



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES
YEAR 8

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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			
1–3	<p>Democracy and law in action</p> <p>The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement</p>	<p>What do these terms mean and what are the limitations?</p> <p>Speech</p> <ul style="list-style-type: none"> • High Court and limitations on freedom of speech <p>Association</p> <ul style="list-style-type: none"> • Fair Work Australia rights of employees and employers and employment <p>Assembly</p> <ul style="list-style-type: none"> • are there restrictions across various States? <p>Movement</p> <ul style="list-style-type: none"> • anti-terrorism laws restricting movement within and outside Australia • quarantine laws • Aboriginal land and sacred sites <p>Religion</p> <ul style="list-style-type: none"> • an overview on how it is not an absolute right <p>https://www.alrc.gov.au/publications/justifications-laws-interfere-freedom-religion</p>	<p>Links to the Magna Carta and its impact, including infographic and animated video</p> <p>https://www.humanrights.gov.au/education/human-rights-school-classroom</p> <p>Particular rights defined and the limitations</p> <p>https://www.ag.gov.au/RightsAndProtections/HumanRights/Human-rights-scrutiny/PublicSectorGuidanceSheets/Pages/default.aspx</p> <p>Traditional rights and freedoms and restrictions</p> <p>https://www.alrc.gov.au/publications/alrc127</p> <p>Examples of particular freedoms being restricted in particular States in Australia</p> <p>http://hrlc.org.au/wp-content/uploads/2015/07/3-Final-Freedoms-Fact-Sheet.pdf</p> <p>Article – do we have the right to freedom of speech in Australia</p> <p>http://www.findlaw.com.au/articles/4529/do-we-have-the-right-to-freedom-of-speech-in-austr.aspx</p> <p>High Court decision/example highlights lack of protections for free speech</p> <p>http://hrlc.org.au/high-court-decision-highlights-lack-of-protections-for-free-speech/</p>
	<p>How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action</p>	<p>Role of citizens at election time:</p> <ul style="list-style-type: none"> • as candidates • as an interest group • as a supporter of particular political parties • does the citizen have a voice? <p>Contact with their elected representative</p> <p>Examine the use of a particular lobby group active at the time</p> <ul style="list-style-type: none"> • what is being advocated? • how does it operate? • what is its impact? 	<p>Study of recent election at either Commonwealth or State level</p> <p>http://education.aec.gov.au/democracy-rules/files/topic1.pdf</p> <p>http://education.aec.gov.au/teacher-resources/</p> <p>Invite the local MP either Commonwealth or State; Senator or MLC to discuss their role and their contacts with the electorate/how and why citizens contact their MP/MLC or Senator</p> <p>Lobby groups include: Conservation Council of Western</p>

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		Direct action in Australia's democracy/does it have a place?	Australia; DANA; WACOSS
		Skills: <ul style="list-style-type: none"> analysing evaluating communicating and reflecting questioning and research Concepts: <ul style="list-style-type: none"> democracy democratic values participation rights and responsibilities 	Use a current example and have students analyse the direct action in terms of: <ul style="list-style-type: none"> the purpose of the direct action/is it democratic? the form(s) it takes – are these necessarily democratic? its impact?
4–5	How laws are made in Australia through parliaments (statutory law)	Show PEO video 'Making a law' Use the role play activity related to passing a bill Skills: <ul style="list-style-type: none"> analysing communicating and reflecting Concepts: <ul style="list-style-type: none"> the Westminster system justice 	PEO website http://www.peo.gov.au/teaching/units-of-work/year-8.html
6–7	How laws are made in Australia through the courts (common law)	Introduce the tort of negligence and what it involves (three elements) by showing video Donoghue v Stevenson 1932 AC 562 https://www.youtube.com/watch?v=qdkZZLe2VVU http://www.justiceeducation.ca/resources/paisley-snail Use the example of negligence/nervous shock and the development of the law – to explore the role of the Courts in making law: Chester v Waverley Corporation (1939) 62 CLR1 Jaensch v Coffey (1984) 155 CLR 549 Annetts v Australian Stations Pty Ltd (2002) 211 CLR 317 Site explains tort of negligence and the particular cases referred to: http://www.lawvision.com.au/uploads/PDFs/Tort%20Law%20.pdf Skills: <ul style="list-style-type: none"> analysing evaluating 	http://www.skwirk.com/p-c-s-58-u-496-t-1353-c-5205/qld/sose-economy-and-society/law-and-the-media-civics-and-citizenship/the-australian-legal-system/statute-and-common-law Common Law: Trespass, Nuisance and Negligence http://www.edowa.org.au/files/actsheets/iel_commonlaw.pdf

