



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES
YEAR 7

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Week	Syllabus content	Lesson content	Suggested activities/resources
Civics and Citizenship			
1	<p>Designing our political and legal system</p> <p>Purpose and value of the Australian Constitution</p> <p>The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</p>	<p>Develop students understanding of the key concept of Democracy as it is combined with constitutionalism</p> <p>What is a constitution?</p> <p>How is it different from a regular statute/law?</p> <p>Link Constitution to Federation/watch the videos Federation and Constitution on PEO website</p> <p>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</p> <p>Skills:</p> <ul style="list-style-type: none"> • analysing • evaluating <p>Concepts:</p> <ul style="list-style-type: none"> • democracy • the Westminster system • democratic values 	<p>PEO website Units of Work/Year 7 with comprehensive lesson plans http://www.peo.gov.au/teaching.html</p> <p>Copies of the Australian Constitution</p> <p>Separation of powers, useful information on both sites http://www.peo.gov.au/learning/fact-sheets/separation-of-powers.html http://www.supremecourt.wa.gov.au/S/separation_of_powers.aspx?uid=1910-3759-9835-2395</p>
2–3	<p>The division of powers between state/territory and federal levels of government in Australia</p> <p>The different roles of the House of Representatives and the Senate in Australia's bicameral parliament</p>	<p>Explore what the students know through questioning:</p> <p>When did the Commonwealth come into being? Why? What existed before?</p> <p>How would you decide which level of government controlled what?</p> <p>Use PEO article as follow up: http://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Three_Levels.pdf</p> <p>Continue to reinforce the key concept of the Westminster system as being central to Australia's system of government, as it includes bicameralism</p> <p>Explore s.57 of the Commonwealth Constitution</p> <p>Skills:</p> <ul style="list-style-type: none"> • analysing • evaluating <p>Concepts:</p>	<p>Three levels of government http://www.peo.gov.au/multimedia/videos/snapshots-three-levels-of-government.html http://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/00_-_Infosheets/Infosheet_13_-_The_Constitution</p> <p>Visit: the West Australia/Commonwealth Parliaments Constitutional Centre of Western Australia (60 minute incursion/excursion options)</p>

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		<ul style="list-style-type: none"> the Westminster system democracy 	
4–6	<p>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</p>	<p>Continue to develop students understanding of the key concept of democracy as it relates to changing the constitution</p> <p>Explore s.128 of the Commonwealth Constitution Referendum and 1967 referendum http://splash.abc.net.au/home#!/media/29241/australia-s-1967-referendum</p> <p>Introductory video/BTN on concept of republic http://www.abc.net.au/btn/story/s3775972.htm http://www.abc.net.au/btn/resources/teacher/episode/20130611-republic.pdf</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating and reflecting <p>Concepts:</p> <ul style="list-style-type: none"> democracy participation rights and responsibilities 	<p>1967 referendum http://indigenoustrights.net.au/data/assets/pdf_file/0003/393069/67Ref_Intro-Act1.pdf</p> <p>1967 referendum investigation http://museum.wa.gov.au/exhibitions/online/referendum/documents/1967%20Referendum%20Teacher%20Resouce.pdf</p>
7–9	<p>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</p> <p>How citizens participate in providing justice through their roles as witnesses and jurors</p>	<p>Francis Burt Law Education Program Year 7 Teacher pre-visit resource:</p> <ol style="list-style-type: none"> Vocabulary of the Courts and Law Magna Carta Rule of Law video and worksheet <p>Research/multi modal presentation of the meaning of the terms/using the Francis Burt Law Education Program Year 7 Teacher post-visit resource</p> <p>Role play/scripted trials: Francis Burt Court trial scenarios to understand the role of witnesses and jurors</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating 	<p>Francis Burt website Year 7 https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/2016-Year-7-Post-visit-Teacher-Resource.pdf</p> <p>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.</p> <p>(Work sheet to help students understand/use the articles collected)</p>

