



Western Australian Curriculum

Humanities and Social Sciences

Key concepts in practice | Pre-primary–Year 10

Acknowledgement of Country

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Humanities and Social Sciences: key concepts in practice – Pre-primary to Year 2

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

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

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

- The activities are to be undertaken as part of a learning sequence, not in isolation.
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Geography			
	Pre-primary	Year 1	Year 2
Place	<p>As a class, explore the birthplaces of the children and their parents. Identify and locate the countries on a globe.</p> <p>Invite children to sort the photos of their classmates into two groups (born in Australia/born in other countries) and co-create a visual display to record the data.</p> <p>As a class, analyse this information and discuss observations.</p>	<p>Children will participate in a survey on what they do in their community (e.g. visit parks, shops, playgrounds, recreational activities, doctors). Children represent the data collected from the survey using concrete materials, such as counters to construct a visual display.</p> <p>Based on the data collected, determine which places are important and why these places are important to the children.</p>	<p>Display a large world map and locate Australia, the continents and oceans. Explore the shape and size of the continents. Discuss where Australia is located in the world. Children label the continents and oceans on their own world map.</p>
Space	<p>Show the class a graphic organiser of concentric circles and explain how it may represent where we fit in our world, (e.g. home, school, community, Western Australia, Australia, Earth). https://etc.usf.edu/clipart/42600/42652/concirculars_42652.htm</p> <p>Together, place photos or draw images to represent size, e.g. a single photo of child for home, a class photo for school.</p>	<p>Children create a garden bed. As a class, discuss the possible reasons why a garden may not grow, (e.g. lack of care, insects, wrong location). Plant the garden and observe its growth over time.</p>	<p>Children explore picture books that feature stories of travel around Australia and the world.</p>

Geography			
	Pre-primary	Year 1	Year 2
Environment	<p>Display the class a map showing the local school and locate where the local park or recreation centre is relative to the school.</p> <p>Draw some of the activities that take place in these locations.</p> <p>How do these activities enrich the lives of the people and/or the community? Discuss this question as a class.</p>	<p>Children identify ways people can care for different areas of the environment, including keeping areas clean and protecting plants and animals.</p>	<p>Using the following websites, discuss as a class how particular place names in Western Australia have come from Aboriginal languages and have meaning, for example: Willagee is based on the Noongar word for ochre that was found in the area.</p> <p>https://www.cits.wa.gov.au/department/publications/publication/gnarla-boodja-mili-mili-(our-country-on-paper)</p> <p>https://www.noongarculture.org.au/perth-suburb-aboriginal-names/</p>
Interconnection	<p>Children draw or make models of places that are important to them.</p> <p>Children share their picture or model with a classmate and explain why their place is special to them.</p> <p>As a class, discuss the different reasons why places are important or special to people.</p>	<p>Children explore how the daily and seasonal weather of where they live affects aspects of their lives such as clothing, activities and food.</p>	<p>Children explore how Australians are connected to other places in Australia, in the Asia region and across the world. Suggestions may include: food and food types; clothing and where it is made or the nation it represents; where we go for our holidays; where people from Western Australia do business; where the food and minerals produced in Western Australia are sold (who we trade with); the airlines that service Perth.</p>
Sustainability/Scale/Change	<p>There is no special focus on these concepts in P–2 Geography.</p>		