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		<ul style="list-style-type: none"> communicating and reflecting Concepts: <ul style="list-style-type: none"> the Westminster system justice 	
8	The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law	Use the Francis Burt Law Education site to explore these issues – Year 8 pre and post- visit teacher resource. Skills: <ul style="list-style-type: none"> analysing evaluating Concepts: <ul style="list-style-type: none"> justice democratic values 	Francis Burt Law Education site: https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/education-resources/education-resources-for-school-teachers/
9	Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian	Use images; films; literature; songs to understand the different perspectives Skills: <ul style="list-style-type: none"> analysing Concepts: <ul style="list-style-type: none"> rights and responsibilities 	Young People’s Perceptions of what it means to be an Australian http://research.acer.edu.au/cgi/viewcontent.cgi?article=1000&context=learning_processes True Blue? On being Australian – teaching and learning activities http://www.australiaday.org.au/storage/trueblue_activitysheets_march.pdf

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Economics and Business			
1–2	<p>Participation and influences in the market place</p> <p>The way markets operate in Australia, and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)</p>	<p>Case study: the Edsel car and why it failed. Use this to discuss how markets operate and the interaction between buyers and sellers in Australia</p> <p>Use a local newspaper and/or a walk in the local community to examine how businesses project in the community</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing <p>Concepts:</p> <ul style="list-style-type: none"> allocation and markets scarcity making choices 	<p>The Edsel – A legacy of Failure http://classiccars.about.com/od/classiccarsaz/a/Edsel.htm</p> <p>Bill Gates/four lessons from the failure of the Ford Edsel http://www.businessinsider.com.au/lessons-from-the-failure-of-the-ford-edsel-2015-9</p>
3	<p>How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare)</p>	<p>Exploration of the goods and services provided by government overall</p> <p>Health services and/or education in Australia – the role of government(s)</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing <p>Concepts:</p> <ul style="list-style-type: none"> allocation and markets 	<p>Overview of services provided by governments in Australia http://www.ncoa.gov.au/report/appendix-vol-1/3-what-do-govs-do-in-aust-today.html</p> <p>Role of the Health Departments – Commonwealth and State http://www.australia.gov.au/information-and-services/health</p> <p>Government expenditure on education in Australia 2014–15 http://www.abs.gov.au/ausstats/abs@.nsf/mf/5518.0.55.001</p>
4	<p>The rights and responsibilities of consumers and businesses in Australia</p>	<p>What are my rights as a consumer?</p> <p>Can I return goods, get a refund, and/or get a replacement?</p> <p>What does a warranty mean?</p>	<p>Consumer and business rights in Australia http://www.australia.gov.au/information-and-services/business-and-industry/consumer-rights</p>
5–6	<p>Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia</p>	<p>Explore the different types of businesses and find appropriate examples of these in Western Australia (web search/walk in the local area)</p> <p>In groups: for each type of business explore the ways businesses respond to opportunities in Australia</p> <p>When/why/structure of a particular business</p> <p>Why diversify or change course? (responding to opportunities)</p> <p>Skills:</p>	<p>Guest speaker to discuss their business type</p> <p>Local sole trader</p> <p>Partnerships</p> <p>Corporation</p> <p>Cooperative: CBH</p> <p>Franchise: Krispy Kreme in WA</p> <p>Vivien Yap from pharmacist to real estate agent – Perth WA</p> <p>Janine Allis: Boost Juice</p> <p>Graham Turner: Flight Centre (originally a veterinarian)</p>

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		<ul style="list-style-type: none"> questioning and research analysing evaluating Concepts: <ul style="list-style-type: none"> specialisation and trade economic performance and living standards allocation and markets 	
7–9	Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)	Explore how work has changed and new ways of working: <ul style="list-style-type: none"> call centres – what, where and why; do they have a future? working from home changes in the banking industry and its impact on types of work in the banking industry Woodside – Science and Technology Hub Woodside and the use of IBM’s Watson (Shaun Gregory) Complete a case study of the car industry – its history/using this to examine the influences on the ways people work both in Australia and globally Use web to explore changes for the future of work Discuss the implications of these changes for different groups in the work place/society Skills: <ul style="list-style-type: none"> questioning and research analysing evaluating Concepts: <ul style="list-style-type: none"> interdependence allocation and markets economic performance and living standards 	Call centres in Delhi (Australian BPO’s) https://www.youtube.com/watch?v=FqTF3BoVYis Woodside Science and Technology http://www.woodside.com.au/Working-Sustainably/Science-and-Technology/Pages/home.aspx#.V3In7U1f3cs Woodside and use of IBM’s Watson http://www.afr.com/technology/enterprise-it/woodside-expands-ibm-watson-artificial-intelligence-as-tech-takes-centre-stage-20160422-gocq5i Case study of how Jaguar adapted to a changing world http://businesscasestudies.co.uk/jaguar/#axzz488uA1JUf Latest trends and evolving workplace http://www.fastcompany.com/section/the-future-of-work

