We'll begin briefly by presenting some of the units and then considering the key features of each in turn, providing an overview of the respective areas of study, there'll be a number of interchangeable teaching ideas presented to model how the key knowledge and skills may be incorporated in your classroom teaching program. It should be regarded as a stepping stone into students' learning and into more rigorous teaching and learning activities. Finally, we'll end with an opportunity for you to ask any further questions stemming from the presentation itself.

At a glance, it's evident that there are three units within the ancient history study. Unit one focuses on Mesopotamia and unit two centred on Egypt and early China. Each unit comprises of two study area studies, which we'll also review as we progress. It's important to note that you're not required to teach all of the units, there are no prerequisites for units three and four ancient history, and students may choose to study one unit of ancient history.

Alternatively, they may choose a unit or units from either modern history or empires. Briefly you'll note or you'll find that units one and two have been edited rather than having undergone extensive change. As such you'll note, that there has been a requirement of the outcomes to focus on historical thinking concepts. The key knowledge stems to focus on core concepts. And the key knowledge has been unpacked and additional knowledge points have been included to provide examples of what may appear within your teaching and learning program. Importantly, these do not represent an increase in the content to be taught, which is probably going to be a relief for many. Any discussion of units one and two will obviously need to be within the broader context of what studies your school already currently offers, and what may be potentially be offered from 2022 onwards.

It's worthwhile framing any planning in the context of what may appeal to the interests and/or learning needs of the students. With the wider aim considering how any decisions may translate to more students studying a unit one and two ancient history, as such it should be noted that it is possible to be flexible with units one and two. For example, you may offer students the opportunity to study a combination of units from across the three history studies on offer as units one and two, empires, modern history and ancient history.

You also need to consider which histories maybe offered as unit three or four studies. In ancient history, there are three options from which only two need to need to be selected, New Kingdom Egypt, Greece and Rome. As none of the unit one and two histories is a direct prerequisites that study in unit three, four history, it is possible to be creative in the combination of units on offer.

For example, you may offer, unit one as Mesopotamia, two as Early China, three as Greece and four as Rome, if we pick a traditional ancient history pathway. Or you may choose a unit, one empire unit two Egypt, unit three, New Kingdom Egypt and then unit four, Greece. In turn, each unit one and two offers degree of flexibility in the context that you may choose to introduce, enabling further opportunity to differentiate and/or avail yourself of areas of teacher expertise.

For instance, the thematic study of unit one Mesopotamia may include an investigation into the development of the concept of kingship through the study of three distinct leaders, Gilgamesh, Hammurabi, and Sennacherib, effectively covering three distinct periods, Sumerian, Babylonian and Assyrian. Importantly, each unit is well-resourced within an extensive range of accessible texts and online materials.

The aim is to take advantage of the flexibility on offer, to engage and retain student interest in selecting a VCE ancient history. Again, the characteristics of the study of history are consistent within each unit and these represent the key skills students need to note, demonstrate and achieve the respective outcomes. And you're able to find these on pages six and seven of the study design.

Ancient history unit one begins Mesopotamia. And in this slide and throughout, I just want to make note of the fact that the words highlighted in blue indicate the changes that have been made to the study design. The introductory structure is also mirrored throughout in that each area of study will include the outcome, students must be able to demonstrate and a series of inquiry questions to frame the teaching and learning program. In this instance, the outcome has been refined to focus on students knowing what the features of civilization in Mesopotamia were and what led to their development. They has been a reorganisation and clarification of not only the outcome, but also the key knowledge. For example in the 2016 study design, we had the words, "The consequences of the invention of agriculture, including its impact on the redistribution of resources." This now reads as, "The impact and consequences of the development of agriculture, such as its impact on the distribution and redistribution of resources."

It's important to note how some changes have altered the emphasis of the outcome with the intent of the key knowledge and the intent of the key knowledge. This should shape how you teach and how students come to think of, understand and demonstrate the outcome.

Specifically, you have noticed that the word including has been replaced with the words such as, meaning that any that follows the latter are suggested teaching points rather than mandated content. To emphasise that last point, you'll note that this slide presents 10 key knowledge points within Area Study One, Discovering Civilization. When you look at the study design itself, you'll realise that some of these points will appear to be quite extensive. Hence it's important that as you begin planning your course, that you consider of the intent of the key knowledge stem, what follows the words such as, are suggestions of the knowledge that you may teach. For example, the key knowledge pint six reads as "The impact and consequences of the development of agriculture, such as its impact on the distribution and redistribution of resources, and the ensuring rise of societies with complex hierarchies, social stratification, early life, farming, domestication of animals, the beginning of rural cities and specialisations of crafts and trades."

