



HUMANITIES AND SOCIAL SCIENCES: Key concepts in practice Pre-primary to Year 2

The key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective.

In Pre-primary to Year 2, learning experiences and teaching strategies should include opportunities for students to develop their understanding of the key concepts and apply this understanding to a wide range of familiar and new situations. Although the concepts are applied across most year levels, there is an emphasis on particular concepts from year to year based on the knowledge and understanding for each year syllabus. The key concepts are built on and developed where appropriate through the syllabus. A key concept introduced at one year level may be revisited, strengthened and extended at later year levels as it relates to each year-level syllabus.

The table includes ideas for activities that teachers can use to integrate and extend students understanding and application of the key concepts.

- The activities are to be done as part of a learning sequence, not in isolation.
- Some would be whole class activities, others would be done in groups, pairs or individually.

| Geography | | | |
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| | Pre-primary | Year 1 | Year 2 |
| Place | <p>As a class, study the world by using the students as the focus and explore the birthplaces of the students. As a class, individual photos of the student (or their names) can be placed in the appropriate locations on the globe. Discuss the names and features of the countries where each student is born.</p> <p>Students will then complete a T-chart where they sort and record this information/data (students born in Australia/children born in other countries.)</p> <p>As a class analyse this information and discuss observations.</p> | <p>Students will participate in a survey on what they do in their community, (e.g. visit parks, shops, playgrounds, recreational activities, doctors).</p> <p>Based on the data collected, determine which places are important and why these places are important to the students.</p> | <p>As a class, pose the question: 'Who are our neighbours?' Ensure students are familiar with a complete map of the world and have explored Australia's neighbours. Have this map clearly visible when completing the following activity.</p> <p>Use names of surrounding countries (Indonesia, New Zealand, Papua New Guinea) to create a 'Who am I' game. Cut up a map of the world. Have Australia as a key feature. When the countries/continents are identified, place them appropriately in relation to Australia. Explore the shape and sizes of the continents. Discuss the oceans that surround Australia and add these after the game along with labels representing the continents. Discuss the position of Australia and introduce the hemispheres. Map can be added to over time.</p> |
| Space | <p>Students create a scaled sequence of circles that represent where we fit in our world, (e.g. home, school, community, Western Australia, Australia, Earth). Each circle holds a photo to represent size, e.g. a single photo of child for home, a class photo for school, a whole-school photo for school.</p> | <p>Students create a garden bed. They research companion plants (vegetables and plants that help each other grow). As a class, discuss the possible reasons why a garden may not grow, (e.g. lack of care, insects, wrong location). Plan the ideal situation for maximum growth and success. Plant the garden and measure its growth over time.</p> | <p>Students explore why the local shopping centre or sports ground is located where it is?</p> <p>How does location influence the accessibility by the community?</p> |
| Environment | <p>Students draw a map showing the local school and where the local park is relative to the school.</p> <p>Draw some of the activities that take place in the park.</p> <p>How do these activities in the park enrich the lives of the people and/or the community?</p> <p>Discuss this question as a class.</p> | <p>Students examine simple data to discuss how weather differs across Australia at any one time and the weather features of the various seasons (pictorial). Students describe the difference between the weather in two specific places with different weather at any one time using relevant terms.</p> | <p>Using the following websites, discuss as a class how particular place names in Western Australia reflect aspects of the environment, such as: Manjimup; Badgingarra; Carburnup River; Kojonup; Mullalyup; Quindalup; Wonnerup.</p> <p>https://www0.landgate.wa.gov.au/maps-and-imagery/wa-geographic-names/name-history/historical-town-names#M</p> |

| Geography | | | |
|------------------------------------|--|--|---|
| | Pre-primary | Year 1 | Year 2 |
| Interconnection | <p>Students draw or make models of places that are important to them and then find another student in the classroom who has made or drawn a similar place.</p> <p>While students are drawing their pictures or making their models, they can be discussing the way their special place is the same or connected to other special places.</p> | <p>There is no special focus on this concepts in Year 1 Geography.</p> | <p>In groups, students brainstorm how Australians are connected to other places in Australia, in the Asia region and across the world. Suggestions could include: food and food types; clothing and where it is made or the nation it represents; where we go for holidays; where people from WA do business; where the food and minerals produced in WA are sold (who we trade with); the airlines that service Perth.</p> |
| Sustainability/Scale/Change | <p>There is no special focus on these concepts in P-2 Geography.</p> | | |

