



HUMANITIES AND SOCIAL SCIENCES

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RATIONALE

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

AIMS

Develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

ORGANISATION

CONTENT STRUCTURE

The Humanities and Social Sciences learning area comprises four subjects. Each subject is organised into two interrelated strands: knowledge and understandings and humanities and social sciences skills.

History and Geography commence in Pre-primary. Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

KNOWLEDGE AND UNDERSTANDING

Humanities and Social Sciences knowledge refers to the facts, principles, concepts, theories and models as developed in each of the subjects. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

The key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. Figure 1 identifies the key concepts for the learning area.

Humanities and Social Sciences understanding is the ability to see relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

HUMANITIES AND SOCIAL SCIENCES SKILLS

This strand includes a range of skills that are common to all four subjects. These skills can be taught discretely or as part of an inquiry approach. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. Moreover, there may be different entry points where the skills are employed as part of an inquiry process. Figure 2 illustrates the Humanities and Social Sciences skills.

RELATIONSHIP BETWEEN THE STRANDS

The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. Following Pre-primary, the sequencing and description of the skills are in two-year bands (1–2, 3–4, 5–6, 7–8, 9–10). This may assist in multi-age programming by providing a common skill focus for the teaching and learning of the knowledge and understanding content.

YEAR LEVEL DESCRIPTIONS

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

CONTENT DESCRIPTIONS

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

OVERVIEWS

In History, the overview content in Years 7 to 10 identifies important features of the historical period. The overview is not intended to be taught in depth.

ACHIEVEMENT STANDARDS

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

GLOSSARY

A glossary is provided to support a common understanding of the key terms and concepts included in the core content.



HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography, and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.

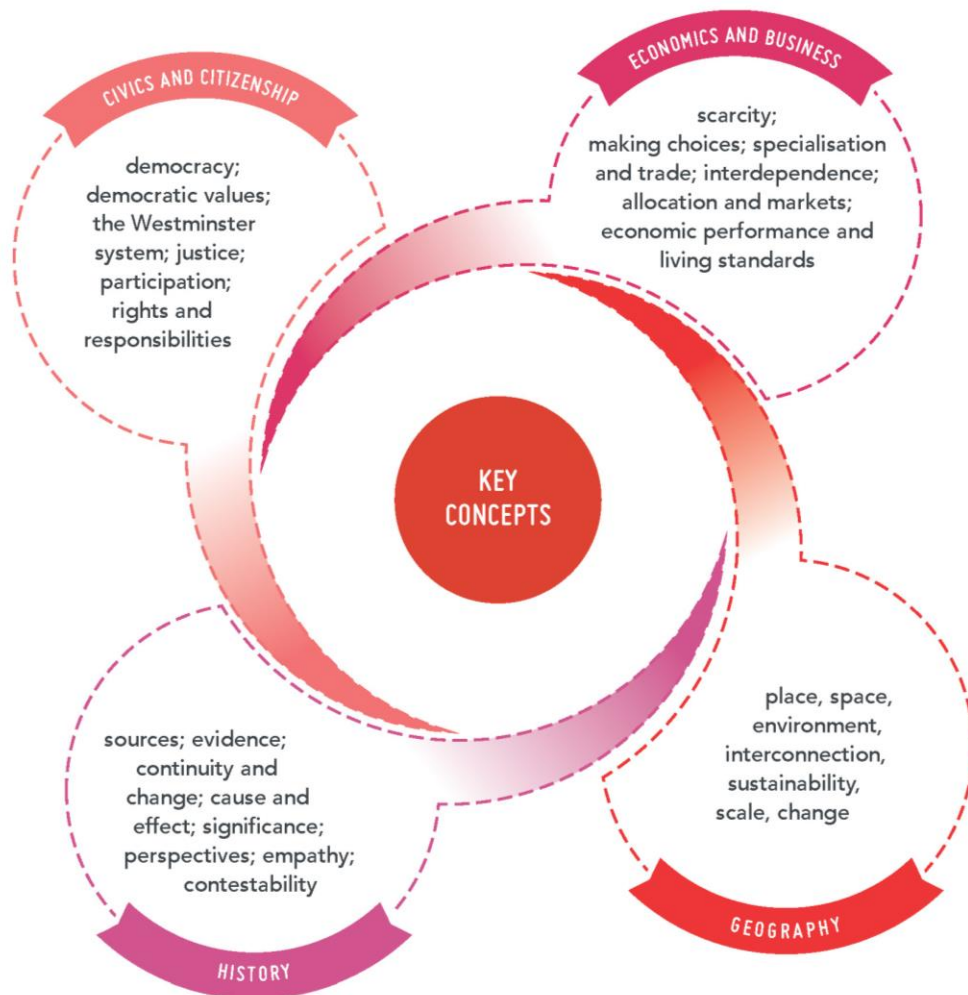


Figure 1: Humanities and Social Sciences Key Concepts

Refer to Appendix 1 for the exemplification of the Humanities and Social Sciences Key Concepts.

SKILLS

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating, and communicating and reflecting. Students apply these skills to their everyday learning activities and as part of an inquiry approach to investigate historical and contemporary events, developments, issues, and/or phenomena. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. The Humanities and Social Sciences skills are applied across the learning area from Pre-primary to Year 10 and should be taught explicitly.

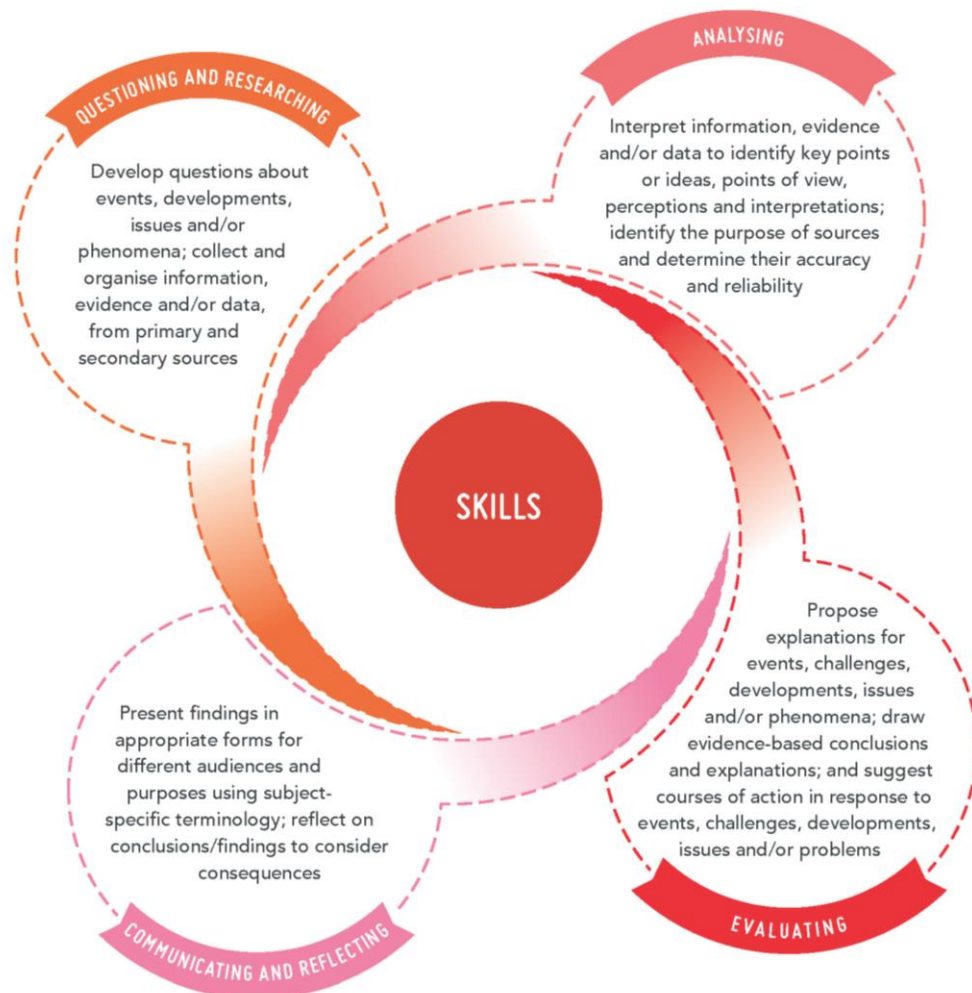


Figure 2: Humanities and Social Sciences Skills

Refer to Appendix 2 for the exemplification of the Humanities and Social Sciences Skills.

STUDENT DIVERSITY

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Humanities and Social Sciences. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

STUDENTS WITH DISABILITY

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Humanities and Social Sciences. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Humanities and Social Sciences are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

GIFTED AND TALENTED STUDENTS

Teachers can use the Western Australian Curriculum: Humanities and Social Sciences flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Humanities and Social Sciences and/or from local state and territory teaching and learning materials.

WAYS OF TEACHING

The 'ways of teaching' aims to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (<http://k10outline.scsa.wa.edu.au/>). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Civics and Citizenship, Economics and Business, Geography and History can be taught separately or through programs created to link to more than one subject or to link to the content in other learning areas.

History and Geography commence in Pre-primary. Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

In Humanities and Social Sciences, the key concepts, knowledge and understanding and skills within each subject are interrelated to inform and support each other. When developing teaching and learning programs, teachers combine these three aspects to create learning experiences.

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a humanities and social sciences perspective.

Key concepts (Figure 1) for developing a Humanities and Social Sciences understanding are:

- Civics and Citizenship – democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities
- Economics and Business – scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards
- Geography – place, space, environment, interconnection, sustainability, scale, change
- History – evidence, sources, continuity and change, cause and effect, significance, perspectives, empathy, contestability

The Humanities and Social Sciences skills (Figure 2) are divided into: questioning and researching; analysing; evaluating; and communicating and reflecting. They are common to all four subjects. These skills can be taught discretely and/or in conjunction with the key concepts, knowledge and understanding, or as part of an inquiry approach.

To engage students in Humanities and Social Sciences, teachers typically create learning experiences which:

- draw on students' personal experiences and interests
- build, extend and challenge existing understandings and perceptions
- explore a range of viewpoints and different perspectives
- involve the past, present and future
- develop active and informed citizens
- use meaningful, real-world contexts, current events and issues to exemplify the content
- use a range of scales, from local area to regional, national and global areas
- engage students in problem-solving tasks and inquiry to develop evidence-based arguments, or proposals for actions or solutions to real-world challenges and/or opportunities
- involve students in learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities
- develop skills, many of which are transferable to other learning areas and are valuable for students' future learning
- contribute to all the general capabilities and the cross-curriculum priorities.

Figure 3 is a visual representation of ways of teaching Humanities and Social Sciences.

For information on how to collect evidence to inform planning for ongoing learning experiences in Humanities and Social Sciences, refer to 'Ways of Assessing'.

