

History - 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 describes the effects of change on societies, individuals and groups (WS5, WS6). The student describes 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 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 examines sources to explain points of view (WS2, WS3). When interpreting sources, the student identifies their origin and purpose (WS2, WS3). The student develops 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

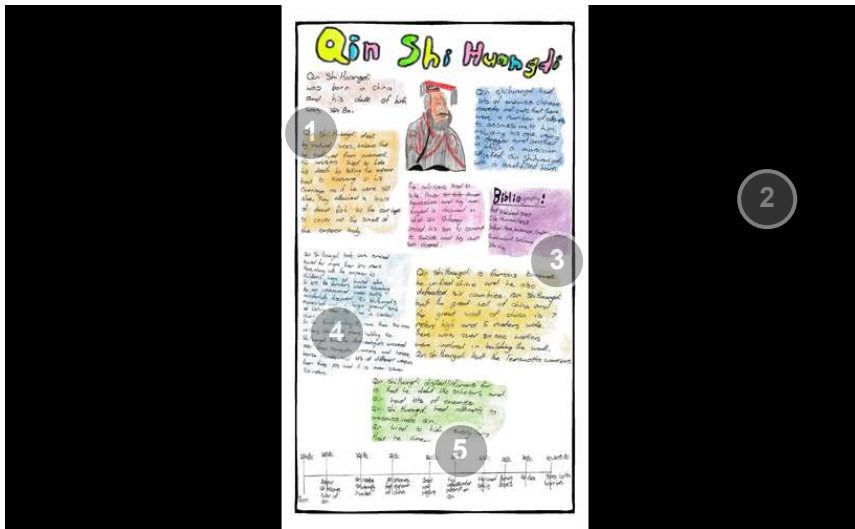
Subject - History

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 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.

Report



Annotations

- 1 Annotation 1**
Identifies key events in the life of Qin Shi Huangdi
- 2 Annotation 2**
Acknowledges information sources
- 3 Annotation 3**
Outlines the contribution of Qin Shi Huangdi to ancient China
- 4 Annotation 4**
Outlines aspects of the work of archaeologists and historians
- 5 Annotation 5**
Sequences events chronologically to create a timeline

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

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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 bearskin 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 had a bag full, so he could hunt and kill for when he needed food. This shows that he hunts because of the bearskin hat. He could cut down trees to get fruit. He had a flint dagger so he could potentially get animals for food.

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

Otzi's community is obviously a hunter-gatherer type of community. The evidence that this is correct lies in Source A and B, you would need to hunt to get a bearskin cap. But why would you have a bag...? For hunting. Source A also says that he is vegetarian, that means he can gather as well.

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

Otzi could have used it for two things, defending and inserting, or for a steady source of timber for easily making a bow and some arrows. This is stated in Source A, an UNFINISHED arrow and bow. This indicates that he was still making his bow and his arrows.

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

Otzi could be a hunter, all of his equipment in Source A indicates that Otzi is a hunter. Because of his cap, his bow and arrows and knife. But then why would he have a primary diet of vegetarian food. Why was his last meal of elk, this may indicate that Otzi WASN'T a hunter. Or it could mean that he was a hunter as well as a gatherer.