| History | | | |
|------------------------------|---|--|--|
| | Pre-primary | Year 1 | Year 2 |
| Source/Evidence | There is no special focus on these concepts in P-2 History. | | |
| Continuity and change | As a class, discuss 'how' we celebrate birthdays. Has it changed over time? Compare 'how' grandparents celebrated birthdays as a child compared with 'how' you celebrate. Discuss 'why' perhaps the way we celebrate has changed and draw a picture to show the difference. | Re-create an era by hosting an 'olden day' celebration. Students invite parents and/or grandparents to share their schooldays stories. Discuss what has changed and what has stayed the same. | Students explore how technology has changed people's lives. What has changed in the laundry, the kitchen, and the living room in the past 50 years? How have these changes affected each person in the home? Have the changes impacted on any one individual more than the others in the home? |
| Cause and effect | Students are introduced to the idea of a 'family tree'. Examine their own family trees. Take note of whether the family has always lived in the same place. If not, explore when and why people moved and how it affected the family. | As a class, choose a theme in terms of the past, present and future. Show pictures that represent each of these in terms of the theme and discuss why there has been change. Themes could include: farming; shopping; transport. Introduce the terms indicating time ('a long time ago'; 'then and now'; 'now and then'; 'tomorrow') and have them use these in context. | As a class, explore the local war memorial. Students answer the following questions: When and why was it built? What is its on-going message? (inscription and symbols) What is its importance/role in the community today? |
| Perspective | Students discuss how stories can change depending on who is telling them. Pose the question – would your description of a special 'family' celebration such as Christmas Day be the same as that of your parents' or grandparents' or a non-family member's at the celebration? Why/ why not? | As a class, read a story such as <i>Anzac Ted</i> . Imagine if ... what do you wonder? ... Students pose questions from the text that encourage them to consider point of view from the various characters. Role play parts of the story. | As a class, consider the following statement: Technology has been only a positive force on people's lives? Students identify the different opinions to this statement and discuss why there are such different views. |
| Empathy | Students look at a picture/painting of a Christmas celebration at another time (and place), e.g. <i>Christmas in Australia</i> a painting by Frederick Grosse, 1865. (State Library of Victoria): Students talk about Christmas day in 1865 from the young boy/girl's perspective, using the information in the painting. Why would the child be celebrating in this way? http://digital.slv.vic.gov.au/view/action/nmets.do?DOCCHOICE=317594.xml&dvs=1491282771996~377&locale=en_AU&search_terms=&adjacency=&VIEWER_URL=/view/action/nmets.do?&DELIVERY_RULE_ID=4&divType=&usePid1=true&usePid2=true | Students examine images of family groups from the present and past that include at least one child around Year 1 age. Students sort images into 'then' and now' and identify differences. | As a class, examine an image of a local street scene from a past era which includes people, transport and trade of some sort. Students choose a person from the picture and describe what that person could see, hear, smell and touch (within the picture). |

| History | | | |
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| | Pre-primary | Year 1 | Year 2 |
| Significance | Students explain why one particular person is so significant in their family (why is this person so important/ how this person influences the family). | Students bring an object from home that is important to them and, in a short talk, explain to the class why it is important to them. | Students present the history of a significant person, building or site/part of the environment in the local area (include their/its importance in the history of the region). |

Acknowledgement: The History concepts in practice are drawn from Education Services Australia AC History Units Concepts in practice – primary and adapted to the Western Australian Humanities and Social Sciences Curriculum



HUMANITIES AND SOCIAL SCIENCES: Key concepts in practice Year 3 to Year 6

The key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective.

In Year 3 to Year 6, learning experiences and teaching strategies should include opportunities for students to develop their understanding of the key concepts and apply this understanding to a wide range of familiar and new situations. Although the concepts are applied across most year levels, there is an emphasis on particular concepts from year to year based on the knowledge and understanding for each year syllabus. The key concepts are built on and developed where appropriate through the syllabus. A key concept introduced at one year level may be revisited, strengthened and extended at later year levels as it relates to each year level syllabus.

