the ancient past | | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | | **Year 7** | | |
| Inquiry Questions | | | | | | | | Key Concepts | | | | | | | | | | | | | |
| * How do we know about the ancient past? * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies? * What have been the legacies of ancient societies? | | | | | | | | Students develop historical understandings particularly focused on the key concepts of **evidence, perspectives** and **significance**.  Students build on and develop their understandings of historical inquiry in the context of the ancient world. They explore some of the important features and events of the ancient period, and how these features and events have shaped the modern world. In this context, this unit focuses on ancient Australia in some depth and develops understandings of the longevity and richness of Aboriginal and Torres Strait Islander cultures and histories. | | | | | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | | | | | | |
| How historians and archaeologists investigate history, including excavation and archival research | The range of sources that can be used in an historical investigation, including archaeological and written sources | | | | | 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 | | | | | | | | | 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 | | | The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples | | | |
| Historical Skills *(The students will…)* | | | | | | | | | | | | | | | | | | | | | |
| **Chronology, terms and concepts** | | | | | **Historical questions and research** | | | | | **Analysis and use of sources** | | | | | | **Perspectives and interpretations** | | **Explanation and communication** | | | |
| * 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 | | | | | * Identify a range of questions about the past to inform a historical inquiry * Identify and locate relevant sources, using ICT and other methods | | | | | * Identify the origin and purpose of primary and secondary sources * Locate, compare, select and use information from a range of sources as evidence * Draw conclusions about the usefulness of sources | | | | | | * Identify and describe points of view, attitudes and values in primary and secondary sources and how evidence from these sources is tentative, evolving and interpretative | | * Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged * Use a range of communication forms (oral, graphic, written) and digital technologies | | | |
| Achievement Standard | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | | | |
| **Research 1**: Response to historical evidence (Spoken/signed or multimodal)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*   * Students present a spoken or multimodal response explaining, with references to evidence and sources, a historical controversy or mystery that has challenged historians or archaeologists OR an issue related to the preservation of the remains of the ancient past.   **Research 2**: Assignment (Written/spoken/signed)  *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 an artefact from ancient Australian to explain the purpose and significance of the artefact. | | | | | | | | | | | | | | | | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers co-mark tasks to ensure consistency of judgments. | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 7 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | | | | | | |
| **The Ancient World**  The Asian world: China | | | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | **Year 7** | | |
| Inquiry Questions | | | | | | | | | | | Key Concepts | | | | | | | | | | |
| * How do we know about the ancient past? * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies? * What have been the legacies of ancient societies? | | | | | | | | | | | Students to develop historical understandings particularly focused on the key concepts of **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**.  Students investigate the features of ancient China as a major Asian civilisation and study how these features have shaped and impacted the modern Chinese nation, the Asian region and the world. | | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | | | | | | |
| The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there | | Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion | | | | The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs | | | | | | | Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs | | | | | | | The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang | |
| Historical Skills *(The students will…)* | | | | | | | | | | | | | | | | | | | | | |
| **Chronology, terms and concepts** | | | | **Historical questions and research** | | | | | **Analysis and use of sources** | | | | | | | **Perspectives and interpretations** | | **Explanation and communication** | | | |
| * Sequence historical events and developments related to ancient China * Use historical terms and concepts related to studying the ancient world and be introduced to new terms and concepts used in studying ancient China | | | | * Identify a range of questions about the past to inform a historical inquiry about ancient China as a major Asian civilisation | | | | | * Identify and locate relevant sources related to physical features of China * Identify the origin and purpose of primary and secondary sources * Locate, compare, select and use information from a range of sources as evidence and draw conclusions about the usefulness of sources | | | | | | | * Identify and describe points of view, attitudes and values in primary and secondary sources, e.g. to form a point of view on the organisation of ancient Chinese society | | * Develop texts about the important features and events of ancient Chinese society, using evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies | | | |
| Achievement Standard | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | | | |
| **Supervised assessment**: Extended response to historical sources (Written)  *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 Chinese civilisation including:   * The physical features, key events and developments that shaped this civilisation * Significant individuals from ancient China * Traditional Chinese social structures, * Law , religion, significant beliefs, values and practices of Chinese society   *Students write an extended response to historical sources that puts forward a point of view supported by the interpretation, analysis and evaluation of evidence. The historical sources will be both seen and unseen.* | | | | | | | | | | | | | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. * Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | | | | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 7 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | | | | | | |
| **The Ancient World**  The Mediterranean world: Rome | | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | | **Year 7** | | |
| Inquiry Questions | | | | | | | | | | | | Key Concepts | | | | | | | | | |
| * How do we know about the ancient past? * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies? * What have been the legacies of ancient societies? | | | | | | | | | | | | Students to develop historical understandings particularly focused on the key concepts of **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.**  Students investigate and develop an appreciation of the features of ancient Rome, and the legacy ancient Mediterranean societies have on the modern world. | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | | | | | | |
| The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there | | Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion | | | | 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 | | | | | | | | 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 | | | | | | | The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus |
| Historical Skills *(The students will…)* | | | | | | | | | | | | | | | | | | | | | |
| **Chronology, terms and concepts** | | | **Historical questions and research** | | | | **Analysis and use of sources** | | | | | | | | | **Perspectives and interpretations** | | **Explanation and communication** | | | |
| * Sequence historical events and developments related to ancient Rome * Use historical terms and concepts related to studying the ancient world and be introduced to new terms and concepts used in studying ancient Rome | | | * Explore key features of ancient societies (farming, trade, social classes, religion, rule of law) * Identify a range of questions about the past to inform historical inquiry about ancient Rome and the legacy of ancient Mediterranean societies | | | | * Identify and locate relevant sources, using ICT and other methods, and identify the origin and purpose of primary and secondary sources * Locate, compare, select and use a range of sources as evidence (primary and secondary, visual and written, official and vernacular) and draw conclusions about the usefulness of sources * Discuss the relative worth of each source and record details of sources that are used | | | | | | | | | * Identify and describe points of view, attitudes and values in primary and secondary sources, e.g. examine sources to form a point of view on the organisation of Roman society | | * Develop texts about the important features, events and significant individuals of ancient Roman society, and how these features and events have shaped the modern world, using evidence from a range of sources * Use a range of communication forms and digital technologies | | | |
| Achievement Standard | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | | | |
| **Supervised assessment**: Responses to historical evidence (Written)  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 (primary and secondary, visual and written, official and vernacular), about:   * The physical features of ancient Rome that influenced the civilisation * The daily lives of key groups in ancient Roman society, and significant beliefs, values and practices of the ancient Romans * The contacts and conflict within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire and the spread of religious beliefs * Significant figures from ancient Rome.   *The student responses required will vary in length and require the interpretation, analysis and evaluation of historical sources, both seen and unseen.* | | | | | | | | | | | | | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. * Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | | | | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 7 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | | | | | | |