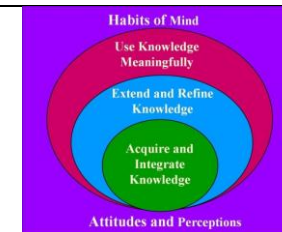




Humanities Year 10 Lesson Overview



Unit: Ancient Studies Foundation

Duration: Term 2, 10 Weeks

The Year 10 curriculum provides a study of the history of the ancient world. The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The unit is based on the theme of megastructures in areas around the Mediterranean. The unit explores The Seven Ancient Wonders of the World and The Classical World and Britain.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 10 are:

What did The Seven Ancient Wonders tell us about Ancient Society?

How did the Classical World influence architecture of this time?

What effects did global megastructures have on Ancient society?

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to **explain** patterns of change and continuity over time. They **analyse** the **causes and effects** of events and developments and **explain** their relative importance. They **explain** the context for people's actions in the past. Students **explain** the significance of events and developments from a range of **perspectives**. They **explain** different interpretations of the past and **recognise** the evidence used to support these interpretations.

Students **sequence** events and developments within a chronological framework, and **identify** relationships between events across different places and periods of time. When researching, students **develop, evaluate** and modify questions to frame a historical inquiry. They **process, analyse** and **synthesise** information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students **analyse** sources to **identify motivations, values and attitudes**. When evaluating these sources, they **analyse** and **draw** conclusions about their usefulness, taking into account their origin, purpose and context. They **develop** and **justify** their own interpretations about the past. Students **develop** texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

A Suggested Teaching and Learning Sequence and Related Resources

Week/Date	Topic	Details of Work	Resources
Term 1			
1		<p>Knowledge: Ancient Structures Investigation Skills: Investigation of structures, summarising information</p> <p>Welcome Back to Term 2</p> <p>Explanation of the Term- Investigating ancient structures and a research assignment. Skills- research skill, identifying the main idea, developing TEEC paragraphs, creative/informative poster</p> <p>Plot locations on a map that students will investigate during the term- Karnak (Egypt), Great Wall (China), Palace (Crete) and Pompeii (Italy)</p> <p>Use students posters created at the end of Term 1 to develop one key note to record on their world maps.</p> <p>Hang up Unit Focus Question- How does archaeology and history work together to provide archaeology with an insight to a structure?</p> <p>Develop Focus Questions- what questions do we need to ask when investigating these wonders? Class brainstorm</p>	<p>Term Overview</p> <p>Mapping Worksheet</p>
		<p>Knowledge: Ancient Structures Investigation Skills: Investigation of structures, summarising information</p> <p>Develop Focus Questions- what questions do we need to ask when investigating these wonders?</p> <p>Create informative posters to hang around the classroom</p> <p>Hypothesis Development- worksheet</p> <p><i>"I want to argue that. . .</i> Structures constructed during ancient history provide historians with a deep understanding of their society.</p>	<p>Focus Question Worksheet</p>
		<p>Knowledge: How do archaeology and history work together to tell the story of a civilisation? Skills: To investigate the archaeological remains and its connection to history.</p> <p>Provide students with some background information on Pompeii (Pom-pay)</p>	<p>Pompeii Passage</p> <p>Source Analysis</p> <p>YouTube Videos</p>