The table includes ideas for activities that teachers can use to integrate and extend students understanding and application of the key concepts.

- The activities are to be done as part of a learning sequence, not in isolation.
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| Civics and Citizenship | | | | |
|--------------------------|---|---|---|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Democracy | Students discuss how decisions are made in the family and the school and explore why members of each group accept the decisions made (introduce the idea of sovereignty within WA and Australia). | Students explore the following questions: Why have a government? What does the local government do within the community? | Students define an 'elector' and discuss how an 'elector' contributes to 'democracy'. | Students discuss elements of democracy, such as majority will and sovereignty of parliament when examining how laws are initiated and passed through the Federal parliament. |
| Democratic values | As a class, discuss the following: Within the classroom is any single student's opinion more important than another's? Why/why not? (equality and tolerance). | Students look at one or two ancient legal codes and discuss the purpose of laws in terms of the common good, equality, tolerance and popular sovereignty. | Students compare Australia and North Korea in terms of the role and place of freedom, equality, fairness and justice within the political and legal system and society as a whole. Students explore what factors define a democratic society compared with an undemocratic society. | Students explore the following questions: What is meant by Australian citizenship? How is the diversity of Australian society accommodated in the political and legal system? |

| Civics and Citizenship | | | | |
|------------------------------------|--|---|--|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| The Westminster system | The concept of 'The Westminster system' is not a focus of the knowledge and understanding in these years. | | Students describe how an individual becomes a member of the House of Representatives and the Senate. | Students will explain how the key institutions of Australia's democratic system reflect the Westminster system. They must consider the monarchy, bicameralism and the separation of powers (especially the courts/judiciary) where, in which House, government is formed. |
| Justice | Students identify and discuss how decisions are made in various communities: amongst friends; within the family; within the classroom and the school. How do we decide if the decision is fair? Does it vary with the situation? | As a class, discuss the concept of breaking rules and laws. If a school rule is broken, what happens and why? If a law within society is broken, what happens and why? Students find an example of lawbreaking in society and how it is dealt with to share with the class (individual within the legal system). | Students discuss the role of the judge in the legal system. Students explore the qualities a judge brings to the court when presiding over a trial (judicial independence, the rule of law). | Students explore how laws are initiated and passed through the Federal parliament. |
| Participation | Students identify a community group in the school or local community and interview a member of that community to establish why they joined this group and what they hope to achieve by belonging to the group. | Students interview a person from a particular cultural, religious or social group in the community to discover how membership of this group might influence the person, and how they think of themselves within the community (identity). | Using 'Events in Australian electoral history', students construct a time line showing: Introduction of the secret ballot and compulsory voting as well as extension of the franchise (who allowed to vote and when); in Western Australia and Australia. | Students explore, as a class and individually the role and place of political parties in the initiation and passing of laws in the Federal parliament. |
| Rights and responsibilities | Discuss with students, the following question: As members of a community what are our obligations within that community? | Students discuss the question: What would happen if car drivers and bike riders ignored the road laws (obligations of the individual within Australian society). | Students make a list of rights protected in Australia and identify a law that actually protects a particular right. | Students identify the responsibilities of an Australian citizen within the political and legal system. |

| Economics and Business | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Scarcity | Economics and Business does not commence until Year 5. | | Students draw up a list of items (needs and wants) they would like to have and explore the reasons why they cannot have all these items. | Students explore why a family would go on a camping holiday for a week in WA rather than holiday in a five-star hotel overseas for a week. |
| Making choices | | | As a class, discuss why water is an important resource in Perth/ WA. What choices does the community make concerning when and how water is used and what influences those choices? | Students explore why they would buy organic/free range eggs over caged eggs even though the cost/price is greater. |
| Specialisation and trade | | | The concept of 'Specialisation and trade' is not a focus of the knowledge and understanding in this year. | Students brainstorm the advantages and disadvantages of different ways that businesses in their local community provide goods and services. |
| Interdependence | | | The concept of 'Interdependences is not a focus of the knowledge and understanding in these years. | |
| Allocation and markets | | | The concept of 'Allocation and markets' is not a focus of the knowledge and understanding in these years. | |
| Economic performance and living standards | | | The concept of 'Economic performance and living standards' is not a focus of the knowledge and understanding in these years. | |

