Year 7 unit overview — Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our school | Depth study: *Investigating the ancient past* | 13 weeks |

| Unit outline |
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| 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 BC (BCE) – c.650 AD (CE). 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 including Australia, Egypt, Greece, Rome, China and India.  In this introductory depth study, 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.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * 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? |

| Identify curriculum | | | | | | | | |
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| Content descriptions to be taught | | | | | | General capabilities and cross‑curriculum priorities | | |
| Historical Knowledge and Understanding | | | Historical Skills | | |
| The Ancient World  Overview content includes   * the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia * the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) * key features of ancient societies (farming, trade, social classes, religion, rule of law)   Investigating the ancient past   * How historians and archaeologists investigate history, including excavation and archival research [(ACDSEH001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH001) * The range of sources that can be used in an historical investigation, including archaeological and written sources [(ACDSEH029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH031) * The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples [(ACDSEH148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH148) | | | Chronology, terms and concepts   * Sequence historical events, developments and periods [(ACHHS205)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS205) * Use historical terms and concepts [(ACHHS206)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS206)   Historical questions and research   * Identify a range of questions about the past to inform a historical inquiry [(ACHHS207)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS207) * Identify and locate relevant sources, using ICT and other methods [(ACHHS208)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS208)   Analysis and use of sources   * Identify the origin and purpose of primary and secondary sources [(ACHHS209)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS209) * Locate, compare, select and use information from a range of sources as evidence [(ACHHS210)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS210) * Draw conclusions about the usefulness of sources [(ACHHS211)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS211)   Perspectives and interpretations   * Identify and describe points of view, attitudes and values in primary and secondary sources [(ACHHS212)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS212)   Explanation and communication   * Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged [(ACHHS213)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS213) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS214)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS214) | | | Description: gc_literacy Literacy   * Use appropriate historical language specific to the unit * Compile glossaries and definitions of key terms used   Description: gc_numeracy Numeracy   * Understand and interpret associated maps, tables and graphs, for example, that add meaning to written text * Understand the concept of a number line and increments through constructing timelines   Description: gc_ict **ICT capability**   * Use a range of digital technologies to assist with investigating concepts and information   Description: gc_critical Critical and creative thinking   * Use thinking skills to complete group activities and open-ended tasks   Description: gc_ethical Ethical behaviour   * Identify perspectives and bias in historical sources   Description: gc_intercultural Intercultural understanding   * Investigate the nature of sources for ancient Australia and what they reveal about Australia’s past   Aboriginal and Torres Strait Islander histories and cultures   * Investigate the heritage of Aboriginal and Torres Strait Islander Peoples   Description: cc_asia Asia and Australia’s engagement with Asia   * Describe the social structure of ancient societies. | | |
| Historical Understanding | | | | | | | | |
| This depth study provides opportunities for students to develop historical understandings particularly focussed on the key concepts of: | | | | | | | | |
| ☒ 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  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. |
| 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. 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. | | | | | | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland SOSE Essential Learnings by the end of Year 7  Ways of working   * identify issues and use common and own focus questions * plan investigations using inquiry models * collect and analyse information and evidence from primary and secondary sources * evaluate sources of information and evidence for relevance, reliability, origins and perspective * draw conclusions and make decisions based on information and evidence by identifying patterns and connections * communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts * respond to investigation findings and conclusions by planning and implementing actions * apply strategies to contribute effectively to representative groups and to participate in civic activities * reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace * reflect on learning, apply new understandings and identify future applications. | Year 8 Australian Curriculum: History  The Ancient to the Modern World   * The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.   Historical Skills  Chronology, terms and concepts   * Sequence historical events, developments and periods [(ACHHS148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS148) * Use historical terms and concepts [(ACHHS149)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS149)   Historical questions and research   * Identify a range of questions about the past to inform a historical inquiry [(ACHHS150)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS150) * Identify and locate relevant sources, using ICT and other methods [(ACHHS151)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS151)   Analysis and use of sources   * Identify the origin and purpose of primary and secondary sources [(ACHHS152)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS152) * Locate, compare, select and use information from a range of sources as evidence [(ACHHS153)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS153) * Draw conclusions about the usefulness of sources [(ACHHS154)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS154)   Perspectives and interpretations   * Identify and describe points of view, attitudes and values in primary and secondary sources [(ACHHS155)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS155)   Explanation and communication   * Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged [(ACHHS156)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS156) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS157)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS157) |
| Bridging content | |
| The SOSE Essential Learnings by the end of Year 7 do not address the concepts or historical content related to the ancient past, so bridging learning experiences related to these elements may assist in developing student understanding. | |
| Links to other learning areas | |