History			
	Pre-primary	Year 1	Year 2
Continuity and change	Children explore picture books that depict aspects of the past. Discuss what has changed and what has stayed the same.	Children invite teachers, parents and/or grandparents to share their school days stories. Discuss what has changed and what has stayed the same.	Children explore how technology has changed people's lives. What has changed in the laundry, the kitchen, and the living room in the past 50 years? How have these changes affected each person in the home? How have the changes impacted on any one individual more than the others in the home?
Cause and effect	Children are introduced to the idea of a 'family tree'. Children explore their own family tree and identify the people in their family. As a class, children discuss where their family lives now and whether the family has lived in the same place or moved. Discuss the reasons people move and how changes from elsewhere can affect families.	As a class, choose a theme, such as farming, shopping, transport to explore what they are like now, were in the past and predict what they may be like in the future. Introduce the terms indicating time ('a long time ago'; 'then and now'; 'now and then'; 'tomorrow') and have them use these in context.	As a class, explore a historical site. Children answer the following questions: <ul style="list-style-type: none"> • When and why was it built? • What is its on-going message? (inscription and symbols) • What is its importance/role in the community today?
Perspective	Survey the children about their favourite celebration or holiday. Explore the different points of view and discuss why we all have different opinions about and reasons for our favourite celebration or holiday.	As a class, read a story such as <i>Anzac Ted</i> (by Belinda Landsberry). Children pose questions from the text that encourage them to consider point of view from the various characters. Role play parts of the story with children.	Develop a persuasive text about an aspect of technology relevant to the children's lives, e.g. limiting access or games they are allowed to play. Children identify the different opinions and discuss why there are such different views, giving reasons.
Empathy	As a class, explore how families can look different and how every family is special and important. Work with the children to develop class protocols to ensure all children are shown respect at all times.	Children examine images of children from the past carrying out jobs, such as chimney sweeps or factory workers. Discuss with questions such as 'Was this ok?' 'How would you feel?' 'Why do children no longer work in these jobs?'	Take children to visit the local war memorial or show them images of war memorials. Discuss when and why they were built. Reflect on their significance to families and the community at the time they were built.

History			
	Pre-primary	Year 1	Year 2
Significance	Children identify a person in their family and explain why the person is important to them. Children may describe what the person does for the family or how the person makes them feel.	Children bring a special object from home and give a short talk to the class to explain why it is important to them.	Share with the children images and stories from the past of significant people from the local community. Where relevant, explore place names, street names, etc. that are connected to significant local people.
Sources/Evidence/Contestability	There is no special focus on these concepts in P–2 History.		

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

Humanities and Social Sciences: key concepts in practice – Years 3 to 6

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

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

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

- The activities are to be undertaken as part of a learning sequence, not in isolation.
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Civics and Citizenship				
	Year 3	Year 4	Year 5	Year 6
Democracy	Students discuss how decisions are made in the family and the school and explore why members of each group accept the decisions made (introduce the idea of sovereignty within Western Australia and Australia).	Students explore the following questions: <ul style="list-style-type: none"> • Why have a government? • What does the local government do within the community? 	Students define an 'elector' and discuss how an 'elector' contributes to 'democracy'.	Students discuss elements of democracy, such as majority will and sovereignty of parliament when examining how laws are initiated and passed through the Federal Parliament.
Democratic values	As a class, discuss the following: <ul style="list-style-type: none"> • Within the classroom is any single student's opinion more important than another's? • Why/why not? (equality and tolerance). 	As a class, discuss the roles and responsibilities of local government. Invite a local government member into the classroom to discuss their role.	As a class, construct a Venn diagram to compare Australia to another country in terms of the role and place of freedom, equality, fairness and justice within each society. Students explore what factors define a democratic society compared with an undemocratic society.	Explore how the Westminster system influenced the establishment of our democracy. Discuss how these values are still important and what they may look like in society.
The Westminster system	The concept of 'the Westminster system' is not a focus of the knowledge and understanding in these years.		Students describe how an individual becomes a member of the House of Representatives and the Senate.	Students explain how the key institutions of Australia's democratic system reflect the Westminster system. They consider the monarchy, bicameralism and the three branches of government (especially the courts or judiciary).

Civics and Citizenship				
	Year 3	Year 4	Year 5	Year 6
Justice	Students identify and discuss how decisions are made in various communities: amongst friends; within the family; within the classroom and the school. How do we decide if the decision is fair? Does it vary with the situation?	As a class, discuss the concept of breaking rules and laws. If a school rule is broken, what happens and why? If a law within society is broken, what happens and why?	As a class examine real-life examples of laws which affect youth and discuss how each example could be considered a 'fair' law.	Students create a class display of the court system in Western Australia.
Participation	Students identify a community group in the school or local community and interview a member of that community to establish why they joined this group and what they hope to achieve by belonging to the group.	Students interview a person from a particular cultural, religious or social group in the community to discover how membership of this group might influence the person, and how they think of themselves within the community (identity).	Students construct a timeline showing major events in Australia's electoral history such as, introduction of the secret ballot and compulsory voting as well as extension of the franchise (who was allowed to vote and when); in Western Australia and Australia.	Students role-play the passing of a law through the Federal Parliament.
Rights and responsibilities	Discuss with students, the following question: As members of a community, what are our obligations in that community?	Students discuss the question: What would happen if car drivers and bike riders ignored the road laws (obligations of the individual within Australian society).	Students make a list of human rights protected in Australia and identify a law that actually protects a particular right.	Students create an infographic to show the rights and responsibilities of an Australian citizen within the political and legal system.