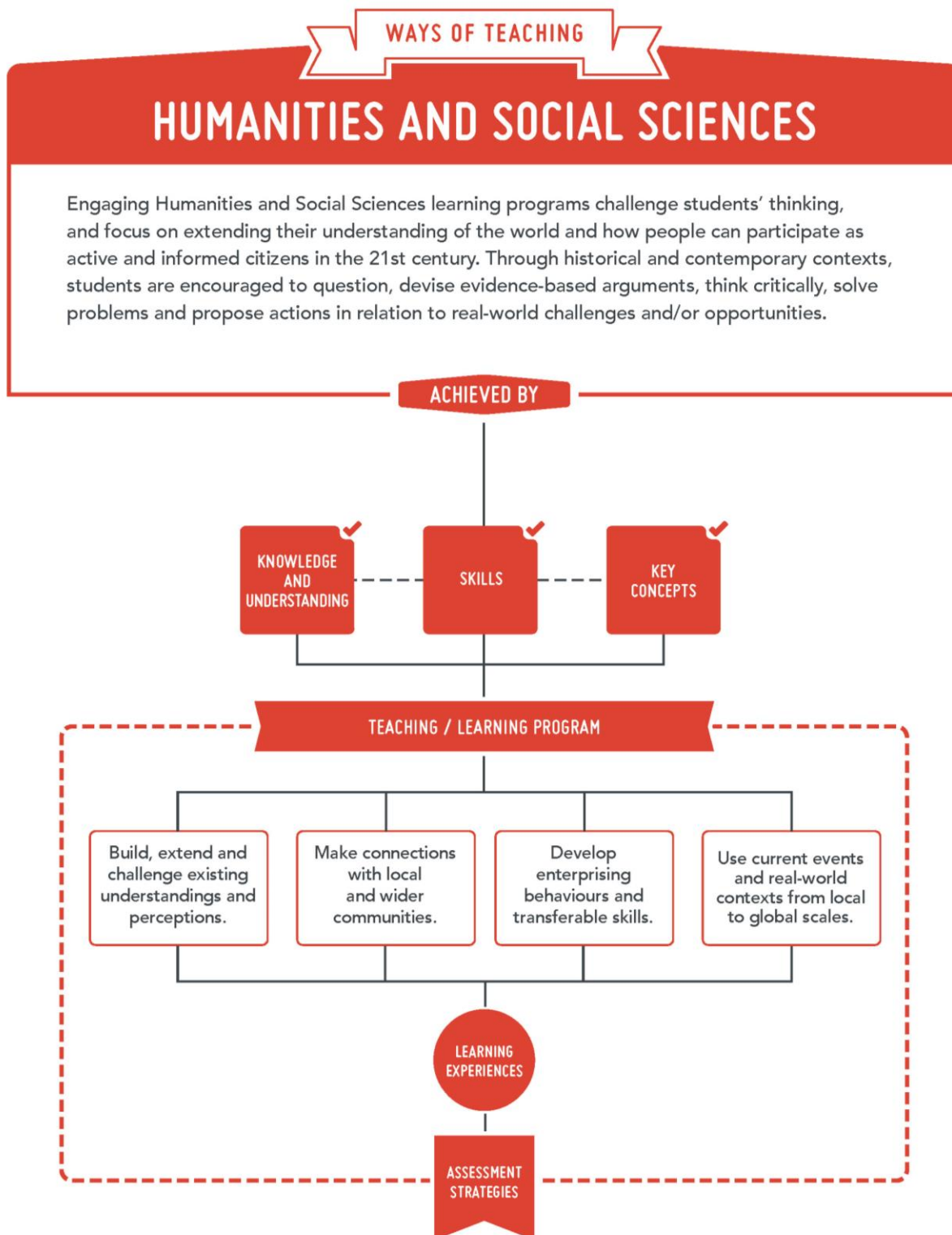


Figure 3: Ways of Teaching in the Humanities and Social Sciences

WAYS OF ASSESSING

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in the Humanities and Social Sciences.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline*. The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (<http://k10outline.scsa.wa.edu.au>) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative assessment?
- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu/assessment_principles_and_practice/judging_standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observation	Ongoing and first-hand observations of student learning, documented by the teacher (can be conducted both informally and formally).
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Videos or audio recordings	The recording of student achievement in physical and verbal activities such as role-plays, performances, speeches, play-based learning or debates.
Field-work and practical (authentic) tasks	The demonstration of learning through activities, such as virtual and actual fieldwork; community service programs, such as fundraising; creating models; and product design and development.
Tests or quizzes	These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, sustained written responses.
Written work	This includes short and extended written tasks. These may take the form of short responses, such as worksheets and sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts, such as narratives and journal entries. Students may also conduct inquiry tasks in which they must develop questions; gather, analyse and evaluate information; communicate on findings and reflect upon conclusions.
Graphic organisers	The demonstration of learning through making connections, showing relationships and concept mapping of student knowledge.
Visual representations	The demonstration of learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (e.g. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in practical performance, role-play, speeches, simulations, debates and structured discussions.
Conferences	Discussions or interviews with students that are conducted either face-to-face or via audio and video recordings.
Portfolios and work samples	Collections of student work that provide long-term documentation of student progress and achievement. Portfolios may be subject-area-specific or contain a range of work undertaken by students.
Self-assessments and evaluations, and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings.
Peer assessments	Individuals, peers or a group of peers provide evaluative feedback on performance or activity.

GENERAL CAPABILITIES

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Humanities and Social Sciences. The general capabilities are not assessed unless they are identified within the core content.

LITERACY

Across the Western Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

NUMERACY

Across the Western Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CAPABILITY

Across the Western Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

CRITICAL AND CREATIVE THINKING

Across the Western Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to reflect broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

PERSONAL AND SOCIAL CAPABILITY

Across the Western Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions; developing empathy for, and understanding of others; establishing positive relationships; making responsible decisions; working effectively in teams; and handling challenging situations constructively.

ETHICAL UNDERSTANDING

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

INTERCULTURAL UNDERSTANDING

Across the Western Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

CROSS-CURRICULUM PRIORITIES

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Humanities and Social Sciences. The cross-curriculum priorities are not assessed unless they are identified within the core content.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

The Humanities and Social Sciences provides opportunities for students to learn about the traditional and contemporary experiences of the Aboriginal and Torres Strait Islander People in a social, economic, political and legal context, and examine historical perspectives from their viewpoint. The priority also provides an opportunity to explore the relationships people have with place and their interconnection, and interactions, with the environment in which they live.

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Across the Western Australian Curriculum, this priority will ensure that students learn about and recognise diversity within and between the countries of the Asia region. Students develop knowledge and understanding of Asian societies, cultures, beliefs, and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Humanities and Social Sciences provides opportunities for students to learn about the past, present and future interconnections, and interdependence, between Australia and the Asia region, forged through political, economic, cultural and social ties. This priority also provides rich contexts for investigating interrelationships between places, environments and peoples.

SUSTAINABILITY

Across the Western Australian Curriculum, the sustainability priority allows students to develop the knowledge, skills, values and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Education for sustainability enables individuals and communities to reflect on ways of interpreting and engaging with the world. The sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The Humanities and Social Sciences provides opportunities for students to explore the human dependence on the environment and develops students' worldviews in relation to judgments about access to, and sustainable use of, the Earth's resources, as well as local and global equity and fairness across generations for the long-term wellbeing of our world. This priority also provides a rich context for understanding that sustaining a resilient democracy depends on the informed participation of its citizens in discussing and acting on local, national and global issues.

GLOSSARY

For the purposes of the Humanities and Social Sciences syllabus, the following definitions will apply:

absolute majority

Refers to the minimum number of votes required, which is more than half of all votes, that is, 50 per cent of the total vote plus one, to make a democratic decision by a group.

active citizenship

Refers to involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where citizens participate only minimally to meet their basic individual responsibilities including voting and paying taxes.

aerial photograph

Can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former is easier for young students to interpret.

allocation (of resources)

Refers to how scarce resources ('factors of production') are distributed among producers, and how scarce goods and services are apportioned among consumers.

ancient

As defined in the Australian Curriculum: History, the Ancient period covers history from the development of early human communities (from 60 000 BCE) to the end of late antiquity (around 650 CE).

artefacts

Something made or shaped by humans for their use, such as a stone tool, a metal sword or plastic toy.

attachment to place

People's emotional feelings about and identification with places, which can contribute to their personal wellbeing and sense of identity.

Australia's democracy

Is a system of government grounded in liberal democratic values and a belief in civic engagement. It includes a written constitution, a well-established representative parliamentary process based on the Westminster system and a constitutional monarch.

Australian Government

Refers to the federal or national government of Australia. Previously known as the Commonwealth Government, it was established by the Australian Constitution at the time of Federation.

BCE

An abbreviation of 'Before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'Before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year CE 1 immediately follows the year 1 BCE. See the glossary term for CE.

bicameral

The Australian Parliament is bicameral, which means there are two houses. The Senate; is which is also known as the upper house; and the House of Representatives, which is also known as the lower house.

biodiversity

The variety of living organisms and the ecosystems they form. Biodiversity has direct value as consumable or useful commodities, indirect value through the provision of ecosystem services, and intrinsic value independent of its utility to humans.

biome/s

A major terrestrial vegetation community; for example, a tropical forest, a temperate grassland or a desert. Similar biomes, but with different species of plants and animals, are found around the world in similar climatic zones.

burden of proof

The legal principle where a duty – or ‘burden’ – is placed on a party in a court action to prove or disprove disputed facts before the court will make a judgment. It is the threshold that a party seeking to prove a fact in court must reach in order to have that fact legally established; that is, to convince a decision-maker in a trial (judge; jury) that one’s version of the facts is true. (In general, the threshold or level is ‘beyond reasonable doubt’ in a criminal dispute and ‘on the balance of probabilities’ for civil disputes).

business/es

An organisation, enterprise or business engaged in the production and trade of goods and services, usually for profit.

business activity

All activity associated with the production and trade of goods and services by a business.

business environment

The contemporary events or trends that influence a business, industry or market.

capital

All equipment (machinery, buildings, infrastructure) used by human labour in the process of production, for example, a secretary uses a computer; a bricklayer uses a trowel; a farmer uses a plough.

cause and effect

The concept of cause and effect is used to examine the relationship between events or actions, where one event or action is the result of the other. In History, cause and effect is also used to identify chains of events and developments over time.

CE

An abbreviation of ‘Common Era’. It is the same dating system as the traditionally used AD, short for the Latin phrase Anno Domini, ‘the year of our Lord’. Historical dates after the birth of Christ are classified as CE. There is no year zero in this dating system, so the year CE 1 immediately follows the year 1 BCE. See the glossary term for BCE.

change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping students to understand what is happening around them and to see their world as dynamic. In History, change refers to aspects of life or of a society that have changed or developed over time. The causes of change, or the resistance to change, can be investigated, along with the nature and pace of change and the impact of change.

characteristics of places

The geographical characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape. Some characteristics are tangible, for example, rivers and buildings. Others are intangible, for example, scenic quality and socioeconomic status.

citizen/s

A person who holds citizenship of an entity, such as a country, and who is a member of a political community which grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's laws.

citizenship

A legal status granted by birth or naturalisation to citizens involving certain rights (e.g. protection; passport; voting) and responsibilities (e.g. obey the law; voting; defend country). A modern sense incorporates three components: civil (rights and responsibilities); political (participation and representation); and social (social virtues and community involvement). Citizenship is also understood as membership of social, political, national or community groups that carries with it rights and responsibilities, and duties and privileges, and is guided by social virtues and encourages active participation.

civics

The identifiable body of knowledge, skills and understandings relating to the organisation and working of society. It refers to a nation's political and social heritage, democratic processes, government, public administration and legal system.

civil Law

Deals with non-criminal matters. It allows an individual to bring actions against other members of the public.

climate

The average types of weather, including seasonal variations, experienced by a place over a long period of time. For example, some climates are hot and wet all year (Singapore), some have hot, wet summers and warm, dry winters (Darwin), and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.

climatic zones

Refers to areas of the Earth that have similar temperatures. The major zones are hot, temperate and polar and are roughly demarcated by lines of latitude. Within each zone there are different climates, because of the effects of the distribution of continents and oceans and the circulation patterns of the atmosphere and oceans. For example, Adelaide and Sydney are on almost the same line of latitude but, while Adelaide has a Mediterranean climate with very dry summers and moderately wet winters, Sydney has a temperate climate with wet summers and drier, but not dry, winters.

common law

A body of English law traditionally based on custom and court decisions. Also known as case law or precedent, it is law developed by judges through decisions of courts.

community

A group of people who have common characteristics, share similar interests or reside in the same place.

competitive advantage

An advantage that a business holds over others in its industry, sector or location. The advantage means that the business is able to sell more of a product, or operate at a lower cost, or better meet the needs of consumers. Competitive advantage usually implies that the business is more profitable than its competitors.

compulsory voting

A system in which electors are required by law to vote in both state and federal elections, by either attending a polling place on Election Day or voting by mail. If an eligible voter does not vote, they may be subject to fines or community service. It is compulsory for Australian citizens 18 years and over to enrol to vote.

connection/s

It is about the ways that people and places and other people and places are connected to each other through many different ways such as environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. These connections can be complex, reciprocal or interdependent, and have a strong influence on our perceptions and sense of connection to other people and places.

constitution

The fundamental principles on which a state or other organisation (such as a club) is governed. Usually this takes the form of a legal document setting out specific powers for the government or governing of that entity.

constitutional monarchy

A form of monarchy in which the monarch acts as a country's head of state within the guidelines of a constitution and the advice of an elected government, which constrain the monarch's powers.

consumer/s

A person or a group that is the final user of goods and services produced within an economy.

contestability

Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).

continuity

Aspects of the past that have remained the same over certain periods of time are referred to as continuities. See continuity and change

continuity and change

In History, continuity and change refer to aspects of life or of a society that have remained the same or aspects that have changed or developed over time. The causes of change, or the reasons why change has been resisted and things have remained the same, can be investigated, along with the nature and pace of change and the impact of change. Concepts such as progress and decline may be used to evaluate continuity and change in a time period.

conventions

Unwritten rules of political procedure based on traditional, established practices that are widely accepted. Australia's political system has adopted many of the unwritten conventions of the British Westminster system. Conventions may defy the constitution; for example, the procedure for the appointment of Australia's Governor-General.

cost–benefit analysis

The benefits and costs of a project or decision are determined and evaluated. The evaluation includes monetary and non-monetary effects.

Country/Place

A Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality. A Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

criminal Law

Criminal law is the body of law that relates to crime. It regulates the way people behave towards each other and includes the punishment of people who violate these laws.

culture

The customs, habits, beliefs, social organisation and ways of life that characterise different groups and communities.

custodial responsibility

The obligation that Aboriginal and Torres Strait Islander Peoples care for the Country/Place on which they live, even if they are not traditional owners of that Country/Place. Traditional owners have primary responsibility for Country/Place.

customary law

Acknowledged behaviour by individuals and groups who recognise the benefits of behaving in accordance with other people's expectations and customs. Here this refers to the customary law of Aboriginal and Torres Strait Islander Peoples; however, in Australia, customary law is subject to constitutional and common law.

demand

The amount of a good or service that consumers are willing and able to purchase at a particular point in time.

democracy

A system of government based on the people of an entity, that is, 'government by the people'; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system.

democratic values

Values that reflect a society's democratic way of life. Respect, equality, fairness and freedom are some examples of Australia's democratic values.

development

Economic, social and political changes that improve the wellbeing of people.

direct action

People participating in person and directly on issues they seek to change, within the bounds of the law.

division of powers

Refers to the vesting of powers within different levels of government. Under the Australian Constitution, the Commonwealth Government was vested with specific powers while the states retained general powers. In practice, the distribution of powers has become increasingly centralised over time.

economic development

A quantitative (output and value) and qualitative (wellbeing) improvement in the standard of living.

economic growth

The increase in the quantity of goods and services produced in an economy over a period of time; the increasing ability of society to satisfy the needs and wants of its people.

economic performance

The measure of how well an economy is performing is based on whether it is achieving its economic objectives. A range of economic indicators are used to enable an assessment to be made on the level of economic performance.

economic reasoning

Applying the principles of economics to understand the possible causes and effects of economic events and changes; that is, using economic and business ideas to explain and analyse economic and business events and issues.

economic system

The system that coordinates the production and distribution of goods and services.

economics

A social science (study of human behaviour) that studies the decisions made by individuals, households, businesses, governments and other groups about how scarce resources are allocated in attempting to satisfy unlimited needs and wants.

economy

All activities undertaken for the purpose of the production, distribution and consumption of goods and services in a region or country.

ecosystem services

Services provided by ecosystems that support life without requiring human action or payment, for example, climatic stability, hydrological regulation, nutrient cycling, pollination, biological pest control, soil formation and protection from ultraviolet radiation.

efficiency

Producing goods and services using the minimum amount of resources; obtaining the greatest amount of goods and services from limited resources; avoiding wastage of resources.

electors

Those who have the right to participate in an election and chose to do so.

empathy

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

empire

An empire exercises political, economic and cultural rule or control over other peoples and nations, such as the Roman Empire and the British Empire.

enterprise

Providing an impetus, such as good ideas, skills, organisation or vision to be successful.

entrepreneur

A person who sets out to build a successful business in a new field. An entrepreneur's methods are sometimes regarded as 'ground-breaking' and innovative.

environment/s

The term 'environment', where unqualified, means the living and non-living elements of the Earth's surface and atmosphere (i.e. the natural environment). It also includes human changes to the Earth's surface, for example, croplands, planted forests, buildings and roads (i.e. the built environment).

environmental functions

These are the functions of the environment that support human life and economic activity. The first of these functions is the production of raw materials from the natural resources of soil, water, forests, minerals and marine life (the Earth's 'source' function). The second is the safe absorption (through breakdown, recycling or storage) of the wastes and pollution produced by production and human life (the Earth's 'sink' function). The third is the provision of the environmental or ecosystem services that support life without requiring human action, for example, climatic stability, biodiversity, ecosystem integrity and protection from ultraviolet radiation (the Earth's 'service' function). The fourth is the intrinsic recreational, psychological, aesthetic and spiritual value of environments (the Earth's 'spiritual' function).

environmental quality

The characteristics of the local environment that affect human physical and mental health and quality of life, for example, the extent of air and water pollution, noise, access to open space, traffic volumes, and the visual effects of buildings and roads.

environmental resources

Environmental resources can be classified as renewable, non-renewable and continuous.

- Renewable environmental resources are those which are, or can be, renewed within a relatively short time, for example, water through the water cycle; and plants, animals and marine life through reproduction. However, overuse of a renewable resource can lead to its disappearance, as with the overexploitation of a fishery or the over-extraction of groundwater.
- Non-renewable environmental resources are those that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales.
- Continuous environmental resources are those, such as solar or wind energy, whose availability is unaffected by their use by humans.

environmental worldview

A person's view of the relationship between humans and nature. These range from human-centred, in which humans are separate from nature, and any environmental problems can be solved by technology, to earth-centred, in which humans are a part of and dependent on nature and have to work with nature.

equity

The perceived fairness of the way scarce resources are used and the way the benefits of production are distributed.

ethical protocols

Involves the application of fundamental ethical principles when undertaking research and collecting information from primary and secondary sources, for example, confidentiality, informed consent, citation and integrity of data.

evidence

Evidence is information and/or data collected to support a hypothesis, an argument or an explanation, or to prove or disprove a conclusion. In History, evidence is the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can also be used to help construct a historical narrative.

export industries

Industries which sell a service to customers who come from other places to obtain the service, as in tourism and the education of students from overseas. Both industries bring income into a place.

externality/ies

Cost or benefit associated with the production or consumption of goods and services that affects the wellbeing of third parties or society more generally.

features

The visible elements of a place or landscape, classified as natural (e.g. rivers, hills), managed (e.g. parks and farms) and constructed (e.g. roads and buildings). This term is used in early primary, but is later replaced by the term 'characteristics', which includes both the physical and human elements of a place.

federalism

A principle of government that defines the relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the governmental relationship and division of powers between the Australian Government and the states and territories.

fieldwork

Fieldwork is any activity involving the observation and recording of information outside the classroom. It could be within the school grounds, around neighbouring areas, or in more distant locations.

geographic diversity

In the Western Australian curriculum refers to a study of the diverse physical features (e.g. climate, vegetation, landforms, water bodies) and cultural or human features (e.g. demographics, landuse) of places.

geographic information system (GIS)

A geographic information system (GIS) is a system for storing, managing, analysing and portraying spatial data. It has been described as a combination of database management, cartography and statistical analysis.

geographical processes

The physical and human forces that work in combination to form and transform the world, for example, erosion, the water cycle, migration or urbanisation. Geographical processes can operate within and between places.

geomorphic hazard

Geomorphic hazards are those originating from the lithosphere, including volcanic eruptions, earthquakes, tsunamis and mass movement (landslides or avalanches).

geomorphic landscape

A geomorphic landscape is an area defined by a distinctive set of landforms produced by a distinctive set of geomorphic processes, for example, a riverine, arid or coastal landscape.

global citizens

Those who understand their rights and responsibilities at a global level; that is, a personal identity which transcends geographical and political borders, with responsibilities and rights that are derived from being human. However, these rights and responsibilities do not have the legal authority or sanctions that those conferred by a nation have.

goods

Tangible items that satisfy needs and wants – they can be seen and touched.

governance

The process and rules by which decisions are made and implemented within entities, such as national and state governments, corporations and other organisations.

government

A body of people who have the authority to control or govern a community, state or country.

governor-General

The representative of the monarch in the Australian jurisdiction according to the Australian Constitution and so is head of state. Although the constitution grants the governor-general a wide range of powers, in practice the conventions of the Westminster system are followed so the governor-general acts, with rare exceptions, only on the advice of the prime minister and government.

gross domestic product

The total value of all goods and services produced in a country in a period of time.

hazards

When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

human development index

Is a tool developed by the United Nations to measure and rank countries' levels of social and economic development based on four criteria: Life expectancy at birth, mean years of schooling, expected years of schooling and gross national income per capita.

human rights

The rights that come from being human. That is, the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty; freedom of thought and expression; and equality before the law.

human wellbeing

The quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.

hypotheses

An idea or explanation, formulated on limited evidence, that can be used as a starting point for an investigation.

identity

A person's conception and expression of their individuality or association with a group. In this curriculum, identity refers to a person's sense of belonging to a culture or to a state or nation, a region or at a global level. It is a feeling one shares with a group of people, regardless of one's citizenship status.

imperialism

Imperialism is the process whereby rule or control is established and maintained over other peoples and nations.

independent representative

An individual member of parliament (also known as an independent), who does not belong to any political party.

industrialism

A period in history defined by the introduction of machinery to produce large quantities of goods using fuel-based technology. Industrialisation involves a division of labour and the development of factories and cities.

innovation

Generally refers to changing or creating more effective processes, products and ideas, and can increase the likelihood of a business succeeding. Businesses that innovate create more efficient work processes and have better productivity and performance. For businesses, this could mean implementing new ideas, creating dynamic products or improving your existing services. Innovation can be a catalyst for the growth and success of your business, and help you adapt and grow in the marketplace.

inquiry process

The process of gathering information from primary and/or secondary sources for an investigation. Inquiry methodologies include the skills needed to formulate questions; initiate, plan and implement an inquiry; locate, collect and analyse sources; and use evidence to develop an informed explanation or argument.

interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes; the movement of people; flows of trade and investment; the purchase of goods and services; cultural influences; the exchange of ideas and information; political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps students to see the various aspects of geography as connected rather than separate bodies of knowledge.

interdependence

The joint dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other. In modern economies, people tend to specialise in the production of a good or service, and trade that item for another which they could not provide or produce for themselves.

internal migration

The movement of people from living in one defined area to living in another within a country, for example, movement from cities to non-metropolitan coastal locations, or between states and territories.

inter-regional transfer of water

The transfer of water from one river basin to another, for example, the transfer of water from the Snowy River to the Murray and Murrumbidgee rivers in the Snowy Mountains Scheme.

interpretation/s

In History, an interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

justice

The quality of being just. The concept of justice is based upon many differing viewpoints but ultimately states that people and society should behave in a way that is fair, equal and balanced for all.

just-in-time inventory systems

Refers to only producing products in response to specific customer orders.

KWL chart

A graphic organiser that is typically divided into three columns, which are titled: know, want and learn. The letters KWL are an acronym for what the students already know, want to know and what they have learned.

land and water degradation

Degradation of the health of land and water resources through human actions in ways that threaten their ability to maintain their environmental functions. Degradation includes salinity, accelerated soil erosion, soil fertility decline, soil acidification, the spread of weeds, loss of biodiversity and habitats, and water pollution.

landform/s

The individual surface features of the Earth identified by their shape, for example, dunes, plateaus, canyons, beaches, plains, hills, rivers and valleys.

landscape/s

A landscape is the visible appearance of an area, created by a combination of geological, geomorphic, biological and cultural layers that have evolved over time, and as perceived, portrayed and valued by people. A geomorphic landscape is a landscape without the biological and cultural layers.

language group

Language groups differentiate indigenous Australian tribes. Language is not just about communication but also defines land boundaries, kinship and law. Before colonisation, there were thought to be more than 250 Indigenous languages.

law/s

Refers to the system of rules which a particular country or community recognises as regulating the actions of its members and which it may enforce by the imposition of penalties and sanctions.

legal system

The set of laws of a particular country and the way in which they are interpreted and enforced.

liberal democracy

An approach to political arrangements that takes the view that the ideal political system should combine majority rule by the people with the protection of the political, legal and social rights of individuals and minority groups.

liveability

An assessment of what a place is like to live in, using particular criteria, for example, environmental quality; crime and safety; education and health provision; access to shops and services; recreational facilities and cultural activities.

living standards

The amount of wealth, comfort, material goods and necessities that a particular individual, society or country has.

local

The local area is defined as the area around the student's home or school that can be explored in a few hours. The local level of scale refers to all areas of similar size.

mandate

A political doctrine that derives its meaning from political philosophy, political behaviour and political morality, not from constitutions or other laws. It concerns the authorisation to act in a particular way on a public issue given by the electorate to its representative or government.

market/s

The organised exchange of goods, services or resources between buyers and sellers.

market economy

The system that coordinates the production and distribution of goods and services using markets.

media

Refers to the forms of communication between a source and receivers including television, radio, print media, digital and the internet as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people. Media are key players in democracies where citizens need to be informed, influenced and open to a diversity of views.

medieval

Is a term used to describe the period of history between the end of the Roman Empire in the west, in the fifth century CE, to the end of the Renaissance, around 1500 CE.

modern

As defined in the Western Australian Curriculum: History, the 'modern' period covers history from the beginning of the Industrial Revolution around 1750 CE to the present.

monarchy

A form of government in which the supreme authority is actually or nominally ruled by monarch, such as a king or a queen. The monarch usually holds the power by birth right and not merit. Australia is a constitutional monarchy, where the monarch's power is limited by a constitution.