| There is the possibility of linking the concepts and content in this unit to the broader Year 7 Queensland and Australian Curriculum content that may be taught in other curriculum areas when implementing the Australian Curriculum: History. | |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence about the following characteristics of student work:  **Understanding**   * descriptions of interpretations of past events and developments including the perspectives of different individuals and groups   **Skills**   * interpretations and analysis of selected historical sources that identify different points of view and provide useful evidence connected to inquiry questions * communication in descriptive and explanatory texts that incorporate the use and acknowledgement of sources of historical evidence   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 7 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.  **Research: 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, an historical controversy or mystery that has challenged historians or archaeologists OR an issue related to the preservation of the remains of the ancient past.  Suggested conditions:   * open * 300–400 words * 3–4 mins.   **Research: 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.  Suggested conditions:   * open * 300–400 words * 3–4 mins.   For further advice and guidelines on conditions for assessment refer to *Assessment: History* on the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| *Chronology, terms and concepts*  Students:   * use and understand key historical terms and concepts (e.g. ancient, contemporary, historical sources, primary and secondary sources, archaeology, civilisation, archival research, oral history, artefact, evidence and inquiry) * understand the difference between primary and secondary sources and compile a table identifying a range of examples of each source type * engage in a range of activities which encourage familiarity with, and understanding of, the role of various experts in investigating, interpreting and preserving history (e.g. archaeologist, historian, palaeontologist, forensic pathologist, anthropologist) * explore the elements involved in the construction of historical timelines and develop a glossary/definition of terms (e.g. chronology, time period, era, BCE, CE, BC, AD etc.) * Construct/explore a timeline detailing the time periods of major civilisations (e.g. Minoa, Mycenea, Sumeria, Greece, Rome, Egypt, China, Viking, Aztec, Incan) * On the timeline, annotate a selection of key events or significant people (e.g. building of the pyramids, spread of the Roman Empire, Julius Caesar, Tutankhamun, Jesus Christ, Cook’s voyages, the Industrial Revolution etc.) from 60,000 BCE to the present day so as to develop an overview “perspective” of our past * Identify the key features and characteristics (criteria) that denote a “civilisation” * Consider, discuss and evaluate the claim that early Australian Aboriginal society does not meet this criteria and therefore does not constitute a true “civilisation”. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from access to:   * computer facilities and ICT support * field trips to relevant locations or excursions to museums and galleries   **Useful websites**  Online sites such as the following would be useful starting points in this unit of work:  [<www.historyonthenet.com](http://www.historyonthenet.com)>  <[www.aboriginalhistory.org/](http://www.aboriginalhistory.org/)>  <[www.aboriginalheritage.org/](http://www.aboriginalheritage.org/)>  **Guest speakers**   * A person with understandings of the presence of ancient Australia in today’s landscape and society could present their knowledge to students * An historian could discuss methods and sources used in historical investigations * Librarians/museum curators could discuss locating and using and evidence about the past. |
| *Investigating the Ancient World*  Students:   * explore a timeline or chronological display of major Mediterranean and Asia civilisations, events and achievements in the ancient world  (c.60,000 BC/BCE–c.650 AD/CE) * label maps to identify the location of ancient civilisations, cities or landmarks. * investigate landmarks, cities or achievements from various cultures in the ancient past (e.g. the Seven Wonders of the Ancient World, the Pillars of Ashoka, the Barabar Caves, the first phase of the Great Wall of China, and the Han tombs) * identify and summarise the various methods used by historians to investigate the past (e.g. site excavation and stratigraphy, radiocarbon dating, tree-ring dating, DNA analysis, dendrochronology, potassium dating, typology, thermo luminescence) * discuss the methodology that would be most appropriate to use in determining the time period of various discoveries and ancient artefacts (e.g. the location of Troy, the Otzi Ice man (Austria/Italy), Bog man (Denmark) the dating of the bones of the Lake Mungo Woman, Megafauna fossils (Australia), Stonehenge, Pompeii, the Dead Sea Scrolls, Egyptian mummies etc…) * investigate and explain the significance of the Rosetta Stone * explore a “history mystery” of personal interest (e.g. the Shroud of Turin, Noah’s Ark, Easter Island/Rapa Nui, Stonehenge, the construction of the Egyptian pyramids) and develop focus questions to guide the investigation. |  |  |
| *Investigating Australia’s ancient past*  Students:   * compile a list of key discoveries and artefacts that have been identified as belonging to Australia’s ancient past (rock paintings, petroglyphs (rock engravings), the Lake Mungo bones, shell middens, stone tools, fish traps, the remains of ancient campfires etc.) * generate a range of questions to guide an inquiry into the nature of particular sources (e.g. a particular artefact/tool/weapon) related to ancient Australia and what they reveal about Australia’s ancient past, e.g. where was it found, what it was for, how was it used, who used it, how long it was used, what it reveals about technology or the use of local resources and the environment * conduct an historical inquiry into a particular artefact from Australia’s ancient past: research, collect evidence, make judgments, analyse and draw conclusions.   *Preserving the past*  Students:   * Consider and justify the need to preserve the remains of the past, including the heritage of Aboriginal and Torres Strait Islander peoples * Identify the methods used, (e.g. site conservation, world heritage listing) and various organisations whose function and goal is to preserve history, e.g. museums, galleries, the National Trust, UNESCO, ICCROM * Identify and explain why and how a particular ancient historical site has been preserved, e.g. Pompeii, Angkor Wat, the temples of Abu Simbel, the Qin Shi Huang Terracotta Warriors. |  |  |
| *Research methodology and the inquiry process*  Students:   * Develop a thesis/hypothesis to guide and inform the research process * Classify questions as either closed or open. Consider circumstances when questions with either a narrow or broad focus are more appropriate * Use library catalogues or internet search engines to locate relevant information on a specific topic from a range of sources * Research topics using text resources (e.g. books, journals, newspapers and magazines) or using digital technologies (e.g. internet search engines, online databases, history blogs) * Discuss the reliability of various sources and identify any bias evident in the information i.e. consider whose point of view is represented in the source) * Find evidence in a text to support statements of understanding, hypotheses (informed predictions) or that appears to answer the focus questions of the inquiry * Practise note-making skills when recording historical information in response to particular focus questions or topics. Identify key words, dates, names and main ideas when summarising information * Select different types of evidence to compare and evaluate what appears to be most effective in support of an explanation * Understand the purpose of and conventions surrounding the recording of bibliographic information and practise constructing bibliographies using a recognised format (e.g. APA, Harvard) * Experiment with different forms of communication to convey understanding (e.g. spoken presentations with visual aids, PowerPoint presentations, webpages, short films), with a focus on the desirable qualities in each form. |  |  |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |