AUSTRALIAN CURRICULUM: HISTORY YR 7: The ancient world

Key inquiry questions:

* How do we know about the 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?

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Ancient world includes Egypt, Mesopotamia, Persia, Greece, Rome, India, China & the Maya) | | |
| Theory that people moved out of Africa around 60,000 BCE & migrated to other parts of the world:   * Use maps to describe movement * Look at types of evidence – stone tools, human remains, cave paintings   Evidence for the emergence & establishment of ancient societies:   * Explore early art & discuss why they may have been painted * Discuss evolving nature of evidence – technology – stone tools to metalworking * Identify sources of evidence of organized states – eg. Cuneiform script phonetic writing of Sumerians, law code of clay tablets from ancient Babylon, pottery shards in Palestine from mud from river Nile   Key features of ancient societies:   * Why shift from hunting & foraging to cultivation & domestic animals led to permanent settlements * Identifying major civilisations of the world & evidence for contact between them * Locating on world map & using timeline to identify longevity * Identifying major religions / philosophies that emerged – Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam & key beliefs (through group work) | | | Chronology, terms & concepts:   * Sequence historical events & periods – beginning & end dates + periods of coexistence * Use historical terms & concepts – define & use – BCE (Before Common Era), BP (Before Present), CE (Common Era), prehistory, history; slavery, divine right, source, evidence   Historical questions & research:   * Identify a range of questions about the past to inform historical inquiry – posing questions & related questions eg ‘How were pyramids at Giza built?’ ‘What evidence is there?’ ‘ What theories have been developed?’; questioning sources, ‘Where from?’ ‘Other sources?’ ; identifying steps in research process – identifying, locating, recording * Identify & locate relevant sources, using ICT & other methods – compiling lists of sources, using web search techniques to refine searches, identifying evidence within a source to support an interpretation   Analysis & use of sources:   * Identify the origin and purpose of primary & secondary sources – respond to questions about – Who produced this? When? Why? What does it show?; discuss difficulties in identifying the origin & purpose of some sources, eg. Kimberley Bradshaw paintings; differentiate between primary and secondary sources * Locate, select & use information from a range of sources as evidence – create categories to organize resources; identify a range of archaeological sources (physical remains, equipment, written accounts) * Draw conclusions about the usefulness of sources – recognize that a lack of evidence can in itself provide insight into power structures of a society; distinguish between fact and opinion; use strategies to detect fact or opinion eg use of ‘conditionals’ might, could, or words such as believe, think or suggests.   Historical skills continued…  Perspectives & interpretations:   * Identify & describe points of view, attitudes & values in primary & secondary sources – identifying possible meanings of images & symbols in primary sources; identifying perspectives in sources, discussing the values & attitudes of the society that produced it.   Explanation & communication:   * Develop historical texts, particularly descriptions & explanations that use evidence from a range of sources – outlining significance of events, reasons for events, referring to relevant evidence; describing social structure of ancient society, using evidence such as artwork & written accounts * Using a range of communication forms (oral, graphic, written) & digital technologies – creating audio-visual presentation, using ICT, to recreate & show specific features of an ancient battle, temple, pyramid complex or burial site |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: Investigating the ancient past:  Elements of the study:   * How historians & archaeologists investigate history, including excavation & archival research (identifying approaches) * The range of sources that can be used in historical investigation, including archaeological & written sources (listing in response to question posed) * Methods & sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as analysis of human remains ( evaluating various methods & using cross-sectional drawings to identify evidence at various layers) * The nature of sources for ancient Australia & what they reveal about it’s past in the ancient period, such as the use of resources (Mungo woman + posing questions to investigate a source) * The importance of conserving the remains of the past, using examples from the ancient world (investigating world heritage criteria for significant sites, explaining the UNESCO-led mission to save the temples of Abu Simbel | Depth Study 2: The Mediterranean world (Choose ONE of either EGYPT, GREECE OR ROME for this study)  Elements of the study:   * Physical features & how they influenced the civilization that developed there (describing importance) * Roles of key groups in the ancient society (such as the nobility, bureaucracy, women, slaves) including the influence of law & religion (creating graphic representation of social structure, outlining rights of women of the time) * Significant beliefs, values & practices of the ancient society, with particular emphasis one ONE of the following areas – everyday life, warfare, or death & funerary customs. (investigating & generating alternative explanations) (Opportunity for student choice / personalization) * Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, & peace treaties or wars(explaining contact and / or conflict with other societies) * The role of a significant individual in the particular ancient society (examining context & perceptions of contemporaries)   Examples for each option:  Egypt: River Nile – inundation & farming, transportation & Hapi (God of the Nile); rights of women – marriage, family life, work & education + responsibilities in home & family; belief in afterlife, burial in tombs, mummification; trade with Cyprus, Crete & Greece, battle of Kadesh; study of Hatshepsut or Rameses II.  Greece: mountainous landscape – development of self-governing states; social structure of Athenian or Spartan society, voting rights, responsibilities including military service & assembly meetings, invention of freedom; Olympic Games or Delphic Oracle, heroic ideals in Iliad, army organization, hoplite phalanx, naval warfare; trade with Egypt, colonization of Mediterranean, Persian war, Battle of salamis, Empire of alexander the Great; life of Leonidas or Pericles.  Rome: Roman management of resources – aqueducts / plumbing; roles of patricians, plebeians, women, slaves, idea of Republican virtue, significance of slavery & rise of freedmen; significant beliefs – household religion, public amenities (baths), entertainment – theatres & amphitheatres; extent of Roman Empire, influence on foreign cults – Pantheon of Gods, Isis, Mithras; accounts of contacts eg in time of Augustus, Chinese & Indian envoys as described in Roman historian Florus; life of either Augustus or Julius Caesar. | Depth Study 3: The Asian World (Choose ONE of either CHINA or INDIA for this study) **Same as depth Study 2**  Elements of the study:   * Physical features & how they influenced the civilization that developed there (describing importance) * Roles of key groups in the ancient society (such as the nobility, bureaucracy, women, slaves) including the influence of law & religion (creating graphic representation of social structure, outlining rights of women of the time) * Significant beliefs, values & practices of the ancient society, with particular emphasis one ONE of the following areas – everyday life, warfare, or death & funerary customs. (investigating & generating alternative explanations) (Opportunity for student choice / personalization) * Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, & peace treaties or wars(explaining contact and / or conflict with other societies) * The role of a significant individual in the particular ancient society (examining context & perceptions of contemporaries)   Examples for each option:  China: Yellow River, irrigation, impact of Himalayas on contact with other societies, including trade; Kings, scholars, craftsmen, women, graphical representations, rights & responsibilities eg. Women in marriage, family life, work & education; practice of agriculture, teachings of Confucius, evidence from Han tombs; expansion of trade, rise of Imperial Chins, spread of philosophies, chariot warfare & mass infantry armies, start of Great Wall of China, military strategies in Sun Tzu’s The Art of War; life of Confucius or Qin Shi Huang.  India: Fertile river plains, harmonious relationship with natural world reflected in beliefs (Hinduism, Buddhism & Jainism); kings, priests, merchants, peasants, social structure – Brahmins, Kshatriyas, Vaishyas, Shudras; cremation, professional mourners, construction of stupas; rise of Mauryan Empire, material remains (Pillars of Ashoka & Barabar caves), contact with Persians under Cyrus / Macedonians under Alexander, trade with Romans & Chinese, spread of Hinduism & Buddhism; life of Chandragupta Maurya or Ashoka. |

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.