

History - Above satisfactory - Year 7

Portfolio summary

This portfolio of student work shows that the student can suggest reasons for change and continuity over time (WS5, WS6). The student explains the effects of change on societies, individuals and groups (WS5, WS6). The student describes in detail events and developments from the perspective of different people who lived at the time (WS1, WS4). The student explains the role of groups and the significance of particular individuals in society (WS1, WS4, WS5). The student identifies past events and developments that have been interpreted in different ways (WS2, WS3, WS6).

The student sequences events and developments within a chronological framework, using dating conventions to represent and measure time (WS1, WS2, WS5). When researching, the student develops a range of questions to frame a historical inquiry (WS1, WS5). The student identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS5). The student analyses sources to explain points of view (WS2, WS3). When interpreting sources, the student identifies their origin and purpose (WS2, WS3). The student develops detailed and well-structured texts, particularly descriptions and explanations (WS1, WS2, WS3, WS4, WS5, WS6). In developing these texts and organising and presenting the findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges sources of information (WS1, WS2, WS3, WS4, WS5, WS6).

Research report: Qin Shi Huangdi

Sample summary

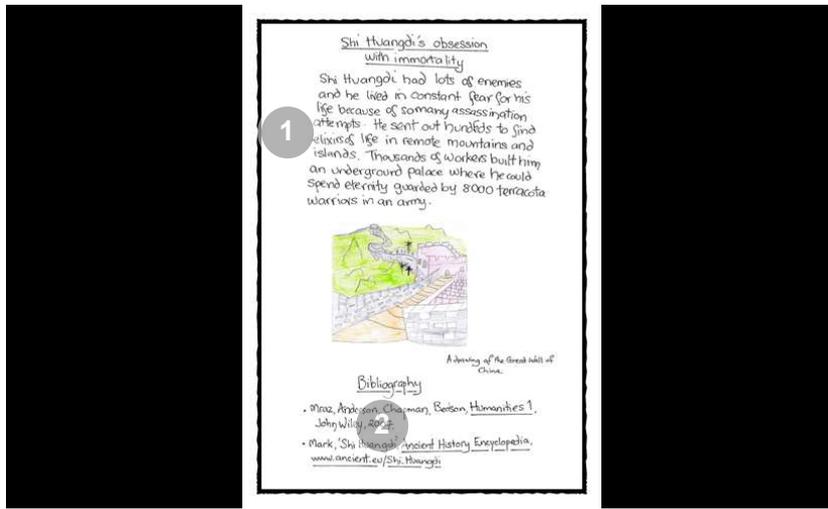
Students investigated the life, achievements and influence of Emperor Qin Shi Huangdi as part of their study of life in ancient China. Supported by the class teacher and the teacher-librarian, students identified and located sources of historical information, created a timeline of Qin Shi Huangdi's life and created a written account of his contribution to ancient China. The task was completed over three 50-minute lessons.

Achievement standard

Subject - History

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and



Annotations

- 1
Annotation 1
 Explains the motives behind the actions of a person from the past

- 2
Annotation 2
 Acknowledges information sources

Source analysis: Ötzi, the iceman

Sample summary

Students were presented with a selection of unseen primary and secondary sources associated with the discovery of the body of Ötzi, the iceman, in 1991. They were asked to answer a series of questions about each of these sources and then propose an explanation for Ötzi's death over 4000 years ago. The task was completed in class in one 50-minute lesson.

Achievement standard

Subject

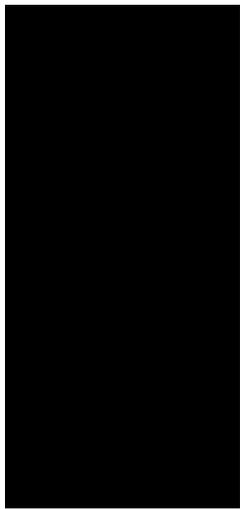
By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Analysis

Annotations overview

Applies logic and reasoning to analyse evidence and support a conclusion



WHAT CAN YOU LEARN FROM ANCIENT HUMAN REMAINS?