While the focus remains on the impact and consequences of the development of agriculture, it would be unfeasible to attempt to teach each of the ideas that either words such as, especially as other key knowledge points, will have equally detailed lists, suggestions. Rather strategically select any of the suggestions on offer. For example, we could chose farming and domestication of animals or the specialisation of crafts and trades in this instance. Alternately, you may adapt the points or identify others that maybe more relevant to your context. Irrespective of the unit, the key knowledge are accompanied by a series of skills that students need to be taught.

Each instructional or command term denotes a particular skill. As such, students will need to know what for example, ask, identify, evaluate, actually mean in the context of a history study. While the skills may be taught separately or holistically, depending on your context, they must be explicitly taught before students are expected to demonstrate their learning independently. This requires not only providing or developing a glossary of key terms, but modelling their use, including providing opportunities for repetition and consolidation.

For instance, if we consider the first skill to ask and use the range of historical questions, particularly if we're still at the introductory stage of a unit, consider using the inquiry questions included as a starting point. For this outcome, there were three such questions, what is a civilisation? How did the first cities develop? And how do we know about these civilizations? Instruction and language, they represent a scaffold that students may use to develop their own questions. Importantly, they also provide the opportunity to deconstruct the meaning of each as a teaching and learning activity, offering an opportunity to model how to read questions as well as how to develop relevant questions.

As a starting point, it's again important to review the characteristics of the study as they appear on pages six and seven of the study design as they define history as a study. Finally the skills represent a progression from the F to 10 history skills into VCE units one and two, and then into units three and four, and this will be repeated throughout each subsequent units one and two studies. Let's put the key knowledge and skills noted to date into a teaching and learning context. The ideas presented here and throughout the presentation are not only interchangeable, they're also introductory activities that may lead onto more detailed study, such as a research or historical inquiry. T

he first is a collaborative small group activity. Each group is allocated a cart to a specific focus question, and there's examples that appear on the slide. Once research is completed, each group reports back to the class, focusing on the introduction to the first knowledge point, the features of civilization and reasons that contributed to the development of early settled societies. The activity encourages students to begin asking a range of historical questions, to gather information and ensure they move beyond generalisations of civilization, agriculture, and even language. While this activity would not take longer than a lesson, it could be extended by having students undertake an historical inquiry into the features of civilization and reasons that contributed to the development of the earliest settled society. "The Epic of Gilgamesh" is an example of one of the earliest recorded forms of literature. It's study allows for the exploration of the social political and cultural features of ancient Mesopotamia as reflected in the epic, such as the role of the priest kings. Before beginning an analysis of a written copy of the myth, consider how you actually introduce the story. Establish a quiet classroom devoid of distractions, and read the story to students.

Being familiar with the text means you'll be best placed to introduce pauses and vary time for effect. It's important that you select a series of extracts that will enable you to develop a sense of the scope of the narrative, particularly how Gilgamesh is first introduced and how he develops as a king. "The Epic of Gilgamesh" was originally told orally, this may be a starting point of your analysis of the story itself. As you'll be analysing the source for use as evidence, you'll consider its veracity as an historical source and begin teaching students how to identify perspectives of people and how these changed. Area of Study Two focuses on ancient empire. Outcome two has been simplified to just the words can explain continuity and change in ancient Mesopotamia.

That is what features remained consistent and which changed. The outcome is the teaching and learning focus. Focus for which the inquiry questions, provide a framework. You'll note the focus of the study has moved towards Northern Mesopotamia, and looked specifically the first Babylonian Dynasty and the Assyrian Empire. The changes that appear in the 2022 to 26 study design reflect a reorganisation and clarification of not only the outcome, but also the key knowledge as demonstrated by the example on this slide.

The changes to, or editing of language is clear in this list of key knowledge for Area of Study Two. And again, highlighted in blue as six of the points here, include the word such as, it's important to remember that the ideas that follow are merely suggestions to guide your teaching. For example, point six reads as, "The significant features of the city of Nineveh and the role of these features had on everyday life, such as geographical location, architectural features, palaces, architectural expansion, temples, irrigation, and so on." The teaching focus remains of features of the city and then some daily life, whilst you may select any or a sample of the suggested ideas to support focus. Also worth noting, is that the word including has been underlined in the third knowledge point here. In this instance, it's an expectation that what follows is taught.

