

Year 7 plan — Victorian Curriculum: Humanities Semester One (History/Geography)



Implementation year: 2017

School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	<p>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 BC (BCE) – c.650 AD (CE). Students develop and consolidate a range of historical skills including questioning, using source material, sequencing and referencing in their study of the ancient world.</p> <p>The focus of this course is to investigate the following key questions;</p> <ul style="list-style-type: none"> • How do we know about the ancient 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? <p>In Year 7 Geography, students focus on two contexts. Water in the world focuses on water as an example of a renewable environmental resource. This context examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p>		
	Achievement standard	<p>By the end of Level 8 History, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. Locate and select historical sources and identify their origin, content features and purpose. Explain the historical context of these sources. Compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Analyse the different perspectives of people in the past using sources. Explain different historical interpretations and contested debates about the past. Construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p> <p>By the end of Level 8 Geography, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>		
	Reporting Descriptor	<p>Students were introduced to History and Geography through a series of integrated units designed to develop historical and geospatial skills. Students also studied the significance of water and the way in which people respond to its availability, or shortages. The historical context for this was the Ancient World, with students investigating Ancient Egypt and China. Students examined the daily life, religious beliefs and significant events and people within these ancient societies.</p>		
Teaching and learning	Unit Overview Teaching Hours: 60	Unit 1 – Geographical and Historical Skills – The Mungo Mystery	Unit 2 – Water in the Ancient and Modern World	Unit 3 – Ancient History – Egypt and China
		<ul style="list-style-type: none"> • The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK106) • The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107) • The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108) • Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099) • Analyse the different perspectives of people in the past (VCHHC100) • Explain different historical interpretations and contested debates about the past (VCHHC101) 	<ul style="list-style-type: none"> • How physical features influenced the development of the civilisation (Egypt & China) (VCHHK109) • Classification of environmental resources and the forms that water takes as a resource (VCGGK105) • Ways that flows of water connect places as they move through the environment and the ways this affects places (VCGGK106) • The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences (VCGGK107) • Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa (VCGGK108) • The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109) 	<ul style="list-style-type: none"> • Changes in society and the perspectives of key groups effected by change including the influence of law and religion (VCHHK110) • Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs (VCHHK111) • Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs (VCHHK112) • The role and achievements of a significant individual in an ancient society (VCHHK113) • Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097) • Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)

	<ul style="list-style-type: none"> The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK114) The significance and importance of conserving the remains and heritage of the past (VCHHK115) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) 	<ul style="list-style-type: none"> Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future (VCGGK110) Explain processes that influence the characteristics of places (VCGGC099) Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) 	<ul style="list-style-type: none"> Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099) Analyse the different perspectives of people in the past (VCHHC100) Explain different historical interpretations and contested debates about the past (VCHHC101) Identify and explain patterns of continuity and change in society to the way of life (VCHHC102) Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103) Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)
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Develop assessment	Assessment			
		Unit 1	Unit 2	Unit 3
		Assessment	Assessment	Assessment
	Timeline and Mapping Task Mungo Mystery Case Study Learning Task: <i>Students are required to practise and apply historical and geographical skills to a study of the significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples.</i>	Portfolio of evidence. Learning Task: <i>Students are required to investigate the importance of the environment for the development of civilisation and society.</i>	Ancient Society Stations Portfolio Learning Task: <i>Students are required to investigate two ancient societies - Egypt and China.</i>	
Make judgments and use feedback	Moderation	Within and across classes using common assessment rubric.	Within and across classes using common assessment rubric.	Within and across classes through teacher judgement of portfolios and assessment rubric.

Year 7 Humanities – Semester One: review for balance and coverage of content descriptions.

Historical Knowledge and Understanding			
	1	2	3
Aboriginal and Torres Strait Islander peoples and cultures			
The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK106)	*		
The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)	*		
The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)	*		
Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) (Egypt & China)			
How physical features influenced the development of the civilisation (Egypt & China) (VCHHK109)		*	
Changes in society and the perspectives of key groups effected by change including the influence of law and religion (VCHHK110)			*
Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs (VCHHK111)			*
Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs (VCHHK112)			*
The role and achievements of a significant individual in an ancient society (VCHHK113)			*
The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK114)	*		
The significance and importance of conserving the remains and heritage of the past (VCHHK115)	*		

Historical Concepts and Skills			
	1	2	3
Chronology			
Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)	*		*
Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)	*		*
Historical Sources as Evidence			
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099)	*		*
Analyse the different perspectives of people in the past (VCHHC100)	*		*
Explain different historical interpretations and contested debates about the past (VCHHC101)	*		*
Continuity and Change			
Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)	*		*
Cause and Effect			
Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)	*		*
Historical Significance			
Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)	*		*

Geographical Knowledge and Understanding			
	1	2	3
Water in the World			
Classification of environmental resources and the forms that water takes as a resource (VCGGK105)		*	
Ways that flows of water connect places as they moves through the environment and the ways this affects places (VCGGK106)		*	
The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences (VCGGK107)		*	
Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa (VCGGK108)		*	
The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)		*	
Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future (VCGGK110)		*	

Geographical Inquiry Skills			
	1	2	3
Place, Space and Interconnection			
Explain processes that influence the characteristics of places (VCGGC099)	*	*	
Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)		*	
Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)		*	
Data and Information			
Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)		*	
Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)		*	
Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)		*	