

Year 7 Humanities Curriculum and assessment (Year Level) plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
<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 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.</p> <p>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.</p> <p>In Year 7, students are expected to study the sub-strand <i>Deep time history of Australia</i> and at least one of the topics from <i>The ancient world</i> sub-strand. The ancient world sub-strand studied at Aviation High is Rome.</p>	<p>The cohort is approximately 100 - 125 students, of mixed gender and ability. There are 4 – 5 classes per year of mixed gender and ability. The school priorities are upper two bands, consistency, differentiation and use of data and these are used in preparation of resources and assessment.</p>

Unit 1 — Ancient Past – Australia	Unit 2 — Ancient Past - Rome
Duration: Semester 1, Term 1	Duration: Semester 1, Term 2

Unit 1 — Ancient Past – Australia	Unit 2 — Ancient Past - Rome
<p>Deep time history of Australia</p> <p>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. Moving then to how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time. 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 are examined.</p> <p>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 is the focus of the assessment.</p>	<p>How the physical environment and geographical features influenced the development of the ancient society of Rome. The organisation and roles of key groups in ancient Rome such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society. Key beliefs, values and practices of ancient Rome, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs are studied independently by students. The role and achievements of a significant individual in ancient Rome is the focus of the assessment.</p>

	Unit 1		Unit 2	
	Assessment — Research Essay	Timing	Assessment — Multimodal Task	Timing
Assessment	Genre: Written – Historical Essay Length: 400 – 500 words; 3 weeks in class; Week 9 Conditions: Independent work, silence, no access to notes nor assistance from teacher (unless via LS)	Week 9	Genre: Research task, oral multimodal Length: Completed research booklet and presentation 300-400 words Time: Oral 2-3 min Conditions: 3 weeks notice of task Work to be completed in class and at home	Week 9

	Unit 1	Unit 2
Achievement standard	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
Moderation	Term 1 – week 7 & 8 subject cohort meetings	Term 2- Week 9 & 10 faculty meetings

Content descriptions	Content descriptions		Units	
Knowledge and understanding	1	2	1	2
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time AC9HH7K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Content descriptions		Units
how First Nations Australians have responded to environmental processes and changes over time AC9HH7K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
the role and achievements of a significant individual in an ancient society AC9HH7K13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

General capabilities			Cross-curriculum priorities			Units	
	1	2				1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Aboriginal and Torres Strait Islander histories and cultures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>		Asia and Australia's engagement with Asia		<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Sustainability		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>					
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

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Year 7 Humanities

Curriculum and assessment plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
<p>The Year 7 curriculum involves the study of 2 sub-strands.</p> <p>Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>Place and liveability – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.</p> <p>It is suggested that study of this topic draws on studies from Australia and countries in Europe.</p> <p>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:</p> <ul style="list-style-type: none"> • What approaches can be used to improve the availability of resources and access to services? • How does people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? 	<p>The cohort is approximately 100 - 125 students, of mixed gender and ability. There are 4 – 5 classes per year of mixed gender and ability. The school priorities are upper two bands, consistency, differentiation and use of data and these are used in preparation of resources and assessment.</p>

Unit 1 — Water in the World	Unit 2 — Place and Liveability
Duration: Semester 2, Term 3	Duration: Semester 2, Term 4
<ul style="list-style-type: none"> • This unit explores water around the world. • It focuses on where water is located around the world and how it is accessed and used by people. • Throughout this unit we will learn about how water connects people places and the environment. • We will also learn about the positive and negative impacts of water. • We will learn about some of the issues relating to water, such as; drought, scarcity, pollution, rising sea levels and climate change. • Throughout this unit we will learn basic skills relating to the study of Geography, such as; mapping (reading and creating), graphing (reading), questioning, analysing and presenting information. 	<ul style="list-style-type: none"> • <i>Liveability</i> refers to a judgement of a place, and how someone would feel about living there, based on certain criteria or on their own perceptions. Perceptions and judgement criteria, of what makes a place liveable, can differ between different people. • 'An assessment of what a place is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.'

	Unit 1		Unit 2	
	Assessment — Short & Extended Response	Timing	Assessment — Research task - oral	Timing
Assessment	Genre: Exam- short and extended response Length: 2 x 70 min lessons, Week 8 Conditions: Independent work, silence, no access to notes nor assistance from teacher (unless via LS)	Week 8	Genre: Research task, oral multimodal Length: Completed research booklet and presentation 400-500 words Time: Oral 2-3 min Conditions: 3 weeks notice of task Work to be completed in class and at home Research can be collected in groups but presentations and research notes are to be submitted as individual Feedback on 1 draft in Week 7	Due Week 8
Achievement standard	<p>By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.</p> <p>Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.</p>		<p>By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.</p> <p>Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.</p>	
Moderation	Term 3 – Week 7 & 8 during subject meetings.		Term 4 – Week 9 & 10 during subject meetings.	

Content descriptions	Content descriptions		Units		
Knowledge and understanding	1	2	Skills		
Water in the world classification of environmental resources and the way that water connects and changes places as it moves through environments AC9HG7K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Questioning and researching using geographical methods develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG7S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water AC9HG7K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG7S02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians AC9HG7K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interpreting and analysing geographical data and information interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships AC9HG7S03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments AC9HG7K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Concluding and decision-making draw conclusions based on the analysis of the data and information AC9HG7S04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Place and liveability factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality AC9HG7K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG7S05	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the location and distribution of services and facilities, and implications for liveability of places AC9HG7K06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communicating create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources AC9HG7S06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place AC9HG7K07	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe AC9HG7K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities			Cross-curriculum priorities			Units	
	1	2			1	2	
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ethical understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Sustainability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Numeracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

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