



## SAMPLE TEACHING AND LEARNING OUTLINE

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**HUMANITIES AND SOCIAL SCIENCES**  
**YEAR 9**

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### **Disclaimer**

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
<b>Civics and Citizenship</b>			
<b>1</b>	<p><b>Our democratic rights</b></p> <p>The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments</p>	<p>How and why groups form inside and outside parliament</p> <p>Brainstorm: political parties that exist in Australia</p> <p>Major and minor/micro parties</p> <p>Independents</p> <p>Explore (web search) the party platform of a particular party; discuss the similarities and differences between parties in Australia</p> <p>Why be an Independent? Take a particular example, e.g. Sen. Nick Xenophon</p> <p>What is the role of political parties</p> <p>Who becomes the government in Australia/Western Australia?</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>democratic values</li> <li>the Westminster system</li> <li>participation</li> </ul>	<p>The PEO website has lesson plans for this topic</p> <p><a href="http://www.peo.gov.au/teaching/units-of-work/year-9.html">http://www.peo.gov.au/teaching/units-of-work/year-9.html</a></p> <p>Review a recent election result and relate to formation of government and who is the opposition</p>
<b>2–4</b>	<p>How citizens’ choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns)</p> <p>How social media is used to influence people’s understanding of issues</p>	<p>Use a particular/current election campaign to examine each of these aspects</p> <p>Use various articles or an example of the use of social media by a particular politician, party on an issue</p> <p>Does social media have an impact?</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>analysing</li> <li>evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>democracy</li> <li>participation</li> </ul>	<p>Article drawing comparisons between 2013 and its potential in 2016</p> <p><a href="http://theconversation.com/ausvot-es-revisited-social-media-in-the-2013-australian-federal-election-59086">http://theconversation.com/ausvot-es-revisited-social-media-in-the-2013-australian-federal-election-59086</a></p>
<b>5</b>	<p>The key features of Australia’s court system and the role of a particular court (e.g. a supreme court, a magistrates’ court, the Family Court of Australia) and the types of cases different courts hear</p>	<p>Use the website to construct a diagram reflecting the court hierarchy and each court’s jurisdiction</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>democracy</li> <li>the Westminster system</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> </ul>	<p>Francis Burt Law Education Programme with links to the PEO and the Supreme Court of WA</p> <p><a href="https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/">https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/</a></p>

Week	Syllabus content	Lesson content	Suggested activities/resources
6–8	<p>How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents)</p> <p>The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal</p>	<p>Role play of particular trials to understand how courts:</p> <ul style="list-style-type: none"> <li>• apply and interpret the law</li> <li>• resolve disputes</li> </ul> <p>Collect reports of particular trials that emphasise certain key principles of Australia's justice system</p> <p>Making law through judgements/the role of precedent. Revise the work from last year on precedent and mention some cases</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• justice</li> </ul>	<p>Francis Burt court trial scenarios: Magistrates Court Trial Supreme Court or District Court Trial</p> <p><a href="https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/education-resources/">https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/education-resources/</a></p> <p>Various role plays Victoria Law Foundation <a href="http://www.victorialawfoundation.org.au/activity-category/role-play">http://www.victorialawfoundation.org.au/activity-category/role-play</a></p> <p>Top 10 Most Influential Court Cases of the Last 40 Years <a href="https://www.collaw.edu.au/insights/top-10-influential-court-cases-last-40-years/">https://www.collaw.edu.au/insights/top-10-influential-court-cases-last-40-years/</a></p>
9	<p>The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays)</p>	<p>Mandatory sentencing in WA</p> <ul style="list-style-type: none"> <li>• What does it mean?</li> <li>• How does it undermine principles of justice?</li> </ul> <p>Rayney case, Chamberlain case; social media and justice</p> <ul style="list-style-type: none"> <li>• Trial by media</li> </ul> <p>How long does it take for a case to come to trial in Western Australia? Is justice compromised by delays? Chief Justice Martin comments on trial delays in WA</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• justice</li> <li>• rights and responsibilities</li> </ul>	<p>Juror intimidation in WA/article <a href="https://www.lawsocietywa.asn.au/wp-content/uploads/2015/09/Brief-June-2010.pdf">https://www.lawsocietywa.asn.au/wp-content/uploads/2015/09/Brief-June-2010.pdf</a></p>