Economics and Business				
	Year 3	Year 4	Year 5	Year 6
Scarcity	Economics and Business does not commence until Year 5.		Students draw up a list of items (needs and wants) they would like to have and explore the reasons why they cannot have all these items.	Students explore the environmental consequences of purchasing goods made from limited resources.
Making choices			As a class, discuss why water is an important resource in Perth/Western Australia. What choices does the community make concerning when and how water is used and what influences those choices?	Students explore why they would buy organic/free range eggs over caged eggs even though the cost/price is greater.
Specialisation and trade			The concept of 'Specialisation and trade' is not a focus of the knowledge and understanding in this year.	Students brainstorm the advantages and disadvantages of different ways that businesses in their local community provide goods and services.
Interdependence			Discuss how businesses are linked in a supply chain.	Identify the main local businesses that operate in the immediate community. Explore how they may work together and whether they are a local business or part of a wider chain.
Allocation and markets			The concept of 'Allocation and markets' is not a focus of the knowledge and understanding in these years.	
Economic performance and living standards			The concept of 'Economic performance and living standards' is not a focus of the knowledge and understanding in these years.	

Geography				
	Year 3	Year 4	Year 5	Year 6
Place	Students are provided with a range of photographs and/or satellite images of Australia to locate and identify natural features such as rivers, deserts, mountains and rainforests.	Students choose one animal from Africa and/or one animal from Europe and create a diorama of the animal in its natural environment. Identify how the animal and its habitat can be protected.	Students create a Venn diagram to show the similarities and differences between the two continents (South America and North America) in terms of landforms, climate and vegetation.	Students construct a large-scale annotated or illustrated map of the Asia region, showing a wide range of information, such as the climate, vegetation, landforms, types of settlements, population size, density, life expectancy and distance from Australia.
Space	Students explore the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of Indigenous Australia to see how Aboriginal and Torres Strait Islander peoples represent boundaries and compare this to a map of Australia with the surveyed boundaries of states and territories.	Students explore how a particular group of Aboriginal and Torres Strait Islander peoples' way of living was influenced by the location of their territory such as the Noongar people in South West region of Western Australia.	Students examine a range of maps and, as a class, identify simple patterns in the location of climate and vegetation types in South America and North America.	Students explore some of the spatial patterns (distribution patterns) they have observed for the characteristics, such as population size and density, life expectancy and education, of countries in the Asia region.
Environment	Students identify and locate a major natural feature of Australia and describe why it is significant, what may threaten it, and how people can help protect and care for it.	Explore how Aboriginal and Torres Strait Islander peoples adapted their way of living in relation to available resources.	Students draw a map of a zoo with animals from North America, South America and Australia. On their map, students organise the animals according to the climatic and vegetation zones that are found in the animals' natural habitats. The focus of this activity is to show the relationship between animals and the natural environment.	Students explore how First Nations peoples such as the Orang Asli adapted to and used their environment.

Geography				
	Year 3	Year 4	Year 5	Year 6
Interconnection	Provide students with a range of photographs and/or satellite images of Australia and Australia's neighbouring countries to examine. Students complete a Y-chart to reflect their feelings about places based on the photographs and images.	Students create an Aboriginal and Torres Strait Islander peoples' seasonal calendar which contains the animal and plant resources available in each season. Explore the connections between the Aboriginal and Torres Strait Islander peoples and their environment.	Provide students with two photographs of a place that has been altered significantly, such as a photograph of where the local shopping centre now stands. Students list the features of the environment that have changed and explore the consequences of change, such as the clearing of vegetation, so there are fewer native species.	Students mark up a blank world map using arrows to show the connections between Australia and other countries in areas such as sport, food, tourism and family connections.
Sustainability	Students discuss why we need to care for places and select one place they consider as most important to take care of. Students provide an explanation to justify why they chose that particular place.	Provide a range of images organised into a 'See, Think, Wonder' graphic organiser, which show natural resources (e.g. water/timber/minerals/fish). Students identify what the resources are used for and why people have differing opinions on how the resources can be used sustainably.	Students consider the conservation of animals and brainstorm the reason why some animals are endangered.	Students identify the ways Australia works with other countries to protect the environment.

