SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES

YEAR 7
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| 1    | **Designing our political and legal system**  
Purpose and value of the Australian Constitution  
The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power | Develop students understanding of the key concept of Democracy as it is combined with constitutionalism  
What is a constitution?  
How is it different from a regular statute/law?  
Link Constitution to Federation/watch the videos Federation and Constitution on PEO website  
Develop students understanding of the key concept of the Westminster system as being central to Australia’s system of government, as it includes the separation of power  
Skills:  
- analysing  
- evaluating  
Concepts:  
- democracy  
- the Westminster system  
- democratic values | PEO website Units of Work/Year 7 with comprehensive lesson plans  
Copies of the Australian Constitution  
Separation of powers, useful information on both sites  
| 2–3  | **The division of powers between state/territory and federal levels of government in Australia**  
The different roles of the House of Representatives and the Senate in Australia’s bicameral parliament | Explore what the students know through questioning:  
When did the Commonwealth come into being? Why? What existed before?  
How would you decide which level of government controlled what?  
Use PEO article as follow up:  
Continue to reinforce the key concept of the Westminster system as being central to Australia’s system of government, as it includes bicameralism  
Explore s.57 of the Commonwealth Constitution  
Skills:  
- analysing  
- evaluating  
Concepts: | Three levels of government  
Visit:  
the West Australia/Commonwealth Parliaments  
Constitutional Centre of Western Australia  
(60 minute incursion/excursion options) |
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<td>4–6</td>
<td>The process for constitutional change through referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967, or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999</td>
<td>Continue to develop students understanding of the key concept of democracy as it relates to changing the constitution</td>
<td>1967 referendum [Link](<a href="http://indigenousrights.net.au/__data/assets/pdf_file/0003/393069/67Ref">http://indigenousrights.net.au/__data/assets/pdf_file/0003/393069/67Ref</a> Intro-Act1.pdf) 1967 referendum investigation <a href="http://museum.wa.gov.au/exhibitions/online/referendum/documents/1967%20Referendum%20Teacher%20Resouce.pdf">Link</a></td>
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<td>7–9</td>
<td>How Australia’s legal system aims to provide justice, including the rule of law, presumption of innocence, burden of proof, right to fair trial, and right to legal representation How citizens participate in providing justice through their roles as witnesses and jurors</td>
<td>Francis Burt Law Education Program Year 7 Teacher pre-visit resource: 1. Vocabulary of the Courts and Law 2. Magna Carta 3. Rule of Law video and worksheet Research/multi modal presentation of the meaning of the terms/using the Francis Burt Law Education Program Year 7 Teacher post-visit resource Role play/scripted trials: Francis Burt Court trial scenarios to understand the role of witnesses and jurors</td>
<td>Francis Burt website Year 7 <a href="https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/2016-Year-7-Post-visit-Teacher-Resource.pdf">Link</a> Collect (newspaper) reports of a trial and use these to review the meaning of particular terms and phrases associated with justice as well as the role of witnesses and jurors. (Work sheet to help students understand/use the articles collected)</td>
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| 1–2  | Producing and consuming  
How consumers rely on businesses to meet their needs and wants  
How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)  
Why businesses might set a certain price for a product and how they might adjust the price according to demand | Connect particular types of businesses to various needs and wants. Why the need for these businesses? (consumer reliance)  
(Australian kids demand McDonald’s stop using caged eggs)  
Case studies to explore how businesses respond:  
• Nestle/drive towards Wellness  
• Packaging of products  
• Fast food chains/McDonald’s Australia  
Concept of demand curve  
Skills:  
• questioning and research  
• analysing  
Concepts:  
• making choices  
• interdependence  
• allocation and markets | Case study: responding to changing customer requirements – the drive towards Wellness  
Nestle Company [http://businesscasestudies.co.uk/nestle/responding-to-changing-customer-requirements-the-drive-towards-wellness/#teaching-resources](http://businesscasestudies.co.uk/nestle/responding-to-changing-customer-requirements-the-drive-towards-wellness/#teaching-resources)  
| 3–4  | Characteristics of entrepreneurs, including behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating | Comparison of early 20th century entrepreneur with a contemporary entrepreneur  
• Henry Ford compared to Steve Jobs |  
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|      | initiative, innovation and enterprise) | Skills:  
- questioning and research  
- analysing  
- communicating and reflecting  
Concepts:  
- specialisation and trade |  |
| 5–7 | Why individuals work (e.g. earning an income, contributing to an individual’s self-esteem, material and non-material living standards, happiness)  
Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) | Use the entrepreneurs studied to come to a conclusion why each worked  
Brainstorm the questions:  
- why individuals work  
- the different types of work individuals engage in  
As a group, devise questions to ask several people to come to a conclusion on:  
- why individuals work  
- the different types of work individuals engage in  
Written summary to both questions  
Skills:  
- questioning and research  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
- making choices  
- specialisation and trade | Interviews with various people – different ages; engaged in different types of work  
This could include a guest speaker(s) in class, as well as a home exercise |
| 8–9 | How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)  
The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) | Use the Money Smart website (ASIC) to explore these issues  
Skills:  
- analysing  
- evaluating  
Concepts:  
- specialisation and trade | Money Smart website  
https://www.moneysmart.gov.au |

