

## New Stage 6 Syllabus

# ANCIENT HISTORY LIFE SKILLS



NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

Stage 6 Life Skills courses provide course options for some students with special education needs, particularly those with an intellectual disability, who cannot access regular course outcomes. Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. For each Life Skills course studied, outcomes and content are selected to meet the particular needs of the students. Students are not required to address or achieve all the Life Skills outcomes for a particular course.

The new *Ancient History Life Skills Stage 6 Syllabus* has been developed using the established NSW Education Standards Authority (NESA) syllabus development process.

Many of the features of the current Stage 6 syllabuses have been retained, including:

- rationale
- aim
- objectives
- outcomes
- suggested content.

New features of Stage 6 Life Skills syllabuses include:

- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

## What is similar?

Students will continue to be provided with opportunities to:

- study selected content based on their needs, strengths, goals, interests and prior learning
- work towards one or more of the outcomes
- integrate their knowledge, understanding and skills across a variety of school and community contexts
- engage with a broad scope of content
- study the Ancient History Stage 6 Life Skills course, or a Human Society and Its Environment (HSIE) Life Skills course drawing on a range of outcomes and content from across the learning area.

## What is different?

- The study of Ancient History as a discrete Life Skills course option within the HSIE learning area.
- Outcomes and content align with the *Ancient History Stage 6 Syllabus* rationale, aim, objectives and outcomes to provide and support opportunities for integrated course delivery.
- Increased opportunities to engage with content about Aboriginal and Torres Strait Islander histories and cultures.
- Students will have opportunities to engage with historical concepts and skills and the study of historical periods.

## How are students undertaking Life Skills courses assessed?

Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of students.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESA website.

## What is the plan for implementation?

2017	2018		2019
	Term 1	Term 4	
Familiarisation and planning	Start teaching new Life Skills courses for English, Mathematics, Science and History with Year 11 students	Start teaching new Life Skills courses for English, Mathematics, Science and History with Year 12 students	Continue teaching new Life Skills courses for English, Mathematics, Science and History

## What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need modification to meet the requirements of the new syllabus.

Support materials will assist teachers in familiarisation and planning for implementation of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers in Term 1, 2017.

Materials to be released throughout 2017 include:

- sample scope and sequences
- sample teaching units
- advice on making adjustments for students with special education needs.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW and other school systems and professional teacher associations will continue to assist and support implementation of the syllabus.

## How can I access the new Ancient History Life Skills syllabus?

The Ancient History Life Skills syllabus is available on the NESA website.

# Features of Ancient History Life Skills content pages

Ancient History Life Skills outcomes and content are:

- developed from the objectives of the *Ancient History Stage 6 Syllabus*
- selected based on the needs, strengths, goals, interests and prior learning of the students.

Students are not required to address or achieve all of the Ancient History Life Skills outcomes. Content is suggested. Students are not required to complete all content to demonstrate achievement of an outcome.

The image shows a screenshot of a webpage titled 'ANCIENT HISTORY LIFE SKILLS STAGE 6 - LIFE SKILLS - HISTORICAL PERIODS'. The main heading is 'HISTORICAL PERIODS'. Below it is a breadcrumb trail: 'Home > HSIE > Ancient History Life Skills Stage 6 > Course Content > Historical Periods'. The page is divided into three main sections: 'Outcomes', 'Content Focus', and 'Content'. Each section has callout boxes pointing to specific features.

**Outcomes**

A student:

- > engages with personal connections to history AHLS6-1
- > engages with the investigation of ancient history AHLS6-12

**Related Stage 6 outcomes** AH11-1 , AH11-2 , AH11-3 , AH11-4 , AH11-5 , AH11-6 , AH11-7 , AH11-8 , AH11-9 , AH11-10 , AH12-1 , AH12-2 , AH12-3 , AH12-4 , AH12-5 , AH12-6 , AH12-7 , AH12-8 , AH12-9

**Content Focus**

Through an exploration of the archaeological and written sources of historical periods, students explore the nature of power and authority, and significant developments that shaped the historical period. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

**Content**

Students:

- explore significant individuals, for example:
  - key achievements 🏆
  - impact on the historical period 🌐 🏛️ 🏰
  - legacy 🌐 🏛️
- explore significant developments, for example:
  - geographical boundaries
  - political policies 🏛️ 🌐
  - religion and power 🏛️ 🌐
  - royalty and leadership 🌐
  - rise and/or decline of ancient societies and/or empires 🏛️