SOURCE A: An extract from a secondary source detailing the discovery of a mummified body (Otzi) in the Alps.

SOURCE B: A photo of a beaverkin cap.

SOURCE C: A photo of an object found with the body.

SOURCE D: A computer tomography (CT) scan image of the mummified body.

Questions

Based on the information in the sources, how well equipped was Otzi to gather food?

Otzi carried many items which were used for hunting. This makes scientists believe that he was a hunter. For example, he had a bird belt. This was used to carry dead birds that he probably shot with his bow. This is seen in Source A.

Examine Source B. What information does this source reveal about Otzi and his community?

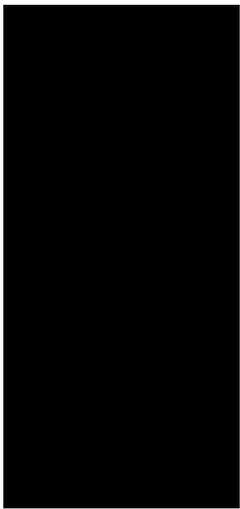
That he lived in a very cold area and he probably had to rely on his cap (Source B) to avoid getting terrible diseases such as frost bite and hyperthermia.

Examine Source C. Describe the possible uses of this object.

As seen in Source C there is a copper arrowhead. This would have been used to carve wood to make arrows or make repairs to things like his bow (Source A). He could also use it for close combat, as seen in Source A.

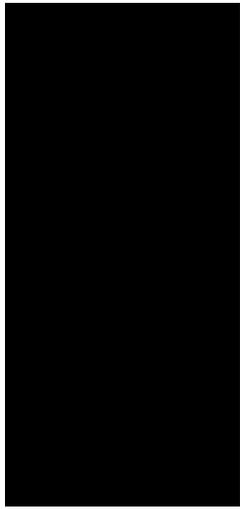
Using Source A, outline the arguments for and against Otzi being a hunter.

As seen in Source A he had all the necessary tools to be a hunter: a bow for long distance hunting and arrows for in close. Also seen in Source A he had two birch bark quivers and he had chemical composition in his hair leads us to believe he was probably a gatherer and he wouldn't have much meat in his diet.

Annotations

- 1 **Annotation 1**
Draws a conclusion based on an information source
- 2 **Annotation 2**
Draws upon multiple sources to support conclusions
- 3 **Annotation 3**
Presents differing perspectives in relation to a person from the past

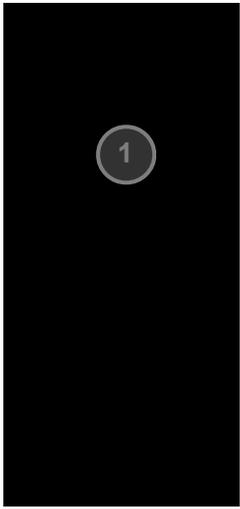


Using Source A and Source D and your own knowledge, what do the key pieces of evidence suggest about the circumstances of Otzi's death?

Scientists and archaeologists have studied Otzi to see what life was like back in June in 3300-3200 BCE. Otzi was discovered on the 19th of September 1991 by two hikers who took a shortcut off the track and stumbled upon a freeze dried corpse sticking half way out of the ice. At first they thought it was an unfortunat hiker who had tripped and fallen down the cliff, but it was only until an archaeologist came in they discovered the body was at least 4000 years old. Almost instantly Otzi was taken to a lab where the scientist's secrets were only discovered.

Otzi the iceman was found with many secrets that lead scientists to believe he was murdered. On the first scan scientists noticed that Otzi had some health problems and nothing else. Eggs of the parasitic whipworm were found in his colon, he was also found with early stages of arthritis (Source A). On the second scan scientists noticed a foreign body lodged in his left shoulder. This turns out to be a flat arrowhead. The arrowhead can be seen in Source D. While looking at his head they noticed severe skull trauma meaning he was bashed and left to die from blood loss (Source A). The flat arrowhead hit a mark that would have exploded an artery meaning he would have died within minutes. This helps scientists to believe he was hunted down and left to die in the snow. Otzi was also found with a cut on his right hand, broken ribs and a head injury. He was also found with blood stains from other humans on his clothing. This all was seen that Otzi was in hand to hand combat at least a few days before his death. The arrow was his most recent injury so this also indicates that he was hunted down after the previous fight and killed by his opponent in that fight.

