



# WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

## Year 7 Society and Environment Course Outline 2017

### **COURSE OUTLINE**

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 BCE – c.650 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 don't know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. The content provides opportunities to develop historical understandings within three depth studies. In 2017, we have chosen to focus on *Investigating the ancient past and Ancient Egypt*. Key questions will include:

1. How did societies change from the end of the ancient period to the beginning of the modern age?
2. What key beliefs and values emerged and how did they influence societies?
3. What were the causes and effects of contact between societies in this period?
4. Which significant people, groups and ideas from this period have influenced the world today?

Term 2 provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the **Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system.** Students also explore how Australia's secular system of government supports a diverse society with shared values. A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

1. How is Australia's system of democratic government shaped by the Constitution?
2. What principles of justice help to protect the individual's rights to justice in Australia's system of law?
3. How is Australia a diverse society and what factors contribute to a cohesive society?

### **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.*

**Term 1** *Investigating the Ancient Past and Ancient Egypt*

<b>Wk</b>	<b><i>Historical Knowledge and Understanding</i></b>	<b><i>Historical Skills</i></b>	<b><i>Assessment</i></b>
<b>1-3</b>	<ul style="list-style-type: none"> <li>• Introduction to Archaeology. Address questions such as: How do we know so much about history? What are artefacts?</li> <li>• How do Archaeologists extract evidence from the ground? What difficulties might they run into? (Artefact robbers)</li> <li>• Introduce students to the seven key concepts of historical understanding, including: <b><i>empathy, evidence, continuity and change, cause and effect, perspectives, significance and contestability.</i></b></li> <li>• Defining terms such as BC, AD, BCE and CE; prehistory (before the period of textual recording).</li> <li>• Introduce a timeline of history. – Students will learn to interpret and create their own timelines. They will begin to identify the approximate beginning and end dates of ancient civilisations.</li> <li>• Why and where did the earliest societies develop?</li> <li>• What artefacts can be found that help support historians assumptions about the period? Students will examine sources to determine their usefulness to historical inquiries and will create ‘primary’ resources of their own.</li> <li>• Evidence of Ancient Indigenous Australian societies including: Oral traditions, archaeological evidence, evidence from later times.</li> <li>• Overview content for the ancient world to include the following: <ul style="list-style-type: none"> <li>- The theory that people moved out of Africa around 80000BCE and migrated to other parts of the world.</li> <li>- The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</li> <li>- Key features of ancient societies (farming, trade, social classes, religion, rule of law, written records)</li> </ul> </li> </ul>	<p><i>Sequence historical events, developments and periods</i></p> <p><i>Use historical terms and concepts</i></p> <p><i>Identifying a range of questions about the past to inform a historical inquiry</i></p> <p><i>Identify the origin and purpose of primary and secondary resources</i></p> <p><i>Use a range of communication forms (oral, written, graphic)</i></p>	<p><b><i>Historical Skills Assessment: Interpreting and creating timelines</i></b></p>
<b>4</b>	<p><b>Investigating the Ancient Past</b></p> <ul style="list-style-type: none"> <li>- How old is it? Identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating.</li> <li>- Introduction to sources (where a historian finds information) and the importance of evidence (the information that is used by the historian).</li> <li>- Virtual site studies – looking at the world’s greatest museums using the internet</li> </ul>	<p><i>Identify and locate relevant sources, using ICT and other methods</i></p>	
<b>5</b>	<p><b>Dating techniques</b></p> <p>Evaluating methods for investigating the ancient past, for example stratigraphy to date discoveries, DNA testing to identify past individuals from their remains.</p> <ul style="list-style-type: none"> <li>- Students will create a cross-section drawing of the earth’s surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time.</li> <li>- We will also practice generating a range of questions to investigate a source for reliability and accuracy.</li> <li>- Research Assignment – Narrabeen Man.</li> </ul>	<p><i>Identify the origin and purpose of primary and secondary resources</i></p> <p><i>Locate and compare information from a range of sources to use as evidence</i></p> <p><i>Use a range of communication forms (oral, written, graphic) and digital technologies</i></p>	<p><b><i>Historical Knowledge and Skills</i></b></p> <p><i>Investigate the skeletal remains of Narrabeen Man and determine his background and cause of death..</i></p>
<b>6</b>	<p><b>Why is it so important to preserve the remains of the ancient past?</b></p> <p>We will address this question by:</p> <ul style="list-style-type: none"> <li>- Investigating world heritage criteria for the listing of significant ancient sites, using an example of Pompeii</li> <li>- Understanding the significance of Australian Heritage sites to the Aboriginal and Torres Strait Islander Peoples.</li> </ul>	<p><i>Identify and describe points of view, attitudes and values in primary and secondary sources</i></p>	<p><b><i>ITC Skills</i></b></p> <p><i>in-class investigation on the Parthenon and Colosseum</i></p>

