



Australian Curriculum: History — Year 7

Year level plan- 2023

| CURRICULUM | SEMESTER 1 | | SEMESTER 2 | |
|-------------------------|--|---|------------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit name | Investigating the Ancient Past | Depth study of an ancient society – Greece, Rome or Egypt | | |
| Unit description | <p>Students will examine the roles of archaeologists, historians and evidence (including artefacts and sources) and how they are used to make informed judgements about the ancient past, including ancient Australia.</p> <ul style="list-style-type: none"> • How do we know about the Ancient Past? • Why and where did the earliest societies develop? | <p>Students will use the historical research process to investigate an ancient society (Greece, Rome or Egypt) with a focus on the role of groups and significance of particular individuals in that society.</p> <ul style="list-style-type: none"> • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? <p>This unit is supported by Virtual Reality Modules- <i>Ancient China</i> and <i>Ancient Rome</i>- Immersive Pedagogy supporting documentation is available as part of this module.</p> | | |

| ASSESSMENT | SEMESTER 1 | | SEMESTER 2 | |
|--|-------------------------------------|---|---|--|
| | Investigating the ancient past- AT1 | Examining ancient societies- AT2 | | |
| Range and balance of summative assessment conventions | Technique | Examination- source analysis | Investigation | |
| | Type of text | Short response | Paragraph - description | |
| | Mode | Written | Written | |
| | Conditions | <ul style="list-style-type: none"> • Time allowed: 140 minutes • 400–600 words, written in complete sentences • Unseen sources • Exam condition | To be presented as (selected by your teacher): <ul style="list-style-type: none"> • Written essay • Digital presentation (e.g. PowerPoint, Web Quest) | |

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|---|---|--|---|--|--|
| | | | <ul style="list-style-type: none"> • Poster • Word count: 400-600 • Balance of home and class time for task completion • Students required to acknowledge all sources | | |
| Aspects of the achievement standard - History | | | | | |
| suggest reasons for change and continuity over time | | | | | |
| describe the effects of change on societies, individuals and groups | | | ✓ | | |
| describe events and developments from the perspective of different people who lived at the time | | | ✓ | | |
| explain the role of groups and the significance of particular individuals in society | ✓ | | ✓ | | |
| identify past events and developments that have been interpreted in different ways | ✓ | | | | |
| | | | | | |
| sequence events and developments within a chronological framework, using dating conventions to represent and measure time | | | | | |
| when researching, students develop questions to frame a historical inquiry | | | ✓ | | |
| identify and select a range of sources and locate, compare and use information to answer inquiry questions | | | ✓ | | |
| examine sources to explain points of view | ✓ | | | | |
| when interpreting sources, identify their origin and purpose. | ✓ | | | | |
| develop texts, particularly descriptions and explanations | ✓ | | ✓ | | |
| use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. | ✓ | | ✓ | | |

Term 1

Term 2

Term 3

Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard