

Respect matters: 7-10 History

In History, students gain an understanding of human experience and learn to appreciate the perspectives, beliefs and values of people in the past and present. They develop empathy, communication, team work, and advocacy skills. Students develop an understanding of the diverse values, actions and motivations of people in the past and how these may account for, or be different from, present social standards, expectations, attitudes and behaviours. They develop an ability to contribute to their communities through sharing, listening to, exploring, analysing and respectfully responding to their own and others' points of view.

Understanding respect

History - Years 7 and 8

Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs - ACDSEH033

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion - ACDSEH035

Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion - ACDSEH038

Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs - ACDSEH039

Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion - ACDSEH044

Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs - ACDSEH045

Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion - ACDSEH041

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) - ACOKFH010

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God - ACDSEH015

Evaluating options

History - Years 7 and 8

Identify and locate relevant sources, using ICT and other methods - ACHHS208

Draw conclusions about the usefulness of sources - ACHHS211

Identify and describe points of view, attitudes and values in primary and secondary sources - ACHHS212

Identify and locate relevant sources, using ICT and other methods - ACHHS151

Draw conclusions about the usefulness of sources - ACHHS154

Identify and describe points of view, attitudes and values in primary and secondary sources - ACHHS155