Week	Syllabus content	Lesson content	Suggested activities/resources
<b>Economics and Business</b>			
1	<p><b>Australia and the global economy</b></p> <p>The role of the key participants in the Australian economy, such as consumers, producers, workers and the government</p>	<p>Brainstorm based on questioning and student knowledge</p> <p>Skills</p> <ul style="list-style-type: none"> <li>questioning and research</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>allocation and markets</li> </ul>	<p>The circular flow simulation  <a href="http://mrpintar.weebly.com/uploads/6/3/1/9/6319125/econoland_-_circular_flow_simulation.pdf">http://mrpintar.weebly.com/uploads/6/3/1/9/6319125/econoland_-_circular_flow_simulation.pdf</a></p> <p>or</p> <p><a href="http://welkerswikinomics.com/blog/2010/09/08/circular-flow/">http://welkerswikinomics.com/blog/2010/09/08/circular-flow/</a></p>
2–4	<p>Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded</p> <p>Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy</p>	<p>Use the Austrade and DFAT websites to explore Australia's interdependence with other economies:</p> <ul style="list-style-type: none"> <li>why trade?</li> <li>with whom?</li> <li>commodities traded?</li> <li>imports compared to exports?</li> <li>education as a service traded</li> </ul> <p>IKEA'S supply chain short film to introduce topic such as transnational corporations and supply chains  <a href="https://www.youtube.com/watch?v=11AehTPD-Vg">https://www.youtube.com/watch?v=11AehTPD-Vg</a></p> <p>Coca-Cola supply chain management success story  <a href="http://www.csc.com/application_services/success_stories/78846-coca_cola_supply_chain_management_success_story">http://www.csc.com/application_services/success_stories/78846-coca_cola_supply_chain_management_success_story</a></p> <p>Case study:            Activities of transnational corporations (BHP, Rio Tinto, Samsung, Mitsubishi) in the supply chains</p> <p>Impact of China's economic downturn on the Australian economy</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>allocation and markets</li> <li>interdependence</li> <li>specialisation and trade</li> </ul>	<p>Austrade  <a href="http://www.austrade.gov.au/about/about">http://www.austrade.gov.au/about/about</a></p> <p>Trade and economic fact sheets for countries and regions  <a href="http://dfat.gov.au/trade/resources/Pages/trade-and-economic-fact-sheets-for-countries-and-regions.aspx">http://dfat.gov.au/trade/resources/Pages/trade-and-economic-fact-sheets-for-countries-and-regions.aspx</a></p> <p>Trading around the World (game)  <a href="http://www.imf.org/external/np/exr/center/students/trade/index.htm">http://www.imf.org/external/np/exr/center/students/trade/index.htm</a></p> <p>Thinking Globally: Effective lessons for teaching about the Interdependent World Economy  <a href="http://www.imf.org/external/np/exr/center/econed/index.htm#think">http://www.imf.org/external/np/exr/center/econed/index.htm#think</a></p> <p>A game which can be adapted to the classroom which will highlight the interdependence of the global economy, production and trade  <a href="https://www.economicsnetwork.ac.uk/showcase/sloman_game">https://www.economicsnetwork.ac.uk/showcase/sloman_game</a></p>
5–6	<p>Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as</p>	<p>'Too many eggs in one basket – the consequences'</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> </ul>	<p>ESSI Money is an online financial literacy game for Australian secondary school students (Earning, Saving, Spending,</p>

