

The Ancient Past- Investigating artefacts and Local Sites - Year 7

A hands on in-depth study in which students handle and use artefacts, visit the local bora-ring, flint and midden site, and investigate food source trees to learn about their significance to the Indigenous people of the local area. They will use local plants to make soap, string and grind seed and investigate the following question: How do historians and archaeologists investigate the past and what are the problems they encounter? (NBEEC can assist teachers to include a local focus for this unit in preparation for a comparison with Lake Mungo). The key practical components from **Curriculum into the Classroom - History Unit 1 (V2.0) – Investigating the Ancient Past, lessons 1, 6**, in preparation for the assessment piece in lesson 14.



Day Visit program

YEAR 7 History – Australian Curriculum and C2C Mapping		
ACARA	Historical Knowledge and Understanding	<p>Investigating the ancient past</p> <p>How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)</p> <p>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)</p> <p>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)</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)</p>
	Historical Skills	<p>Chronology, terms and concepts</p> <p>Sequence historical events, developments and periods (ACHHS205)</p> <p>Use historical terms and concepts (ACHHS206)</p> <p>Historical questions and research</p> <p>Identify a range of questions about the past to inform a historical inquiry (ACHHS207)</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS208)</p> <p>Analysis and use of sources</p> <p>Identify the origin and purpose of primary and secondary sources (ACHHS209)</p> <p>Locate, compare, select and use information from a range of sources as evidence (ACHHS210)</p> <p>Draw conclusions about the usefulness of sources (ACHHS211)</p> <p>Perspectives and interpretations</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</p> <p>Explanation and communication</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)</p>
	Key inquiry questions	<p>How do we know about the ancient past?</p> <p>Why and where did the earliest societies develop?</p> <p>What emerged as the defining characteristics of ancient societies?</p> <p>What have been the legacies of ancient societies?</p>
C2C	Investigating the Ancient Past	Asian History (approach A) Greek History (approach B) or Egyptian History (approach C)
Nudgee Beach EEC programs		The Ancient Past- Investigating artefacts and Local Sites
ACARA	General Capabilities	<p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, viewing and reading Composing texts through speaking, writing and creating Grammar knowledge Word knowledge Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> Recognising and using patterns and relationships <p>Information and communication technology capability</p> <p>Queensland student ICT expectations</p> <ul style="list-style-type: none"> Creating Communicating Operating <p>Critical and creative thinking</p> <ul style="list-style-type: none"> Inquiring - identifying, exploring and clarifying information Generating innovative ideas and possibilities Reflecting on thinking, actions and processes Analysing, synthesising and evaluating information <p>Personal and social capability</p> <ul style="list-style-type: none"> Social awareness Social management <p>Intercultural understanding</p> <ul style="list-style-type: none"> Recognising Interacting Reflecting Empathy Respect
	Cross Curriculum Priorities	<p>Aboriginal and Torres Strait Islander histories and cultures</p> <p>Students will develop knowledge, deep understanding and respect for Aboriginal peoples' and Torres Strait Islander peoples' history and culture, and build awareness that their histories are part of a shared history belonging to all Australians.</p> <p>Asia and Australia's engagement with Asia</p> <p>Students will:</p> <ul style="list-style-type: none"> develop an understanding of the diverse histories of Asia, and build an appreciation of Asia's importance and its historical contribution to Australia and the world develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships. <p>Sustainability</p> <p>Students will develop students' worldviews for a more sustainable and just future by studying the past relationship between humans and the environment.</p>