Annotations

- 1

Annotation 1

Draws a simple conclusion based on an information source

- 2

Annotation 2

Uses an information source to support an argument

- 3

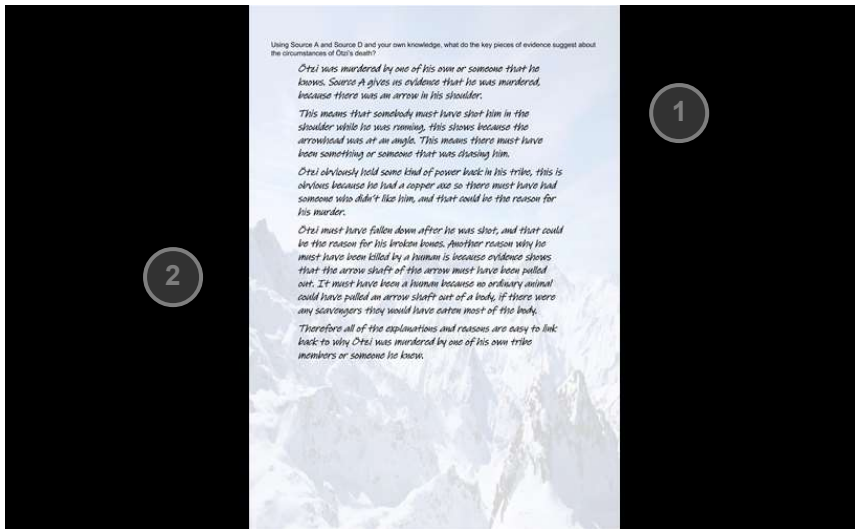
Annotation 3

Draws upon multiple sources to support conclusions

- 4

Annotation 4

Identifies differing perspectives in relation to a person from the past



Annotations

- 1 Annotation 1**
Draws simple conclusions based on information sources
- 2 Annotation 2**
Creates a 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.

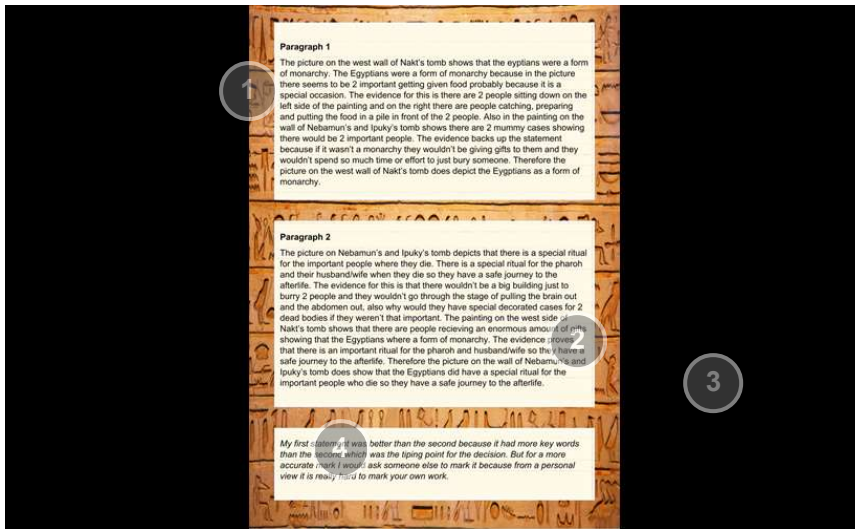
Achievement standard

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Paragraph



Annotations

- 1 **Annotation 1**
Uses sources to make generalisations about past societies
- 2 **Annotation 2**
Makes distinctions between sources and evidence
- 3 **Annotation 3**
Creates a structured text to present a simple historical analysis
- 4 **Annotation 4**
Reflects on learning

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.

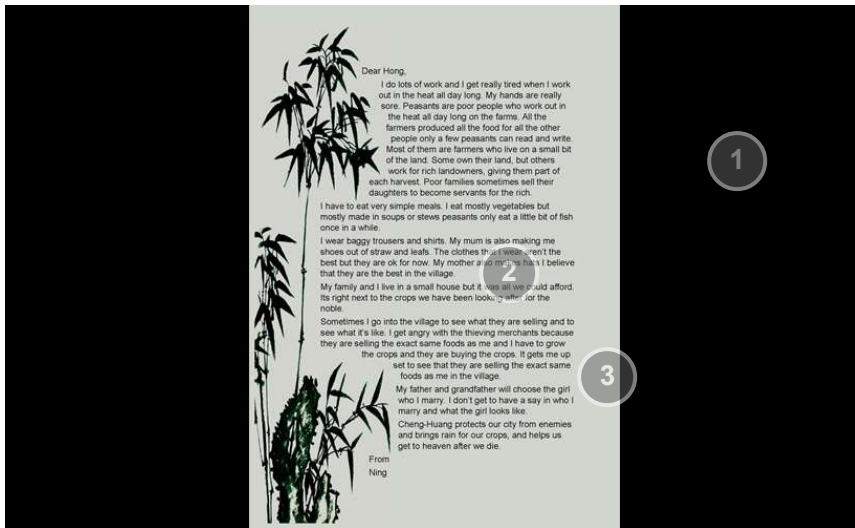
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Letter