Multicultural

Refers to the preservation of different cultures or cultural identities within a unified society, such as a state or nation.

multi-faith

Refers to a society characterised by support for or free activity of religions, within the bounds of the law.

narrative

In History, a narrative is a way of making sense of the past, based on a selection of events. There are different types of narrative, such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the World War II).

nationalism

Nationalism is the feeling of belonging to a people, a place and a common culture. When a nation becomes the primary loyalty, it gives rise to movements of national independence.

natural vegetation

The vegetation that has evolved in an area over time.

needs

A good or service that consumers consider necessary to maintain their standard of living.

net primary productivity (NPP)

Plant biomass gain measured in tonnes of carbon per hectare per year, as a product of the energy gained through photosynthesis minus the energy lost through respiration. It is an indicator of the natural agricultural productivity of an area, based on its climate.

non-government organisation (NGO)

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs operate independently of government mostly, but when funded by government still maintain their independence.

not-for-profit business

A business that uses surplus funds to achieve its goals rather than distribute these funds to the owners. These often exist in the form of charities, service organisations and clubs.

nutrient cycles

The recycling of plant nutrients like phosphorus and nitrogen, whether by natural means or human intervention.

offshoring

Business processes that were originally performed in-house now moved overseas.

opinion polls

Is an assessment of public opinion by questioning a representative sample, especially as the basis for forecasting the results of voting.

opportunity cost

What you have to forgo if you choose to do A rather than B; the value of the next best alternative that is foregone whenever a choice is made.

oral histories

A person's spoken recollections of the past, recorded through an audio or video interview.

outline map

A map which only provides very basic information so that more detail can be added, for example, a map showing the borders of a country.

outsourcing (outsource labour)

Any task that could be performed by employees within an organisation being contracted out to a third party.

overview

In history an overview provides a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, developments and broad patterns of historical change. An overview provides a context for a depth study.

parliament

A system of government in which power is in the hands of the people, who exercise that power through elected representatives in parliament. This is based on the idea that parliament has supreme or sovereign power.

participation/participate

The way in which individuals as good citizens take part in and make a contribution to society.

pattern

A regularity in data portrayed in graphs or maps, for example, the decline in population density or rainfall in Australia with increasing distance from the coast.

perspective/s

A person's perspective is their point of view; the position from which they see and understand the world and events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past. In Geography, perspective also refers to the view presented in a photograph or map, for example an aerial view in a photograph and an oblique view in a sketch map can be used to represent different perspectives of the same landscape.

place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features, such as the centre of a large city. They are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are sites of biodiversity; locations for economic activity; centres of decision-making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction, sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events. Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places. The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

political party

An organisation that represents a group of people with similar political philosophies or ideas. The aim of a political party is to get its members elected to Parliament so that it can hold political power and their ideas can influence the way Australia is governed.

precedent

A precedent is a principle established in a previous legal case that is either binding on or persuasive for a court or other tribunal when deciding subsequent cases with similar issues or facts.

presumption of innocence

The presumption of innocence imposes on the prosecution the burden of proving the charge and guarantees that no guilt can be presumed until the charge has been proved beyond reasonable doubt.

preferential voting

A system of voting to rank candidates in order of preference. It is necessary for the winning candidate to achieve an absolute majority (50 per cent of the total vote plus one). If no candidate achieves an absolute majority, the candidate with the fewest number of first preferences is excluded from the count, and his or her votes are distributed among the remaining candidates according to second preferences. This process is continued until one candidate achieves an absolute majority. It is the dominant form of voting in Australian politics (as compared with simple majority systems of voting).

prevention, mitigation and preparedness

Prevention and mitigation are actions taken in advance to decrease or eliminate the impact of a hazardous event on people, communities and the environment, by actions including, for example, lessening the hazard and reducing the vulnerability of a community. Preparedness refers to actions taken to create and maintain the capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.

primary sources

In History, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after it. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, first-hand accounts are analysed by the historian to answer questions about the past. A primary source can also be unprocessed, original materials collected by the students, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.

producers

Individuals and businesses involved in the production of goods and services.

productivity

In Economics this refers to the efficiency with which an economy employs resources to produce goods and services.

In Geography it includes the amount and rate of production which occurs in an ecosystem.

proportional representation

The representation of parties, groups or individuals in a legislature in proportion to the number of votes they receive in an election. In Australia proportional representation describes the way candidates are elected in multi-member electorates, such as the Senate.

quality of life index

Is a method used to measure the quality of life in a country and is based upon the average of three statistics: basic literacy rate, infant mortality and life expectancy.

quantitative

Information or data that is capable of being measured and expressed in numerical terms, for example the numbers of women who arrived on the First Fleet, crime rates for local government areas.

referendum

The principle or practice of referring measures proposed or passed by a legislative body to the vote of the electorate for approval or rejection. In Australia, a referendum is a vote of the Australian electors on a proposed change to the Constitution by the Commonwealth Parliament that must be approved by a majority of the aggregate of all voters from each state and territory, and also by a majority of voters in a majority (four) of the six states.

region

A region is an area in which the various parts have something in common that distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheat belt of Western; Australia, or larger than a nation, for example, Southeast Asia, or a climatic zone. The latter are called 'world regions' in the curriculum.

regulation/s

A principle, rule or law that is designed to control or govern an activity, organisation or system.

relative location

Location relative to other places, for example, the distance of a town from other towns. Relative location has a stronger influence on the human characteristics of places than absolute location, as demonstrated by the advantages of closeness to suppliers, finance, information and markets for businesses, and to education and employment opportunities for individuals.

remote Places

Refers to places that are distant from major population and economic centres.

representation

Geographical information given in a visual form, for example, a graph, map, image, field sketch or a multilayered map.

representative democracy

A system of government in which electors choose representatives to a parliament to make laws on their behalf.

resource allocation

Limited resources are assigned (allocated) to produce goods and services to meet a society's needs and wants.

resource/s

The term resource has different meanings and implications based on the context and time. A resource can be both natural and made items that we value and use to produce goods and services that satisfy needs and wants. Resources can be classified as renewable (rainwater), recyclable (forests, fish) and non-renewable (fossil fuels).

The four economic resources (factors of production) are land, labour, capital and enterprise. Production usually requires the combination of resources. See environmental resources in this glossary.

revenue

The total amount of money a company, organisation or government receives or collects.

rights and responsibilities

In Civics and Citizenship refers to the entitlements and obligations that are associated with citizenship. Rights and responsibilities are a cornerstone of modern democracies. While there are many rights a citizen may enjoy (freedom of speech, the right to vote) there are also responsibilities of citizenship (to vote in elections, pay taxes, perform jury service).

rule of law

The legal principle that decisions by government are made according to established principles and that all citizens are subject to the law and equal before the law. Embedded within the rule of law is the idea that people accept and follow, but also change as needed, laws as agreed by the political process and upheld by independent courts.

rules

Guidelines for behaviour; they are a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school rules; rules of cricket. Rules are usually developed and set by people who have power and authority to create and enforce them.

satellite image

Digital images captured by satellites above the Earth's surface, for example, those combined in Google Earth. They can be processed to measure specific aspects of the land surface, for example, areas of water or cropland.

scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales, for example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important. Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes, for example, the effects of local actions, such as permanent vegetation removal, on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies. Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.

scarcity

The economic problem of having unlimited needs and wants, but limited resources that can be used to achieve them.

secondary sources

Secondary sources are materials that have been collected, processed, interpreted and published by others, for example, census data, documentaries, newspaper articles, textbooks and images; or information in a published report, or from a website. In History, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation.

secular

Relating to the worldly rather than religion; things that are not regarded as religious, spiritual, or sacred. For example, a secular society is one governed by people's laws through parliament rather than by religious laws.

secret ballot

Is a voting method in which a voter's choices in an election or a referendum are anonymous. On Election Day in Australia voters are provided with a private polling booth to complete their ballot paper to ensure the secrecy of their vote.

separation of powers

The acknowledged division between the executive, legislature (parliament) and judiciary. These separations act as checks and balances on each other to prevent excessive concentration of power in one group.

services

An action that is provided by one person or business to another in order to satisfy a want (e.g. doctor's appointment, car repair).

settlement

Any type of place where people live on a permanent basis. Two major categories of settlements are rural and urban. Rural settlements are those where people are often involved in primary industries and located in country areas. Urban settlements are those where people mainly work in secondary and tertiary industries.

settlement pattern

The spatial distribution of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial patterns around larger settlements.

significance

Significance is the importance that is assigned to an issue or site, or a particular aspect of the past, for example an event, or the contribution of an individual. Deciding on significance involves making judgements that depend on perspective and purpose. Significance may vary over time and from group to group. What was seen as significant in the past may not be considered important today, and what is significant for one group today may not have been significant for other groups.

social cohesion

The ability of a society's members to cooperate in the community, often demonstrated through common values, beliefs or behaviours. Social cohesion allows individuals to see themselves as part of a greater whole and creates a sense of belonging.

social justice

The concept that all people have the right to fair treatment and equal access to the benefits of society.

source

Any written or non-written materials that can be used to investigate the past or to provide information or data, for example coins, photographs, newspapers, letters, surveys, buildings, field observations, or documentaries. A source becomes 'evidence' if it is of value to a particular inquiry. Sources can be either primary or secondary.

space

The concept of space includes location, spatial distribution and the organisation of space.

- Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.
- Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.
- The organisation of space concerns how it is perceived, structured, organised and managed by people, and how this creates particular types of spaces. Early primary school students can investigate how the space within their classroom and their school grounds is organised for different purposes. Older students can investigate how urban planning organises the environment, creates commercial, industrial, residential and green spaces, and manages the flows of goods and people between spaces.

spatial association

Similarity in the spatial distributions of two or more phenomena. A spatial association suggests that there may be a relationship between the phenomena, which can then be explained through the operation of atmospheric, hydrologic, geomorphic, biological, socioeconomic or political processes.

spatial distribution

The arrangement of particular phenomena or activities across the surface of the Earth.

spatial technologies

Any software or hardware that interacts with real world locations. The use of spatial technologies forms the basis systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

spatial variations

The difference or variation (in terms of population, population density, GDP, life expectancy) over an area of the Earth's surface.

specialisation

A method of production where a business or area focuses on the production of a limited scope of products or services in order to gain greater degrees of productive efficiency within the entire system of businesses or areas.

statute (statutory law)

Written law (initially in the form of a Bill) that has been passed through all stages by Parliament, has received the monarch's (or monarch's representative such as Governor-General or Governor) assent and has been proclaimed.

stewardship

One of the many world views that informs ways of achieving sustainability. When applied to the environment, stewardship is an ethical position that supports the careful management of environmental resources for the benefit of present and future generations. Stewards do not own resources; they only manage them.

supply

The amount of goods and services that are available; the amount of goods that producers are willing to offer for sale.

supply chain

A sequence of processes, that includes a network of organisations, people and activities, involved in the production and distribution of a good or service. The supply chain transforms resources and raw materials into a finished product for the consumer.

sustainable

Allows for the continued use of the environment in such a way as not to harm it or to reduce its ability to provide for future generations.

sustainable development

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development values resources for their future, as well as current, uses.

sustainability/sustainably

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. Sustainability is both a goal and a way of thinking about how to progress towards that goal. Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).

sustainability index

It is about measuring our stocks of social and human, natural and economic 'capital' and ensuring that the resources inherited by future generations allow for the same (or greater) levels of wellbeing as enjoyed by Australians today.

system

A group of interacting objects, materials or processes that form an integrated whole. Biophysical systems include humans and their activities and impacts.

thematic map

Thematic maps portray a specific type of information, for example, rainfall, transport routes, climatic zones or population distribution.

three levels of government

Australia has three levels of government. The three levels are:

- federal (or national) Parliament, in Canberra
- state/territory parliaments, in each state/territory capital city
- local councils (also called shires or municipalities), across the nation.

topographic map

A detailed, large-scale map of part of the Earth's surface which illustrates the shape of the land and selected natural and human features from the surrounding environment.

trade

The activity of buying, selling or exchanging goods and/or services between people and/or countries.

trade-off

A sacrifice that must be made when choosing how to use resources. The preferred (next best) alternative is known as the opportunity cost.

trends

A trend is a pattern in change over time in a set of data, or a development or a change which is evident in a time period, for example the change from monarchy to democracy.

urban

Areas which have a high concentration of buildings and infrastructure. Predominantly towns and cities.

urban concentration

The percentage of the urban population of a country or region living in the largest cities.

urbanisation

The process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.

volunteer

Someone who willingly works or performs a service, for the benefit of others, without financial payment.

voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

wants

A good or service that is desired in order to provide satisfaction to the user, but which is not necessary for survival or to meet the basic standard of living in a community.

weather

The conditions of the atmosphere at a particular place and time.

wellbeing

An overall measure of quality of life for individuals and society.

Westminster system

The process of parliamentary government that evolved in England based on a government from the democratically elected lower house; a mainly ceremonial sovereign/head of state; a head of government who commands a majority in the lower house parliament; an executive/cabinet composed of members of parliament; an independent civil service and the rule of law.

work (paid and unpaid)

The labour, task or duty that is a means of livelihood. Work may be paid, in that the worker receives money. Unpaid work is labour done without the worker receiving payment.

