

TERM 3 Unit Outline – History – 2024

YEAR 7 HASS

**In History, students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.**

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| **Year 7 - History Unit Outline – Term 1, Semester One 2024** | | | | | |
| **Investigating the Ancient Past** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Overview:*  How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH001)) | | | | | |
| 1 |  | **SDD** | | **Learning Intention (LI):**  Students will be able to describe what history is and why it is important to study it.  **Success Criteria (SC):**  Students can define ‘history’  Students can list three reasons why history is studied  Students have determined what they already know and want to know about history. | **Learning Intention (LI):**  Students can identify and describe the historical concepts.  **Success Criteria (SC):**  Students can list the historical concepts  Students can provide a definition and relevant example of each concept. |
| **Suggested Lesson Activities:**   * KWL chart – what is history and how is it investigated? * Jacaranda – p. 465-467 * Q: “Why is it important to study the past?” 4-6 sentences using at least 2 examples to support your answer. * What is history worksheet on ShareDrive   *Metacognition focus: KWL Chart* | **Suggested Lesson Activities:**   * Note taking from ‘Historical Concepts’ PowerPoint * Work in pairs to provide examples/scenarios from history for each concept. 1-2 sentences in your books. * Word Scramble * P. 467-474 Jacaranda * Activities on p. 475 Jacaranda |
| **Investigating the Ancient Past** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Overview:*** How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH001))  The range of sources that can be used in an historical investigation, including archaeological and written sources ([ACDSEH029](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH029))  Identify differences in terms of origin and purpose between [primary sources](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/primary-sources) (e.g. a cartoon, speech, artefact) and [secondary sources](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/secondary-sources) (e.g. reference books, such as a dictionary or encyclopedia) (WAHASS68 | | | | | |
| 2 | *.* | **Learning Intention:**  Students will be able to sequence historical events, developments and periods.  **Success Criteria:**  Students can define ‘timeline’ and list two ways that timelines can be useful.  Students understand that time has been separated into BC/AD BCE/CE.  Students understand how to calculate which century it is.  Students can create a timeline with the correct features. | **Learning Intention**  Students will be able to sequence historical events, developments and periods.  **Success Criteria:**  Students can define ‘timeline’ and list two ways that timelines can be useful.  Students understand that time has been separated into BC/AD BCE/CE.  Students understand how to calculate which century it is.  Students can create a timeline with the correct features. | **Learning Intention (LI):**  Students will be able to describe the role of a historian in investigating the past.  Students can explain the difference between primary and secondary sources.  **Success Criteria (SC):**  Students can define ‘historian’  Students can define primary and secondary sources and provide 5 examples of each. | **Learning Intention (LI):**  Students will understand how a source can be biased and how to determine this.  **Success Criteria (SC):**  Students can define ‘bias’.  Students can test for reliability by comparing a number of different sources.  Students can outline why a primary source is more reliable than a secondary source. |
| **Suggested Resources:**   * Timelines and Chronology PPT on Sharedrive   *Numeracy focus: Measure and estimate length required to construct timelines. Using spatial reasoning- Interpret maps and diagrams.* | **Suggested Resources:**   * Timelines and Chronology PPT on Sharedrive   *Numeracy focus: Measure and estimate length required to construct timelines. Using spatial reasoning- Interpret maps and diagrams.* | **Suggested Resources**   * Primary and secondary Sources PPT on Sharedrrive * Play ‘memory’ game with historical concept cards (located on share drive) as a revision task | **Suggested Resources:**   * Pop quiz – on share drive to revise Week 1-2 content (formative assessment) * Oxford Textbook – has an activity on bias. * Jacaranda p. 468 (questions to ask to determine whether a source is reliable) |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Overview:*** How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH001))  The range of sources that can be used in an historical investigation, including archaeological and written sources ([ACDSEH029](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH029))  Identify differences in terms of origin and purpose between [primary sources](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/primary-sources) (e.g. a cartoon, speech, artefact) and [secondary sources](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/secondary-sources) (e.g. reference books, such as a dictionary or encyclopedia) (WAHASS68) | | | | | |
