How Years 7–10 History Life Skills outcomes and content are presented

History Life Skills outcomes and content:

- are based on the History Years 7–10 objectives
- are selected based on the needs, goals and priorities of students
- provide learning opportunities for all students across Stage 4 and Stage 5.

Students are not required to complete all of the content to demonstrate achievement of an outcome.

History • Life Skills

The Ancient World (approximately 60 000 BC – c.AD 650)

Students investigate some aspects of ancient history, a period defined by the development of cultural practices and organised societies.

Life Skills outcomes:
A student:

- demonstrates an understanding of time and chronology HTLS-2
- investigates how people lived in various societies from the past HTLS-3
- explores the features of a particular society or time HTLS-4
- recognises the significance of people and events in the past HTLS-5
- uses a variety of strategies to locate and select information for an historical investigation HTLS-10
- uses historical terms to describe the past HTLS-11
- investigates the past using historical skills HTLS-12
- selects and uses a variety of strategies to organise and communicate information about the past HTLS-13

Students may study one or more ancient societies in this topic area:

- **The Mediterranean World – Egypt**
- **The Mediterranean World – Greece**
- **The Mediterranean World – Rome**
- **The Asian World – India**
- **The Asian World – China**

Students:

- use the language of time to describe the ancient world, such as 'a long time ago', BC, BCE [N]
- recognise objects from the ancient world, such as coins, clothing, tools
- compare the similarities and differences between the present day and the ancient world, using sources and ICT where appropriate [CCT, ICT]
- recognise features of a particular ancient society, such as housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation
- recognise some aspects of everyday life in a particular ancient society using one or more sources such as stories, images, multimedia
- investigate one or more aspects of everyday life in a particular ancient society, using sources and ICT where appropriate [L, ICT]
- recognise some traditions of a particular ancient society that are different to the present day, such as celebrations, religion, death and funerary customs [CCT]
- explore the practices of a particular ancient society, using sources and ICT where appropriate, such as roles of men and women, crime and punishment, warfare and defence systems [IU, ICT, CC]
- identify significant people and/or events of a particular ancient society, such as Cleopatra, Alexander the Great, the destruction of Pompeii
- investigate one or more significant people and/or events of a particular society, using sources and ICT as appropriate [ICT, L]
- identify the location of a particular ancient society
- use a map to identify significant locations for an ancient society, such as trade routes, invasions [N]

Content is organised into topic areas linked to the Depth Studies provided in the History Stage 4 and Stage 5 content.

Outcomes and content are linked.

Options are linked to the topic area and provide frameworks for how the content may be addressed. Options are suggestions only.

Learning Across the Curriculum content is embedded.