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	<p>the use of differing investment types</p> <p>The ways consumers can protect themselves from risks, such as debt, scams and identity theft</p>	<ul style="list-style-type: none"> <li>analysing</li> <li>evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>making choices</li> <li>allocation and markets</li> </ul>	<p>Investing)</p> <p><a href="http://financialbasics.org.au/ess-money/about-register.aspx">http://financialbasics.org.au/ess-money/about-register.aspx</a></p> <p>The MoneySmart website has a range of resources for teaching all aspects of this topic</p> <p><a href="https://www.moneysmart.gov.au/teaching">https://www.moneysmart.gov.au/teaching</a></p> <p>Deals specifically with scams, including true stories of investment scams and how to avoid scams</p> <p><a href="https://www.moneysmart.gov.au/scams">https://www.moneysmart.gov.au/scams</a></p>
7	<p>The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market</p>	<p>The changing world in the digital age</p> <p>Case studies could include:</p> <ul style="list-style-type: none"> <li>the rise and fall of Nokia</li> <li>Blackberry vs iPhone</li> <li>Kodak</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>specialisation and trade</li> <li>interdependence</li> <li>economic performance and living standards</li> </ul>	
8–9	<p>The way the work environment is changing in contemporary Australia and the implication for current and future work</p>	<p>A discussion on the future of work –Brisbane 2016</p> <p><a href="https://www.youtube.com/watch?v=Q2sDUJL2PkE">https://www.youtube.com/watch?v=Q2sDUJL2PkE</a></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>interdependence</li> <li>economic performance and living standards</li> </ul>	<p>A series of articles on the future of work</p> <p><a href="https://theconversation.com/au/to-pics/future-of-work">https://theconversation.com/au/to-pics/future-of-work</a></p> <p>Robots and automation to replace 40% of today’s jobs</p> <p><a href="http://www.news.com.au/finance/work/careers/robots-and-automation-to-replace-40-percent-of-todays-jobs-so-workers-need-to-reskill-now/news-story/290d552004d41b261ebadde4177312c0">http://www.news.com.au/finance/work/careers/robots-and-automation-to-replace-40-percent-of-todays-jobs-so-workers-need-to-reskill-now/news-story/290d552004d41b261ebadde4177312c0</a></p>

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<b>Geography</b>			
<b>1</b>	<p><b>Biomes and food security</b></p> <p>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity</p> <p>The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)</p>	<p>Examine the distinctive climates, soils, vegetation and productivity</p> <p>Map the spatial distribution of the world's biomes</p> <p>Fieldwork opportunities include:</p> <ul style="list-style-type: none"> <li>a local area that has undergone significant human alteration, such as vegetation clearance, drainage, terracing or irrigation, for the purposes of food or fibre production (e.g. land clearing for beef cattle production or cotton farming)</li> <li>a farm that is implementing land restoration</li> </ul> <p>View a large range of images that show many varied biomes that produce food and fibre, and have students write five key statements based on what they see in the images</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>analysing</li> <li>evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>place</li> <li>environment</li> <li>interconnection</li> <li>scale</li> <li>change</li> </ul>	<p>World Biomes <a href="http://www.blueplanetbiomes.org/world_biomes.htm">http://www.blueplanetbiomes.org/world_biomes.htm</a></p> <p>Biomes and ecosystems <a href="http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-9/y9-exemplars-y9-illus1.html">http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-9/y9-exemplars-y9-illus1.html</a></p> <p>Human planet explorer: Environments <a href="http://www.bbc.co.uk/nature/humanplanetexplorer/environments">http://www.bbc.co.uk/nature/humanplanetexplorer/environments</a></p> <p>Biomes that produce our food, industrial materials and fibre <a href="http://cottonaustralia.com.au/uploads/resources/Year_9_-_Biomes_that_produce_our_food,_industrial_materials_and_fibre.pdf">http://cottonaustralia.com.au/uploads/resources/Year_9_-_Biomes_that_produce_our_food,_industrial_materials_and_fibre.pdf</a></p>
<b>2</b>	<p>The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)</p>	<p>The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)</p> <p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world</p>	<p>Agricultural innovation in Australia <a href="http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-9/y9-exemplars-y9-illus2.html">http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-9/y9-exemplars-y9-illus2.html</a></p> <p>Australia and food security in a changing world <a href="http://www.chiefscientist.gov.au/wp-content/uploads/FoodSecurity_web.pdf">http://www.chiefscientist.gov.au/wp-content/uploads/FoodSecurity_web.pdf</a></p>
	<p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> <p>Concepts:</p>	<p>Webquest: <a href="https://www.yvw.com.au/yvw/groups/public/documents/document/yr9webquest.pdf">https://www.yvw.com.au/yvw/groups/public/documents/document/yr9webquest.pdf</a></p>

