## MOSSMAN STATE HIGH SCHOOL

**Term 4, 2017 – Course Outline**  
**Year 7 HUMANITIES HUM072E – Miss Wichmann**

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Ancient Rome</td>
<td><em>In this study students will investigate the following questions:</em></td>
<td>10 weeks</td>
<td>Exam</td>
<td>Week 8 – Thursday 23rd Nov</td>
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<td></td>
<td>• Why and where did ancient Rome develop?</td>
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<td>• What emerged as the defining characteristics of ancient Rome?</td>
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This unit is taught as part of an overview for the historical period and covers the following:

• Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs.

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

• The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there.

• The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus

• The 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.

### Literacy Components
- ✔️ **Speaking and Listening:** Presenting information and ideas to class and groups
- ✔️ **Reading & Viewing:** Reading information through sources and viewing other material
- ✔️ **Writing & Designing:** Students design and create responses to stimulus using historical terminology and text structures

### Numeracy Components
- ✔️ **Number:**
- ✔️ **Algebra:** Recognising and using patterns and relationships
- ✔️ **Measurement:**
- ✔️ **Space:** Using spatial reasoning
- ✔️ **Chance & Data:** Interpreting statistical information

### ICT/Technology Components
- ✔️ **Select and use ICTs in the processes of inquiry and research:** Students will use Internet database to access stimulus materials
- ✔️ **Select and use ICTs to create a range of responses to suit the purpose and audience:**
- ✔️ **Select and use ICTs to collaborate and enhance communication for an identified purpose and audience:**
- ✔️ **Develop and apply ethical, safe and responsible practices when working with ICTs:**
- ✔️ **Use a range of advanced ICT functions and applications:** Students will be exposed a range of digital applications to access content