HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding							
Civics and Citizenship				**Communities** Communities make decisions in different ways and voting is a way that groups make decisions democratically Who makes rules, why rules are important and the consequences of rules not being followed 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	**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) The differences between 'rules' and 'laws' The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity	**Roles, responsibilities and participation** The key values that underpin Australia's democracy, including freedom, equality, fairness and justice 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 The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)	**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 The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system How laws are initiated and passed through the Federal parliament Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civics and Citizenship						The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges) 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)	
Economics and Business						**Wants, resources and choices** The difference between needs and wants, and how they may differ between individuals 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 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)	**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) 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)

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Economics and Business						The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)	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) 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
Geography	**People live in places** The globe as a representation of the Earth on which Australia and other familiar countries can be located The representation of familiar places, such as schools, parks and lakes on a pictorial map 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)	**Places have distinctive features** The location of the equator and the northern and southern hemispheres, including the poles 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	**People are connected to many places** The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia 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) The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place	**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)	**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 The importance of environments to animals and people, and different views on how they can be protected	**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	**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 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

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	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	How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features	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) 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	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 The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics 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 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	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 The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably	The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places The impact of bushfires or floods on environments and communities, and how people can respond	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 Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 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 How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) 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	**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 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) 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	**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 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) 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	**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) 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 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	**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 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 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)	**The Australian Colonies** The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) 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) 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)	**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) 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 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

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	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 – Scope and sequence P-6

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

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1-2	Year 3-4	Year 5-6
Evaluating	Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)	Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)	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) Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)	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) 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)
Communicating and reflecting	Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) Develop texts (e.g. retell, describe personal stories) Reflect on learning (e.g. drawings, discussions)	Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic) Develop texts, including narratives, that describes an event or place Reflect on learning and respond to findings (e.g. discussing what they have learned)	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 Develop texts, including narratives and biographies, that use researched facts, events and experiences 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)	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 Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials 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)

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Knowledge and understanding				
Civics and Citizenship	**Designing our political and legal system** The purpose and value of the Australian Constitution The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power The division of powers between state/territory and federal levels of government in Australia The different roles of the House of Representatives and the Senate in Australia's bicameral parliament 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 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 How citizens participate in providing justice through their roles as witnesses and jurors	**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 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 How laws are made in Australia through parliaments (statutory law) How laws are made in Australia through the courts (common law) The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian	**Our democratic rights** The role of political parties, and independent representatives in Australia's system of government, including the formation of governments How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns) How social media is used to influence people's understanding of issues 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 How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents) The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays)	**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 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) The role of the High Court, including interpreting the Constitution 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) The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Economics and Business	**Producing and consuming** How consumers rely on businesses to meet their needs and wants How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) Why businesses might set a certain price for a product and how they might adjust the price according to demand 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) Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness) Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings)	**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) 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) The rights and responsibilities of consumers and businesses in Australia Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia 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)	**Australia and the global economy** The role of the key participants in the Australian economy, such as consumers, producers, workers and the government 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 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 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 The ways consumers can protect themselves from risks, such as debt, scams and identity theft The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market The way the work environment is changing in contemporary Australia and the implication for current and future work	**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 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) 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) 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) Factors that influence major consumer 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 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) 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)

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Geography	**Water in the world** The classification of environmental resources (renewable and non-renewable) The quantity and variability of Australia's water resources compared with those in other continents 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 **Place and liveability** The factors that influence the decisions people make about where to live and their perceptions of the liveability of places The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe	**Landforms and landscapes** The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) 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) How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards **Changing nations** The causes and consequences of urbanisation in Australia and one other country from the Asia region The reasons for, and effects of, internal migration in Australia The reasons for, and effects of, international migration in Australia	**Biomes and food security** The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) 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) 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 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 **Geographies of interconnections** The perceptions people have of place, and how this influences their connections to different places The way transportation, and information and communication technologies are used to connect people to services, information and people in other places	**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) The environmental worldviews of people and their implications for environmental management 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 The strategies to manage the environmental change being investigated The application of environmental, economic and social criteria in evaluating management responses to the change being investigated **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 The reasons for spatial variations between countries in selected indicators of human wellbeing

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Geography			The ways that places and people are interconnected with other places through trade in goods and services, at all scales The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places	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 The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries
History	**The ancient world (Egypt, Greece, Rome, India, China)** Overview: The location of the ancient civilisations The timeframe of the ancient civilisations **Depth study 1: Investigating the ancient past** How historians and archaeologists investigate history, including excavation and archival research The range of sources that can be used in an historical investigation, including archaeological and written sources The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples **Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)** The physical features and how they influenced the civilisation that developed there Roles of key groups in the ancient society, and the influence of law and religion	**The ancient to the modern world** Overview: Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) **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 Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce The role of significant individuals in the medieval period (e.g. Charlemagne)	**The making of the modern world** Overview: The important features of the modern period (1750–1918) **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 The population movements and changing settlement patterns during the Industrial Revolution The experiences of men, women and children during the Industrial Revolution, and their changing way of life The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication	**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 **Depth study 1: Investigating World War II (1939–45)** The causes and course of World War II The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore 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) An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
History	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 The role of a significant individual in the ancient society's history	**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 The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease 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 The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague	**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 The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign 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 The commemoration of World War I, including debates about the nature and significance of the ANZAC legend	**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 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 The US civil rights movement and its influence on Australia 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 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

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	Year 7-8	Year 9-10
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 Construct a range of questions, propositions and/or hypotheses 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 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) 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) 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)	Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation 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 Identify the origin, purpose and context of primary sources and/or secondary sources Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations
Analysing	Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question 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) Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines) Translate information and/or data from one format to another (e.g. from a table to a graph) Apply subject-specific skills and concepts in familiar and new situations	Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time) 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) 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) Apply subject-specific skills and concepts in familiar, new and hypothetical situations
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	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 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

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	Year 7-8	Year 9-10
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) 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 Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena	Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments 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 Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories) 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 Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)