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding							
Civics and Citizenship				<p>Communities Communities make decisions in different ways and voting is a way that groups make decisions democratically</p> <p>Who makes rules, why rules are important and the consequences of rules not being followed</p> <p>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community</p>	<p>Government and society The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management)</p> <p>The differences between ‘rules’ and ‘laws’</p> <p>The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society’s values)</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p>	<p>Roles, responsibilities and participation The key values that underpin Australia’s democracy, including freedom, equality, fairness and justice</p> <p>The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate’s interests, participating in the parliamentary process) in Australia’s democracy</p> <p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</p> <p>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</p>	<p>Australia’s system of government and citizenship The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia’s federal system</p> <p>How laws are initiated and passed through the Federal parliament</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civics and Citizenship						<p>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)</p> <p>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)</p>	
Economics and Business						<p>Wants, resources and choices The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations</p> <p>Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle)</p>	<p>Trade-offs and impacts of consumer and financial decisions Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)</p> <p>Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle)</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Economics and Business						<p>The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use</p> <p>Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)</p>	<p>The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste)</p> <p>Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue</p>
Geography	<p>People live in places The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p>The representation of familiar places, such as schools, parks and lakes on a pictorial map</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p>	<p>Places have distinctive features The location of the equator and the northern and southern hemispheres, including the poles</p> <p>The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for</p>	<p>People are connected to many places The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia</p> <p>Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place</p>	<p>Places are both similar and different The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rain forests, the Great Dividing Range, the Great Barrier Reef)</p>	<p>The Earth's environment sustains all life The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>The importance of environments to animals and people, and different views on how they can be protected</p>	<p>Factors that shape the environmental characteristics of places The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia</p>	<p>A diverse and connected world The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	<p>The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance</p>	<p>How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them</p> <p>The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features</p>	<p>The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)</p> <p>The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places</p>	<p>Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics</p> <p>The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places</p> <p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places</p>	<p>Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation</p> <p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably</p>	<p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p> <p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond</p>	<p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia</p> <p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	<p>Personal and family histories Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees</p> <p>The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common</p> <p>How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)</p> <p>How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them</p>	<p>Present and past family life Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time (e.g. ‘a long time ago’; ‘then and now’; ‘now and then’; ‘old and new’; ‘tomorrow’) as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)</p> <p>The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed</p>	<p>The past in the present The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p>	<p>Community and remembrance One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)</p> <p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems</p>	<p>First contacts The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late eighteenth century (e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p>	<p>The Australian Colonies The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)</p> <p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)</p> <p>The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by ‘what if ...?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)</p>	<p>Australia as a nation Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History				The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)	The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)	The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)	

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1-2	Year 3-4	Year 5-6
Humanities and Social Sciences skills				
Questioning and researching	<p>Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)</p> <p>Pose and respond to questions about the familiar</p> <p>Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)</p> <p>Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)</p>	<p>Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Pose questions about the familiar and unfamiliar</p> <p>Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p>	<p>Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</p> <p>Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)</p>	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>
Analysing	<p>Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)</p> <p>Explore points of view (e.g. understand that their point of view may differ from others)</p> <p>Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)</p>	<p>Identify relevant information</p> <p>Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p> <p>Explore points of view (e.g. understand that stories can be told from different perspectives)</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p>	<p>Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</p> <p>Translate collected information and/or data in to different formats (e.g. create a timeline, change data into a table and/or graph)</p>	<p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>

HUMANITIES AND SOCIAL SCIENCES – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1-2	Year 3-4	Year 5-6
Evaluating	<p>Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)</p>	<p>Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p>	<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</p> <p>Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)</p>	<p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>
Communicating and reflecting	<p>Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p> <p>Develop texts (e.g. retell, describe personal stories)</p> <p>Reflect on learning (e.g. drawings, discussions)</p>	<p>Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Develop texts, including narratives, that describes an event or place</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p> <p>Develop texts, including narratives and biographies, that use researched facts, events and experiences</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)</p>	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Knowledge and understanding				
Civics and Citizenship	<p>Designing our political and legal system The purpose and value of the Australian Constitution</p> <p>The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</p> <p>The division of powers between state/territory and federal levels of government in Australia</p> <p>The different roles of the House of Representatives and the Senate in Australia's bicameral parliament</p> <p>The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999</p> <p>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation</p> <p>How citizens participate in providing justice through their roles as witnesses and jurors</p>	<p>Democracy and law in action 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>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>How laws are made in Australia through parliaments (statutory law)</p> <p>How laws are made in Australia through the courts (common law)</p> <p>The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law</p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian</p>	<p>Our democratic rights The role of political parties, and independent representatives in Australia's system of government, including the formation of governments</p> <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>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>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>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>Justice at home and overseas The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia</p> <p>Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations such as the United Nations)</p> <p>The role of the High Court, including interpreting the Constitution</p> <p>The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples)</p> <p>The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness</p> <p>The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Economics and Business	<p>Producing and consuming How consumers rely on businesses to meet their needs and wants</p> <p>How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)</p> <p>Why businesses might set a certain price for a product and how they might adjust the price according to demand</p> <p>Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)</p> <p>Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness)</p> <p>Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)</p> <p>How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)</p> <p>The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings)</p>	<p>Participation and influences in the market place 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>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>The rights and responsibilities of consumers and businesses in Australia</p> <p>Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia</p> <p>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)</p>	<p>Australia and the global economy The role of the key participants in the Australian economy, such as consumers, producers, workers and the government</p> <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>Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types</p> <p>The ways consumers can protect themselves from risks, such as debt, scams and identity theft</p> <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 way the work environment is changing in contemporary Australia and the implication for current and future work</p>	<p>Economic performance and living standards Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing</p> <p>The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt)</p> <p>The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)</p> <p>The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation)</p> <p>Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions</p> <p>The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems)</p> <p>Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share)</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Geography	<p>Water in the world The classification of environmental resources (renewable and non-renewable)</p> <p>The quantity and variability of Australia’s water resources compared with those in other continents</p> <p>Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa</p> <p>Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>The influence of accessibility to services and facilities on the liveability of places</p> <p>The influence of environmental quality on the liveability of places</p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe</p>	<p>Landforms and landscapes 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>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>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, mitigation and preparedness minimises the harmful effects of geomorphic hazards</p> <p>Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region</p> <p>The reasons for, and effects of, internal migration in Australia</p> <p>The reasons for, and effects of, international migration in Australia</p>	<p>Biomes and food security 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>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>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> <p>Geographies of interconnections 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>Environmental change and management The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)</p> <p>The environmental worldviews of people and their implications for environmental management</p> <p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> • land • inland water • coast • marine • urban <p>The causes and likely consequences of the environmental change being investigated</p> <p>The strategies to manage the environmental change being investigated</p> <p>The application of environmental, economic and social criteria in evaluating management responses to the change being investigated</p> <p>Geographies of human wellbeing The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Geography			<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>The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands</p> <p>The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries</p>
History	<p>The ancient world (Egypt, Greece, Rome, India, China) Overview: The location of the ancient civilisations</p> <p>The timeframe of the ancient civilisations</p> <p>Depth study 1: Investigating the ancient past How historians and archaeologists investigate history, including excavation and archival research</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</p> <p>Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China) The physical features and how they influenced the civilisation that developed there</p> <p>Roles of key groups in the ancient society, and the influence of law and religion</p>	<p>The ancient to the modern world Overview: Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</p> <p>Depth study 1: Investigating medieval Europe (c.590–c.1500) 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>Continuity and change in society in one of the 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>The making of the modern world Overview: The important features of the modern period (1750–1918)</p> <p>Depth study 1: Investigating the Industrial Revolution (1750–1914) 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>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 communication</p>	<p>The modern world and Australia Overview: The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression</p> <p>Depth study 1: Investigating World War II (1939–45) The causes and course of World War II</p> <p>The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore</p> <p>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship)</p> <p>An examination of significant events of World War II, including the Holocaust and use of the atomic bomb</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
History	<p>The significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs</p> <p>The role of a significant individual in the ancient society's history</p>	<p>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 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>Depth study 2: Investigating World War I (1914–1918)</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>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>The commemoration of World War I, including debates about the nature and significance of the ANZAC legend</p>	<p>Depth study 2: Investigating rights and freedoms (1945–the present)</p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration</p> <p>The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations</p> <p>The US civil rights movement and its influence on Australia</p> <p>The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generation); the Apology</p> <p>Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7-8	Year 9-10
Humanities and Social Sciences skills		
Questioning and researching	<p>Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives</p> <p>Construct a range of questions, propositions and/or hypotheses</p> <p>Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p>Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)</p> <p>Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia)</p> <p>Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people’s information)</p>	<p>Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others</p> <p>Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives</p> <p>Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation</p> <p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies</p> <p>Identify the origin, purpose and context of primary sources and/or secondary sources</p> <p>Use appropriate ethical protocols, including specific formats for acknowledging other people’s information and understand that these formats vary between organisations</p>
Analysing	<p>Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question</p> <p>Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</p> <p>Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</p> <p>Translate information and/or data from one format to another (e.g. from a table to a graph)</p> <p>Apply subject-specific skills and concepts in familiar and new situations</p>	<p>Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources</p> <p>Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)</p> <p>Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)</p> <p>Analyse the ‘big picture’ (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)</p> <p>Apply subject-specific skills and concepts in familiar, new and hypothetical situations</p>
Evaluating	<p>Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships</p>	<p>Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena</p> <p>Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes</p>

HUMANITIES AND SOCIAL SCIENCES – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7-8	Year 9-10
Communicating and reflecting	<p>Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)</p> <p>Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources</p> <p>Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena</p>	<p>Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate</p> <p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p> <p>Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts</p> <p>Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)</p> <p>Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action</p> <p>Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)</p>



PRE-PRIMARY HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Pre-primary, Humanities and Social Sciences consists of Geography and History.

Students have the opportunity to pose and respond to ‘who’, ‘what’, ‘when’, ‘where’ and ‘why’ questions. They collect, sort, represent and record information into simple categories. Students explore, play and investigate, and communicate their understandings through activities such as writing, painting, constructions or role-plays.

Students gain a sense of location and learn about the globe, as a representation of the Earth, on which places can be located. There is a focus on developing students’ curiosity of their personal world, with connections made between the early childhood setting and the local community. In the context of developing a sense of identity and belonging, students investigate the features of familiar places, why and how places are cared for, and explore what makes a place special.

Students engage in stories of the past, particularly in the context of themselves and family. This may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories of the past can be told. In the early years, students have the opportunity to explore their heritage, background and traditions.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. *The Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

CONTENT DESCRIPTIONS

Knowledge and understanding

Geography

People live in places

- The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHASSK014)
N
- The representation of familiar places, such as schools, parks and lakes on a pictorial map (ACHASSK014)
N
- The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHASSK015)
CCT, IU
- The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance (ACHASSK016) (ACHASSK017)
CCT, PSC, IU

History

Personal and family histories

- Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHASSK011)
CCT, PSC
- The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011)
CCT, PSC, IU
- How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHASSK012)
CCT, PSC, IU

Humanities and Social Sciences skills

Questioning and researching

- Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)
L, CCT
- Pose and respond to questions about the familiar
L, CCT
- Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)
L, ICT, CCT
- Sort and record information and/or data in to simple categories (e.g. use graphic organisers, drawings)
L, N, CCT

Analysing

- Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)
L, N, CCT
- Explore points of view (e.g. understand that their point of view may differ from others)
L, CCT, PSC, IU
- Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)
L, ICT, CCT

Evaluating

- Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)
L, CCT, PSC
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)
L, CCT, PSC IU

Communicating and reflecting

- Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)
L, CCT, PSC

- How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHASSK013)
ICT, CCT, PSC, IU
- Develop texts (e.g. retell, describe personal stories)
L, CCT
- Reflect on learning (e.g. drawings, discussions)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.



YEAR 1 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 1, Humanities and Social Sciences consists of Geography and History.

Students have the opportunity to investigate different ways of collecting information and/or data through sources such as books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.

In the early years, students have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for and consider who should provide this care. Their understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.

The concept of continuity and change is extended through exploring how family life has changed or remained the same over time, and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

CONTENT DESCRIPTIONS

Knowledge and understanding

Geography

Places have distinctive features

- The location of the equator and the northern and southern hemispheres, including the poles (ACHASSK031)
N
- The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHASSK031)
N, CCT
- How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHASSK032)
N, CCT, IU
- The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHASSK033)
CCT

History

Present and past family life

- Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHASSK028)
CCT, PSC, IU
- How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons) (ACHASSK029)
N, CCT, PSC, IU
- The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHASSK030)
CCT, PSC, IU

Humanities and Social Sciences skills

Questioning and researching

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
L, CCT
- Pose questions about the familiar and unfamiliar
L, CCT
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
L, ICT, CCT
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)
L, N, CCT

Analysing

- Identify relevant information
L, CCT
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
L, N, CCT
- Explore points of view (e.g. understand that stories can be told from different perspectives)
L, CCT, PSC, IU
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)
L, N, ICT, CCT

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
L, CCT, PSC
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)
L, CCT, PSC, IU

Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
L, ICT, CCT, PSC
- Develop texts, including narratives, that describes an event or place
L, CCT
- Reflect on learning and respond to findings (e.g. discussing what they have learned)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Students describe how spaces are used in their local community. They categorise the natural, managed and constructed features of places. Students describe how the features of places can be cared for and changed over time. They describe the weather and seasons for selected places, and locate the equator and the northern and southern hemispheres. Students describe how families have changed or remained the same over time. They describe how daily lives change over generations, and consider the personal significance of events in the present, past and future.



YEAR 2 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 2, Humanities and Social Sciences consists of Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

The concepts of place, space and interconnection are expanded through exploring the links with people and places, both locally and globally. The concept of scale is introduced as students explore the hierarchy of scale. They further develop a mental map of the world and of where they are located in relation to other places.