Finally Otzi was found with food in his stomach (Source A). This proves that Otzi ate just before he died which means that he probably wasn't out hunting or was expecting to be attacked when he died and that Otzi was attacked suddenly and was running away to escape, because the arrow went into his shoulder from behind (Source D).

Annotations

- 1 **Annotation 1**
Draws detailed conclusions based on information sources
- 2 **Annotation 2**
Creates a well-structured text using reasoning and inference

Paragraph: Ancient Egypt

Sample summary

Students examined a series of images of the wall decorations of two different ancient Egyptian tombs. They used the information in the images to make inferences and draw conclusions about life in this ancient society. Students expressed their ideas in an appropriately structured paragraph. Following detailed teacher feedback on their written texts, students then redrafted the paragraph and compared their two texts to reflect on changes and developments in their learning. The task was completed in class over two 50-minute lessons.

Achievement standard

Subject - History

By the end of Year 7, students explain the role of groups and the significance of particular individuals in

past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Paragraph



Annotations

- 1 Annotation 1**
 Uses sources to make generalisations about past societies
- 2 Annotation 2**
 Includes detailed examples to support ideas about ancient societies
- 3 Annotation 3**
 Creates a structured text to present a historical analysis
- 4 Annotation 4**
 Acts on feedback to improve the text

Letter: Life in ancient China

Sample summary

Students were asked to adopt the perspective of a peasant in ancient China and to write a letter describing the main features of their life. This task was undertaken at the end of a unit on ancient China in which students investigated housing, work, clothing, recreation, and family and social structures. The task was completed in class in three 50-minute lessons with students given the opportunity to draft and edit their work.

Achievement standard

Subject - History

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Letter

Dear Tian,

My name is Cheng. I am 13 years old and I am a peasant. I live in China in Tibet. My hands have been quite a bit sore. I have dug up so much rice and crops that my hands have so many blisters that they are puffy and red. However, I have to make the mother happy. I have so much dirt smudged on my hands, it is not coming off. My father is so angry with me because I used all the water supply for the house and crying to get it off.

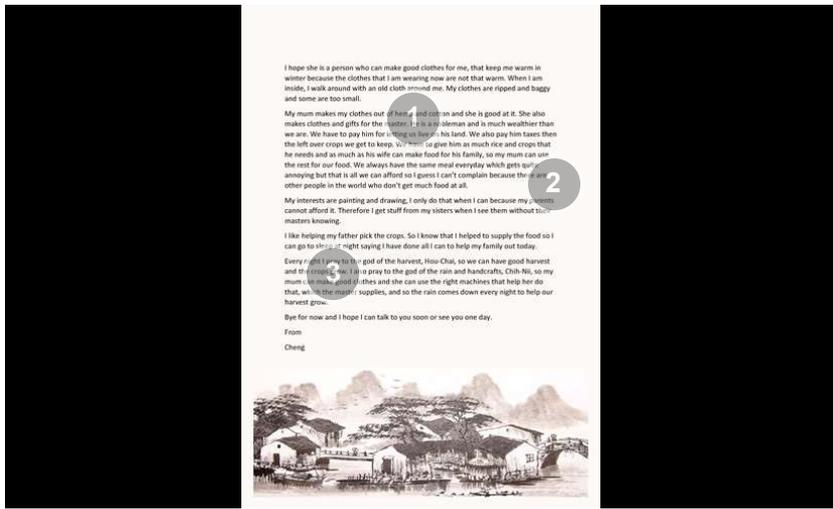
My house is made out of bamboo, it only has one room and it is very tight and small. This house does get quite hot in the summer. In the winter, I move to the village because that house that we will be staying in is so much warmer. The winter house is made out of mud. I am only allowed in the village if I really need food because we live so close to other people around here it could be easier to get diseases and colds. Sometimes I get bored because I live with my brother, my father, my mother and my grandfather. My grandfather is the one in charge of our family because he is the oldest and next in charge is my father. My two sisters were sold to the nobles because they wanted girls to make clothes. In addition, to help the mother out because they did not have any girls, they only had three boys. The husband did not want to get divorced because he loved her but he was going to if they could not have male children.

