AUSVELS : AUSTRALIAN CURRICULUM: HISTORY Level 7: The ancient world

Key inquiry questions:

* 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?

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| Strand 1: Historical Knowledge & Understanding | Strand 2: Historical Skills |
| Overview: The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the level. Overview content identifies important features of the period (approximately 60 000 BCE – c.650 CE) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: |
| The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia* using a map to describe the pattern of movement of humans ‘out of Africa’ and across other continents over time, and looking at the types of evidence of these movements (for example stone tools, human remains and cave paintings)

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)* exploring an early example of art (for example the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted
* discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example the transition from making tools out of stone, bone and wood to metalworking)
* identifying sources of evidence for the emergence of organised states (for example the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt as evidence of trade

Key features of ancient societies (farming, trade, social classes, religion, rule of law) **ã*** exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements
* identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them
* locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilization
* identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam), and their key beliefs (through group work)
 | **Chronology, terms & concepts:**Sequence historical events, developments and periods (ACHHS205)* identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted

Use historical terms and concepts (ACHHS206)* defining and using terms such as BCE (Before Common Era), BP (Before Present) and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)
* defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)

**Historical questions & research:**Identify a range of questions about the past to inform a historical inquiry (ACHHS207)* posing a key question such as: ‘How were the pyramids at Giza built?’ and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: ‘What evidence is there?’ ‘What theories have been developed?’
* posing questions of sources such as: ‘Where does it come from?’ ‘How do we know?’ ‘What information does it provide?’ ‘What other sources might be needed?’
* identifying steps in the research process (for example identifying information needed, locating that information, recording relevant information from sources)

Identify and locate relevant sources, using ICT and other methods (ACHHS208)* compiling a list of different sources (for example papyrus scrolls, coins, statues, human remains)
* using web search techniques to refine a search for information/images related to a historic site (for example use of place names, dates and search words such as ‘photo gallery’)
* identifying information within a source that can be used as evidence to support an interpretation

**Analysis & use of sources:**Identify the origin and purpose of primary and secondary sources (ACHHS209) * discussing the difficulties in identifying the origin and purpose of some sources (for example the Kimberley Bradshaw paintings)
* responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: ‘Who wrote/produced this?’ ‘When?’ ‘Why?’ ‘What does it show about the past?’
* differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)

Locate, compare, select and use information from a range of sources as evidence (ACHHS210)* creating categories (that is, concepts) with which to organise information obtained from sources
* identifying a range of archaeological sources (for example the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)

Draw conclusions about the usefulness of sources (ACHHS211)* recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
* distinguishing between a fact (for example ‘some gladiators wore helmets’) and an opinion (for example ‘all gladiators were brave’)
* using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

**Perspectives & interpretations:**Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)* identifying the possible meaning of images and symbols in primary sources
* identifying the perspective in a historical source, such as the saying of Confucius that, ‘women and underlings are especially difficult to handle’ and discussing the values and attitudes of the society that produced it

**Explanation & communication:**Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) **ã*** outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
* describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)* creating an audio­visual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site
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| Depth Studies – There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study elective will constitute approximately 30% of the total teaching time for the level. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives |
| Depth Study 1: Investigating the ancient past: Students build on and consolidate their understanding of historical inquiry from previous levels in depth, using a range of sources for the study of the ancient past.Elements of the study:How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)* identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)* listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked

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)* evaluating various methods for investigating the ancient past, for example stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases
* using a cross­sectional drawing of the earth’s surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)

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) * investigating the discovery of Mungo Woman in 1969 and the use of radio­carbon dating to draw conclusions about the longevity of human occupation at Lake Mungo
* generating a range of questions to investigate a source (for example a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

The importance of conserving the remains of the past, using examples from the ancient world (ACDSEH148)* investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii
* explaining the UNESCO­led rescue mission to save the temples of Abu Simbel
 | Depth Study 2: The Mediterranean world: Students investigate **ONE** of these Mediterranean societies in depth: Egypt **OR** Greece **OR** Rome.Elements of the study:**Egypt:**The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002) * describing the importance of the River Nile to Egyptian society (for example inundation and farming, the worship of Hapi (god of the Nile), and the use of the Nile as a means of transportation)

Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)* creating a graphic representation of the social structure of Egyptian society
* outlining the rights of women (for example in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)

The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)* investigating significant beliefs associated with death and funerary customs (for example belief in an afterlife) and practices (for example burial in tombs and techniques of mummification)
* generating alternative explanations for the building of the pyramids at Giza

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034) **ã*** explaining the nature of contact with other societies (for example trade with Cyprus, Crete and Greece); and conflict (for example the Battle of Kadesh in the New Kingdom that concluded with Rameses II’s peace treaty with the Hittites)

The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II (ACDSEH129)* examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries

**OR Greece:**The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)* describing the impact of the sea and mountain ranges of Ancient Greece on the development of self­governing city­states

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)* examining evidence of the social structure of Athenian or Spartan society (for example the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
* outlining the rights of citizens in ancient Athens (for example the right to vote), their responsibilities (for example military service, attending assembly meetings) and the invention of freedom

The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)* investigating the significant beliefs, values and practices of the ancient Greeks (for example the Olympic Games or the Delphic Oracle)
* investigating significant beliefs and values associated with warfare (for example heroic ideals as revealed in the Iliad) and military practices (for example army organisation, the hoplite phalanx and naval warfare)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)* explaining the nature of contact with other societies (for example the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean), and conflict (for example the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)

The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)* examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries

**OR ROME:**The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)* describing the methods used by the Romans to manage resources (for example the water supply through aqueducts and plumbing systems)

Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)* examining the evidence of the social structure of Roman society (for example the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
* describing the significance of slavery in the period of the Roman Empire (for example the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)

The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)* investigating significant beliefs associated with daily life (for example the evidence of household religion) and practices (for example the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)* describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia)
* reading accounts of contacts between Rome and Asian societies in the ancient period (for example the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)

The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus (ACDSEH131)* examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries
 | Depth Study 3: The Asian World : Students investigate **ONE** of these Asian societies in depth: China **OR** IndiaElements of the study:**India**The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006) **ã*** describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example Hinduism, Buddhism and Jainism)

Roles of key groups in Indian society in this period (such as kings, priests, merchants, peasants), including the influence of law and religion (ACDSEH044) **ã*** creating a graphic representation of the social structure of Indian society
* explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants

The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045) **ã*** investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example cremation, the use of professional mourners, the construction of stupas)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046) **ã*** examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism

The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133) **ã*** examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries

**OR China:**The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) **ã*** describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade

Roles of key groups in Chinese society in this period (such as kings, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041) **ã*** creating a graphic representation of the social structure of Chinese society
* outlining the rights and responsibilities of women (for example in the areas of marriage, family life, work and education)

The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042) **ã*** investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043) **ã*** explaining the rise of imperial China (for example the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu’s The Art of War)

The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132) **ã*** examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries
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| Level 7 Achievement Standard: By the end of Level 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. |

\*This document intends to assist teachers in their implementation of the Australian curriculum through AusVELS – it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify for themselves. The ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.