Students are given the opportunity to develop their historical understanding through the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of their local area and why the past is important to the local community, and therefore worthy of preservation.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

CONTENT DESCRIPTIONS

Knowledge and understanding

Geography

People are connected to many places

- The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia (ACHASSK047)
N
- Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) (ACHASSK048)
N, CCT
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place (ACHASSK049)
CCT, IU
- The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters) (ACHASSK050)
CCT, IU
- The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places (ACHASSK051)
N, CCT

History

The past in the present

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
CCT, IU
- The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHASSK045)
CCT, IU

Humanities and Social Sciences skills

Questioning and researching

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
L, CCT
- Pose questions about the familiar and unfamiliar
L, CCT
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
L, ICT, CCT
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)
L, N, CCT

Analysing

- Identify relevant information
L, CCT
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
L, N, CCT
- Explore points of view (e.g. understand that stories can be told from different perspectives)
L, CCT, PSC, IU
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)
L, N, ICT, CCT

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
L, CCT, PSC
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)
L, CCT, PSC, IU

- The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHASSK046)
CCT, PSC, IU

Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
L, ICT, CCT, PSC
- Develop texts, including narratives, that describes an event or place
L, CCT
- Reflect on learning and respond to findings (e.g. discussing what they have learned)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Students locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people's connections with others in different places. Students identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people's lives.



YEAR 3 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Economics and Business does not commence until Year 5. The Year 3 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as simple transactions and financial literacy.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Communities

- Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSKO70)
CCT, PSC, EU, IU
- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSKO71)
CCT, PSC, EU
- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSKO72)
CCT, PSC, EU

Geography

Places are both similar and different

- The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) (ACHASSKO66)
L
- Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories (ACHASSKO66)
IU
- The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics (ACHASSKO67)
IU
- The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places (ACHASSKO68)
CCT

Humanities and Social Sciences skills

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart)
L, CCT
- Develop a range of focus questions to investigate
L, CCT
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)
L, ICT, CCT
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
L, N, CCT
- Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)
L, PSC, EU

Analysing

- Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)
L, CCT
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)
L, N, CCT
- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
L, CCT, PSC, IU
- Translate collected information and/or data in to different formats (e.g. create a timeline, change data into a table and/or graph)
L, N, ICT, CCT

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in

- The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places (ACHASSKO69)
CCT, PSC, IU

History

Community and remembrance

- **One** important example of change and **one** important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSKO62)
L
- The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community (ACHASSKO63)
CCT, PSC, IU
- The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSKO64)
CCT, IU,
- The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) (ACHASSKO65)
PSC, IU

texts, tables, graphs and maps (e.g. show similarities and differences)
L, CCT, PSC

- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)
L, CCT, PSC, IU

Communicating and reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms
L, ICT, CCT, PSC
- Develop texts, including narratives and biographies, that use researched facts, events and experiences
L, CCT, PSC
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.

Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.

Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, and identify different climatic zones of the world. Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.

Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.



YEAR 4 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 4, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how this contributes to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things; and that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.

Economics and Business does not commence until Year 5. The Year 4 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as purchasing and financial literacy.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Government and society

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091)
PSC, EU
- The differences between 'rules' and 'laws' (ACHASSK092)
PSC, EU
- The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092)
CCT, PSC, EU
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093)
CCT, PSC, EU, IU

Geography

The Earth's environment sustains all life

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (ACHASSK087)
N, CCT
- The importance of environments to animals and people, and different views on how they can be protected (ACHASSK088)
CCT, PSC
- Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089)
N, CCT, PSC, IU
- The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably (ACHASSK090)
CCT, PSC, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart)
L, CCT
- Develop a range of focus questions to investigate
L, CCT
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)
L, ICT, CCT
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
L, N, CCT
- Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)
L, PSC, EU

Analysing

- Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)
L, CCT
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)
L, N, CCT
- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
L, CCT, PSC, IU
- Translate collected information and/or data in to different formats (e.g. create a timeline, change data into a table and/or graph)
L, N, ICT, CCT

History

First contacts

- The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHASSK083)
CCT, IU
- The journey(s) of **at least one** world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on **one** society (ACHASSK084)
N, CCT, IU
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) (ACHASSK085)
CCT, IU
- The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHASSK086)
CCT, IU

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)
L, CCT, PSC
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)
L, CCT, PSC, IU

Communicating and reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms
L, ICT, CCT, PSC
- Develop texts, including narratives and biographies, that use researched facts, events and experiences
L, CCT, PSC
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action.

Students identify the role of local government in the community, and recognise that people's identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.

Students describe the connection that Australia's First Peoples have to Country/Place and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.



YEAR 5 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.

The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Roles, responsibilities and participation

- The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)
PSC, EU
- The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy (ACHASSK116)
PSC, EU
- The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting (ACHASSK116)
PSC, EU
- How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117)
CCT, PSC, EU, IU
- The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges) (ACHASSK117)
PSC, EU
- Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118)
CCT, PSC, EU, IU

Economics and Business

Wants, resources and choices

- The difference between needs and wants, and how they may differ between individuals (ACHASSK119)
CCT, EU
- Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations (ACHASSK120)
CCT, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)
L, CCT
- Develop and refine a range of questions required to plan an inquiry
L, CCT
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)
L, ICT, CCT
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)
L, N, CCT
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)
L, PSC, EU

Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)
L, CCT
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)
L, N, CCT
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)
L, CCT, PSC, IU
- Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)
L, N, ICT, CCT

- Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119)
CCT, EU
- The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use (ACHASSK121)
N, CCT, PSC, EU
- Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121)
N, CCT, PSC, EU

Geography

Factors that shape the environmental characteristics of places

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia (ACHASSK111)
N, CCT, IU
- The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112)
CCT, IU
- Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places (ACHASSK113)
CCT
- The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)
CCT, PSC

History

The Australian colonies

- The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHASSK106)
CCT

Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)
L, CCT, PSC
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)
L, CCT, PSC, IU

Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
L, ICT, CCT, PSC
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials
L, CCT, PSC
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)
L, CCT, PSC

- The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107)
CCT, IU
- The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by ‘what if....?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHASSK107)
CCT
- The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) (ACHASSK110)
CCT, IU

ACHIEVEMENT STANDARD

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community.

Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify, when making choices, people use strategies to inform their purchasing and financial decisions.

Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.

Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.



YEAR 6 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 6, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.

Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Australia's system of government and citizenship

- The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts (ACHASSK143)
PSC, EU
- The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144)
PSC, EU
- How laws are initiated and passed through the federal parliament (ACHASSK146)
PSC, EU
- Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147)
PSC, EU, IU

Economics and Business

Trade-offs and impacts of consumer and financial decisions

- Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149)
CCT, EU
- Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149)
CCT, EU
- The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHASSK150)
- Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHASSK151)
CCT, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)
L, CCT
- Develop and refine a range of questions required to plan an inquiry
L, CCT
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)
L, ICT, CCT
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)
L, N, CCT
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)
L, PSC, EU

Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)
L, CCT
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)
L, N, CCT
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)
L, CCT, PSC, IU
- Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)
L, N, ICT, CCT

Geography

A diverse and connected world

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHASSK138)
N, CCT
- Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world (ACHASSK139)
N, CCT, IU
- The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHASSK140)
CCT, IU
- Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHASSK141)
CCT, IU

History

Australia as a nation

- Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament) (ACHASSK134)
CCT, IU
- Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)
CCT, EU, IU
- Stories of groups of people who migrated to Australia (including from **one** Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society (ACHASSK136; ACHASSK137)
CCT, IU

Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)
L, CCT, PSC
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)
L, CCT, PSC, IU

Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
L, ICT, CCT, PSC
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials
L, CCT, PSC
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)
L, CCT, PSC

ACHIEVEMENT STANDARD

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made. They identify the democratic values associated with Australian citizenship and describe the rights and responsibilities of being an Australian citizen.

Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.

Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia's democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.



YEAR 7 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Designing our political and legal system

- The purpose and value of the Australian Constitution (ACHCK048)
PSC, EU
- The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power (ACHCK048)
PSC, EU
- The division of powers between state/territory and federal levels of government in Australia (ACHCK048)
PSC, EU
- The different roles of the House of Representatives and the Senate in Australia's bicameral parliament (ACHCK048)
PSC, EU
- The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999* (ACHCK049)
PSC, EU
- How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation (ACHCK050)
CCT, PSC, EU
- How citizens participate in providing justice through their roles as witnesses and jurors (ACHCK050)
CCT, PSC, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
L, N, CCT
- Construct a range of questions, propositions and/or hypotheses
L, CCT
- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
L, ICT, CCT
- Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)
L, ICT, CCT
- Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia)
L, CCT
- Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)
L, PSC, EU, IU

Economics and Business

Producing and consuming

- How consumers rely on businesses to meet their needs and wants (ACHEK017)
CCT, PSC, EU
- How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017)
CCT, PSC, EU
- Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017)
CCT, PSC, EU
- Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise) (ACHEK019)
PSC, EU
- Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness) (ACHEK020)
PSC
- Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020)
CCT
- How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020)
CCT
- The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) (ACHEK020)
CCT

Analysing

- Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
L, CCT
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)
L, N, CCT
- Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)
L, N, IU, CCT
- Translate information and/or data from one format to another (e.g. from a table to a graph)
L, N, IU, CCT
- Apply subject-specific skills and concepts in familiar and new situations
L, CCT

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships
L, N, CCT, PSC

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)
L, ICT, CCT, PSC
- Develop texts, particularly descriptions and explanations, using appropriate subject-

Geography

Water in the world

- The classification of environmental resources (renewable and non-renewable) (ACHGK037)
N, CCT
- The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)
N, CCT
- Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and **one** from West Asia or North Africa (ACHGK040)
N, CCT, IU

Place and liveability

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
N, CCT
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
N, CCT
- The influence of environmental quality on the liveability of places (ACHGK045)
N, CCT
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)
N, CCT, PSC, IU

History

The ancient world (Egypt, Greece, Rome, India, China)

Overview:

- The location of the ancient civilisations
- The timeframe of the ancient civilisations

specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources
L, CCT, PSC

- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena
L, CCT, PSC

Depth study 1: Investigating the ancient past

- How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)
CCT
- The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)
CCT
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)
L, IU

Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)

- The physical features and how they influenced the civilisation that developed there (ACDSEH002; ACDSEH003; ACDSEH004; ACDSEH005; ACDSEH006)
CCT
- Roles of key groups in the ancient society, and the influence of law and religion (ACDSEH032; ACDSEH035; ACDSEH038; ACDSEH041; ACDSEH042)
CCT, PSC, EU
- The significant beliefs, values and practices of the ancient society, with a particular emphasis on **one** of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033; ACDSEH036; ACDSEH039; ACDSEH042; ACDSEH045)
CCT, EU, IU
- The role of a significant individual in the ancient society's history (ACDSEH129; ACDSEH130; ACDSEH131; ACDSEH132; ACDSEH133)
CCT

ACHIEVEMENT STANDARD

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.

Students describe how the price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how the specialisation of workers and businesses, including entrepreneurial behaviour, provides benefits to individuals and the wider community.

Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.

Students describe the role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.



YEAR 8 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Democracy and law in action

- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)
PSC, EU
- 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 (ACHCK062)
CCT, PSC, EU
- How laws are made in Australia through parliaments (statutory law) (ACHCK063)
CCT, PSC, EU
- How laws are made in Australia through the courts (common law) (ACHCK063)
CCT, PSC, EU
- The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)
PSC, EU, IU
- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066)
CCT, PSC, EU, IU

Economics and Business

Participation and influences in the marketplace

- 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) (ACHEK027)
CCT, EU
- 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) (ACHEK027)
CCT, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
L, N, CCT
- Construct a range of questions, propositions and/or hypotheses
L, CCT
- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
L, ICT, CCT
- Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)
L, ICT, CCT
- Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia)
L, CCT
- Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)
L, PSC, EU, IU

Analysing

- Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
L, CCT

- The rights and responsibilities of consumers and businesses in Australia (ACHEK029)
PSC, EU
- Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia (ACHEK030)
CCT, EU
- 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) (ACHEK031)
CCT
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)
L, N, CCT
- Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)
L, N, IU, CCT
- Translate information and/or data from one format to another (e.g. from a table to a graph)
L, N, IU, CCT
- Apply subject-specific skills and concepts in familiar and new situations
L, CCT

Geography

Landforms and landscapes

- The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048)
N
- The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)
N, CCT, IU
- The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms (ACHGK050)
N
- The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) (ACHGK053)
N, CCT
- 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) (ACHGK053)
N, CCT

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships
L, N, CCT, PSC

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)
L, ICT, CCT, PSC
- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources
L, CCT, PSC
- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena
L, CCT, PSC

- How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards (ACHGK053)
N, CCT

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region (ACHGK054)
N, CCT, IU
- The reasons for, and effects of, internal migration in Australia (ACHGK056)
CCT
- The reasons for, and effects of, international migration in Australia (ACHGK058)
CCT

History

The ancient to the modern world

Overview:

- Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009)
IU

Depth study 1: Investigating medieval Europe (c. 590 – c. 1500)

- 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 (ACDSEH008)
CCT, PSC, EU, IU
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)
CCT, IU
- Continuity and change in society in **one** of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)
CCT, IU
- The role of significant individuals in the medieval period (e.g. Charlemagne) (ACDSEH052)
CCT, IU

Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)

- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)
CCT, EU, IU
- The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH069)
CCT, IU
- 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 (ACDSEH070)
CCT, IU
- The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)
CCT, EU, IU

ACHIEVEMENT STANDARD

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.