I get so tired walking up and down the hills every day, my brother doesn't do much to help, and my dad is a bit sick so I do most of it. I wish I could invent a machine that could do it for me, so just to stop it around. That is only in my dreams, but it could come true one day. The mountains we actually have are not like that they are waterwheels and iron plows. We have to push up and down the fields.

In a few years I will be getting married and starting a family of my own. I do not know whom I am going to get married to but I hope she is pretty and can have boys so they can help me on the farm. My father and grandfather already know whom I am going to get married to. When I ask who she is, they just say she is pretty and she will give me boys.

Annotations

- 1 **Annotation 1**
Identifies different perspectives of people from the past
- 2 **Annotation 2**
Describes features of housing in ancient China
- 3 **Annotation 3**
Understands the perspectives and motivations of people from the past



Annotations

- 1 Annotation 1**
Describes differences between social classes in ancient China
- 2 Annotation 2**
Creates a detailed text describing the experiences of peasants in ancient China
- 3 Annotation 3**
Uses specific examples to demonstrate the belief systems of ancient China

Research report: An Asian wonder

Sample summary

Students were asked to write a research report based on their investigation of a wonder of the Asian world as part of their study of the ancient past. They were required to develop appropriate inquiry questions and to support the findings in their report with specific detail, relevant images and source material. Students were supported in locating and collating their information by the teacher-librarian and class teacher, and were provided with time in class to plan, draft and edit their texts. The task was completed over three 50-minute lessons.

Achievement standard

Subject

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Report

Annotations overview

Describes the contributions of the peoples of Asia to world

1

Banuae Rice Terraces



For 2000 years now the Banuae rice Terraces has kept an interest of food from a land carved by its ancestors on a mountainside. The rice terraces were originally built as a means for local farmers to earn a living and support their families. The huge and amazing rice terraces covers about 4000 square miles and lies 5000 ft above sea level. This is the Filipino people's pride, who have for decades considered it as the 8th man made wonder of the world. In 1988 the rice terraces reach half way around the world. The Banuae Rice Terraces are known as an ultimate engineering achievement.

The ancestors of the Ifugos people made these amazing rice terraces, they were made over 2000 years ago. It is commonly thought that the rice terraces were built with iron tools and largely by hand. The Banuae Rice Terraces are located in the remote areas of the Philippine Cordillera mountain range on the Northern island of Luzon.

2

Annotations

- 1 Annotation 1**
Places the site into a historical context
- 2 Annotation 2**
Explains reasons for continuity in relation to the site
- 3 Annotation 3**
Describes why the site is viewed as significant
- 4 Annotation 4**
Describes the role of groups in the development of the site

2

Physical features

The Banuae rice terraces are mainly green. It covers around 4000 square miles and lies 5000ft above sea level. The Banuae rice terraces are also in many layers.



The rice terraces has helped to create a landscape of great beauty that epitomizes the harmony between mankind and the environment. Also in the Banuae rice terraces are many hiking trails. This is one of the major attractions. It was not until 1988 that the Banuae rice terraces were declared a world heritage. It was 1988 UNESCO.

Amount of workers

This Banuae rice terraces has been passed down from generation to generation for many centuries now. As well as the actual rice, terraces being made by hand the planting is also done by hand.

Increasing numbers of young people are migrating toward urban areas in search of a different future. With only a few left to work the fields according to the old ways, the future of the terraces is uncertain. Only 25 to 30 per cent of the terraces are abandoned and beginning to disappear along with irrigation systems. Due to these concerns, the site was placed on the list of World Heritage in danger in 2001, and it is still here today.

