History Stage 4 (Year 7) – sample scope and sequence

History 7–10 Syllabus (2024)

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The ‘Term and duration’ column in Table 1 provides general guidance on scheduling and duration of programs. The hours indicated meet the minimum mandatory curriculum requirements of 100 hours of mandatory history throughout Years 7 and 8 when delivered in conjunction with [History Stage 4 (Year 8) – sample scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-history-7-10). Teachers can increase these hours to reflect school context.

This scope and sequence is designed for a school delivering 50 hours of History 7–10 in an even distribution of hours across 4 terms in Year 7.

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# History Stage 4 (Year 7) – sample scope and sequence

Table 1 – History Stage 4 (Year 7) scope and sequence

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| --- | --- | --- |
| Term and duration | Learning overview | Outcomes |
| Term 1 – Term 2  20 hours | **Historical context 1 (core): The ancient past**  The purpose of this historical context study is to develop historical knowledge related to the ancient past. Students have opportunities to develop historical knowledge and understanding of the past, as historical concepts, historical skills, and the process of historical inquiry are introduced and applied to a range of ancient societies. | HI4-CON-01, HI4-CPP-01, HI4-INQ-01  **Related Life Skills outcomes:**  HILS-CON-01, HILS-CON-02, HILS-CON-03, HILS-CPP-01, HILS INQ-01 |
| Term 2 – Term 3  10 hours  (maximum) | **Stage 4 case and site study: The construction of ancient Egyptian pyramids**  The combined case and site study enriches students’ historical knowledge related to the ancient past. The case study ‘The construction of ancient Egyptian pyramids’ supports students to understand how the construction of history can change due to changing archaeological practices. The integrated site study (virtual) of the Great Pyramid of Giza enriches student understanding of the meaning and context of sources as part of an historical inquiry. | HI4-INQ-01  **Related Life Skills outcome:**  HILS-INQ-01 |
| Term 3 – Term 4  20 hours | **Depth study (option) – Ancient China**  The ancient China depth study option focuses on enhancing students’ historical knowledge and skills through an immersive study of ancient Chinese civilisation. Students apply historical concepts and skills as part of the process of historical inquiry into significant groups, individuals, ideas, beliefs, practices or events in ancient China, and the impact and legacies of ancient China. Students communicate and refine their understanding through the creation of written texts. | HI4-SPE-01, HI4-CPP-01, HI4-IEP-01, HI4-SOU-01, HI4-INQ-01, HI4-COM-01  **Related Life Skills outcomes:**  HILS-SPE-01, HILS-SPE-02, HILS-CPP-01, HILS-IEP-01, HILS-SOU-01, HILS-SOU-02, HILS INQ-01, HILS-COM-01 |

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