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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 7 SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Additional Content [↗](#)



EAL/D Humanities and Social Sciences Pre-primary to Year 10 [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)

Year 7 Syllabus

Year Level Description

In Year 7, Humanities and Social Sciences and Economics and Business Studies are taught as separate subjects.

Students develop an understanding of the world in which they live, which includes questioning and reflecting. They apply their knowledge to phenomena, both historical and contemporary.

Students continue to develop their understanding of the Westminster system of democracy, and how constitutional change has developed through the years.

An understanding of the role of the market, the characteristics of specialisation and economic growth, and work futures are developed. The focus on national identity and its relation to local communities is expanded.

The concepts of place and change continue to be developed. The opportunity to inquire into place is expanded to include the global place. They apply their knowledge to phenomena, both historical and contemporary.

Filters



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- ☒ Year level descriptors
- ☒ Content Descriptions
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- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Humanities and Social Sciences skills
- ☒ Knowledge and understanding

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability
- ☒ Critical and creative thinking

the full range of sca

Students develop th
evidence, continuity
significance and co
context of how we l
societies develop

Knowledge and

CIVICS AND CITIZENSHIP

Designing our po system

The purpose and va
Australian Constitut

-  Personal and socia
-  Ethical understand

The concept of the
powers between the
executive and judic
seeks to prevent th
concentration of po

-  Personal and socia
-  Ethical understand

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

The division of power between the federal government and the states/territories and the division of power between the federal government and the states/territories in Australia

✔ Personal and social capability

✔ Ethical understanding

The different roles of the Australian Parliament: Representatives and Senators in the Australian Parliament and the Australian Parliament's bicameral system (ACHCK048)

✔ Personal and social capability

✔ Ethical understanding

The process for constitutional change through a referendum: attempts to change the Australian Constitution by referendum and the successful vote on the 1999 *Alteration (Aboriginal and Torres Strait Islander Voice)* and the unsuccessful vote on the 1999 *Alteration (Establishment of a new state)* (ACHCK049)

✔ Personal and social capability

✔ Ethical understanding

How Australia's legal system provides justice, including the role of the courts and the role of the judiciary

rule of law, presumption
burden of proof, right
right to legal representation
([ACHCK050](#))

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

How citizens participate in
justice through their
and jurors ([ACHCK050](#))

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

ECONOMICS AND BUSINESS

Producing and consuming

How consumers relate to
meet their needs and
([ACHEK017](#))

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

How businesses respond to
demands of consumers

responding to preferences, options, environmental products and packaging ([ACHEK017](#))

🧠 Critical and creative thinking

👥 Personal and social skills

⚖️ Ethical understanding

Why businesses might change price for a product or adjust the price according to market conditions ([ACHEK017](#))

🧠 Critical and creative thinking

👥 Personal and social skills

⚖️ Ethical understanding

Characteristics of effective business leaders including the behaviours that bring to their business, establishing a shared vision, demonstrating initiative and enterprise ([ACHEK017](#))

👥 Personal and social skills

⚖️ Ethical understanding

Why individuals work for different income, contributing to the economy

self-esteem, material living standards, happiness (ACHEK020)

👥 Personal and social

Different types of work (part-time, casual, unpaid, volunteer)

🧠 Critical and creative

How people derive income from alternative sources (owning a business, being a shareholder, owning property) (ACHEK020)

🧠 Critical and creative

The ways people work (employment, self-employment, pension, superannuation, savings) (ACHEK020)

🧠 Critical and creative

GEOGRAPHY

Water in the world

The classification of

resources (renewable and non-renewable) ([ACHGK038](#))

 Numeracy

 Critical and creative thinking

The quantity and value of water in Australia's water resources compared with those in other countries ([ACHGK039](#))

 Numeracy

 Critical and creative thinking

Water scarcity and its impact on Australia and the world. It is a problem and water scarcity (e.g. drought, stormwater harvest, desalination, inter-river water transfer, reducing water use) including studies done in Australia and **one** from West Africa ([ACHGK040](#))

 Numeracy

 Critical and creative thinking

 Intercultural understanding

Place and liveability

The factors that influence the liveability of a place

people make about
their perceptions of
places ([ACHGK043](#))

 Numeracy

 Critical and creativ

The influence of acc
services and faciliti
of places ([ACHGK04](#)

 Numeracy

 Critical and creativ

The influence of en
on the liveability of

 Numeracy

 Critical and creativ

The strategies usec
liveability of places
young people, inclu
Australia and Europ

 Numeracy

 Critical and creativ

 Personal and socia

 Intercultural under

HISTORY

The ancient world Rome, India, China

Overview:

- The location of the civilisations
- The timeframe of civilisations

Depth study 1: In ancient past

How historians and investigate history, excavation and archaeology (ACDSEH001)

 Critical and creative

The range of sources in an historical investigation archaeological and (ACDSEH029)

 Critical and creative

The importance of the remains of the ancient the heritage of Aboriginal and Torres Strait Islander Peoples

 Literacy

 Intercultural understanding

Depth study 2: In ancient society (Rome, India, China)

The physical features influenced the civilisations developed there ([ACDSEH003](#); [ACDSEH042](#))

 Critical and creative thinking

Roles of key groups in society, and the influence of religion
([ACDSEH032](#); [ACDSEH042](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

The significant beliefs and practices of the ancient world, with particular emphasis on the following areas: events surrounding birth or death and funeral practices ([ACDSEH033](#); [ACDSEH042](#))

 Critical and creative

 Ethical understand

 Intercultural under

The role of a signifi
the ancient society'
([ACDSEH129](#); [ACDS](#)

 Critical and creativ

Achievement st

At Standard, studer
to select, collect an
They develop criter
sources for a purpo
purpose, and distin
and/or data to iden
to sequence events
translate informati
unfamiliar situation
contexts. Students
audience and purpo
terminology and co
acknowledge sourc

Students describe h
Constitution. They c

government and the
identify rights and
describe how the le

Students describe the
between consumer
describe how the sp
behaviour, provides

Students describe the
and natural environ
changes. They desc
are perceived and v

Students describe the
ancient society, and
identify past events
Students describe e
people who lived at

In Year 7, Humanities and Social Sciences consists of Civics and
Students develop increasing independence in critical thinking and
analysing, evaluating, communicating and reflecting. They app
phenomena, both historical and contemporary.

Students continue to build on their understanding of the concep
key features of Australia's democracy, and how it is shaped thro
concepts of justice, rights and responsibilities are further devel

An understanding of the concepts making choices and allocation of resources by consumers and producers in the market, the characteristics of successful entrepreneurial behaviour contributes to business success. Work on how people work. Students focus on national issues, with opportunities to explore local community or global issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and thinking and provide students with the opportunity to inquire into how place is expanded through students' investigation of the liveability of a range of places and environments at the full range of scales, from local to global.

Students develop their historical understanding through key concepts of time, effect, perspectives, empathy, significance and contestability. They explore how we know about the ancient past, and why and where the evidence is found.

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