

# Year 7 History

## Curriculum and assessment plan

### Example

Level description	Context and cohort considerations
<p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.</p> <p>An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.</p> <p>In Year 7, students are expected to study the sub-strand <b>Deep time history of Australia</b> and at least one of the topics from <b>The ancient world</b> sub-strand. The ancient world sub-strand topics are:</p> <ul style="list-style-type: none"> <li>• Greece</li> <li>• Rome</li> <li>• Egypt</li> <li>• India</li> <li>• China.</li> </ul> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past?</li> <li>• Why, where and when did the earliest societies develop?</li> <li>• What emerged as the distinctive features of societies of early First Nations Peoples of Australia?</li> <li>• What emerged as the defining features and achievements of ancient societies?</li> <li>• What have been the significant legacies of ancient societies?</li> </ul>	<p>In Year 7, the History program will be delivered in Semester 2 and has been written for a 40-hour time allocation.</p> <p>In Term 3 the topic of Egypt has been selected for The ancient world sub-strand. Students will study the Deep time history of Australia sub-strand in Term 4.</p> <p>In Year 6 Humanities and Social Sciences (HASS) students focused on Australia in the 20<sup>th</sup> century, including Federation and causes and effects of migration to Australia since Federation.</p>

Unit 1 — What's old is new again: Exploring Ancient Egypt	Unit 2 — Delving into deep time: The importance of our heritage
<p>Timing: Term 3 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What distinctive features of the physical environment influenced the development of Ancient Egypt?</li> <li>• How was Ancient Egyptian society organised?</li> <li>• What do funerary customs reveal about the beliefs of the Ancient Egyptians?</li> <li>• What was significant about the role of Hatshepsut and how do historians know about her achievements?</li> </ul> <p>From hieroglyphics to Hatshepsut, the unique beliefs, customs, individuals and developments associated with Ancient Egypt still fascinate us today. In this unit, students explore the changes and continuities of this ancient culture and consider how the old continues to shape the new.</p> <p>To begin their study, students examine important sources that have helped historians understand the ancient past, including how the Rosetta Stone was used to unlock Egyptian hieroglyphics. Then, using maps and timelines, students learn about the distinctive geographical features that contributed to the development of the Ancient Egyptian civilisation, such as the importance of the annual inundation of the Nile River.</p> <p>Students apply their critical thinking skills to describe the structure of Ancient Egyptian society and the role of the pharaoh by examining a range of archaeological evidence such as shabti figures and tomb paintings and secondary sources, e.g. historians' interpretations, documentaries. Through structured small group discussions that allow them to develop and</p>	<p>Timing: Term 4 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What is meant by 'deep time'?</li> <li>• How has archaeology been used to gather evidence of early societies, including First Nations Australian societies?</li> <li>• How does the heritage of the past display evidence of both continuity and change over time?</li> <li>• What are examples of heritage sites that have, are and continue to be of significance, and how do we conserve them?</li> </ul> <p>The world's oldest continuing cultures emerged out of deep time in Australia. Investigating significant events, developments and achievements of societies from the ancient past, particularly the histories of early First Nations Peoples of Australia, allows us to understand both our heritage and our future.</p> <p>Students begin by establishing how deep time is a framework used by geologists, archaeologists and anthropologists to describe immense periods of time. Through exploration of various methods for investigating the ancient past, (e.g. timelines, stratigraphy to date discoveries, DNA testing of remains), students apply their critical thinking skills to evaluate these different methods and sources of evidence used by historians and archaeologists to understand the ancient past, including theories about migrations. In structured small group discussions that allow students to develop and practise their social and personal skills, they then discuss the importance of archaeology and conserving the remains, material culture and heritage of the past, including ethical considerations.</p>