 Okay, so an investigation of Hammurabi's reign and in particular, the law codes provides an opportunity to specifically build students' ability to analyse the causes and consequences of social and political changes in ancient Mesopotamia, whilst extending other skills such as analysing and identifying people's perspectives and any evidence of change. The key knowledge focus would be on the rise of the first Babylonian dynasty and the social, political and cultural features that emerge. In other words, knowledge points one and two. How you choose to introduce this activity will depend on your class context. It may again begin as a small group activity, but also allows students to work in pairs and/or individually. As they're about 282 laws, select a brief list for students to analyse, reword the infringement into contemporary language as demonstrated in this slide. Distribute two to three to each group or student and have them consider what both the crime and the consequences may have been.

Once it's been an opportunity for discussion, direct students to the copy of laws that you yourself selected so they may compare their results with their original consequences. The laws were not the first codes recorded, but their application to all regardless of social class and emphasis on physical punishment of the perpetrator as a form of compensation or vengeance for the victim reflected change. This activity lends itself to further investigation of the causes and consequences of change. Investigating the reign of the Assyrian King Sennacherib, allows for an analysis of the sources that provides insights into Mesopotamian civilization from two distinct perspectives of the conquest of Judah. That is by looking at these Assyrian and the Israelites point of view. The latter account presents the battle as an Assyrian defeat, something that they themselves would never have recorded. This supports the discussion of who writes history and for what purpose. It also encourages questions about the veracity of either or both texts. Ancient Egypt is one of two options on offer in ancient history. The outcome has been simplified and clarified to focus on the features of the old kingdom and what they were, and how power was distributed and represented.

As with unit one, you'll note that the introduction of the unit is structured to highlight the outcomes that will need to be specifically taught, followed by a series of Inquiry questions to guide the teaching and learning program. In Area of Study One, The Double Crown, the changes reflect a reorganisation and clarification of the outcome with a clear and concise use of language evident in the 2022 to 26 study design. The key knowledge and skills have also undergone similar editing. Reminder that the sections highlighted in blue indicate the changes.

Once again, you'll note that a number of the points contain the words such as, including for example, the first key knowledge point, which reads as, "The physical environment and it's influencing the development of civilization in Egypt such as..." The teaching ideas that follow are optional. In this example, you may choose to include geographic location, natural features and resources with special reference to the Nile Delta and its relationship to the growth and patterns of urban settlements, agriculture, trade, commerce, and transport. It's important to realise that time alone will make attempting to teach every single suggestion within a knowledge point unrealistic, particularly given the other knowledge points have similarly detailed stems.

Rather focus on what may best support your students' learning. In this instance, you may decide that comprehending the significance of Egypt's physical environment on the emergence of civilization may best be supported by an introduction of its geographic location and its natural features and results. In other words, be selective in the choices you're making.

Looking at the relationship between the key knowledge and the skills, we see the latter remain consistent to those that appeared in unit one, despite the change in context, how the key skills are taught will be influenced by the learning needs of your students and/or the aims of the activities that you introduce. In most instances, your activities will focus on students using a number of the skills. For instance, in order for students to be able to construct arguments about Old Kingdom Egypt, they will need to be able to learn, to read visual sources. Being taught, how to use visual sources will enable students to build upon their skills in analysing sources, for use as evidence, and in identifying the perspectives of people and how they may have changed, which will ultimately support the development of their arguments. The two teaching and learning activities that follow will aim to focus on highlighting this. Importantly, explicit teaching is advisable and I'd encourage you again, to revisit the characteristics of the study in the study design.

Looking at the teaching and learning ideas, the first one focuses on the significance of Narmer as the first king of Egypt, such as the Narmer pallet as a source of evidence to understanding ideas it's about the unification of upper and lower Egypt. For the task, it's important that you provide an image of both sides of the Narmer Palette as a class annotate the images, identifying political, social, and economic symbols and messages.

You also need to identify the context that is the who, what, when, where, why and how behind the actual pallet. The aims of the activity are to build skills in analysing sources, use visual sources to identify perspective that is about the emerging political social and economic features of the old kingdom, and to continue to encourage students to ask and use a range of historical questions, including about the veracity of the source itself. Effectively you're addressing two key skills concurrently, the ability to analyse sources, the use of evidence, and to identify the perspectives of people in ancient Egypt. Building on the task of analysing one visual source, the second activity focuses on students, undertaking research to enable them to analyse four distinct visual sources of evidence. In this activity, students will investigate the significance of Egyptian architecture and its relationship on the authority of the king. To begin students are tasked with briefly annotating provided images before distinct pyramids, and developing a series of historical questions. That is asking and using historical questions to explore the features of ancient Egypt. This is to then enable them to guide their own research into ancient Egypt itself. The four examples of the four pyramids include the step, collapsed, band and Great Pyramids of Giza. Their research should also enable the use of information gathered about the pyramids to explain how the stages of ancient Egypt changed and/or stayed the same.