| 3 | *.* | **Learning Intention:**  Students can explain how archaeologists investigate the past.  **Success Criteria:**  Define archaeology, excavation  Students can differentiate between historians and archaeologists | **Learning Intention:**  Students understand how an archaeological ‘dig’ is conducted and the challenges associated with it.  **Success Criteria:**  Students can identify steps in the excavation process and list some of the tools involved.  Students can outline one challenge associated with an archaeological dig. | **Learning Intention (LI):**  Students can describe the strategies used by archaeologists to date evidence.  **Success Criteria (SC):**  Define and explain the difference between absolute and relative dating (with examples).  Students can provide a description of each type of dating (e.g. stratigraphy, thermoluminescence etc). | **Learning Intention:**  Students can describe the strategies used by archaeologists to date evidence  **Success Criteria:**  Define and explain the difference between absolute and relative dating (with examples).  Students can provide a description of each type of dating (e.g. stratigraphy, thermoluminescence etc). |
| **Suggested Resources:**   * Students add to their KWL * Jacaranda p. 454 -549 * Archaeology PowerPoint on share drive | **Suggested Resources:**   * Archaeology Powerpoint on Share Drive * Answer questions:   -Why might the past become buried?  -What artefacts do archaeologists find useful?  -What are three important personality traits archaeologists need and why? e.g. patience   * Cookie excavations * REVIEW question | **Suggested Resources:**   * Dating PowerPoint * Jacaranda p. 550 onwards * How to date like an archaeologist worksheet – Jigsaw activity where students practice reciprocal teaching (teach each other the dating strategies) * Stratigraphy ‘sandwich’ activity and worksheet | **Suggested Resources:**   * Dating PowerPoint * Jacaranda p. 550 onwards * How to date like an archaeologist worksheet * Stratigraphy ‘sandwich’ activity and worksheet * Students add key vocabulary from the week onto their ‘word wall’ |
| **Investigating the Ancient Past** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH001))  The range of sources that can be used in an historical investigation, including archaeological and written sources ([ACDSEH029](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH029)) | | | | | |
| 4 | *.*  *Distribute Task 2.* | **Learning Intention:**  Students will be able to describe the sources of evidence about Ancient Australia.  Students can identify why it is important to conserve and preserve the remains of the ancient past.  **Success Criteria:** | **Learning Intention:**  Catch up lesson  -Either start Otzi OR continue with Ancient Australia.  **Success Criteria** | **Learning Intention:**  Otzi – identify who Otzi was, who discovered him and where he was found.  Conduct an investigation using historical/archaeological evidence to create a hypothesis around what happened to Otzi.    **Success Criteria** | Sports Carnival ??  No Lesson or Catch Up |
| **Suggested Resources:**   * Evidence of Ancient Australia PPT on share drive * P. 553 Jacaranda Textbook to p. 561 * Lake Mungo – BTN Work Package (on share drive) | **Suggested Resources**   * Who is Mungo Man? https://www.youtube.com/watch?v=nt7LrZsU4Fo * Read handout and complete questions in books using full sentences. Comprehension, Thinking and Creativity. * Explain the importance of preserving sites and artefacts like Mungo Man | **Suggested Resources**   * Otzi the Iceman Prezi - 3 slides Note taking <https://prezi.com/dcrlu-azb9-y/otzi-the-iceman/> * Students form a hypothesis: What do you think happened to Otzi? * Complete Prezi * Watch BBC Death of the Iceman documentary <https://www.dailymotion.com/video/x225zgq>   <https://www.youtube.com/watch?v=nk261CZaCKg> |  |
| **Investigating the Ancient Past** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Revision for Test  Introduction to Ancient Society and Inquiry Task | | | | | |
| 5 | *.* | **Learning Intention:**  Otzi  **Success Criteria** | **Learning Intentions**  Complete a historical narrative from the perspective of Otzi explaining what really happened in the Alps  **Success Criteria**   * Apply advanced knowledge of vocabulary in appropriate historical contexts * Construct texts using relevant historical evidence * Identify point of view/perspectives * Draw evidence-based conclusions   **Suggested Learning Activities**   * Students can peer edit each other – checklist can include spelling, grammar, use of evidence from the documentary on Otzi. | **Learning Intention:**  Revise for test.  **Success Criteria:**  **Suggested Resources:**  **-**Students create a mindmap  -Practice questions, paragraph writing skills  -Ensure students understand how to respond to a question using full sentences and paragraphs.  -Students fill in the ‘L’ section on their KWL chart and add any remaining words from the topic into their word wall. | **Assessment 1 – In-Class Test** |
| **Suggested Resources**   * Otzi the Iceman Prezi – 3 slides Note taking <https://prezi.com/dcrlu-azb9-y/otzi-the-iceman/> * Students form a hypothesis: What do you think happened to Otzi? * Complete Prezi * Watch BBC Death of the Iceman documentary <https://www.dailymotion.com/video/x225zgq>   [https://www.youtube.com/watch?v=nk261CzaCKg](https://www.youtube.com/watch?v=nk261CZaCKg)   * Otzi the iceman -narrative task. Students write a narrative from the perspective of Otzi on the day that he died.   Students add key vocabulary from the week onto their ‘word wall’ |  |  |

