

Year 7 – History 2024

TERM 3

Depth Study 1- Investigating the Ancient Past (including ancient Australia)

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

UNIT OVERVIEW

ASSESSMENT

Historical context of the overview

According to the 'out of Africa' theory, about 60 000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Students briefly outline:

- the theory that people moved out of Africa around 60 000 years ago 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)

Depth Studies

There are three (3) Ancient World depth studies.

Key inquiry questions for the following three (3) Ancient World depth studies:

- 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?

Task Number:1

Nature of Task: Research and PowerPoint Presentation

Percentage: 50%

Week: 9

Reported: Semester 2

TIMING
9 Weeks

Year 7 – History 2024

TERM 4		
TIMING Weeks: 6	Depth Study 2- The Mediterranean World - Rome Students develop an appreciation and understanding of the key features of the society and its contribution to the Ancient World.	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • The physical features of the ancient society and how they influenced the civilisation that developed there. • Roles of key groups in the ancient society, including the influence of law and religion. • The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs. • Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties. • The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus. 	Task Number:2 Nature of Task: Exam Percentage: 50% Week: 3 Reported: Semester 2
TIMING Weeks:5	Depth Study 3- The Asian World – Asia (Ancient China) Focus: Students develop an appreciation and understanding of the key features of the society and its contribution to the Ancient World	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • The physical features of the ancient society and how they influenced the civilisation that developed there. • Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion. • The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: 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 empires and the spread of philosophies and beliefs • The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di. 	Informal in class.