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| Year 7 History Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: History. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. 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 do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.  An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.  In Year 7, students are expected to study the sub-strand *Deep time history of Australia* and at least one of the topics from *The ancient world* sub-strand. The ancient world sub-strand topics are:   * Greece * Rome * Egypt * India * China.   Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * How do we know about the ancient past? * Why, where and when did the earliest societies develop? * What emerged as the distinctive features of societies of early First Nations Peoples of Australia? * What emerged as the defining features and achievements of ancient societies? * What have been the significant legacies of ancient societies? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.  Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments. | | By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Deep time history of Australia**  theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia  AC9HH7K01 |  |  |  |  | **Questioning and researching**  develop historical questions about the past to inform historical inquiry  AC9HH7S01 |  |  |  |  |
| theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent  AC9HH7K02 |  |  |  |  | locate and identify primary and secondary sources to use in historical inquiry  AC9HH7S02 |  |  |  |  |
| how First Nations Australians are the world’s oldest continuing cultures, displaying evidence of both continuity and change over deep time  AC9HH7K03 |  |  |  |  | **Using historical sources**  identify the origin, content, context and purpose of primary and secondary sources  AC9HH7S03 |  |  |  |  |
| how First Nations Australians have responded to environmental processes and changes over time  AC9HH7K04 |  |  |  |  | identify and describe the accuracy and usefulness of primary and secondary sources as evidence  AC9HH7S04 |  |  |  |  |
| the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management  AC9HH7K05 |  |  |  |  | **Historical perspectives and interpretations**  describe causes and effects, and explain continuities and changes  AC9HH7S05 |  |  |  |  |
| the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time  AC9HH7K06 |  |  |  |  | identify perspectives, attitudes and values of the past in sources  AC9HH7S06 |  |  |  |  |
| the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation  AC9HH7K07 |  |  |  |  | **explain historical interpretations about significant events, individuals and groups**  **AC9HH7S07** |  |  |  |  |
| **The ancient world**  the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past  AC9HH7K08 | £ | £ | £ | £ | **Communicating**  **create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources**  **AC9HH7S08** |  |  |  |  |
| how the physical environment and geographical features influenced the development of the ancient society  AC9HH7K09 | £ | £ | £ | £ |  |  |  |  |  |
| the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society  AC9HH7K10 | £ | £ | £ | £ |  |  |  |  |  |
| key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs  AC9HH7K11 | £ | £ | £ | £ |  |  |  |  |  |
| causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties  AC9HH7K12 | £ | £ | £ | £ |  |  |  |  |  |
| the role and achievements of a significant individual in an ancient society  AC9HH7K13 |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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