| Geography | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Place | Students are provided with a range of photographs and/or satellite images of Australia and Australia's neighbouring countries to examine. Working in small groups, students describe the similarities and differences they observe in the photographs. | Students choose one animal from Africa and one animal from Europe and create a mind map to show why each animal wouldn't survive in the other continent. The focus is on students' understanding that different places vary in location, shape, boundaries, features and environmental characteristics. | Students create a Venn diagram to show the similarities and differences between the two continents (South America and North America) in terms of landforms, climate and vegetation. | Students construct a large-scale annotated/illustrated map of the Asia region, showing a wide range of information, such as the climate, vegetation, landforms, types of settlements, population size, density, life expectancy, distance, from Australia. |
| Space | Students examine an aerial view of Perth and discuss how the Swan and Canning Rivers have influenced Perth's development. | Students explore how a particular clan of Aboriginal and Torres Strait Islander Peoples' way of living was influenced by the location of their territory such as the Noongar people in South-West Western Australia. | Students examine a range of maps and, as a class, brainstorm simple patterns in the location of climate and vegetation types in South America and North America. | Students write a paragraph describing some of the spatial patterns (distribution patterns) they have observed for the characteristics, such as population size and density, life expectancy and education, of countries in the Asia Region. |
| Environment | Students construct a map showing the climate types in Australia. They select one place from a different state and brainstorm the question: 'What would it be like to live in this place?' | Examine the natural resources of a particular location and explore how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources. | Students design a Zoo map which only has animals from North America, South America and Australia. On their map they need to organise the animals according to the climatic and vegetation zones that are found in the animals natural habitats. The focus of this activity is to show the relationship between animals and the natural environment. | Students explore how the Orang Asli adapted to and used their environment. They identify and describe the extent that this has changed in recent times. |

| Geography | | | | |
|------------------------|--|---|---|--|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Interconnection | Provide students with a range of photographs and/or satellite images of Australia and Australia's neighbouring countries to examine. Students complete a Y-chart to reflect on their feelings about places based on the photographs and images. Discuss whether their feelings about places have changed after looking at the images and talking about the different places. | Students list three of their favourite foods on a map and locate where the raw materials come from to make their favourite foods. Draw images, showing the interconnections between their food and the natural environment. The focus of this activity is on students' understanding of the interconnections between what people eat and the natural environment. | Students examine maps of Australia's population density and population distribution and compare them to the map showing the physical features and settlements. Students write an explanation about why people live where they do. | Students investigate a major world event that Australians have been active participants in and construct a PMI chart on the pluses and minus for the host country and participants, including the impact of the event on the people, the economy and the environment. |
| Sustainability | Students discuss why we need to care for places and select one place they consider as most important to take care of. They provide an explanation to justify why they chose that particular place. | Provide a range of images organised into a 'See/Think/Wonder' graphic organiser, which show natural resources (e.g. water/timber/minerals/fish). Students identify what the resources are used for and why people have differing opinions on how the resources can be used sustainably. | Students consider the importance of zoos in the conservation of animals and brainstorm the reason why some animals are endangered. | Students identify the ways Australia works with other countries to protect the environment. |
| Scale | Students use Google Earth to look at a range of different scale maps to list the different characteristics they can identify from the different scale maps. Start with a small scale map, such as the school and the area around the school that contains a lot of detail. Then look at a large scale map which shows Australia and neighbouring countries. | Students look at a range of maps showing the location of different types of resources. | Students create a class photo/visual display of the way people alter the environment at a range of scales, (e.g. changes to their local neighbourhood to looking at an open pit mine like the ones found in Collie, or looking at large scale deforestation). | Students examine a range of information and/or data to look at the variations in economic, social, and demographic characteristics for a selection of groups of people in different regions of the world, including Indigenous people at a local level compared with the rest of the population at a national scale. |

| Geography | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Change | Students can explore how climate changes between places. | Students look at historic photos and paintings showing the ways Aboriginals and Torres Strait Islander Peoples' used resources and changed the landscape. | Students complete a fieldwork activity to observe and record information about the impact of people's interconnection with places and spaces around them that have been changed, (e.g. new buildings, developments, changes in land use). | Students make a presentation to the class showing how one aspect of Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) has led to changes for both people and places. |