**Geography**

| 1 | Water in the world  
The classification of environmental resources (renewable and non-renewable)  
The quantity and variability of Australia’s water resources compared with | Use examples to differentiate between renewable and non-renewable resources  
Explore sustainability, particularly as it applies to the management of water resources  
Map work to explore the quantity and variability of Australia’s water resources compared with | Australian Bureau of Statistics  
http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/1301.0~2012~Main%20Features~Water~279  
GeogSpace Year 7 lesson activity  
http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/y7- |
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<td>9</td>
<td>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe</td>
<td>Identify what young people are looking for in terms of the liveability of a place How does the local area rate? What strategies have been put in place/what is proposed?</td>
<td>Place and liveability <a href="http://agta.asn.au/Conferences/conf2015/presentations/Chaffer_L.pdf">http://agta.asn.au/Conferences/conf2015/presentations/Chaffer_L.pdf</a> Shire of Chittering Youth Strategy 2015–2018 (example). This includes their Action Plan <a href="http://www.chittering.wa.gov.au/sites/chitteringwagovau/assets/public/File/Publications/Chittering_Youth_Strategy_16-12-2015.pdf">http://www.chittering.wa.gov.au/sites/chitteringwagovau/assets/public/File/Publications/Chittering_Youth_Strategy_16-12-2015.pdf</a></td>
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**History**

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<td>The ancient world (Egypt, Greece, Rome, India, China) Overview: The location of the ancient civilisations The timeframe of the ancient civilisations</td>
<td>Mapwork Timeline Skills: questioning and research analysing</td>
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<td>2–5</td>
<td>Depth study 1: Investigating the ancient past How historians and archaeologists investigate history, including excavation and archival research The range of sources that</td>
<td>Show film clips/images: Indus Valley civilisation; Ice Man; Egypt; Rome; Greek; China Explore how historians and archaeologists investigate history. Investigate and understand the various types of sources; how</td>
<td>Visit: WA Museum Schools Program: Shipwreck Scientist discovers the ‘science behind maritime archaeology and conservation’ The Burrup Peninsula <a href="http://www.valuingheritage.com">http://www.valuingheritage.com</a>.</td>
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| 6    | can be used in an historical investigation, including archaeological and written sources  
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples | these are interpreted; the use of science; problems associated with interpretation.  
The Burrup Peninsula investigation  
Mungo Lady and Mungo Man  
Skills:  
- questioning and research  
- analysing  
- evaluating  
- communicating and research  
Concepts:  
- source  
- evidence  
- cause and effect  
- empathy  
- significance  
- contestability | au/Year_7_Burrup_Peninsula.html  
Mungo Archaeological Digs  
Mungo Archaeology includes: signs from the past; dating the past; Mungo Lady and Mungo Man; Ancient Footprints  
Australian History Mysteries website/case study: What are the Mysteries of Lake Mungo? |
| 7–9  | Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)  
The physical features and how they influence the civilisation that developed there | The geographical location/using topographical maps – explore why it would be a suitable/unsuitable place to settle  
Use the geographical features to explore how these would influence the civilisation – politically, militarily, economically and socially) |  |
|      | Roles of key groups in the ancient society, and the influence of law and religion  
The significant beliefs, values and practices of ancient society, with particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs  
The role of a significant individual in the ancient society’s history | The structure of the society and the roles of each group within the society  
Examine Law and religion? Do they relate to the roles of key groups in society and/or does it influence the interconnectedness of key groups?  
Research the significant beliefs, values and practices of the ancient society with a particular emphasis on one area for example:  
Egypt – death and funerary customs  
Greece – warfare  
Rome – everyday life  
In-depth study of a particular individual in terms of their role in the ancient society’s history  
Include primary and secondary evidence and ensure that there | Use film clips; primary sources including artefacts, in particular museums; secondary sources; virtual tours of antiquity collections  
This could be a visual representation done either individually or as a group. It could include examples of their legacy and what these indicate about their role  
Each group could talk about their presentation to the class |
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|      | Several headings to cover the various roles of the individual concerned | **Skills:**  
  - questioning and researching  
  - evaluating  
  - communicating and reflecting  
**Concepts:**  
  - source  
  - evidence  
  - continuity and change  
  - cause and effect  
  - perspective  
  - empathy  
  - significance |