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		<ul style="list-style-type: none"> <li>place</li> <li>environment</li> <li>interconnection</li> <li>sustainability</li> <li>scale</li> <li>change</li> </ul>	
3–5	The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability	<p>Develop a hypothesis and develop an infographic supporting a stance</p> <p>Analyse information and/or data to draw a conclusion about Australia and the world’s ability to achieve food security</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>place</li> <li>environment</li> <li>interconnection</li> <li>sustainability</li> <li>scale</li> <li>change</li> </ul>	<p>How to feed the world 2050  <a href="http://www.fao.org/fileadmin/templates/wsfs/docs/expert_paper/How_to_Feed_the_World_in_2050.pdf">http://www.fao.org/fileadmin/templates/wsfs/docs/expert_paper/How_to_Feed_the_World_in_2050.pdf</a></p> <p>Australia and food security in a changing world  <a href="http://www.chiefscientist.gov.au/wp-content/uploads/FoodSecurity_web.pdf">http://www.chiefscientist.gov.au/wp-content/uploads/FoodSecurity_web.pdf</a></p>
6–7	<p><b>Geographies of interconnections</b></p> <p>The perceptions people have of place, and how this influences their connections to different places</p> <p>The way transportation, and information and communication technologies are used to connect people to services, information and people in other places</p>	<p>Explore students’ own, and other people’s perceptions of places, and why people may have these views</p> <p>Analyse a range of sources on the ways transportation, and information and communication technologies are shrinking the world</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>place</li> <li>environment</li> <li>interconnection</li> <li>sustainability</li> <li>scale</li> <li>change</li> </ul>	<p>Use websites, such as TripAdvisor and Lonely Planet, that allow people to review the places they have visited</p> <p>Superpower: Visualising the internet  <a href="http://news.bbc.co.uk/2/hi/8552410.stm">http://news.bbc.co.uk/2/hi/8552410.stm</a></p> <p>Transport and globalisation in 1946 – ‘Our Shrinking World’  <a href="https://www.youtube.com/watch?v=51qhJAHiZN8">https://www.youtube.com/watch?v=51qhJAHiZN8</a></p> <p>Shrinking the world  <a href="http://www.connected-earth.com/journeys/Transformingsociety/Shrinkingtheworld/index.htm">http://www.connected-earth.com/journeys/Transformingsociety/Shrinkingtheworld/index.htm</a></p>

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8–9	<p>The ways that places and people are interconnected with other places through trade in goods and services, at all scales</p> <p>The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</p>	<p>Investigate Globalisation and how it connects people</p> <p>Choose one destination and look at the positive and negative impact of tourism, including the sustainability of tourism in the area</p> <p>Fieldwork could include:</p> <ul style="list-style-type: none"> <li>• a tourist location/resort or recreation venue</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• evaluating</li> <li>• communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• place</li> <li>• environment</li> <li>• interconnection</li> <li>• sustainability</li> <li>• scale</li> <li>• change</li> </ul>	