Okay, as we move onto... Oops, as we move onto area study two, Middle Kingdom Egypt, Power and Propaganda, you'll note that the outcome has been refined to focus on the rulers and their use and presentation of power, including the challenges they faced, despite what as a consequence of their power and the degree of change evident during the period. Effectively, there has been a re-organization and clarification of the knowledge and skills, and this is evident in this slide. Again, the changes appearing below, it remains important to focus on the intent of the knowledge stem, particularly taking notes that teaching ideas that follow, follow the words such as. For instance, in the first knowledge point, it focuses on the political developments with the reign of Mentuhotep II. And it's clear that there are six distinct ideas that follow the words such as. It's important before starting to decide upon which you are choose to introduce and teach, and how you actually do that.

For instance, if we choose a sematic approach, we may again focus on the development of the concept of kinship, in which case it may, in this example, be a appropriate to present the political developments of Mentuhotep II's reign by considering the centralization of government, the assertion of Royal authority and the program of self deification. The case skills ensure the academic rigour of the history study. Consequently it's imperative that they're embedded into our teaching program. It's easy to fall into the habit of gauging student learning almost entirely through independently produced written responses.

Yet collaborative oral activities are effective teaching strategies that will also enable students to clarify, consolidate and extend that understanding of both new content and the key skills they're expected to use. This activity is a brief comparison of a social feature, that is the beliefs that appear in older Middle Kingdom. By referring back to Area of Study One, students are encouraged to use prior learning. The task also highlights the changes that occurred in the Middle Kingdom, that may not be as overt as for example, those that result from warfare. Students are encouraged to identify the perspectives of people and the changes that occurred in the Middle Kingdom. This ties into knowledge point seven, the changes in religious beliefs and practises, such as tombs and grave goods. The second activity focuses on the knowledge point six, representation of royal power and propaganda in literary works of Middle Kingdom Egypt, such as a prophecy of Nefertiti.

Visual sources from the past reinforce students' understanding of people's perspectives as presented within the text, including any changes, and the process of analysing sources for use as evidence by clarifying the context of such words, that is the purpose, audience, message, and narrative voice of the text. In this context, the prophecy is a literary device used to justify the murder of a King by his successor. It introduces the notion that a king was destined to rule and presents the image of the Pharaoh as a saviour, an image that becomes a recurring feature in the evolution of the concept of kingship. Early China is the second unit two study on offer. As with the previous units, there's been some editing to the language and points to ensure a refinement and clarification of the details.

The structure is consistent with the Mesopotamia and Egypt Units. The outcome is followed by a series of inquiry questions that frame the teaching and learning focus. The outcome focus here is on what the features of civilization in this context were. In this unit, the modifications have been minimal and intended to ensure that unit two China is consistent with unit two Egypt. You'll see this in both the structure and the outcome, as well as the key knowledge in which additional teaching examples have been provided.

As noted, the blue highlights continue to reflect the changes made. Once again the key knowledge points listed include the words, such as. Bear in mind that the ideas that follow do not represent mandated content. Many of the stems are actually quite detailed. For example, the second knowledge point focuses on the social, political and cultural features of the Shang state. Rather than introducing all the teaching examples that follow, be selective, and choose the suggestions that best meet the needs of your context. For instance, from the options included, you may choose one or two. For example, in this instance, the feudal and social hierarchy and the religious rituals and beliefs. Doing so will still enable you to address the knowledge point itself.

As with Mesopotamia and Egypt, the skills here are consistent and clearly linked to the context of the units focused on early China. Again, the key skills will need to be embedded in the teaching and learning program. How you introduce the teaching of the skills will vary, but it's worth noting that any classroom activity or discussion presents an opportunity to actually teach, model, and use, as well as practise these skills in context. Taking into consideration that the introduction of a new unit potentially takes students to an unfamiliar part of the world, introducing a mapping exercise establishes the geographical context, and addresses the first knowledge point, the physical environment, with particular reference to topography and climate, such as in the Yellow River Valley, in the development civilization, in early China. Such an activity also reinforces skills such as asking and using historical questions.