Geography				
	Year 3	Year 4	Year 5	Year 6
Scale	Students use Google Earth to explore maps of different scales. They begin by viewing a close-up map of the school and surrounding area, identifying visible features such as buildings, roads, and parks. Students then zoom out to view a larger-scale map showing Australia and neighbouring countries. Students list the different features they can see.	As a class, discuss how the protection of flora and fauna grows from small areas to the whole planet. Discuss what this slogan means: Think global, act local.	Students create a class photo/visual display of the way people alter the environment at a range of scales (e.g. a change at the local level, national level and world level.)	Students examine a range of information and/or data to look at the variations in economic, social, and demographic characteristics for a selection of groups of people in different regions of the world, including First Nations peoples at a local level, compared with the rest of the population at a national scale.
Change	Students can explore how climate changes between places.	Students look at historic photos and paintings showing the ways Aboriginal and Torres Strait Islander peoples used resources and changed the landscape.	Students work in groups to investigate natural events, such as bushfires, droughts, cyclones, or floods. They identify how these events change environments and communities.	Students make a presentation to the class showing how one aspect of Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) has led to changes for both people and places.

History				
	Year 3	Year 4	Year 5	Year 6
Continuity and change	Students compare an early map of the local area with a current map, noting features that have remained and those that have changed. Students discuss reasons for the changes.	Research how exploration led to change around the world, for example its impact on First Nations peoples around the world, changes to the environment and discoveries.	Students examine paintings and sketches from the time of early settlement to compare what has changed and discuss the impact of colonisation on the environment.	Students compare Australia's links to Britain at the time of Federation with links today, researching information in the areas of law, politics, defence, the economy and popular culture.
Cause and effect	Students learn about the role of a particular cultural group in their local community and identify their impact on the character of the community.	Students investigate the short- and long-term impacts of European colonisation on the lives of Aboriginal and/or Torres Strait Islander peoples and the environment.	Students explore the links between the economic, political and social conditions in Britain and the establishment of the Swan River Colony.	As a class, discuss why Western Australia was reluctant to join the Federation movement. How would Western Australia be different today if we had not joined the Federation?
Perspective	Students watch a video or listen to a story about an international celebration, such as Chinese/Lunar New Year. They draw pictures of the traditional symbols from the celebration and write one or two sentences on why a person feels they would enjoy attending the festival.	Use a range of sources to explore what the journey to Australia was like for people on board the First Fleet. Write a short diary extract from the perspective of one of the people.	Use a range of sources to explore the perspectives of Aboriginals and settlers about the key events in the development of the Swan River Colony. Record the experience of each group in a table.	Students choose two individuals from the early 1900s who would have had different perspectives on the <i>Immigration Restriction Act</i> (White Australia policy). Outline their views and reasons.

History				
	Year 3	Year 4	Year 5	Year 6
Empathy	Students listen to age-appropriate stories about ANZAC soldiers, nurses or families. Discuss why these people chose to go to war and why ANZAC Day is important for honouring and remembering people.	Read, view or listen to a text that discusses the treatment of convicts in Australia following their arrival. Discuss if the punishments the convicts received were fair. Record how a convict might have felt about the punishments.	Students explain the actions of an individual or group who was involved in a conflict that occurred in the early days of the settlement, identifying why they may have acted as they did.	Students examine primary sources to understand the experiences of migrants (including from one Asian country) who came to Australia. Students compare these with how they would feel if placed in similar circumstances.
Significance	Students examine the three flags that represent Australia's people – the national flag of Australia, the Aboriginal flag and the Torres Strait Islander flag, and discuss the significance of the elements of each flag.	In their study of European exploration, students identify an explorer who made a significant contribution to knowledge, outline their discovery and its effect.	Students discuss a significant change the Swan River Colony settlement made to the environment.	Students identify an individual who made a significant contribution to Australia's Federation and Constitution, and explain why it was so significant.
Sources	Students locate and collect information from a variety of sources when examining different aspects of history.	Students examine a variety of sources to learn about the experiences and perspectives of the people during the early years of the colony.	Students locate and examine sources related to one individual or group in the Swan River Colony to find evidence about their contribution (actions) to the shaping of the colony.	Students use written and pictorial sources on Australian women's campaigns for the right to vote, then identify and explain the arguments presented for and against female suffrage.
Evidence/Contestability	The concept of 'Evidence' and 'Contestability' is not a focus of the knowledge and understanding in these years.			