Unit 1 — What's old is new again: Exploring Ancient Egypt	Unit 2 — Delving into deep time: The importance of our heritage
<p>practise their social and personal skills, students consider changes and continuities in relation to funerary practices through a comparison of the pyramid of Old Kingdom pharaoh Khufu and the tomb of New Kingdom pharaoh Tutankhamun.</p> <p>Students complete their studies of Ancient Egypt with a case study of the New Kingdom pharaoh Hatshepsut and her mortuary temple, allowing students to learn about the achievements of a significant individual as well as the expansion of trade. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p>Using a case study of the Willandra Lakes Region world heritage site, students consider how archaeologists have developed an understanding of the lives of the people of Lake Mungo from more than 40 000 years ago, including their social and cultural practices, significant achievements and environmental responses. Through whole-class discussion that allows students to develop and practise their intercultural skills, they discuss First Nations Australians' continuing connection to Country/Place, and how collaboration between First Nations Australians and others ensures cultural preservation.</p> <p>Students then expand their studies to investigate other significant heritage sites from Australia to understand the historical significance of the ancient past and the importance of each heritage site. Students reflect on these learning activities to support the preparation of their project.</p>

	Unit 1 — What's old is new again: Exploring Ancient Egypt		Unit 2 — Delving into deep time: The importance of our heritage	
	Assessment 1 — Examination	Term/week	Assessment 2 — Project	Term/week
Assessment	<p><b>Description:</b> Students respond to short response items and an extended response item. These items focus on aspects of Ancient Egyptian society, a significant individual and using historical sources. Seen and unseen stimulus is provided for the examination.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• supervised</li> <li>• up to 70 minutes, plus 10 minutes planning</li> <li>• 400–600 words, comprising                             <ul style="list-style-type: none"> <li>– short responses 50–100 words per item</li> <li>– extended responses 200–300 words per item</li> </ul> </li> </ul>	Term 3 Week 8	<p><b>Description:</b> Students respond to a range of primary and secondary sources to investigate the importance of heritage sites. From the sources provided, they select an Australian heritage site that has important cultural connections to First Nations Australians, and a heritage site in Egypt from their Unit 1 studies of Ancient Egypt.</p> <p>Students develop questions and use the information from their provided sources to explain the importance of heritage sites by identifying the causes and effects of events, developments and/or achievements associated with each site. They also examine historical interpretations about the heritage sites to help determine their importance.</p> <p>Research will be presented as an episode for a podcast entitled, 'Delving into Deep time: The importance of heritage sites'.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions</b></p> <ul style="list-style-type: none"> <li>• class time provided</li> <li>• 2–3 minutes</li> </ul>	Term 4 Weeks 7–9
Achievement standard	<p>By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.</p> <p>Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.</p>		<p>By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.</p> <p>Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.</p>	
Moderation	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

Content descriptions	Units		Content descriptions	Units	
Knowledge and understanding	1	2	Skills	1	2
<b>Deep time history of Australia</b> theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia AC9HH7K01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Questioning and researching</b> develop historical questions about the past to inform historical inquiry AC9HH7S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent AC9HH7K02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	locate and identify primary and secondary sources to use in historical inquiry AC9HH7S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>
how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time AC9HH7K03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Using historical sources</b> identify the origin, content, context and purpose of primary and secondary sources AC9HH7S03	<input checked="" type="checkbox"/>	<input type="checkbox"/>
how First Nations Australians have responded to environmental processes and changes over time AC9HH7K04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	identify and describe the accuracy and usefulness of primary and secondary sources as evidence AC9HH7S04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management AC9HH7K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Historical perspectives and interpretations</b> describe causes and effects, and explain continuities and changes AC9HH7S05	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time AC9HH7K06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	identify perspectives, attitudes and values of the past in sources AC9HH7S06	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation AC9HH7K07	<input type="checkbox"/>	<input checked="" type="checkbox"/>	explain historical interpretations about significant events, individuals and groups AC9HH7S07	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The ancient world</b> the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past AC9HH7K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Communicating</b> create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH7S08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
how the physical environment and geographical features influenced the development of the ancient society AC9HH7K09	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society AC9HH7K10	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs AC9HH7K11	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties AC9HH7K12	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
the role and achievements of a significant individual in an ancient society AC9HH7K13	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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