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Geography			
1	<p>Landforms and landscapes</p> <p>The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)</p> <p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p>	<p>Brainstorm and map work</p> <p>Identification of both landforms and landscapes</p> <p>Explore local landscapes/landforms</p> <p>Such as the Waigul and its control over fresh water</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating <p>Concepts:</p> <ul style="list-style-type: none"> place environment interconnection 	<p>Representation of Australian landscapes in art</p> <p>http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-8/y8-exemplars-y8-illus3.html</p> <p>Sharing Noongar Culture</p> <p>http://www.noongarculture.org.au/spirituality/</p>
2	<p>The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms</p>	<p>Exploration of the geographical processes that produce landforms</p> <p>Guided case study of one type of landform</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating <p>Concepts:</p> <ul style="list-style-type: none"> place environment scale change 	<p>http://www.ga.gov.au/scientific-topics/national-location-information/landforms/australian-landforms-and-their-history</p> <p>Fieldwork related to an accessible land form</p>
3–5	<p>The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)</p> <p>How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)</p> <p>How the application of principles of prevention,</p>	<p>Identification of a particular geomorphic hazard</p> <p>Examine it in terms of:</p> <ul style="list-style-type: none"> causes spatial distribution impacts responses to it <p>Take a particular example, such as Hawaii compared to Indonesia in terms of living with an active volcano; Japan and earthquakes/tsunami; New Zealand and earthquakes</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research analysing evaluating communicating 	

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	mitigation and preparedness minimises the harmful effects of geomorphic hazards	Concepts: <ul style="list-style-type: none"> • place • environment • scale • change 	
6–7	Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region	What is urbanisation? Map work to show the growth of urban areas across the world Overview of the history of population in Australia and one other country from the Asia region, such as China Research Australia and one other country: <ul style="list-style-type: none"> • where do most people live? • why they move to the cities/regional centres • take a particular city/regional centre in each country and explore in detail the consequences of urbanisation 	
8–9	The reasons for, and effects of, internal migration in Australia The reasons for, and effects of, international migration in Australia	In groups: <ul style="list-style-type: none"> • identify the reasons for internal and international migration • has this changed over time? Use the ABS figures on internal migration over the previous five years to understand migration within and between States and Territories: Which States are most affected? Social, cultural, economic and political effects of internal and international migration. This could be a study of a particular community/suburb Skills: <ul style="list-style-type: none"> • questioning and research • analysing • evaluating • communicating Concepts: <ul style="list-style-type: none"> • place • space • environment • interconnection 	Internal migration http://www.abs.gov.au/websitedbs/censushome.nsf/home/factsheetsim?opendocument&navpos=450 Migration to Australia since federation: a guide to statistics http://www.aph.gov.au/binaries/library/pubs/bn/sp/migrationpopulation.pdf

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History			
1	<p>The ancient to the modern world</p> <p>Overview:</p> <p>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</p>	<p>Use maps, images, film and timelines to come to an understanding of the changing political, social and economic landscape between c.650 and c.1400</p> <p>Who was involved/why/changes incurred as a result, such as Vikings, Mongols, Ottomans</p> <p>Age of exploration – who, when, why, with what impact?</p> <p>European and Arab Mariners and explorers</p> <p>Skills:</p> <ul style="list-style-type: none"> questioning and research evaluating communicating and reflecting 	
2–3	<p>Depth study 1: Investigating medieval Europe (c.590–c.1500)</p> <p>The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music</p>	<p>Show introductory film on medieval Europe/discuss the general features</p> <p>Use a variety of sources, primary and secondary, to explore the way of life, including the roles and relationships of different groups</p> <p>Relate this back to the feudal system</p> <p>The Crusades – when, what and why and their impact? (teach)</p> <p>In groups, explore what has occurred over time during the medieval period: architecture, medieval manuscripts and music</p> <p>How can the changes be explained? Present as a display/poster/oral presentation</p>	<p>Examine illuminated manuscripts and articles that shed light on everyday life in the medieval period</p> <p>http://www.bl.uk/the-middle-ages</p> <p>Teaching with primary sources: Middle Ages to the Exploration of the Americas section on Middle Ages in Western Europe</p> <p>http://library.mtsu.edu/tps/sets/Primary_Source_Set--Middle_Ages.pdf</p> <p>Exploring examples from the V&A Museum medieval collection</p> <p>http://www.vam.ac.uk/page/m/medieval/</p> <p>Use art to explore the changes throughout the medieval period in Western Europe, including the Anglo-Saxons, Charlemagne, the Crusades, the Bayeux Tapestry and various cathedrals/abbeys</p> <p>https://www.khanacademy.org/humanities/medieval-world/latin-western-europe</p> <p>Music of the Middle Ages</p> <p>http://www.ipl.org/div/mushist/middle/</p>
4–5	<p>Continuity and change in society in one of the</p>	<p>Individuals include: Charlemagne, King Arthur, Richard the</p>	<p>Explore the history of London 500–1500 (or another city in</p>