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		<ul style="list-style-type: none"> communicating and reflecting Concepts: <ul style="list-style-type: none"> justice rights and responsibilities democratic values 	
Economics and Business			
1–2	<p>Producing and consuming</p> <p>How consumers rely on businesses to meet their needs and wants</p> <p>How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)</p> <p>Why businesses might set a certain price for a product and how they might adjust the price according to demand</p>	<p>Connect particular types of businesses to various needs and wants. Why the need for these businesses? (consumer reliance)</p> <p>Use article concerning fast food and the need to reinvent themselves, to introduce how businesses respond to the demands of consumers: http://www.smh.com.au/nsw/fast-food-evolution--global-superbrands-are-having-to-reinvent-themselves-to-keep-up-20150106-12j7mc.html</p> <p>Various film excerpts, such as: http://www.news.com.au/technology/online/social/mcdonalds-caged-eggs-consumers-call-for-ban-floods-facebook-page/news-story/728c6a56efbe5f62875b46836196ddb5</p> <p>(Australian kids demand McDonald's stop using caged eggs)</p> <p>Case studies to explore how businesses respond:</p> <ul style="list-style-type: none"> Nestle/drive towards Wellness Packaging of products Fast food chains/McDonalds's Australia <p>Concept of demand curve</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing <p>Concepts:</p> <ul style="list-style-type: none"> making choices interdependence allocation and markets 	<p>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</p> <p>Case study: McDonald's – addressing changing food values through market research http://www.afrbiz.com.au/case-studies/mcdonald-s-addressing-changing-food-values-through-market-research.html?print=1&tmpl=component</p> <p>Impact of price on consumer choice/the demand curve and elasticity https://www.boundless.com/economics/textbooks/boundless-economics-textbook/consumer-choice-and-utility-5/theory-of-consumer-choice-53/impact-of-price-on-consumer-choices-205-12332/</p> <p>Impacts of supply and demand on pricing https://www.boundless.com/business/textbooks/boundless-business-textbook/product-and-pricing-strategies-15/pricing-products-96/impacts-of-supply-and-demand-on-pricing-449-1939/</p>
3–4	<p>Characteristics of entrepreneurs, including behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating</p>	<p>Comparison of early 20th century entrepreneur with a contemporary entrepreneur</p> <ul style="list-style-type: none"> Henry Ford compared to Steve Jobs 	

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	initiative, innovation and enterprise)	Skills: <ul style="list-style-type: none"> questioning and research analysing communicating and reflecting Concepts: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> why individuals work the different types of work individuals engage in Written summary to both questions Skills: <ul style="list-style-type: none"> questioning and research analysing evaluating communicating and reflecting Concepts: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> analysing evaluating Concepts: <ul style="list-style-type: none"> 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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	those in other continents	those in other continents Skills: <ul style="list-style-type: none"> • analysing • evaluating Concepts: <ul style="list-style-type: none"> • place • space • environment • interconnection • sustainability 	exemplars-y7-illus1.html Australian Government Bureau of Meteorology http://www.bom.gov.au/ Australian Water resources assessment http://www.bom.gov.au/water/about/publications/document/InfoSheet_10.pdf
2–4	Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption), including studies drawn from Australia, and one from West Asia or North Africa	Teach water scarcity in Australia in terms of: <ul style="list-style-type: none"> • what causes it • why it is a problem • ways of overcoming water scarcity Research country from West Asia or North Africa following the model of Australia which has been taught Skills: <ul style="list-style-type: none"> • questioning and research • analysing • evaluating • communicating and reflecting Concepts: <ul style="list-style-type: none"> • place • space • environment • interconnection • sustainability 	Draw up a comparative table/poster dealing with each of the aspects Water scarcity http://www.un.org/waterforlifedecade/scarcity.shtml Water resources in Australia http://www.csiro.au/en/Research/LWF/Areas/Water-resources/Assessing-water-resources Recycled water in Australia – What are Australia’s water resources http://www.recycledwater.com.au/index.php?id=49
5–8	Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places	Discuss the various factors that influence where Australians live and why? Is it the same for all Australians, or is it influenced by various factors? Would those factors vary in other countries/continents? Why/why not? Meaning of liveability/how is it measured? The accessibility of services and facilities: make a comparison between the local community and another type of community in Australia Is either place more liveable than the other?	Which country would you live in? https://www.youtube.com/watch?v=PGXhRNStmDE Where’s the best place to live? http://splash.abc.net.au/home#!/digibook/1278012/wheres-the-best-place-to-live Fieldwork: a ‘walk’ of the suburb, town, local community to assess the factors. Smart Steps Year 7 Geography Unit 2 Place and Liveability http://www.victoriawalks.org.au/Geography/ http://www.victoriawalks.org.au/Assets/Files/Walkability%20Project%20Yr7.pdf

