WHY STUDY HISTORY?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

COURSE AIMS:
In this course, students will develop an interest in:
- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

YEAR 7 – 7HIST - The Ancient World, The Mediterranean World (Greece) and The Asian World (China)

Students will study:
- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- 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
- 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
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples
- The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there
- Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.
- 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
- 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
- The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang
YEAR 8 – 8HIST - The Ancient to the Modern World, The Western & Islamic World (Medieval Europe) & Expanding Contacts (Spanish Conquest of the Americas)

Students will study:

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered
- The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas
- The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe
- The longer-term effects of colonisation, including slavery, population changes and lack of control over resources

Assessment

A variety of assessment techniques may be used:

- **Individual research** undertaken individually, prepared in class and students own time, referenced in an appropriate style and supported by evidence of research.
- **Supervised assessment** undertaken individually, under exam conditions, with source materials provided and completed in a supervised lesson.
- **Collection of work** undertaken individually or in groups, prepared in class or in students own time.