| History | | | | |
|------------------------------|--|--|---|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Sources and evidence | Students choose a variety of sources to include in a time capsule to inform historians of the future about what their local area is like now. Students give reasons for inclusions of each object. | Students examine extracts from primary sources written by people from the First Fleet in order to reconstruct their experiences and views in the early years of the colony. | Students locate and examine sources related to one individual or group in the Swan River Colony to find evidence about their contribution (actions) to the shaping of the colony. | Students use written and pictorial sources on Australian women's campaigns for the right to vote, then identify and explain the arguments presented for and against female suffrage. |
| Continuity and change | Students compare an early map of the local area with a current map, noting features that have remained and those that have changed. Students discuss reasons for the changes. | Students gather images and information about Aboriginal cultural practices today to consider both 'traditional' and contemporary expressions of culture. | Perth 'then and now', students examine paintings and sketches from the time of early settlement to compare what has changed and discuss the impact of colonisation on the environment. | Students compare Australia's links to Britain at the time of Federation with links today, researching information in the areas of law, politics, defence, the economy and popular culture. |
| Cause and effect | Students learn about the role of a particular cultural group in their local community and identify their impact on the character of the community. | Students investigate the short and long term impacts of European colonisation on the lives of Aboriginal and/or Torres Strait Islander Peoples and the environment. | Students explore the links between the economic, political and social conditions in Britain and the establishment of the Swan River Colony. | Students rank in order of importance the reasons for Federation and/or assess the effect of Federation for different groups in Australian society, including Aboriginal and Torres Strait Islander Peoples. |
| Perspectives | Students use visual sources from the local area as context to create a 'time traveller' account: someone from the present visiting the past or someone from the past visiting the present. | Using primary source extracts, students examine the First Fleet from the perspectives of the ship and the shore, comparing British and Aboriginal responses. | Students construct a 'dual' timeline of the early years of the Swan River Colony to show both Aboriginal and settler points of view on key events in the development of the settlement. | Students choose three individuals from the early 1900s who would have had different perspectives on the Immigration Restriction Act (White Australia policy). Outline their views and reasons. |
| Empathy | Students visit a museum or site that recreates an aspect of life from the past. Students examine the objects, then discuss and/or write about what it would have been like to live at that time. | Students compare what they eat in a day with a day's rations issued by Governor Phillip in 1789. Students write or role-play why the rations were introduced and what it would have been like to live on them. | Using their understanding of the Pinjarra Massacre, students explain the actions of an individual or group in that event, identifying why they may have acted as they did. | Students examine primary sources to identify the feelings of migrants (including from one Asian country) who came to Australia. Students compare these with how they would feel if placed in similar circumstances. |

| History | | | | |
|-----------------------|--|---|--|--|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Significance | Students examine both the Australian and the Aboriginal and Torres Strait Islander People's flags and discuss the significance of the elements of each flag. | In their study of European exploration, students decide who made the most significant contribution to the 'discovery' of Australia. | Students discuss the most significant change the Swan River Colony settlement made to the environment. | Students identify an individual who made the most significant contribution to Australia's Federation and Constitution and explain why it was so significant. |
| Contestability | The concept of 'Contestability' is not a focus of the knowledge and understanding in these years. | | | |

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HUMANITIES AND SOCIAL SCIENCES: Key concepts in practice Year 7 to Year 10

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In Years 7 to 10, learning experiences and teaching strategies should include opportunities for students to develop their understanding of the key concepts and apply this understanding to a wide range of familiar and new situations. Although the concepts are applied across most year levels, there is an emphasis on particular concepts from year to year based on the knowledge and understanding for each year syllabus. The key concepts are built on and developed where appropriate through the syllabus. A key concept introduced at one year level may be revisited, strengthened and extended at later year levels as it relates to each year level syllabus.