		<p>Life in Pompeii Video- https://www.youtube.com/watch?v=F4HguZrUuCY</p> <p>Primary Source Analysis- Pliny worksheet. Introduction to Bias and reliability (record definitions)</p> <p>Eruption Video- https://www.youtube.com/watch?v=dY_3ggKg0Bc</p> <p>Excavating Pompeii- explain how the casts of victims were created, 1863- voids in the ash was left by decomposed bodies, accurate casts</p> <p>Video- https://www.youtube.com/watch?v=62nfN6YrW9Y</p> <p>Glossary Terms- Pompeii, Herculaneum, Vesuvius</p> <p>Volcanos erupting today- Japan is right next to a volcano that is overdue for eruption.</p>	<p>Glossary</p> <p>Research Log= Focus Questions</p>
Week/Date	Topic	Details of Work	Resources / Feedback
2		<p>Knowledge: How do archaeology and history work together to tell the story of a civilisation?</p> <p>Skills: To investigate the archaeological remains and its connection to history.</p> <p>Recap the role of the Pharaoh- supreme ruler, military leader, religious leader, political leader, god on earth</p> <p>What is Karnak?</p> <p>Where is it located? Using a map highlight the location of Luxor- discuss that each Pharaoh moved the capital of Egypt</p> <p>Who is Amun?</p> <p>Structure Investigation- annotate image of Karnak</p> <p>Group investigation- in groups students find information on structures at Luxor- Sacred Hall, Sacred Lake, Palace of Ma'at, Obelisk and Red Chapel</p> <p>Cartouche Design- removal of Pharaoh names when unlinked by successor</p> <p>Glossary- Students develop definitions to terms</p> <p>Key Terms: Pharaoh, Karnak, Amun, Luxor</p> <p>https://study.com/academy/lesson/the-great-hypostyle-hall-at-karnak-architecture-facts.html</p> <p>https://study.com/academy/lesson/what-is-the-temple-of-karnak-history-facts.html</p> <p>Knowledge: How do archaeology and history work together to tell the story of a civilisation?</p> <p>Skills: Students will identify, understand and be able to explain the legends linked to</p>	<p>Images of Temples</p> <p>Karnak Structure Investigation</p> <p>Glossary</p> <p>Research Log= Focus Questions</p> <p>Arthur Evans Passage for Investigation</p>

	<p>the Palace of Knossos on Crete. Students will identify, understand and be able to explain the theories behind the Minoan civilization found on Crete.</p> <p>Discuss and record key information regarding the two earliest Greek Cities- Minoans and Mycenaeans. Famous artefacts provide insight to the cultures. Show and discuss some sources</p> <p>Investigate and create a profile on the archaeology- Arthur Evans. Students are given a passage- read and highlight independently, share with your partner, share with the class. Profile Sheet</p> <p>YouTube Video- https://www.youtube.com/watch?v=Pk1EyMTSBP8</p> <p>Minoans are very famous for their mythological stories- What story was referenced in the video? Theseus and the Minotaur- What is a minotaur? Head of a bull, body of a man</p> <p>Talk about Icarus and his father</p> <p>Glossary/Student developed definitions to terms Key Terms: Ancient Greece, Knossos, Labyrinth, Minoans, King Minos, Mycenaeans, Minotaur</p>	<p>Research Log= Focus Questions</p> <p>YouTube Video</p> <p>Glossary</p>
	<p>Knowledge: How do archaeology and history work together to tell the story of a civilisation?</p> <p>Skills: To investigate the archaeological remains and its connection to history.</p> <p>Warring states period- link back to Year 7 Ancient China unit. Discuss how the several states were unified under one ruler</p> <p>Focus Question Skill development. Discuss the important of developing focus questions. Use the information known on the Warring States to develop FQ</p> <p>Investigation using- Who, What, When, Where and Why. Students are given a passage to read and locate the main idea from the text</p> <p>Constructing an Empire YouTube Video</p> <p>Glossary- Students develop definitions to terms</p> <p>Key Terms: Qin Shi Huang di, Dynasty, Mongolians, Unify</p> <p>https://study.com/academy/lesson/the-great-wall-of-china-lesson-for-kids-history-facts.html</p> <p>http://www.panoramas.dk/7-wonders/great-wall.html</p>	<p>YouTube Video</p> <p>Source Analysis</p> <p>TEEC Paragraph</p>