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<b>History</b>			
1	<p><b>The making of the modern world</b></p> <p>Overview: The important features of the modern period (1750–1918), including European imperialism and nationalism</p>	<p>The main imperial powers in the world</p> <p>Motivations for imperialism? How useful was and is now the phrase ‘God, Gold and Glory’</p> <p>Which powers controlled particular areas of the globe?</p> <p>Nationalism: American revolution, Greece, Ireland, creation of Germany and Italy</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul>	
2–4	<p><b>Depth study 1: Investigating the Industrial Revolution (1750–1914)</b></p> <p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia</p>	<p>What was the industrial revolution?</p> <p>What technology, methods of work are apparent from the images/how is it different from the middle ages?</p> <p>Explore the various innovations and understand their impact in terms of industrialisation</p> <p>The connection between growth of factories/coal and improvements in transportation: roads; canals and trains</p> <p>Industrial revolution and empire, including colonial settlement in Australia:</p> <ul style="list-style-type: none"> <li>• the colonies as a supplier of raw materials</li> <li>• the colonies as a place for British settlers</li> <li>• railway building in Australia</li> <li>• manufacturing in Australia</li> </ul>	<p>Use various drawings, pictures, paintings to elicit what the industrial revolution was about</p> <p>In groups, explore a particular innovation/individual and make a short presentation</p>
5	<p>The population movements and changing settlement patterns during the Industrial Revolution</p> <p>The experiences of men, women and children during the Industrial Revolution, and their changing way of life</p> <p>The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and</p>	<p>Within Britain – rise of cities centered on particular industries: Manchester, Bradford, Birmingham</p> <p>Migration to North America (USA/Canada) and Australia:</p> <ul style="list-style-type: none"> <li>• slave trade and the cotton industry</li> <li>• convicts and settlement of NSW and van Diemen’s Land</li> <li>• assisted and unassisted migrants to the Australian colonies</li> </ul> <p>Relate the above to developments in Britain as a result of the</p>	<p>An initiative in web learning based on the Science Museum’s gallery Making the Modern World <a href="http://www.makingthemodernworld.org.uk/learning_modules/history/01.TU.01/?section=1">http://www.makingthemodernworld.org.uk/learning_modules/history/01.TU.01/?section=1</a></p> <p>Iron and Industry including the Darby family <a href="http://timelines.tv/index.php?t=0&amp;e=10">http://timelines.tv/index.php?t=0&amp;e=10</a></p> <p>Factories and Machines 1785 <a href="http://timelines.tv/index.php?t=0&amp;e=11">http://timelines.tv/index.php?t=0&amp;e=11</a></p> <p>Urban slums 1800–1830</p>

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	communication	<p>Industrial Revolution</p> <p>The diverse experiences of men, women and children:</p> <ul style="list-style-type: none"> <li>• rise of a new entrepreneurial class</li> <li>• child labour</li> <li>• the movement from the country to the city</li> <li>• the factories</li> </ul> <p>The significance and impact of a particular person:</p> <ul style="list-style-type: none"> <li>• Richard Arkwright</li> <li>• Isambard Kingdom Brunel</li> <li>• James Watt</li> <li>• Thomas Telford</li> </ul> <p>The above could be covered within the study of innovations and impact</p> <p>Summary exercise of the long-term impacts of the Industrial Revolution</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• source</li> <li>• evidence</li> <li>• continuity and change</li> <li>• cause and effect</li> <li>• perspective</li> <li>• empathy</li> <li>• significance</li> <li>• contestability</li> </ul>	<p><a href="http://timelines.tv/index.php?t=0&amp;e=12">http://timelines.tv/index.php?t=0&amp;e=12</a></p> <p>Cities transformed – the story of Manchester</p> <p><a href="http://timelines.tv/index.php?t=0&amp;e=15">http://timelines.tv/index.php?t=0&amp;e=15</a></p>
6–8	<p><b>Depth study 2: Investigating World War I (1914–1918)</b></p> <p>The causes of World War I and the reasons that men enlisted to fight in the war</p> <p>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</p>	<p>Introduce topic by showing film dealing with the assassination of Archduke Franz Ferdinand</p> <p>Explore the various causes of World War 1</p> <p>Use primary sources to elicit the reasons that men enlisted to fight</p> <p>Key battles on the Western Front, such as Verdun, Somme, Messines, Passchendale (Ypres), Fromelles</p> <p>Gallipoli campaign</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p>	<p>Case study: Understanding Gallipoli</p> <p><a href="https://www.awm.gov.au/education/case-studies/">https://www.awm.gov.au/education/case-studies/</a></p>