YEAR 9 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Our democratic rights

- The role of political parties, and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)
EU
- How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns) (ACHCK076)
CCT, EU
- How social media is used to influence people's understanding of issues (ACHCK076)
CCT, EU
- 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 (ACHCK077)
EU
- How courts apply and interpret the law, resolve disputes, and make law through judgments (e.g. the role of precedents) (ACHCK077)
EU
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)
EU
- The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays) (ACHCK078)
CCT, PSC, EU

Humanities and Social Sciences skills

Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
L, N, CCT
 - Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
L, N, CCT
 - Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
L, N, CCT, PSC, EU
 - Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies
L, N, ICT, CCT, PSC, EU
 - Identify the origin, purpose and context of primary sources and/or secondary sources
L, CCT
 - Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations
L, PSC, EU, IU
- #### Analysing
- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
L, CCT

Economics and Business

Australia and the global economy

- The role of the key participants in the Australian economy, such as consumers, producers, workers and the government (ACHEK038)
IU
- 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 (ACHEK038)
CCT, IU
- 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 (ACHEK039)
CCT, EU
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (ACHEK040)
CCT, PSC, EU
- The ways consumers can protect themselves from risks, such as debt, scams and identity theft (ACHEK040)
CCT, PSC, EU
- The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)
CCT, EU
- The way the work environment is changing in contemporary Australia and the implication for current and future work (ACHEK042)
PSC, EU

- Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)
L, N, CCT
- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
L, N, CCT, IU
- Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
L, N, CCT, IU
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations
L, CCT

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
L, N, CCT, PSC, IU
- Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes
L, N, CCT, PSC

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
L, ICT, CCT, PSC

Geography

Biomes and food security

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)
N, CCT
- The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) (ACHGK061)
N, CCT
- 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) (ACHGK062)
N, CCT
- 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 (ACHGK063)
N, CCT, EU
- 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 (ACHGK064)
N,CCT, EU
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
L, CCT, PSC
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
L, N, CCT
- Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)
L, N, CCT
- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
L, N, CCT
- Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)
L, CCT, PSC

Geographies of interconnections

- The perceptions people have of place, and how this influences their connections to different places (ACHGK065)
N, CCT, PSC, IU
- The way transportation, and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)
ICT, CCT

- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
CCT
- The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)
N, CCT, IU

History

The making of the modern world

Overview:

- The important features of the modern period (1750–1918) including technological change, Imperialism and Nationalism

Depth study 1: Investigating the Industrial Revolution (1750–1914)

- 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 (ACDSEH017)
CCT, PSC, IU
- The population movements and changing settlement patterns during the Industrial Revolution (ACDSEH080)
N, CCT
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)
CCT, PSC, EU
- The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)
CCT, IU

Depth study 2: Investigating World War I (1914–1918)

- The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021)
CCT, PSC, EU
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)
N, CCT, PSC, EU, IU
- 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 (ACDSEH096)
CCT, PSC, EU
- The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097)
CCT, PSC, EU

ACHIEVEMENT STANDARD

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners, and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment.

Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.



YEAR 10 HUMANITIES AND SOCIAL SCIENCES SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

CONTENT DESCRIPTIONS

Knowledge and understanding

Civics and Citizenship

Justice at home and overseas

- The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with **one** other system of government in the Asia region, such as China, Japan, India or Indonesia (ACHCK090)
EU, IU
- Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations) (ACHCK091)
EU
- The role of the High Court, including interpreting the Constitution (ACHCK092)
EU
- The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples) (ACHCK093)
CCT, PSC, EU, IU
- The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness (ACHCK094)
CCT, PSC, EU, IU
- The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law (ACHCK094)
L, CCT, PSC, EU, IU

Humanities and Social Sciences skills

Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
L, N, CCT
- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
L, N, CCT
- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
L, N, CCT, PSC, EU
- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies
L, N, ICT, CCT, PSC, EU
- Identify the origin, purpose and context of primary sources and/or secondary sources
L, CCT
- Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations
L, PSC, EU, IU

Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
L, CCT
- Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)
L, N, CCT

Economics and Business

Economic performance and living standards

- Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing (ACHEK050)
L, CCT
- The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt) (ACHEK051)
L, CCT, EU
- The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) (ACHEK051)
CCT, EU
- The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation) (ACHEK052)
EU
- Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions (ACHEK053)
PSC, EU
- The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) (ACHEK054)
CCT, EU
- Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share) (ACHEK054)
CCT, EU

- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
L, N, IU, CCT
- Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
L, N, IU, CCT
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations
L, CCT

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
L, N, CCT, PSC, IU
- Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes
L, N, CCT, PSC

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
L, ICT, CCT, PSC
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
L, CCT, PSC
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
L, N, CCT

Geography

Environmental change and management

- The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) (ACHGK070)
CCT, EU
- The environmental worldviews of people and their implications for environmental management (ACHGK071)
CCT, IU
- Select **one** of the following types of environments as the context for a comparative study of an environmental change for Australia and **one** other country:
 - land
 - inland water
 - coast
 - marine
 - urban
- The causes and likely consequences of the environmental change being investigated (ACHGK073)
CCT
- The strategies to manage the environmental change being investigated (ACHGK074)
CCT
- The application of environmental, economic and social criteria in evaluating management responses to the change being investigated (ACHGK075)
CCT
- Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)
L, N, CCT
- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
L, N, CCT
- Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)
L, CCT, PSC

Geographies of human wellbeing

- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)
N, CCT, EU
- The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)
N, CCT, EU

- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
N, CCT, EU, IU
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK080)
N, CCT, EU, IU

History

The modern world and Australia

Overview:

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)
CCT

Depth study 1: Investigating World War II (1939–1945)

- The causes and course of World War II (ACDSEH024)
CCT
- The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore (ACDSEH108)
CCT, PSC
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship) (ACDSEH109)
CCT, PSC
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)
CCT, EU, IU

Depth study 2: Investigating rights and freedoms (1945–the present)

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)
L, CCT, EU, IU

- The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)
CCT, PSC, EU, IU
- The US civil rights movement and its influence on Australia (ACDSEH105)
CCT, PSC, IU
- The significance of **one** of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; *Bringing Them Home Report (the Stolen Generations)*; the Apology (ACDSEH106)
CCT, PSC, EU, IU
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of **one** individual or group in the struggle (ACDSEH134)
CCT, PSC, EU, IU

ACHIEVEMENT STANDARD

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.

APPENDIX 1: HUMANITIES AND SOCIAL SCIENCES CONCEPTS

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography, and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.

Concepts for developing an understanding of Civics and Citizenship

In Civics and Citizenship the key concepts are democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities. They are integral in developing students' civics and citizenship understanding. These are high level concepts that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

In Years 3-6, there is a more personal approach to these concepts, exploring how and why the individual operates in their local community and then extending this to the wider Australian community. In Years 7-10, the institutions, function and values that are central to Australia's democracy and justice system are explored with comparisons made to other nations, including those in the Asian region.

Democracy

The concept of democracy is about the acceptance of the will of the majority combined with constitutionalism, the rule of law and particular freedoms. An understanding of the concept of democracy is developed in the following ways:

- decision-making within the local and wider community and the ideas of sovereignty and government restraint
- roles and responsibilities of the individual within society
- the roles of the Commonwealth Constitution and its key elements
- the political and legal institutions and their roles.

Democratic values

The concept of democratic values is about shared values of Australian citizenship, the Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society and factors that shape identity. It is about equality, tolerance, popular sovereignty and the common good. An understanding of the concept of democratic values is developed in the following ways:

- why governments exist and the various forms of government
- the historical development of laws and government, with a focus on Australia
- the role and place of the Commonwealth and State Constitutions
- the diversity of Australian society and how differences are accommodated within the political and legal system.

The Westminster system

The Westminster system is central to Australia's system of government and includes bicameralism, the separation of powers, responsible government and representative government. An understanding of the concept of the Westminster system is developed in the following ways:

- the structure and roles of the executive, legislature and judiciary in Australia
- how governments are elected and formed
- the operation of Parliament in Australia.

Justice

The concept of justice is about understanding the rule of law and its application; the idea of equality before the law, the importance of judicial independence and objectivity leading to the law being perceived as fair. An understanding of the concept of justice is developed in the following ways:

- the principles of 'natural justice' and how these are upheld or undermined with a focus on Australia and with a comparison made to other nations, including those in the Asian region
- the processes of the courts and the parliaments in Australia and the centrality of the rule of law
- the individual within the legal system.

Participation

The concept of participation is about how an individual can be involved in the political and legal system as both a decision maker and as an agent of change in terms of being proactive and reactive. An understanding of the concept of participation is developed in the following ways:

- the role and place of political parties, pressure groups and community groups within society
- the electoral system and the conduct of elections in Australia.

Rights and responsibilities

The concept of rights and responsibilities is about particular rights and freedoms an individual has within Australian society as well as the obligations of citizens, especially within the political and legal system. An understanding of the concept of rights and responsibilities is developed in the following ways:

- the various ways rights are protected in Australia
- citizenship within Australia
- the obligations of the individual within Australian society, including the political and legal system
- Australia as an international citizen.

Concepts for developing an understanding of Economics and Business

In Economics and Business the key concepts are scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards. They are integral in developing students' economics and business understanding. These are high level concepts that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

In Years 5-6, the focus on these concepts is from a personal perspective, exploring why choices need to be made, alternative use of resources, factors that influence personal decision-making, the ways businesses provide goods and services and the effect of their decisions on individuals, the community and the environment. In Years 7-10 the concepts are examined in a national and global context with the ways that decisions about the allocation of resources are made in the Australian economy and the place of the Australian economy in the broader global economy; the interdependence between countries and the impact on economic performance and living standards.

Scarcity

Scarcity is the central idea in economics and business and is about the shortage of resources relative to wants. The wants of society are unlimited but the resources available to satisfy these wants are limited. An understanding of the concept of scarcity is developed in the following ways:

- the imbalance between wants and resources
- types of resources (natural, human and capital)
- the trade-offs in decision-making
- the economic problem facing consumers, producers and the government.

Making choices

The economic problem is a dual problem of scarcity and choice. When making decisions, consumers, businesses and governments must compare the costs and benefits of using their limited resources. The cost/benefit framework is the basis for all decision-making in economics and business. An understanding of the concept of making choices is developed in the following ways:

- the imbalance between wants and resources
- how the concept of opportunity cost involves choices about the alternative use of resources
- influences on consumer choices and factors that influence purchase decisions
- strategies for making informed consumer and financial decisions (comparing costs and benefits).

Specialisation and trade

Specialisation by both workers and businesses leads to increased production and provides for the most efficient use of resources. The exchange of goods and services between countries (trade) results in increased interdependence between the sectors in, and between, economies. An understanding of the concept of specialisation and trade is developed in the following ways:

- the reasons businesses exist and the different ways they provide goods and services
- how consumers rely on businesses to satisfy their wants
- characteristics of entrepreneurs and successful businesses
- why individuals work, different types of work and how individuals derive an income.

Interdependence

The concept of interdependence is about the connections between the different sectors (or groups) in an economy, and between countries, and how the actions of one sector impact on the other sectors in an economy. An understanding of the concept of interdependence is developed in the following ways:

- the link between specialisation and trade among consumers and producers, and between countries
- how participants in the global economy interact
- who Australia trades with
- how consumers, businesses and governments are impacted by, and react to, changing conditions in the global economy.

Allocation and markets

How will an economy's scarce resources and goods and services be allocated? Every society must decide how to answer the basic questions of what goods and services to produce, how to produce these goods and services, how many goods and services to produce and for whom to produce these goods and services. A market provides a way to allocate resources, goods and services, based on the actions of consumers, producers and governments. An understanding of the concept of allocation and markets is developed in the following ways:

- the role of key participants in the Australian economy
- how consumers and producers respond to and influence each other in the market
- the rights and responsibilities of consumers and businesses in Australia
- how markets operate in Australia and why they may be influenced by government.

Economic performance and living standards

Improving the living standards of people over time is an economic objective of government. The level of economic activity, which influences people's living standards, is measured by key indicators such as gross domestic product, the unemployment rate and the inflation rate. An understanding of the concept of economic performance and living standards is developed in the following ways:

- indicators of economic performance and how Australia's economy is performing
- factors that affect a country's living standards and quality of life
- how the government manages the economy to improve living standards
- how businesses respond to opportunities and changing circumstances and conditions.