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| Civics and Citizenship | | | | |
|--------------------------|---|--|--|---|
| | Year 7 | Year 8 | Year 9 | Year 10 |
| Democracy | Whilst exploring the Commonwealth Constitution, students construct a diagram showing the branches of government, the role of each branch and the extent they are separated. | Students explore the meaning of the various freedoms that exist in Australia and link these to the roles and responsibilities of the individual in society. | Students examine the use of social media by a particular politician, political party or interest group and explore the purpose and its impact. | Students study a recent election in Australia and Indonesia and assess the extent that the will of the majority was reflected in the outcome. |
| Democratic values | Students explore the role and place of the Commonwealth and State Constitutions when watching the Federation and The Constitution videos on the PEO website. | Students focus on examples of direct action by individuals/groups within Australia and question their positive and negative effects in a democracy (relate to equality, tolerance, popular sovereignty and the common good). | Students explore the diversity of political parties that contested a recent election and examine how this reflects 'the diversity of Australian society and how differences are accommodated within the political system'. | Students assess the extent that the elections studied were conducted in a manner that was free and open for both the candidates and voters. |

| Civics and Citizenship | | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 |
| The Westminster system | Students identify the key components of responsible government when examining the concept of the separation of powers and provide an example e.g. Government is formed in the Lower House and the Senate is the House of Review. | Students role play the passage of a bill through parliament to explore bicameralism, the role of government and opposition, the role and function of the PM and Ministers. | Students use the outcome of a recent election to explain who became Prime Minister and the process of how and why. | Students compare the separation of powers in Australia and Indonesia especially in terms of the role and function of the executive (Prime Minister and President). |
| Justice | Students role-play a scripted trial to explore what constitutes justice, such as equality before the law and judicial independence. | When studying types of law (civil law) in Australia through a particular case such as <i>Annetts v Australian Stations (2002)</i> , students discuss the role of the individual within the legal system, the rule of law and its application, equality before the law. | Students examine particular trials to emphasise aspects of justice, - such as why the Rayney murder trial (2012) was by judge alone rather than judge and jury. | Students assess the restrictions on the right to dissent within Australia. |
| Participation | In examining the referendum process and the campaign for a particular change to the Constitution, students explore the role and influence of particular groups in the process. | Students explore the various ways a citizen can be involved in the electoral process by reviewing a recent election, (e.g. as members of a political party; standing as a candidate; working for the relevant electoral commission; attending local meetings where candidates explain their policies). | Students explore why individuals such as Nick Xenophon or Pauline Hanson would establish their own political party. | Students compare the restrictions placed on candidates and how they campaign in an election in Australia and Indonesia. |
| Rights and responsibilities | Whilst examining the trial process, students explore the role of the juror/ witnesses as part of rights and responsibilities of an individual in Australia. | When examining the various freedoms that enable active participation, students note the limitations on these rights within Australia and why. | In examining a trial, students look at the role of the witness and jurors and their rights and responsibilities. | Students assess the reasons for Australia's foreign aid over time including the various forms of this aid. |

| Economics and Business | | | | |
|---------------------------------|--|--|---|---|
| | Year 7 | Year 8 | Year 9 | Year 10 |
| Scarcity | The concept of 'Scarcity' is not a focus of the knowledge and understanding in these years. | | | Students look at information and/or data about the distribution of the GST and the fact that the Western Australia government is constantly calling upon the Federal government for a larger share of the GST that the state raises being returned back to WA. Students discuss the impact that the current distribution of this income has on the economic performance and living standards in WA. |
| Making choices | Students examine how price impacts demand for a product and why businesses have 'sales'. | Students use a Value Proposition Canvas Template to determine the fit between what customers buy and what businesses produce. | Students 'invest' \$100,000 and explore the need to diversify investments and how to allocate the funds across the investment types to get the best overall return on the investment. | Students study the various mobile phone plans available and decide which mobile phone plan is best for them (comparing the costs and benefits of each plan). |
| Specialisation and trade | Students investigate how the demand for online streaming of music has impacted on music stores. | Students compare a local sole trader and a franchisee such as Krispy Kreme or McDonalds in WA, examining, the reasons that each business exists/under what conditions and the different ways each provides goods and services. | Students examine the supply chain of IKEA to show how this process contributes to its success as a business. | Students examine the benefits (and problems) of the just-in-time inventory system and how this impacts on the productivity of a business. |
| Interdependence | Students develop a visual representation identifying the relationship/interdependence between consumers and businesses, e.g. simple circular flow diagram. | Students brainstorm examples goods and services that consumers and/or businesses rely on the Government to provide. | Students examine the IKEA supply chain to identify the link between specialisation and trade among producers and consumers, and between countries. | Students analyse a particular company, such as Boost Juice, Kmart or Flight Centre, to examine how the business was impacted by, and reacted to, changing conditions in the global economy. |