3		Public Holiday	
		Knowledge: Assessment Task Skills: Developing Focus Questions <u>Introduction to Assessment Task</u> <ul style="list-style-type: none"> - Task Sheet - Due Date - Recap possible topics - Develop Research Log - Write Focus Questions for the four structures 	Assignment Task Sheet Exemplar Research Log
		Knowledge: Assessment Task Skills: Identifying the main idea, locate information to support focus questions <u>Assessment Task</u> <ul style="list-style-type: none"> - Research 	Assignment Task Sheet Exemplar Research Log
Week/Date	Topic	Details of Work	Resources / Feedback
4		Knowledge: Assessment Task Skills: Identifying the main idea, locate information to support focus questions <u>Assessment Task</u> Research	Assignment Task Sheet Exemplar Research Log
		Knowledge: Assessment Task Skills: Identifying the main idea, locate information to support focus questions <u>Assessment Task</u> Research	Assignment Task Sheet Exemplar Research Log
		Knowledge: Assessment Task Skills: Identifying the main idea, locate information to support focus questions <u>Assessment Task</u> Research	Assignment Task Sheet Exemplar Research Log
5		Knowledge: Assessment Task Skills: Identifying the main idea, locate information to support focus questions <u>Assessment Task</u> Research	Assignment Task Sheet Exemplar Research Log

	<p>Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs</p> <p><u>Assessment Task</u> Source Analysis Model how to include a source within a paragraph</p>	<p>Assignment Task Sheet</p> <p>Exemplar</p> <p>Research Log</p> <p>Source Analysis</p> <p>How to embed a source into a paragraph</p>
	<p>Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs</p> <p><u>Assessment Task</u> Writing TEEC Paragraphs</p>	<p>Assignment Task Sheet</p> <p>Exemplar</p> <p>Research Log</p> <p>Source Analysis</p>

Week/Date	Topic	Details of Work	Resources / Feedback
6		<p>Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs</p> <p><u>Assessment Task</u> Writing TEEC Paragraphs</p>	<p>Assignment Task Sheet</p> <p>Exemplar</p> <p>Research Log</p> <p>Source Analysis</p>
		<p>Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs</p> <p><u>Assessment Task</u> Writing TEEC Paragraphs</p>	<p>Assignment Task Sheet</p> <p>Exemplar</p> <p>Research Log</p> <p>Source Analysis</p>
		<p>Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs</p> <p><u>Assessment Task</u> Writing TEEC Paragraphs Draft Due</p>	<p>Assignment Task Sheet</p> <p>Exemplar</p> <p>Research Log</p> <p>Source Analysis</p>
Week/Date	Topic	Details of Work	Resources / Feedback

7		Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs <u>Assessment Task</u> Editing TEEC Paragraphs Drafts Returned via email Source Analysis printed	Assignment Task Sheet Exemplar Research Log Source Analysis
		Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs <u>Assessment Task</u> Editing TEEC Paragraphs Source Analysis printed	Assignment Task Sheet Exemplar Research Log Source Analysis
		Knowledge: Assessment Task Skills: Transforming research into TEEC paragraphs <u>Assessment Task</u> Editing TEEC Paragraphs Source Analysis printed	Assignment Task Sheet Exemplar Research Log Source Analysis
Week/Date	Topic	Details of Work	Resources / Feedback
8		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Bibliography	Assignment Task Sheet Exemplar Research Log Source Analysis Bibliography Worksheet
		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Bibliography Creating Poster	Assignment Task Sheet Exemplar Research Log Source Analysis Poster Paper – or digitally on A3 paper Coloured Pens

		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Creating Poster	Assignment Task Sheet Exemplar Research Log Source Analysis Poster Paper – or digitally on A3 paper Coloured Pens
9		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Creating Poster	Assignment Task Sheet Exemplar Research Log Source Analysis Poster Paper – or digitally on A3 paper Coloured Pens
		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Creating Poster	Assignment Task Sheet Exemplar Research Log Source Analysis Poster Paper – or digitally on A3 paper Coloured Pens
		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Creating Poster Assignment Submission	Assignment Task Sheet Exemplar Research Log Source Analysis Poster Paper – or digitally on A3 paper Coloured Pens
Week/Date	Topic	Details of Work	Resources / Feedback

10		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Presentations	
		Knowledge: Assessment Task Skills: Creating informative poster with TEEC Paragraph <u>Assessment Task</u> Presentations	
		Spare	