Annotations

- 1 **Annotation 1**
Makes generalisations about the lives of peasants in ancient China
- 2 **Annotation 2**
Presents the personal perspective of an imagined individual from the past
- 3 **Annotation 3**
Creates an appropriate text conveying empathy for people in the past

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

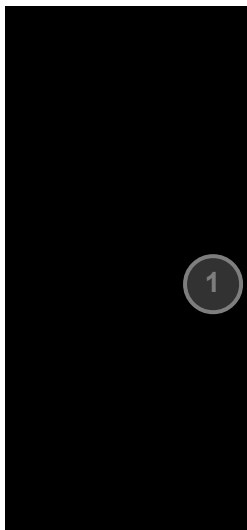
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Report

Annotations overview

Describes the contributions of the peoples of Asia to world history



Potala Palace



Sitting on top of Marpo Ri hill, the Potala Palace stands a total of 1370 metres above the Chusa Valley in Tibet.

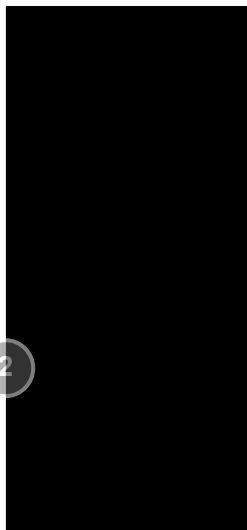
Construction:
In 637 the emperor Songtsen Gampo built a palace on the hill (Marpo Ri hill). That structure stood until the seventeenth century, when it was made into the foundations of the Potala Palace which is still standing today.

The construction of this new palace began in 1645, during the reign of the fifth Dalai Lama. By 1648 the Potalang Kargo or White Palace was complete. The white colour represents peace and purity. The Potalang Marpo, or Red Palace, was added between 1690 and 1694. Its construction needed more than 7000 workers and 1500 artists and craftsmen.



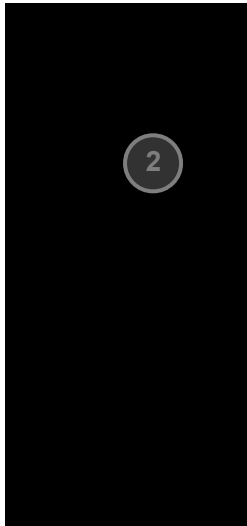
In 1922, the 13th Dalai Lama removed many of the chapels and assembly halls in the White Palace and added two more levels to the Red Palace. The Potala Palace is 400m long (1312 ft). It has 13 stories, contains about 1000 rooms with 21 square kms (8 sq miles) of murals.

Use:
The Potala Palace was built for many reasons. A Palace for the Dalai Lama to live and rule in; Chapels where built inside the walls of the palace (monks lived there to).



Annotations

- 1 **Annotation 1**
Sequences events in chronological order
- 2 **Annotation 2**
Outlines continuity and change over time in relation to the site




Since the eleventh century the Palace has been called Potala. The name Potala probably came from the mythological mountain Mt Potala of Bodhisattva Chenresi (Avalokitesvara / Kuan Yin) in southern India. Considering that the founder of Potala Palace was emperor Songtsen Gampo, who was an incarnation of Chenresi, it is likely that that is the reasons why the palace was called Potala.