Traditionally, a timeline is a chronological listing of dates of key events, periods and leaders. By electing to develop an annotated timeline, there is a possibility of structuring details thematically, or combining the two. For example, students may focus on identifying one or two features, such as the key political features that appeared in each of the dynasties above. Or they may focus entirely on one of the key knowledge points such as point five, the significant events and consequences of conflict during the Warring States period.

Regardless of the structure or focus, a timeline is an introductory activity that encourages students to identify the context from which they'll extend their study. At this point, they'll be asking and using historical questions to explore the features of early China. Outcome two, explain the rise and fall of the Qin and Han dynasties, looks at the early dynasties itself. The outcome remains that the learning focus and inquiry questions frame the course of study. Again, we're looking at the rise and fall of the Qin and Han dynasties, and the and the outcome itself has undergone editing focused on a reorganisation and clarification, with the addition of having to analyse the use and representation of power in early China.

The key knowledge points have been clarified and edited to provide additional teaching ideas, while the key skills mirror those within other ancient history units. As seven of the key knowledge points listed include the words, such as, it's important to focus on the intent of the knowledge stem and to be strategic in choosing from the ideas that follow.

For instance, the first key knowledge point includes at least nine suggested teaching ideas in addressing the political and social features that influence Imperial China under the Qin dynasty and Han dynasty. You may however, choose to focus your teaching on the roles and images of the emperor and the social structure and still be able to address the key knowledge point. The key skills in this area of study remain consistent. So students will still be required to ask, analyse, identify, and construct arguments. Keep in mind that while students may have encountered and/or used similar instructional command terms, in other subjects, definitions and application may vary within the different contexts, so it's important that students are taught what these words mean, in the study of history. For example, a definition of the word explain, may include to put content into your own words using examples. But this in itself is very general or broad. What we'd like students to do is be more specific about the content.

So explaining history would be to note how and why something may have occurred. This teaching and learning idea looks at the Han and Qin dynasties. How extensive a comparison of the dynasties is developed is obviously dependent on your broader teaching context and aims. However, what this activity does is enable students to gain an overview of early China by identifying the key features of each dynasty, which will in turn, support their ability to ultimately demonstrate their learning by, for example, explain how features changed and/or stayed the same, or evaluating historical significance of each dynasty. T

he key knowledge addressed in this activity would include the political, social, and social features that influenced Imperial China as well as the significant events that caused the rise and fall of each dynasty respectively.

This final teaching and learning idea focuses on the knowledge point, the sources of evidence for understanding political, social and economic features of early China, such as "Lessons for Women" by Ban Zhou. While students will be analysing sources for use as evidence of the prevailing political, social and economic features within the Han dynasty, they'll be specifically focusing on the social in this activity. They'll also be encouraged to ask a range of historical questions. To give you the context to this source, Ban was a female writer who worked as an Imperial Historian to complete the dynastic history. This role or position appears to challenge the social expectations regarding the role and place of women in society. "Lessons for Women" however, actually reinforces the social expectations, there's an acceptance within the work of the inferior status of women.

In this activity, you'd be analysing extracts of the work to identify the perspectives of people, but also as historical sources that reflect the prevailing social features of the Han dynasty. While the scope of the assessment tasks included in units one and two ancient history has been covered in the introduction presentation by Jerry, I do want to highlight a number of the key changes. Firstly, there's been an amalgamation of an analysis of primary sources, and an evaluation of historical interpretations into an evaluation of historical sources. This recognises the fact that often the source material used may represent both. There have also been the inclusion of the following assessment options, extended responses, short answer questions, and a multimedia presentation.

Collectively, the assessment ideas provide the flexibility to differentiate for our respective learning context and students. As the assessment ideas appear in each of the units of study, there is also consistency in expectations between the three studies.

Finally, it's important to emphasise that assessments for unit one and two do not need to be completed in exam conditions, nor should they aim to mirror the language and structure of exams and/or unit three and four assessments. Rather consider including a range of questions that all students have an entry point to a task, and an opportunity to demonstrate their learning. From the list provided, you may choose to combine assessments. For example, a structured historical inquiry in which students could opt to choose to present their findings as a multimedia presentation, or an evaluation of historical sources that includes a variety of short answer and extended responses. In other words avail yourself of the ability to be flexible and to be able to differentiate your assessments and your learning activities for your students.

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