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		<ul style="list-style-type: none"> <li>• source</li> <li>• evidence</li> <li>• perspective</li> <li>• empathy</li> <li>• significance</li> <li>• contestability</li> </ul>	
9	<p>The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate</p>	<p>Propaganda</p> <ul style="list-style-type: none"> <li>• Norman Lindsay</li> <li>• newspaper accounts of Allied actions</li> <li>• Gallipoli as an example of propaganda</li> <li>• posters throughout the war and what was emphasised, such as the Lieut Jacka posters</li> <li>• internment camps</li> </ul> <p>Changing role of women</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• Australian Army Nursing Service</li> <li>• Australian Women’s Service Corps</li> <li>• Red Cross</li> <li>• recruitment, and those who opposed Vida Goldstein</li> </ul> <p>The conscription debate</p> <ul style="list-style-type: none"> <li>• why conscription was proposed</li> <li>• how it divided Australia</li> <li>• role of Archbishop Mannix</li> <li>• the two referendums/outcome/Hughes</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• source</li> <li>• evidence</li> <li>• perspective</li> <li>• empathy</li> <li>• significance</li> <li>• contestability</li> </ul>	<p>Home front/World War 1, including propaganda, the home front, conscription debate  <a href="http://ergo.slv.vic.gov.au/explore-history/australia-wwi/home-wwi">http://ergo.slv.vic.gov.au/explore-history/australia-wwi/home-wwi</a>  Narratives of 16 Australians who spent the war on the home front  <a href="http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/the_home_front_australia_during_the_first_world_war">http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/the_home_front_australia_during_the_first_world_war</a>  Various aspects of the home front  <a href="https://anzacday.org.au/the-australian-home-front-during-world-war1">https://anzacday.org.au/the-australian-home-front-during-world-war1</a>  Role of women in World War 1  <a href="http://womensroleinthefirstworldwar.weebly.com/">http://womensroleinthefirstworldwar.weebly.com/</a></p>
	<p>The commemoration of World War I, including debates about the nature and significance of the ANZAC legend</p>	<p>2015 Anzac Centenary Special – Behind the News (origins of symbols and traditions associated with Anzac Day)  <a href="https://www.youtube.com/watch?v=YZUU3_cXOfE">https://www.youtube.com/watch?v=YZUU3_cXOfE</a>  100 years of Anzac War Legend  <a href="https://www.youtube.com/watch?v=AxmDQj5Vt50">https://www.youtube.com/watch?v=AxmDQj5Vt50</a></p>	<p>Fact or fiction: Five Anzac myths put to the test  <a href="http://www.abc.net.au/news/2014-04-25/five-anzac-myths-put-to-the-test/5393750">http://www.abc.net.au/news/2014-04-25/five-anzac-myths-put-to-the-test/5393750</a></p>

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		ANZACS In the Face of War video <a href="https://www.youtube.com/watch?v=T02jCA4Zxgc">https://www.youtube.com/watch?v=T02jCA4Zxgc</a> Skills: <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> Concepts: <ul style="list-style-type: none"> <li>• source</li> <li>• evidence</li> <li>• continuity and change</li> <li>• cause and effect</li> <li>• perspective</li> <li>• empathy</li> <li>• significance</li> <li>• contestability</li> </ul>	