| Economics and Business | | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 |
| Allocation and markets | Students collect relevant information and/or data to show why McDonald's introduced healthy options at its restaurants. | Students discuss if Australian businesses which sell goods online have the same responsibilities to consumers as those which sell goods in stores. | Students explore the circular flow simulation to define the role of key participants in the Australian economy. | Students study the Commonwealth or State Budget to analyse the decisions taken by the government. |
| Economic performance and living standards | The concept of 'Economic performance and living standards' is not a focus of the knowledge and understanding in these years. | | Students research the social and economic impact of robots on the work place in Australia. | Students refer to the 'Economy' 'enhancing living standards' section on the ABS Measures of Australia's Progress website as a starting point to examine the extent there has been progress this century. |

| Geography | | | | |
|------------------------|--|---|---|---|
| | Year 7 | Year 8 | Year 9 | Year 10 |
| Place | Students analyse maps and/or data to explore the quantity and variability of water resources in a range of places, both within Australia and in other continents. | Students annotate a map of Australia identifying the location and characteristics of the four major landscapes in Australia and the significant landform features located at a range of places. | Students develop a short survey to collect data on the perceptions people have about a range of different places, (e.g. holiday destinations, where they were born, sacred sites). | Students complete fieldwork to examine a new or proposed development which will impact on the natural environment to consider varying environmental worldviews to understand how places are valued differently. |
| Space | Students carry out fieldwork mapping the location and accessibility of different services and functions in their local areas and draw conclusions about the liveability of places. | Students map and analyse the spatial distribution of earthquakes to explain the causes of earthquakes. | Students map and analyse the spatial distribution of the world's biomes. | Students analyse a range of demographic maps and data to identify patterns and trends to account for the spatial variations between countries in selected indicators of human wellbeing. |
| Environment | Students analyse a range of images showing differing environmental qualities, (e.g. slums, smog, open parks) from Australia and overseas to rank places based on liveability. | Students design a home, including a design brief containing details on how the house design will reduce the impact of an earthquake. | Students view a range of images that show a variety of biomes that produce food and fibre. The students write five key statements based on what they see in the images on the ways humans have altered the environment. | Students calculate their ecological footprint to draw conclusions about their own impact on the environment. |
| Interconnection | Students construct a mind map on water scarcity in Australia and North Africa, showing the impact of human activity on water scarcity. | Students construct an infographic showing why Western Australia during 2001 to 2011, was the fastest growing state in Australia, identifying interconnections between environmental, social and economic factors. | Students in groups produce a role play demonstrating how the internet is shrinking the world. | Students construct an annotated map showing the type of work and the countries where Oxfam International provide support. |
| Sustainability | Students analyse data on the rate we are using resources, (e.g. water) and brainstorm ways they can help to sustain water resources. | Students create a Venn diagram on the sustainable practices being implemented in Perth and Mumbai to try and reduce the consequences of urbanisation. | Students design an advertising campaign promoting sustainable agricultural practices. | Develop criteria in a graphic organiser, (e.g. social economic, environment) to evaluate the sustainability of strategies being used to manage environmental change. |

| Geography | | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 |
| Scale | Students, in groups, brainstorm and rank a range of strategies that would enhance the liveability for young people in their local area. The students then consider if the same ranking would be appropriate at a global scale. | Students research both the short and long term impact of a geomorphic hazard for both the local and national economy. | Students produce a map showing the spatial distribution of the production and consumption of the iPhone from the global to local scale. | Students analyse images and maps at a range of scales, showing land changes in different locations to draw conclusions about the extent of the changes. |
| Change | Students analyse rainfall data to analyse how the quantity and variability of Australia's water resources have changed over time. | Students explore why the number of migrants coming to Australia changes over time. | Students go on an excursion to Kings Park and evaluate the changes and long term sustainability of the park in the face of increasing tourism. | Students select a range of images to show changes made to a specific environment over time and predict the sustainability of the environment. |