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| **Depth Study 2: Investigating an Ancient Society (Ancient Egypt)** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China) The physical features and how they influence the civilisation that developed there ([ACDSEH002](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH002); [ACDSEH003](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH003); [ACDSEH004](http://www.scootle.edu.au/ec/search?accContentId=###); [ACDSEH005](http://www.scootle.edu.au/ec/search?accContentId=###); [ACDSEH006](http://www.scootle.edu.au/ec/search?accContentId=###)) | | | | | |
| 6 |  | Catch up Lesson. | **Learning Intentions**  Students can identify and geographical location of their ancient society.  Students can list physical features of their ancient society and describe how they influenced the development of the civilisation.  **Success Criteria:**  Students can identify and describe two physical features and how they influenced the development of their civilisation. | **Learning Intentions**  Students can identify and geographical location of their ancient society.  Students can list physical features of their ancient society and describe how they influenced the development of the civilisation.  **Success Criteria:**  Students can identify and describe two physical features and how they influenced the development of their civilisation. | **Significant Individual Inquiry Task: Research Lesson 2** |
|  | **Suggested Resources:**   * Students create a KWL chart * Egypt timeline and mapping activity – PowerPoint * Read ‘The Nile - Why was it worshipped?’ and complete activity 1 and 2 in your books. * Paragraph- Outline why the Nile River was significant to Ancient Egyptians * <https://www.youtube.com/watch?v=hO1tzmi1V5g> – Ancient Egypt 101 | National Geographic Video   Numeracy skill: Using spatial reasoning- Interpret maps and diagrams | **Suggested Resources:**   * Students create a KWL chart * Egypt timeline and mapping activity – PowerPoint * Read ‘The Nile - Why was it worshipped?’ and complete activity 1 and 2 in your books. * Paragraph- Outline why the Nile River was significant to Ancient Egyptians | **Suggested Goals:**   * Students have completed focus questions, brainstorm and KWL chart. * Students begin their research * Encourage the use of key words and dot-points |

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| **Depth Study 2: Investigating an Ancient Society** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Roles of key groups in the [ancient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/ancient) society, and the influence of law and religion ([ACDSEH032](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH032); [ACDSEH035](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH035); [ACDSEH038](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH038); [ACDSEH041](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH041); [ACDSEH042](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH042)) | | | | | |
| 7 | *Canberra* | **Significant Individual Inquiry Task: Research Lesson 3**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along | **Significant Individual Inquiry Task: Research Lesson 4**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along | **Significant Individual Inquiry Task: Research Lesson 5**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along | **Significant Individual Inquiry Task: Research Lesson 6**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along |