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		<p>The influence of environmental quality on liveability</p> <p>Case study Hong Kong, Beijing or Mexico City – compared to Perth as a city and the school’s local community</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating and reflecting <p>Concepts:</p> <ul style="list-style-type: none"> place space environment interconnection sustainability 	
9	The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe	<p>Identify what young people are looking for in terms of the liveability of a place</p> <p>How does the local area rate?</p> <p>What strategies have been put in place/what is proposed?</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating and reflecting <p>Concepts:</p> <ul style="list-style-type: none"> place space environment interconnection sustainability 	<p>Place and liveability</p> <p>http://agta.asn.au/Conferences/conf2015/presentations/Chaffer_L.pdf</p> <p>Shire of Chittering Youth Strategy 2015–2018 (example). This includes their Action Plan</p> <p>http://www.chittering.wa.gov.au/sites/chitteringwagovau/assets/public/File/Publications/Chittering_Youth_Strategy_16-12-2015.pdf</p>
History			
1	<p>The ancient world (Egypt, Greece, Rome, India, China)</p> <p>Overview:</p> <p>The location of the ancient civilisations</p> <p>The timeframe of the ancient civilisations</p>	<p>Mapwork</p> <p>Timeline</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing 	
2–5	<p>Depth study 1: Investigating the ancient past</p> <p>How historians and archaeologists investigate history, including excavation and archival research</p> <p>The range of sources that</p>	<p>Show film clips/images:</p> <p>Indus Valley civilisation; Ice Man; Egypt; Rome; Greek; China</p> <p>Explore how historians and archaeologists investigate history.</p> <p>Investigate and understand the various types of sources; how</p>	<p>Visit: WA Museum Schools Program: Shipwreck Scientist-discovers the ‘science behind maritime archaeology and conservation’</p> <p>The Burrup Peninsula</p> <p>http://www.valuingheritage.com</p>

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	<p>can be used in an historical investigation, including archaeological and written sources</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</p>	<p>these are interpreted; the use of science; problems associated with interpretation.</p> <p>The Burrup Peninsula investigation</p> <p>Mungo Lady and Mungo Man</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating and research <p>Concepts:</p> <ul style="list-style-type: none"> source evidence cause and effect empathy significance contestability 	<p>au/Year 7 Burrup Peninsula.html</p> <p>Mungo Archaeological Digs http://fnpw.org.au/cultural-heritage/indigenous-cultural-heritage/mungo-archaeological-digs</p> <p>Mungo Archaeology includes: signs from the past; dating the past; Mungo Lady and Mungo Man; Ancient Footprints http://www.visitmungo.com.au/dating-the-past</p> <p>Australian History Mysteries website/case study: What are the Mysteries of Lake Mungo?</p>
6	<p>Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)</p> <p>The physical features and how they influence the civilisation that developed there</p>	<p>The geographical location/using topographical maps – explore why it would be a suitable/unsuitable place to settle</p> <p>Use the geographical features to explore how these would influence the civilisation – politically, militarily, economically and socially)</p>	
7–9	<p>Roles of key groups in the ancient society, and the influence of law and religion</p> <p>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</p> <p>The role of a significant individual in the ancient society’s history</p>	<p>The structure of the society and the roles of each group within the society</p> <p>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?</p> <p>Research the significant beliefs, values and practices of the ancient society with a particular emphasis on one area for example:</p> <p>Egypt – death and funerary customs</p> <p>Greece – warfare</p> <p>Rome – everyday life</p> <p>In-depth study of a particular individual in terms of their role in the ancient society’s history</p> <p>Include primary and secondary evidence and ensure that there</p>	<p>Use film clips; primary sources including artefacts, in particular museums; secondary sources; virtual tours of antiquity collections http://www.britishmuseum.org/learning/schools_and_teachers/age_12-16.aspx</p> <p>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</p> <p>Each group could talk about their presentation to the class</p>

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		<p>are several headings to cover the various roles of the individual concerned</p> <p>Skills:</p> <ul style="list-style-type: none"> • questioning and researching • evaluating • communicating and reflecting <p>Concepts:</p> <ul style="list-style-type: none"> • source • evidence • continuity and change • cause and effect • perspective • empathy • significance 	