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Humanities and Social Sciences: key concepts in practice – Years 7 to 10

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

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Civics and Citizenship				
	Year 7	Year 8	Year 9	Year 10
Democracy	Whilst exploring the Commonwealth Constitution, students construct a diagram showing the branches of government and the role of each branch.	Students develop a comic strip that illustrates the development of democracy and human rights in Australia.	Using a recent federal or state election, investigate how different political parties' and independents' campaign strategies attempted to influence voters' choices.	Students study a recent election in Australia and Indonesia and assess the extent that the will of the majority was reflected in the outcome.
Democratic values	Students create a class constitution, allocating responsibilities, describing shared values and including mechanisms for resolving disputes.	Discuss ways young people can engage in Australia's democracy, including through contact with a local member of parliament about current issues and debate their effectiveness.	Students explore the diversity of independents and political parties that contested a recent election and examine how this reflects the diversity of Australia.	Students discuss what they believe are core democratic values and compare the way they are embodied in Australia to the USA.
The Westminster system	Students sort a series of prompt cards that cover the different responsibilities of each branch of government that ensure responsible government.	Students role-play the passage of a bill through parliament to explore bicameralism, the role of government and opposition, and the role and function of the Prime Minister and Ministers.	Students use the outcome of a recent election to explain who became Prime Minister and the process of how and why.	Students compare the separation of powers in Australia and the USA especially in terms of the role and function of the executive (Prime Minister and President).
Justice	Students participate in a scripted mock trial to explore what constitutes justice, such as equality before the law and judicial independence.	When studying types of law (common law) in Australia through case studies, students discuss the situations in which common law would need to be developed.	Students examine trials and discuss the extent to which the key principles of justice were upheld or undermined in each case.	Students participate in a role-play activity of a High Court case, exploring how constitutional principles are upheld in practice.
Participation	In examining the referendum process and the campaign for a particular change to the Constitution, students explore the role and influence of particular groups in the process.	Students explore the various ways a citizen can be involved in the electoral process by reviewing a recent election, (e.g. as members of a political party; standing as a candidate;	Students research the ways in which emerging technologies such as social media and AI influence citizens' engagement with the electoral process.	Create a comparison table to illustrate the differences and similarities between the electoral systems of the USA and Australia and evaluate the

Civics and Citizenship				
	Year 7	Year 8	Year 9	Year 10
		working for the relevant electoral commission; attending local meetings where candidates explain their policies).		extent to which each enables participation.
Rights and responsibilities	Whilst examining the trial process, students explore the role of the jurors/witnesses as part of rights and responsibilities of an individual in Australia.	Students respond to a range of different scenarios and discuss their rights and responsibilities when interacting with law enforcement.	Students research previous Young Australian of the Year recipients and the contributions which earned them their awards.	Students investigate Australia's commitment to, and effectiveness of, the formal endorsement of the United Nations Declaration on the Rights of Indigenous Peoples.

Economics and Business				
	Year 7	Year 8	Year 9	Year 10
Scarcity	Students examine opportunity cost by making a series of decisions in which they select which items they would purchase with a given budget, and which items they would miss out on.	Students examine a snapshot of the most recent Federal Budget, and discuss what changes they would make to government spending if they were in charge.	Students play the International Trade Game to explore reasons for international trade between nations.	Students compare and contrast a Lorenz curve from two different economies and discuss the distribution of income or wealth in both.
Making choices	Students explore factors that influence the purchasing decisions of consumers, such as environmental concerns or the availability of alternative products.	Students develop a personal budget and explore the impact of different work, income and spending decisions on their budget.	Students develop an investing 'how to guide' for young people, considering different investment types and risk profiles.	Students debate the role of ethical decision-making in production and consumption of fashion.
Specialisation and trade	Students brainstorm problems that are commonly faced by school students and work in small teams to design a new or improved product that solves one of these problems.	The concept of 'Specialisation and trade' is not a focus of the knowledge and understanding in this year.	Students develop an infographic that presents information about Australia's key trading partners and the flow of imports and exports into and out of Australia.	Students examine the benefits (and problems) of the Just-in-Time (JIT) inventory system and how this impacts on the productivity of a business.
Interdependence	Students illustrate the two-sector circular flow model identifying the relationship or interdependence between consumers and businesses.	Students investigate the responsibility of businesses to consumers in Australia, and consumer rights under the Australian Consumer Law.	Students analyse the strengths, weaknesses, opportunities and threats of globalisation.	Students analyse a multinational company to examine how the business was impacted by, and reacted to, changing conditions in the global economy.
Allocation and markets	Students collect relevant information and/or data to show why fast food restaurants introduced healthy options.	Students identify market equilibrium for a product using a demand and supply model.	Students examine how Aboriginal and Torres Strait Islander businesses may use corporate social responsibility to develop opportunities in different markets.	Students analyse data sets and charts to identify and describe emerging trends in the employment market.

