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School Curriculum  
and Standards  
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

# Year 7 SyllabusTest

[Download Curriculum as PDF](#)

**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 inquiry skills which includes questioning, reflecting. They apply their knowledge to real-world 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 real-world phenomena, both historical and contemporary.

## Filters



### Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ 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 th  
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  
state/territory and federal  
government in Australia

- 👥 Personal and social
- ⚖️ Ethical understanding

The different roles of  
Representatives and  
Australia's bicameral  
(ACHCK048)

- 👤 Personal and social
- ⚖️ Ethical understanding

The process for con  
through a referendi  
attempts to change  
Constitution by refe  
the successful vote  
*Alteration (Aborigin*  
unsuccessful vote c  
*Alteration (Establis*  
1999 ([ACHCK049](#))

- 👤 Personal and social
- ⚖️ Ethical understanding

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

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 a challenge. 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**

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## **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 of the region influenced the civilisations that developed there ([ACDSEH003](#); [ACDSEH042](#))

 Critical and creative thinking

Roles of key groups in ancient 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

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## 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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