

What is a subject blueprint?

The subject blueprint is a conceptual plan to bring the key drivers to life. It helps to communicate the future subject impact and ideas for Learning Design, Assessment Types and content that will make an impact.

FROM current subject

Student learning driven by the content.
Prescribed societies and topics.
Connections with the ancient world are forced or made superficially.
Learning is focused on content-coverage, expression of knowledge, and developing skills through assessment.
Disconnected Stage 1 and 2 timelines and societies.

TO future of the subject

Students develop and strengthen their historical skills through deeper engagement with core concepts and across a diverse range of Global Areas.
Exploration of a diverse range of cultural/geographic contexts/regions, organised under 'Global Areas'.
Connections are deep and allow for reflection on what history has to do with self and today's society. There is an appreciation for the practical and personal relevance of what is learnt and an understanding of the link between past, present, and future.
Students critically reflect on how historical knowledge is constructed and how their own perspectives shape their understanding of the ancient world.
Consistent Stage 1 and 2 timelines and Global Areas, where the timeline helps to define the ancient world but does not restrict.

THROUGH

Core historical concepts are the organisers of the course, allowing for engagement with multiple ancient societies to broaden historical thinking and interpretation.
Students use case studies to develop and strengthen their historical skills, utilising different global areas to support their analysis, application, reflection, and communication of ideas and arguments.
Students explore the ancient world and undertake analytical and reflective inquiry to engage with ancient lives, critically reflect on enduring human experiences, and explore the relevance of historical narratives to contemporary issues.
Students undertake reflective inquiry tasks that require them to examine their own thinking, challenge assumptions, and articulate how their understanding has evolved through analysis of ancient sources and historiography.
Intentional alignment of Stage 1 and 2 timelines and global areas that allows for continued development of skills and knowledge across the stages.

NB: as Subject Renewal Groups (SRGs) progress through the Subject Renewal process, plans and documents will be further refined and updated.