Economics and Business				
	Year 7	Year 8	Year 9	Year 10
Economic performance and living standards	The concept of 'Economic performance and living standards' is not a focus of the knowledge and understanding in this year.	Students examine the fairness of Australia's tax system, considering different perspectives.	Students use the five-sector circular flow model to illustrate what would happen to the economy when leakages and injections fluctuate.	Students draw and annotate a business cycle diagram with information related to Australia's historical economic data.

Geography				
	Year 7	Year 8	Year 9	Year 10
Place	Students create a class display/poster to show the quantity and variability of Australia's water resources across Australia	Students annotate a map of Australia identifying the location and characteristics of the four major landscapes in Australia and the significant landform features located at a range of places.	Students develop a short survey to collect data on the perceptions people have about a range of different places, (e.g. holiday destinations, where they were born, sacred sites).	Students complete fieldwork to examine a new or proposed development which will impact on the natural environment to consider varying environmental worldviews, including those of Aboriginal and Torres Strait Islander peoples'
Space	Students carry out fieldwork, mapping the location and accessibility of different services and functions in their local areas and draw conclusions about the liveability of places.	Students map and analyse the spatial distribution of earthquakes to explain the causes of earthquakes.	Students map and analyse the spatial distribution of the world's biomes.	Students analyse a range of demographic maps and data to identify patterns and trends to account for the spatial variations between countries in selected indicators of human wellbeing.
Environment	Students analyse a range of images showing differing environmental qualities (e.g. slums, smog, open parks) from Australia to rank places based on liveability.	Students identify environmental challenges such as reduced air quality and increased water consumption resulting from urbanisation in Australia.	Students view a range of images that show a variety of biomes that produce food and fibre. The students write five key statements based on what they see in the images on the ways humans have altered the environment.	Students calculate their ecological footprint to draw conclusions about their own impact on the environment.
Interconnection	Students construct a mind map on the causes and effects of water scarcity in Australia, showing the impact of human activity on water scarcity.	Students construct an infographic comparing the migration statistics for Western Australia and Tasmania, identifying interconnections between environmental, social and economic factors.	Students in groups produce a role-play demonstrating how the internet facilitates real-time sharing of information on a global scale, and the impact that this has in different places.	Students select one of the United Nations Sustainable Development Goals and construct an annotated map showing the actions which have been taken to achieve the goal and the countries which have been impacted.

Geography				
	Year 7	Year 8	Year 9	Year 10
Sustainability	Students analyse data on the rate we are using resources (e.g. water) and investigate strategies for water conservation in the home.	Students create a Venn diagram on the sustainable practices being implemented in Perth and Kyoto to try and reduce the consequences of urbanisation.	Students investigate different strategies for achieving food security and evaluate their sustainability.	Develop criteria in a graphic organiser (e.g. social, economic and environmental) to evaluate the sustainability of strategies being used to manage environmental change.
Scale	Students, in groups, brainstorm and rank a range of strategies that would enhance the liveability for young people in their local area. The students then consider if the same ranking would be appropriate at a global scale.	Students research both the short- and long-term impact of a geomorphic hazard on both the local and national economy.	Students produce an infographic showing population growth in Australian and globally, examining the impact of this growth on food security.	Students analyse images and maps at a range of scales, showing land changes in different locations to draw conclusions about the extent of the changes.
Change	Students analyse rainfall data to explain how the quantity and variability of Australia's water resources have changed over time.	Students explore factors that explain why the number of migrants coming to Australia fluctuates over time.	Students go on an excursion to Kings Park and evaluate the changes and long-term sustainability of the park in the face of increasing tourism.	Students select a range of images to show human-induced changes made to a specific natural environment over time and predict the sustainability of that environment.

