Course Description:
Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Course Outcomes:
By the end of this unit you should be able to:
- 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.

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.

Course Organisation:
The organisation of the unit will be:
- History Overview Introduction to the Ancient World – 1 week
- Investigating the Ancient Past – 3 weeks
- Ancient Egypt – 3 weeks
- Ancient China – 3 weeks

The focus of each civilisation will be:
- Ancient Customs
- Culture
- Lifestyles
- Inventions
- Artefacts
- Major Contributions to society
- Government

Student’s activities will include:
- Researching, collating and categorising information
- Comparing and Contrasting lifestyles
- Constructing timelines
- Organising, recording and interpreting date
- Mapping
- Collaborating
- Creating and designing art and craft models
## Course Timeline:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Activity</th>
<th>Assessment</th>
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| 1  | Overview – Introduction to History and Time | Major research assignment –  
• Narrabeen Man comparison - Speech (3 min presentation)  
Homework  
• 1 homework piece  
Formal Test  
• Test 1 – Archaeology and Time |
| 2 – 4 | Depth Study 1 – Investigating the Ancient Past  
• How historians and archaeologists investigate history.  
• The range of sources that can be used in an historical investigation.  
• The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians.  
• The nature of the sources for ancient Australia and what they reveal about Australia’s past.  
• The importance of conserving the remains of the ancient past. | |
| 5 - 7 | Depth Study 2 – Ancient Egypt  
• The physical features of ancient Egypt.  
• Roles of key groups in ancient Egyptian society.  
• The significant beliefs, values and practices of the ancient Egyptians.  
• Contacts and conflicts within and/or with other societies.  
• The role of a significant individual in ancient Egypt’s history. | Major research assignment –  
• Investigate the role of an individual in society in Egypt & China – Written Assignment  
Homework  
• 1 homework piece  
Formal Test  
• Test 1 – Egypt & China |
| 8 - 10 | Depth Study 3 – Ancient China  
• The physical features of ancient China.  
• Roles of key groups in ancient Chinese society.  
• The significant beliefs, values and practices of the ancient Chinese.  
• Contacts and conflicts within and/or with other societies.  
• The role of a significant individual in ancient China’s history. | |

## Course Vocabulary:

- Ancient History
- Anno Domini / AD
- Archaeology
- Archaeologist
- Artefact
- BC / BCE
- Bias
- CE
- Century
- Chronology
- Circa
- Civilisation
- Decade
- Domestication
- Evidence
- Historian
- History
- Hypothesis
- Millennium
- Modern History
- Primary Source
- Secondary Source
- Selective Breeding
- Society
- Absolute dating
- Carbon 14


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<td>Historical Inquiry - (Written) Egypt &amp; China</td>
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<td>Test 2 – Egypt &amp; China</td>
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<td>Class work and Class Activities Class Activities / Participation / General work / Organisation</td>
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<td>ongoing</td>
<td>Homework ( 2 pieces )</td>
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*specific marks to be advised
There are 1 overview and 3 depth studies that must be taught in year 7. These are:

- **Overview of the Ancient World** – 10% of total teaching time
- **Depth Study 1 - Investigating the ancient past** – 30% of total teaching time
- **Depth Study 2 - The Mediterranean world** - 30% of total teaching time
- **Depth Study 3 - The Asian world** - 30% of total teaching time

### Overview of the Ancient World - 10% of total teaching time – 2 weeks

The following content is to be taught as part of an overview for the historical period (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) and includes the following:

1. The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia. (ACOKFH001)
2. The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)
3. Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)

### Depth Study 1 - Investigating the ancient past – 30% of total teaching time – 6 weeks

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

1. How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)
2. The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)
3. 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)
4. 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)
5. The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)

### Depth Study 2 – The Mediterranean World – 30% of total teaching time - 6 weeks

The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives. *Gingin District High School has chosen Ancient Egypt.*

1. The physical features of ancient Egypt (such as the Nile River) and how they influenced the civilisation that developed there. (ACDSEH004)
2. Roles of key groups in ancient Egyptian society (such as pharaohs, nobles, women, slaves), including the influence of law and religion. (ACDSEH038)
3. The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)
4. Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Egyptian empire (including its material remains), and the spread of religious beliefs (ACDSEH040)
5. The role of a significant individual in ancient Egypt’s history such as King Tutankhamen. (ACDSEH131)

Depth Study 3 – The Asian World – 30% of total teaching time - 6 weeks

Gingin District High School has chosen Ancient China.

1. The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)
2. Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)
3. The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)
4. Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)
5. The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)
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