Facts:
It once was the tallest building on earth from 1653 to 1689 and until skyscrapers came around.

It was once the Dalai Lamas meditation retreat.

Right now the Potala Palace is the highest palace on earth. It has nearly 1000 rooms and 13 floors.

The White Palace is where the Dalai Lamas and their tutors lived. The assembly halls and old Tibetan government was located here.

The Red Palace contains various chapels and mausoleums for past Dalai Lamas. The red palace was used for spiritual practices. It has halls of worship as well as the remains of 8 of the past Dalai Lamas. Some of the Treasures in the red palace include rare hand written Buddhist sutras and a lot of statues.

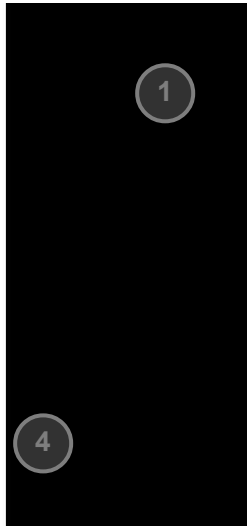
Previous Dalai Lamas each have statues of them self, these statues are covered in gold and inlaid with diamonds, pearls, turquoise, agate and coral.

The Dalai Lamas favourite room was known as the "East and west sunshine apartments" (it also had the best view in all of Tibet).



http://www.potala.com/asia/1645/potala_palace.html
http://www.thetraveler.com/asia/1645/potala_palace.html
http://www.potala.com/asia/1645/potala_palace.html
<http://www.youtube.com/watch?v=11465>

Word count: 446



Annotations

- 1 **Annotation 1**
Presents a simple historical explanation for the site's name
- 2 **Annotation 2**
Places a site into a chronological context
- 3 **Annotation 3**
Outlines past uses of the site
- 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

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Reflection

1

Roman Legacy

The Romans used different technology to adapt in their harsh environment. They invented different machines to help them adapt.

Have you ever thought where we got aqueducts from? Well, the correct answer is the Romans! We adapted their idea and used it. That's called a legacy! A legacy is when an object or an idea is passed down through generations, in other words we got the idea of aqueducts from the Romans!



A Roman aqueduct

The Romans had a lot of marsh area and quite a lot of water so they made an aqueduct. Their first aqueduct was made from concrete and was very large. They drained the marsh land and started to build it. When hills or more marsh lands were in their way they would drain it or somehow destroyed it.

Aqueducts were very important in Roman times. The invention of the aqueduct was used to carry water throughout Rome. The water was being carried from a lake or a river to fountains, houses, public baths etc. They built the aqueducts to carry water from a long distance.

2

3

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4


Annotations

- 1
Annotation 1
 Explains the meaning of 'legacy'
- 2
Annotation 2
 Uses an appropriate image to support the text
- 3
Annotation 3
 Describes an aspect of Roman invention
- 4
Annotation 4
 Uses historical terms and concepts

1

We learnt this legacy by taking the idea and using it for modern technology. The water inside the aqueducts we use now carried into metal or plastic pipes to give us hot, cold and warm water. The Romans also did this but their pipes were made from lead and they had a huge boiler for hot water.

They also had to make cities and towns but the only way to connect them was roads! When the Romans had roads they were always dead straight with turns the Romans never used curves instead they used corners. When they built the roads there were many hills so they had to go up hills but they adapted a small device to help them make the road straight. The object was a long stick with a cross on top and a rope with small stones attached. This small machine helped the Romans make straight roads.



A Roman road

I think that the people in the future will definitely still have aqueducts, the reason I think this is that water will need to be carried from a large natural water source so aqueducts will still be there but probably in different shapes and sizes.

4

Annotations

1 Annotation 1
Describes continuities and changes between the past and present

2 Annotation 2
Uses specific examples to support the description

3 Annotation 3
Describes an aspect of Roman invention

4 Annotation 4
Makes connections between the past, present and future