7	<p><b>Ancient Egypt</b></p> <p><b>Introduction to the period and timeline of important dates.</b></p> <ul style="list-style-type: none"> <li>- <b>What were the physical features of Egypt and how did they influence the civilisation that developed there?</b> Students will describe the importance of the River Nile to Egyptian Society (inundation and farming, the worship of Hapi, the river as a means of transport).</li> <li>- Document studying of the irrigation in ancient Egypt.</li> <li>- What was the climate of Ancient Egypt?</li> <li>- Map key features of Ancient Egypt</li> <li>- Contestability: The mystery of the Sphinx</li> </ul>	<p><i>Sequence historical events, developments and periods</i></p> <p><i>Draw conclusions about the usefulness of sources</i></p>	
8	<p><b>What were the roles of key groups on ancient Egyptian society? (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion.</b></p> <ul style="list-style-type: none"> <li>- Students will create a graphic representation of the social structure of Egyptian Society (Social Hierarchy pyramid)</li> <li>- What stories exist that help to reinforce our understanding of these roles?</li> </ul> <p>In their shoes – Students will role play some of the roles in Ancient Egypt to develop an understanding of empathy and perspective.</p>	<p><i>Use historical terms and concepts</i></p> <p><i>Identify and locate relevant sources, using ICT and other methods</i></p>	
9	<p><b>What were the significant beliefs, values and practices of the Ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>– students will investigate the significant beliefs associated with death and funerary customs (for example, belief in the afterlife) and practices (for example, burial in tombs and techniques for mummification).</li> </ul> <p>Students will mummify an orange (to be checked on 8 weeks later to see if it has worked!)</p> <ul style="list-style-type: none"> <li>- What artefacts can be found that help support historians assumptions about the period? Students will examine sources to determine their usefulness to historical inquiries.</li> </ul>	<p><i>Draw conclusions about the usefulness of sources</i></p> <p><i>Locate and compare information from a range of sources</i></p>	<p><b><i>Historical Skills and Understanding: Research project. On an Ancient Society</i></b></p>
10	<p><b>What contacts and conflict did Ancient Egypt have with the rest of the world? What developments resulted, such as trade, conquest of other lands and peace treaties?</b> (Trade with Cyprus, Crete and Greece)</p> <ul style="list-style-type: none"> <li>- Map the expansion of Ancient Egypt and the growing Greek and Roman empires.</li> </ul>	<p><i>Identify and locate relevant sources, using ICT and other methods.</i></p>	<p><b><i>End-of-Unit Test</i></b></p>

## Term 2 Civics and Citizenship

Wk	<i>Civics and Citizenship knowledge</i>	<i>Skills</i>	<i>Assessments</i>
1	<p><b>Who were some of the key figures in Ancient Egypt? Examine the roles of significant individuals in Egyptian History, such as Hatshepsut, Cleopatra and Ramses II. What were their early lives and achievements like? How were they perceived by their contemporaries?</b></p> <ul style="list-style-type: none"> <li>- Students will be given time in class to create a historical argument as to who was the most influential person in Ancient Egypt. They will model their argument on the Inquiry Process, and evaluate sources for their reliability and usefulness.</li> </ul> <p>What is the legacy of Ancient Egypt? How are they still influencing the modern world today?</p>	<p><i>Locate and compare information from a range of sources</i></p> <p><i>Draw conclusions about the usefulness of sources</i></p> <p><i>Identify points of view, attitudes and values in primary and secondary sources.</i></p>	<p><b>Historical Skills and Understanding</b> Document Study: Primary and Secondary Resources</p>
2-4	<p><b>Government and democracy</b></p> <p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers</p> <ul style="list-style-type: none"> <li>- students explain features of Australia's Constitution, including the process for constitutional change.</li> <li>- What are the roles of the houses in federal and state government?</li> <li>- How does the Separation of Powers ensure justice is delivered in a fair and consistent manner?</li> <li>- The process for constitutional change through a referendum</li> </ul>	<p><i>Identify and locate relevant sources, using ICT and other methods</i></p> <p><i>Use historical terms and concepts</i></p>	<p><b>Australian History Test – a national test given to assess students skills in analysing sources and recalling key concepts</b></p>
5-6	<p><b>Laws and citizens</b></p> <p><b>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</b></p> <ul style="list-style-type: none"> <li>- Revision of the Rule of Law</li> <li>- They explain how Australia's legal system is based on the principle of justice.</li> <li>- Complete a diagram on 'who's who' in the court room</li> <li>- What occurs when you are placed under arrest?</li> </ul>	<p><i>Identify and locate relevant sources, using ICT and other methods</i></p>	
7-8	<p><b>Citizenship, diversity and identity</b></p> <p><b>How Australia is a secular nation and a multi-faith society with a Christian heritage</b></p> <ul style="list-style-type: none"> <li>- explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.</li> </ul> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society</p> <p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa</p> <p>Discuss the issues of immigration in Australia and how refugees are portrayed in the media. Look at excerpts from the play 'Boy Overboard' to understand the plight of Afghan refugees.</p>	<p><i>Use a range of communication forms (oral, written, graphic) and digital technologies</i></p> <p><i>Identify and locate relevant sources, using ICT and other methods</i></p> <p><i>Identify points of view, attitudes and values in primary and secondary sources.</i></p>	<p><b>Skill Drill:</b> Interpreting bar and column graphs.</p> <p><b>End-Of-Unit Test</b></p>
9-10	<p><b>Create a multimodal research project focussing on the diverse nature of Australian society.</b></p> <p><i>In partners, examine the many different cultures that are present within Australia. Choose one main cultural group to focus on, and chart their</i></p>	<p><i>Locate and compare information from a range of sources</i></p> <p><i>Draw conclusions</i></p>	<p><b>Multimodal Assignment on Australian Society</b></p>

	<p><i>arrival, the difficulties they face and the roles they have played in Australian society. Students will need to present their finding in an oral presentation and another form of communication (such as a report, poster, video)</i></p>	<p><i>about the usefulness of sources</i></p> <p><i>Identify points of view, attitudes and values in primary and secondary sources.</i></p> <p><i>Use a range of communication forms (oral, written, graphic) and digital technologies</i></p>	
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*Dates and assessments may be subjected to change*