WAGIN
DISTRICT HIGH SCHOOL
SEMESTER OUTLINE

Year 7 Society and Environment Course Outline 2015.

COURSE OUTLINE

The Year 7 Curriculum provides 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 2015, we have chosen to focus on Investigating the ancient past, Ancient Egypt and Ancient India. 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?

As part of the new Australian Curriculum there will also be a focus on ICT, the Asian Region, Indigenous Australians and Environmental Sustainability.

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 and 2: Investigating the Ancient Past, Ancient Egypt and Ancient India

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| 1-3 | - Introduction to Archaeology. Address questions such as: How do we know so much about history? What are artefacts?  
- How do Archaeologists extract evidence from the ground? What difficulties might they run into? (Artefact robbers)  
- Introduce students to the seven key concepts of historical understanding, including: empathy, evidence, continuity and change, cause and effect, perspectives, significance and contestability.  
- Defining terms such as BC, AD, BCE and CE; prehistory (before the period of textual recording).  
- 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.  
- Why and where did the earliest societies develop?  
- 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.  
- Evidence of Ancient Indigenous Australian societies including: Oral traditions, archaeological evidence, evidence from later times.  
- Overview content for the ancient world to include the following: - The theory that people moved out of Africa around 80000BCE and migrated to other parts of the world. - 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, written records) | Sequence historical events, developments and periods  
Use historical terms and concepts  
Identifying a range of questions about the past to inform a historical inquiry  
Identify the origin and purpose of primary and secondary resources  
Use a range of communication forms (oral, written, graphic) | **Historical Skills Assessment:** Interpreting and creating timelines |
| 4 | **Investigating the Ancient Past**  
- 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.  
- Introduction to sources (where a historian finds information) and the importance of evidence (the information that is used by the historian.  
- Virtual site studies – looking at the world’s greatest museums using the internet | Identify and locate relevant sources, using ICT and other methods | |
| 5 | - Evaluating methods for investigating the ancient past, for example stratigraphy to date discoveries, DNA testing to identify past individuals from their remains.  
- 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.  
- As a class, we will look at the evidence surrounding the ancient settlement of Troy, and determine what evidence there is to suggest that it existed. We will also practice generating a range of questions to investigate a source for reliability and accuracy.  
- Students will have time in class to investigate their own Historical mystery and produce a written report. | Identify the origin and purpose of primary and secondary resources  
Locate and compare information from a range of sources to use as evidence  
Use a range of communication forms (oral, written, graphic) and digital technologies | **Historical Knowledge and Skills**  
Investigate one historical controversy or myth that has challenged historians or archaeologists. |
| 6 | **Why is it so important to preserve the remains of the ancient past? We will address this question by:**  
- Investigating world heritage criteria for the listing of significant ancient sites, using an example of Pompeii  
- Understanding the significance of Australian Heritage sites to the Aboriginal and Torres Strait Islander Peoples. | Identify and describe points of view, attitudes and values in primary and secondary sources | **Unit Test** |
7-8 **Ancient Egypt**

- Introduction to the period and timeline of important dates.
- What were the physical features of Egypt and how did they influence the civilisation that developed there? 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).
- Document studying of the irrigation in ancient Egypt.
- What was the climate of Ancient Egypt?
- Map key features of Ancient Egypt.
- Contestability: The mystery of the Sphinx.

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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.
- Students will create a graphic representation of the social structure of Egyptian Society (Social Hierarchy pyramid).
- What stories exist that help to reinforce our understanding of these roles?
- In their shoes – Students will role play some of the roles in Ancient Egypt to develop an understanding of empathy and perspective.

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What were the significant beliefs, values and practices of the Ancient Egyptians?
- 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. Students will mummify an orange (to be checked on 8 weeks later to see if it has worked!)
- What artefacts can be found that help support historians assumptions about the period? Students will examine sources to determine their usefulness to historical inquiries.

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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? (Trade with Cyprus, Crete and Greece)
- Map the expansion of Ancient Egypt and the growing Greek and Roman empires.

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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?
- 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.
- What is the legacy of Ancient Egypt? How are they still influencing the modern world today?

13-14 **Ancient India**

- How do we know so much about Ancient India? What artefacts exist?
- Students will respond to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: ‘who wrote/produced this? When? Why? What does it show us about the past?’
- What were the lost cities of the Indus Valley?
- What are the physical features of India (such as fertile river plains)
and how have they influenced the civilisation that developed there?
- Students will examine the harmonious relationship with the natural world reflected in the Indian belief system
- Create a graphic representation of the extent of India as a political unit at this time, including for example, its diverse climatic and geographical features, types and location of food production, areas of high and low population density.

| 15-16 | What were the roles of key groups in Indian Society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion.
|       | What were the significant beliefs, values and practices of Indian society?  
|       | Who were the Indian Gods? Students will create clay models of their favourite Indian God.
|       | Students will investigate the significant beliefs, values and practices of Indian society associated with for example, rites of passage for boys and men; rites of passage for girls and women and the rites of marriage.
|       | They will also investigate the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)
|       | Identify the origin and purpose of primary and secondary sources
|       | Locate, compare and select information from a range of sources as evidence.  

| Historical Skills: Document Analysis Test |

| 17-18 | What contact and conflict within and/or with other societies, resulted in developments such as the expansion of trade, the rise of the Mauryan Empire and the spread of philosophies and beliefs.
|       | Examine the extent of Indian contact with other societies such as the Macedonians under Alexander the Great.
|       | Recognising different perspectives with regards to sources
|       | Draw conclusions about the usefulness of sources
|       | Develop texts that use evidence from a range of sources that are acknowledged.  

| Historical Skills and Understanding Research Project: What are the legacies of Ancient India? |

| 19-20 | What were the roles of significant individuals in Indian Society, such as Chandragupta Maurya and Ashoka?
|       | Examine the historical context, early life and achievements of a significant historical figure and how they were perceived by their contemporaries.

What have been the legacies of all the ancient societies?

| Unit Test | Locate and compare information from a range of sources
|           | Draw conclusions about the usefulness of sources
|           | Identify points of view, attitudes and values in primary and secondary sources.  

| 17-18 | Identify the origin and purpose of primary and secondary sources
|       | Locate, compare and select information from a range of sources as evidence.  

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