History				
	Year 7	Year 8	Year 9	Year 10
Continuity and change	Students explore the scientific evidence that supports oral traditions as a reliable method of sharing historical knowledge.	Students research punishments for different crimes during the Middle Ages, including the major changes in punishments and the reasons for these changes.	Students describe the new roles women undertook to support the war effort as well as ideas about 'a woman's place' that limited their participation.	Students research and present an illustrated and annotated timeline of changes and continuities in the lives of women during World War II.
Cause and effect	Students focus on a significant change that occurred in the ancient society they have studied and create a diagram to show the main causes and effects of the change on at least two groups within that society.	Students select one cause of the Industrial Revolution (e.g. social, economic, technological, environmental) to investigate in detail. Students evaluate the effect that this cause had on the Industrial Revolution and present their findings to the class.	Students create a cause-and-effect table identifying the causes for different groups of people moving as part of the European imperial expansion in the 18th and 19th centuries and analyse the effects on their lives and communities.	Students identify the causes and effects of the 1938 Day of Mourning and its impact on the civil rights of Aboriginal and Torres Strait Islander peoples.
Perspective	Students describe aspects of everyday life in ancient Rome and compare the lives of two different groups in Roman society.	Students use primary and secondary sources to identify and compare the experiences of different social classes during the Industrial Revolution.	Students create an annotated 'dual' timeline of the Gallipoli campaign in World War I, showing Turkish and British, or Australian, perspectives on key events and the outcome.	Students examine primary and secondary sources to identify and explain a range of views on the use of the atomic bomb in Hiroshima and Nagasaki in 1945.
Empathy	Students create an empathy map for a selected historical event, i.e. divide a page into four quarters with a character in the centre and label the quarters 'think', 'feel', 'say' and 'do'. In pairs, students discuss and make notes in each quarter.	Students explore mutual interdependence and relationships within feudal societies. They identify the different social groups (e.g. kings, nobles, peasants, clergy) and what the different groups give and receive within the feudal system, to explain the connections between groups.	Students investigate a series of historical events from different perspectives, explaining why different groups viewed each event differently. Following this investigation, students reflect and discuss how understanding different experiences helps to build respect and social cohesion in contemporary society.	Students use media reports of the New South Wales Freedom Rides to build knowledge of the historical context, including values and attitudes of the time. Students write a series of brief reports of the Freedom Rides from the perspective of one of the participants.

History				
	Year 7	Year 8	Year 9	Year 10
Significance	Students explain the historical and cultural importance of the boomerang, and how it was used as a tool by Aboriginal and Torres Strait Islander peoples.	Students develop and debate 'What if' scenarios, such as what if the Magna Carta wasn't signed? or what if the First Crusade was won by the Ottomans?, to identify and compare significant events.	Students rank a series of significant events from Australia's colonial history and write a justification for the most significant event.	Students examine the events leading to World War II and conduct a class debate as to which was the most significant in causing World War II.
Sources and evidence	Students assemble a digital collection of archaeological sources relevant to Aboriginal and Torres Strait Islander peoples and explain what evidence each source (or group of sources) provides.	Students use sources to explain the working conditions of different industries during the Industrial Revolution.	Students analyse sources relating to the reasons men enlisted to fight in World War I. Students assess the reliability and usefulness of sources using criteria such as origin, purpose, context and bias. Students debate 'When do sources become evidence?'	Students develop criteria to compare the usefulness and reliability of two websites as sources for an aspect of a Depth Study, (e.g. the significance of the Mabo decision for the civil rights of Aboriginal and Torres Strait Islander peoples).
Contestability	Students explore different theories about how the pyramids of Egypt were built and decide which are the most plausible, giving reasons for their choice.	Students examine different views concerning the Black Death causing a decline in authority of the Church, and decide which view is most plausible, giving reasons for their choice.	Students evaluate the debate about the significance of ANZAC Day, including the evidence presented and the perspectives of those engaged in the debate.	Students examine the debate about whether Japan intended to invade Australia during World War II, including the evidence presented then and since.

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