Bibliography

- <http://wonders.com/banuae-rice-terraces-in-the-oz/>
- www.nationalgeographic.com/travel/world-heritage/philippines/rice-terraces
- <http://whc.unesco.org/en/list/722>

4

Annotations

- 1 Annotation 1**
Describes the natural and man-made features of the site
- 2 Annotation 2**
Makes connections between the past and present
- 3 Annotation 3**
Identifies a range of issues associated with heritage and conservation
- 4 Annotation 4**
Acknowledges sources of information

Reflection: The legacy of Rome

Sample summary

Students were asked to reflect on the legacy of ancient Rome for modern society, and write a response as part of an end-of-unit task. They were asked to make connections between the ancient and modern worlds, incorporate images in their texts, and to consider the validity of the notion that 'The Romans used and adapted their environment in ways that made life easier and were ahead of their time'. The task was completed in class in one 60-minute lesson.

Achievement standard

Subject

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Reflection

Roman Legacies

The Latin language was a legacy of Rome

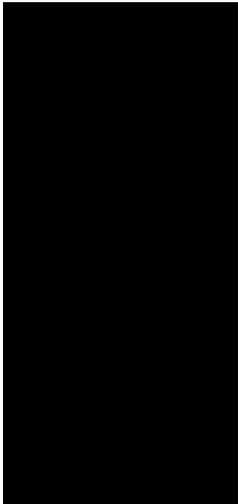
A legacy that Ancient Rome left us was Government.

Government in Ancient Rome was the centre or heart of how things were run. Their Government played the role of deciding how the communities and cities laws, taxes and defences were operated. Without the Roman Government Rome would never have been as successful. This legacy is important to us because without it there would be no one to make rules and run the country, we would be in Anarchy. I strongly think that people in the future would take Roman government as a legacy because of the way that we had kept nearly the exact same system. This tells us that people change through time but not by a lot.

Another legacy given to us by the Romans is law and order. This was made by the Roman Government around the time that Rome started. It played the role of punishing the guilty and releasing the innocent. This legacy is important to our communities now a days because it does the same thing as the Roman law and order system but more humanely. This legacy is important to us because we are able to tell the guilty from the innocent and give punishment accordingly. We benefit from it because we have the people who would hurt us out of the community somewhere where they are away from us and we are away from them. I would think

Annotations

- 1 **Annotation 1**
Uses an appropriate image to support the text
- 2 **Annotation 2**
Describes the importance of institutions and processes to people in the past
- 3 **Annotation 3**
Explains connections between the past and present



of this as one of the most important legacies that the Roman Government gave us. And it would most definitely be a legacy to people in the future. Examples of this would be asylums, prisons and detention centres.

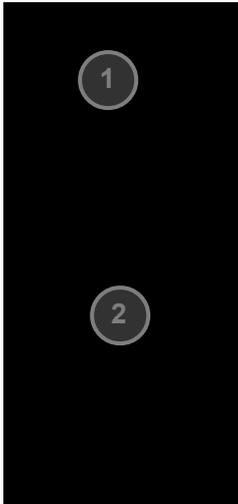


A map of the Roman Empire

"Romans adapted to their environment to make life easier." This is a statement that should explain itself. Romans adapted their environment to suit them. The evidence is clear that they built.

The City of Rome was larger than it should have been because of the mountains terrain around it and its distance from the sea. So why was it so large? Because Rome adapted. They dug canals for water, they also used mountains to carry water in cities (aqueducts). They even used mountains for stone and concrete. This tells us that Rome was smart and inventive. They are role models to us.

Rome leaves us the biggest and by far the most helpful legacies.



4 Annotation 4
Uses historical terms and concepts

Annotations

1 Annotation 1
Draws parallels between the past and present using examples

2 Annotation 2
Uses an appropriate image to support the text

3 Annotation 3
Uses sophisticated text structures to communicate ideas