| History | | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 |
| Sources and evidence | Students assemble a digital collection of archaeological sources relevant to Aboriginal and Torres Strait Islander Peoples and explain what evidence each source (or group of sources) provides. | Students analyse primary source accounts of an event relevant to their Depth Study to answer questions such as 'who, what, when, where, how, why' in order to create their own explanation of the event. | Students analyse sources relating to the reasons men enlisted to fight in WW I. Students assess the reliability and usefulness of sources using criteria such as origin, purpose, context and bias. Students to debate 'when do sources become evidence?' | Students develop criteria to compare the usefulness and reliability of two websites as sources for an aspect of a Depth Study, (e.g. the significance of the Mabo decision for the civil rights of Aboriginal and Torres Strait Islander Peoples). |
| Continuity and change | Students compare the ancient Olympics with the modern Olympics, noting continuities and changes in features such as purpose, events, rituals and prizes. | Students trace the history of one town during the Middle Ages, researching continuities and changes, the reasons for any major changes and the effects of the changes for the people who lived there. | Students describe the new roles women undertook to support the war effort as well as ideas about 'a woman's place' that limited their participation. | Students research and present an illustrated, annotated timeline of changes and continuities in the lives of women during WW II. |
| Cause and effect | Students focus on a significant change that occurred in the ancient society they have studied and create a diagram to show the main causes and effects of the change on at least two groups within that society. | Students research the causes of the Black Death and rank in order of effectiveness various treatments used. They assess the short and long term effects of the Black Death on medieval society. | Students create a diagram to show short and long term effects of the Industrial Revolution on social and/or economic and/or political life in Britain. | Students identify the causes and effects of the 1938 Day of Mourning and its impact on the civil rights of Aboriginal and Torres Strait Islander Peoples. |
| Perspectives | Students examine the 'relocation of Mungo Man' in terms of the importance of conserving the remains of the ancient past. | Students use primary and secondary sources to identify and compare the points of view, values and attitudes of King Richard and Saladin in relation to the Third Crusade. | Students create an annotated 'dual' timeline of the Gallipoli campaign in WWI, showing Turkish and British or Australian perspectives on key events and the final outcome. | Students examine contemporary media reports and secondary sources to identify and explain a range of views on the Aboriginal Tent Embassy. |

| History | | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 |
| Empathy | Students create an empathy map for a selected historical event i.e. divide a page into four quarters with a character in the centre and label the quarters 'think', 'feel', 'say' and 'do'. In pairs students discuss and make notes in each quarter. | Students choose an action or decision taken by a significant individual in their Depth Study. Using their knowledge of the historical context, including beliefs and values, students provide a motive for the action and possible alternative actions. | Students engage in a 360 degree view activity i.e. in groups of four select four characters who represent four different points of view on an event or topic. Students are to explore their character and write a short story/debate on their side of the story. | Students use media reports of the NSW Freedom Rides to build knowledge of the historical context, including values and attitudes of the time. Students write a series of brief reports of the Freedom Rides from the perspective of one of the participants. |
| Significance | Students individually identify a significant individual from their ancient society Depth Study and justifies their choice to the class. The class votes on the most significant individual. | Students develop and debate 'What if' scenarios such as what if the Magna Carta wasn't signed? Or what if the first Crusade was won by the Ottomans, to identify and compare significant events. | Students compile a list of inventions from the Industrial Revolution, then debate and rank them according to their significance. Students justify their rankings of these inventions. | Students examine the consequences of the Mabo decision: political, legal, social and cultural as well as economic. |
| Contestability | Students examine different theories about how the pyramids of Egypt were built and decide which are the most plausible, giving reasons for their choice. | Students examine different views concerning the Black Death causing a decline in authority of the Church, and decide which view is most plausible, giving reasons for their choice. | Students examine the debate about the significance of ANZAC Day, including the evidence presented and the perspectives of those engaged in the debate. | Students examine the debate about whether or not Japan intended to invade Australia during WW II, including the evidence presented then and since. |

Acknowledgement: The History concepts are drawn from Education Services Australia AC History Units: Concepts in practice – secondary and adapted to the Western Australian Humanities and Social Sciences Curriculum