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| **Depth Study 2: Investigating an Ancient Society** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Roles of key groups in the [ancient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/ancient) society, and the influence of law and religion ([ACDSEH032](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH032); [ACDSEH035](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH035); [ACDSEH038](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH038); [ACDSEH041](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH041); [ACDSEH042](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH042))  The significant beliefs, values and practices of the [ancient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/ancient) society, with a particular emphasis on **one**of the following areas: everyday life, warfare, or death and funerary customs. ([ACDSEH033](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH033); [ACDSEH036](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH036); [ACDSEH039](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH039); [ACDSEH042](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH042); [ACDSEH045](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH045)) | | | | | |
| 8 |  | **Significant Individual Inquiry Task: Research Lesson 6**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along | **Significant Individual Inquiry Task: Research Lesson 7**  **Suggested Goals:**   * Encourage the use of key words and dot-points   Encourage students to complete bibliography as they go along | **Learning Intentions:**  Students will understand the social hierarchy of ancient society.  **Success Criteria:**  Students can list key groups in society.  Student can place key groups onto a social hierarchy  Students can outline and justify which group they would prefer to belong to.  **Suggested Resources:**   * Ancient Egyptian Society PPT   Ancient Egyptian Society – worksheet goes with PPT | **Learning Intentions**  Students understand the role of one key group (pharoah’s) in ancient society.  **Success Criteria:**  Students can explain the difference two groups in their ancient society.  Students can identify and outline four responsibilities of one role within the groups..  **Suggested Resources:**   * Review social hierarchy from previous lesson * Students read ‘Pharoah Rules – History Alive p. 120-121’ and answer questions   Students write a diary entry from the perspective of a pharaoh (a day in the life) |

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| **Depth Study 2: Investigating a Ancient Society** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| The significant beliefs, values and practices of the [ancient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/ancient) society, with a particular emphasis on **one**of the following areas: everyday life, warfare, or death and funerary customs. ([ACDSEH033](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH033); [ACDSEH036](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH036); [ACDSEH039](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH039); [ACDSEH042](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH042); [ACDSEH045](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH045)) | | | | | |
| 9 |  | **Learning Intention:**  Students understand the role of gods and goddesses in ancient society.  **Success Criteria:**  Students can list 5 of the ancient gods/goddesses, their role and symbols.  Students can outline why worshipping the gods/goddesses was so important.  **Suggested Resources:**   * Religion in ancient Egypt – Webquest activity using computers | **Learning Intention:**  Students can explain how historians can now read and identify how they learned, wrote and read in ancient society.    **Success Criteria:**  Students can explain the significance of the Rosetta stone discovery  Students can decode and write a message in hieroglyphs  **Suggested Resources:**   * Jacaranda Yr 7 Textbook: p. 597-599. Students read text and answer questions * Video: how the rosetta stone unlocked hieroglyphs: <https://www.youtube.com/watch?v=yeQ-6eyMQ_o> | **Learning Intention:**  Students understand the purpose of funeral and death processes within their ancient civilisation.  **Success Criteria:**  Students can outline the purpose of mummification.  Students can correctly place the steps of mummification on a timeline or in a guidebook.  **Suggested Resources:**   * Mummification videos on YouTube * Jacaranda p. 594-596 * How to make a mummy – worksheet (Cloze activity) * Making a mummy PowerPoint * Students create a guidebook for an apprentice embalmer titled ‘Mummies for Dummies’ – needs to have clear instructions on how to mummify a body including method, purpose and equipment required. | **Significant Individual Inquiry Task: Research Lesson 8**  **Suggested Goals:**   * Students should be finishing typing or writing their information for their museum display.   Encourage students to work on museum display in class |
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| **Depth Study 2: Investigating an Ancient Society** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
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| 10 |  | **Learning Intention:**  Students will revise for upcoming test. | **Learning Intention:**  Students will revise for upcoming test. | **Assessment 3 – In-Class Test** | **Learning Intention:**  -Test catch-up  -Students will have time to complete and hand in their Inquiry task. |
| **Suggested Resources:**   * Practice multiple-choice questions   Mind-map on chosen significant individual based on focus questions – students should aim on memorising two key pieces of evidence to use per question. | **Suggested Resources:**   * Practice multiple-choice questions   Mind-map on chosen significant individual based on focus questions – students should aim on memorising two key pieces of evidence to use per question. |