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	<p>following areas: crime and punishment; military and defence systems; towns, cities and commerce</p> <p>The role of significant individuals in the medieval period (e.g. Charlemagne)</p>	<p>Lionheart, El Cid, da Vinci, Gutenberg, Genghis Khan, Pope Urban II, Pope Innocent III, Francis of Assisi, Joan of Arc, Eleanor of Aquitaine</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"> source evidence continuity and change cause and effect perspective empathy significance contestability 	<p>Britain/Europe) to examine the continuity and change in terms of cities and commerce</p> <p>Medieval warfare which includes diagrams, engravings, battles with links to weapons and armour, Crusades and Crusaders</p> <p>http://www.medievalwarfare.info/</p> <p>In groups, prepare a talk which could include both sound and visual material on a particular individual:</p> <ul style="list-style-type: none"> their role what was achieved is there a lasting legacy? is there controversy surrounding this individual?
6–7	<p>Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)</p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God</p> <p>The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease</p>	<p>The centrality of religion in the 14th century</p> <p>Religion and its influence on science and scientific thought</p> <p>Living conditions in towns and countryside</p> <p>Use the following site (with primary sources) to show the spread of the disease across the British Isles</p> <p>http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml</p>	<p>Use maps to examine the trade routes and the spread of the disease</p> <p>Is there a direct link in terms of the origins of the disease and the various trade routes?</p>
8–9	<p>The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries</p> <p>The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague</p>	<p>Use poetry/nursery rhyme centred on the Black Death to introduce causes and symptoms:</p> <p>Matthew Henning http://www.poemhunter.com/poem/the-black-death-3/</p> <p>Lewis Turco http://lewisturco.typepad.com/poetics/2010/03/the-black-death.html</p> <p>Ring around the rosie http://www.rhymes.org.uk/ring_around_the_rosy.htm</p> <p>Responses:</p> <p>Study the actions ordered by the Lord Mayor of London/complete</p>	<p>Overview of the Black Death http://medievaleurope.mrdonn.org/plague.html</p> <p>Overview of Black Death/primary evidence art work http://www.usu.edu/markdamen/1320hist&civ/PP/slides/06blackdeath.pdf</p> <p>Website with lesson plans/links that looks at the Black Death and the slaughter and murder of thousands of Jews http://blackdeathandthefirstholocaust.weebly.com/</p> <p>Use art works and primary evidence to explore the activities of the flagellants/monasteries in</p>

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		<p>the suggested activity https://schoolhistory.co.uk/year8/links/plague/lordmayorrules.pdf</p> <ul style="list-style-type: none"> • Flagellants/Monasteries <p>Who, what, why and impact? Statistics regarding population growth/decline in the 13th and 14th centuries</p> <p>Did the Black Death bring about</p> <ul style="list-style-type: none"> • the growth of the middle class? • decline in authority of the Church? • scientific knowledge? <p>Conflicting points of view and the contestability of evidence</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"> • source • evidence • continuity and change • cause and effect • perspective • empathy • significance • contestability 	<p>both Europe and Britain http://www.eyewitnesstohistory.com/flagellants.htm</p> <p>Catholic Encyclopedia – flagellants http://www.newadvent.org/cathen/06089c.htm</p> <p>Role play/use Ellis, D. (2002) A Company of Fools</p> <p>Write a ‘play’ ensuring that terminology associated with the Black Death and medieval life is apparent and used in context</p>