Concepts for developing an understanding of Geography

In Geography the key concepts are place, space, environment, interconnection, sustainability, scale and change. They are integral in developing students' geographical thinking. These are high level concepts that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

In Pre-primary to Year 2, there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale. The concept of interconnection is introduced in Year 2 to develop students' understanding of how people are connected to places in Australia and across the world. These concepts continue to be a focus of study in Years 3-6 but the scale of the places studied moves from the local to national, world regional and global. The concepts of sustainability and change are also introduced in these years. In Years 7-10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Place

The concept of place is about the significance of places and what they are like. They range in size from a part of a room or garden to a major world region. An understanding of the concept of place is developed in the following ways:

- the location, shape, boundaries, features and environmental and human characteristics
- how places are perceived, experienced, understood and valued differently
- where people live can influence their wellbeing and opportunities
- how places are important to people's sense of security, identity and belonging
- how the environmental characteristics of places are influenced by human actions and environmental processes
- how the human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales
- how the places in which we live are created, changed and managed by people
- how the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places
- how the sustainability of places may be threatened by a range of factors.

Space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. An understanding of the concept of space is developed in the following ways:

- how the environmental and human characteristics of places are influenced by their location
- how the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies
- how the individual characteristics of places form spatial distributions, and how the analysis of these distributions contributes to geographical understanding
- how spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.

Environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. An understanding of the concept of environment is developed in the following ways:

- the environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes
- how the environment supports and enriches human and other life
- how the environment presents both opportunities for, and constraints on, human settlement and economic development
- how culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments
- how the management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies
- how each type of environment has its specific hazards and the impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by prevention, mitigation and preparedness.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. An understanding of the concept of interconnection is developed in the following ways:

- how places, and the people and organisations in them, are interconnected with other places in a variety of ways and how these interconnections have significant influences on the characteristics of places
- how environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause and effect interconnections that can operate between and within places, and can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions
- thinking holistically and seeing the interconnections between phenomena and processes within and between places.

Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. An understanding of the concept of sustainability is developed in the following ways:

- how sustainability is both a goal and a way of thinking about how to progress towards that goal
- how progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social)
- unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions
- the variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. An understanding of the concept of scale is developed in the following ways:

- how generalisations made, and relationships found, at one level of scale may be different at a higher or lower level
- the cause and effect relationships across scales from the local to the global and from the global to the local.

Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time. An understanding of the concept of change is developed in the following ways:

- how environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities
- how environmental, economic, social and technological change is spatially uneven, and affects places differently
- how the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

Concepts for developing an understanding of History

In History the key concepts are sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. They are integral in developing students' historical understanding. These are high level concepts that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

From Pre-primary to Year 2, there is an emphasis on the use of the concepts of continuity and change, cause and effect, perspectives, empathy and significance as they are developed through personal, family and local contexts. In Years 3-6, the concept of sources is introduced as students' understanding shifts from the familiar to making broader connections, both in Australia and other places around the world. In Years 7-10, students also consider the more abstract concepts of evidence and contestability as they examine a range of topics from the ancient to the modern world.

Source

The concept of source refers to any written or non-written materials that can be used to investigate and provide information about the past (e.g. coins, photographs, letters, interviews, gravestones, buildings). Primary sources are those created or written during the time being investigated. Secondary sources are accounts that are developed after the time period being studied. An understanding of the concept of source is developed in the following ways:

- exploring sources such as oral histories, photographs, newspapers, stories and maps to learn about the past
- analysing a range of sources to identify similarities and/or differences and describing what they reveal about the past
- interpreting sources to identify their origin, purpose and context
- evaluating the reliability and usefulness of primary and secondary sources.

Evidence

The concept of evidence is about the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion. Sources become evidence when they are used to support or dispel a claim. An understanding of the concept of evidence is developed in the following ways:

- identifying information within a source that can be used as evidence to support an interpretation
- analysing and synthesising information from a range of primary and secondary sources and using it as evidence to answer inquiry questions
- identifying different interpretations of the past and referencing the evidence used to support these interpretations, when developing historical texts.

Continuity and change

The concept of continuity and change refers to aspects of life or society that have remained the same or changed over a period of time. The causes of change, or reasons why change has been resisted, can be investigated. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change. An understanding of the concept of continuity and change is developed in the following ways:

- comparing objects from the past and present to identify the nature of change or continuity
- analysing aspects of daily life to identify how some have changed over recent times, while others have remained the same
- sequencing events and creating timelines in order to identify broader patterns of continuity and change
- recognising and explaining patterns of change and continuity over time through the examination of beliefs and values, key events and the actions of individuals and groups.

Cause and effect

The concept of cause and effect is used to examine the relationship between historical events or actions, where one event or action occurs as a result of the other. Historians use cause and effect to identify chains of events and developments over the short term and long term. An understanding of the concept of cause and effect is developed in the following ways:

- identifying the causes and effects of change on particular communities
- demonstrating the relationship between events and developments in different periods and places
- analysing the causes and effects of events and making judgments about their importance.

Perspective

The concept of perspective is a person's point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past. An understanding of the concept of perspective is developed in the following ways:

- recognising that stories of the past may differ depending on who is telling them
- examining sources to identify differing points of view, attitudes and values in the past and present
- identifying and explaining the significance of events and developments from a range of perspectives
- analysing the views of individuals and groups at different times and explaining how these views might reflect changing values and attitudes.

Empathy

The concept of empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions. An understanding of the concept of empathy is developed in the following ways:

- describing and comparing the different experiences of people in the past
- identifying the motives and actions of people at a particular point in history
- identifying differing views in sources and how individuals and groups were influenced by the beliefs and values of their society
- explaining the context for people's actions in the past.

Significance

The concept of significance is the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered. An understanding of the concept of significance is developed in the following ways:

- retelling personal and family events that have significance
- examining an historical site of a cultural or spiritual significance
- recognising the significance of people and events in bringing about change
- investigating the significance of people, events and developments, over the short and long term.

Contestability

The concept of contestability occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives. An understanding of the concept of contestability is developed in the following ways:

- identifying past events and developments that have been interpreted in different ways
- discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history
- identifying and analysing the variations in perspective which can lead to different historical interpretations, including their own.

APPENDIX 2: HUMANITIES AND SOCIAL SCIENCES SKILLS

The Humanities and Social Sciences subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating and communicating and reflecting. Students apply these skills to their everyday learning activities and to investigate historical and contemporary events, developments, issues, and/or phenomena. The Humanities and Social Sciences skills are applied across the learning area from Pre-primary to Year 10 and need to be taught explicitly.

	Civics and Citizenship	Economics and Business	Geography	History
<p>Questioning and researching Develop questions about events, developments, issues and/or phenomena; collect and organise information, evidence and/or data, from primary and secondary sources.</p>	<ul style="list-style-type: none"> • Questions about society (government, law and citizenship) and the way it operates • Questions that help students identify the civics and citizenship concepts (democracy; democratic values; the Westminster system; justice; active participation; rights and responsibilities) relevant to their learning <p>Information and ideas from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student (e.g. surveys, interviews, photographs, conducting an opinion poll using information technologies) • Secondary sources are collected, processed, interpreted and published by others (e.g. electoral data, news articles, graphs, charts, diagrams, reports) • Developing categories and sorting information and/or data from a range of sources (e.g. surveys, statistics) 	<ul style="list-style-type: none"> • Questions about economic or business issues or events • Questions that help students identify the economic and business concepts (scarcity; making choices; specialisation and trade; interdependence; allocation and markets; economic performance and living standards) relevant to their learning <p>Qualitative and quantitative data, evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student (e.g. surveys, interviews, photographs) • Secondary sources are collected, processed, interpreted and published by others (e.g. statistical data, financial reports, news reports, graphs, charts, models, diagrams) • Sorting and summarising information and/or data into graphic forms (e.g. graphs, tables) 	<ul style="list-style-type: none"> • Questions about geographical phenomena and contemporary geographical challenges • Questions that help students identify the geographical concepts (place, space, environment, interconnection, sustainability, scale, change) relevant to their learning <p>Qualitative and quantitative data, evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student, including fieldwork (e.g. field sketches, photographs, measurements, graphs, charts, diagrams, maps, surveys, interviews) • Secondary sources are collected, processed, interpreted and published by others (e.g. satellite images, maps, globes, models, graphs, diagrams) • Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate 	<ul style="list-style-type: none"> • Questions about the past and how the past relates to the present • Questions that help students identify the concepts of historical thinking (sources; evidence; continuity and change; cause and effect; significance; perspectives; empathy; contestability) relevant to their learning <p>Evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are objects and documents created or written at the time being investigated (e.g. artefacts, inscriptions, photographs, eyewitness accounts, oral histories) • Secondary sources are accounts about the past that were created after the time being investigated (e.g. history texts, documentaries, museum exhibitions) • Creating categories with which to organise information obtained from sources (e.g. chronology)

<p>Analysing Interpret information, evidence and/or data to identify key points or ideas, points of view, perceptions and interpretations; identify the purpose of sources and determine their accuracy and reliability.</p>	<ul style="list-style-type: none"> • Applying the relevant concepts to learning (democracy; democratic values; the Westminster system; justice; active participation; rights and responsibilities) • Analysing information and ideas from a range of sources to identify and evaluate different interpretations and points of view • Analysing how information can be used selectively to persuade citizens (e.g. a debate about a suggested constitutional change) • Exploring texts for stereotype, over-generalisation and misrepresentation (e.g. the representation of cultural groups in the media) • Distinguish between facts and opinions when discussing a civics and citizenship issue 	<ul style="list-style-type: none"> • Applying the relevant concepts to learning (scarcity; making choices; specialisation and trade; interdependence; allocation and markets; economic performance and living standards) • Analysing data in charts, graphs, diagrams and tables using statistical methods to identify and explain relationships, trends and alternative perspectives 	<ul style="list-style-type: none"> • Applying the relevant concepts of geographical thinking to learning (place, space, environment, interconnection, sustainability, scale, change) • Analysing information and data in charts, graphs, diagrams, tables and maps using qualitative and statistical methods, and digital and spatial technologies • Analysing data to identify and explain spatial patterns, trends, relationships and anomalies 	<ul style="list-style-type: none"> • Applying the relevant concepts of historical thinking to learning (sources; evidence; continuity and change; cause and effect; significance; perspectives; empathy; contestability) • Analysing information and evidence in primary and secondary sources to identify perspectives of people from the past and examining different historical interpretations, including their own • Processing and synthesising information from a range of sources for use as evidence in an historical argument • Identifying the possible meaning of images and symbols in primary sources • Sequencing historical events, developments and periods
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<p>Evaluating Propose explanations for events, challenges, developments, issues and/or phenomena; draw evidence-based conclusions and explanations; and suggest courses of action in response to events, challenges, developments, issues and/or problems.</p>	<ul style="list-style-type: none"> • Considering multiple perspectives, and ambiguities, when negotiating and resolving contentious issues • Using democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and planning for action • Explaining the assumptions or missing information that may affect the reliability of an opinion about an issue (e.g. commentary from a traditional form of media) 	<ul style="list-style-type: none"> • Applying economic and business knowledge and skills to familiar and unfamiliar situations • Making decisions and recommending a course of action using cost-benefit analysis, criteria and/or predicting the potential consequences of the proposed action • Using data to make predictions about future trends (e.g. shopping online, working hours, types of work) • Identifying the costs (disadvantages) and benefits (advantages) associated with alternatives • Applying enterprising behaviours to a class activity (e.g. taking on a leadership role in a project, establishing goals, accepting responsibility, negotiating and working with others during the investigation) 	<ul style="list-style-type: none"> • Drawing conclusions and making predictions about the impact of an event, development, issue and/or phenomenon on people and places • Proposing and justifying a course of action in response to a geographical challenge • Reaching conclusions from an inquiry and supporting these with data and/or evidence 	<ul style="list-style-type: none"> • Proposing explanations and drawing conclusions about a historical event, development or issue and its connections with the present • Assessing the usefulness of primary sources to an understanding of a significant person, event or development
<p>Communicating and reflecting Present findings in appropriate forms for different audiences and purposes using subject specific terminology; reflect on conclusions/findings to consider consequences.</p>	<ul style="list-style-type: none"> • Presenting arguments and conclusions in different formats (e.g. reports, graphic displays, charts, debates) • Using civics and citizenship terminology and concepts • Reflecting on citizenship in Australia • Reflecting on Australia's democracy 	<ul style="list-style-type: none"> • Presenting arguments and conclusions in different formats (e.g. reports, business plans, memos, financial statements) • Using economics and business terminology and concepts • Constructing appropriate displays of information and data to show trends and relationships (e.g. visual displays including graphs, charts, web pages, financial statements, spread sheets, reports as well as text to present findings and conclusions) • Discussing and reflecting on the outcomes of a decision and identifying those that were intended or unintended 	<ul style="list-style-type: none"> • Presenting arguments and explanations in different formats (e.g. graphic representations, videos, fieldwork reports) • Presenting an oral report, supported by an audio-visual display, to communicate a reasoned argument, (e.g. advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations) • Using geographical terminology and concepts • Reflecting on the role of personal values and attitudes in influencing responses to situations including goals (e.g. environmental protection) 	<ul style="list-style-type: none"> • Presenting narratives, descriptions, arguments, explanations and discussions in different formats (e.g. photo stories, documentaries, reports, essays) • Using historical terminology and concepts • Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Developing a historical argument and identifying different interpretations and arguing a particular point of view