



Western Australian Curriculum

Humanities and Social Sciences

Scope and sequence | Pre-primary–Year 10
Revised curriculum | For familiarisation in 2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Humanities and Social Sciences was adopted and adapted from the Australian Curriculum version 8.4.

The revised Western Australian Curriculum: Humanities and Social Sciences has been adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**. Teachers should use examples relevant to the context of the school and the needs of their students.

The document is organised by two Humanities and Social Sciences strands: Knowledge and understanding and Humanities and Social Sciences skills.

The Knowledge and understanding strand includes: Civics and Citizenship; Economics and Business; Geography; and History.

The Humanities and Social Sciences skills includes: Questioning and researching; Analysing; Evaluating; and Communicating and reflecting.

The table below outlines the learning area organisation for the Pre-primary to Year 10 Humanities and Social Sciences curriculum.

Knowledge and understanding			
Civics and Citizenship Years 3–10	Economics and Business Years 5–10	Geography Pre-primary–Year 10	History Pre-primary–Year 10

Humanities and Social Sciences skills			
Questioning and researching	Analysing	Evaluating	Communicating and reflecting

Pre-primary–Year 6

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This sequence starts at Year 3			<p>Communities Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed</p> <p>Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p>For example:</p> <ul style="list-style-type: none"> • school or community projects 	<p>Government and society The roles of local government and how members of the community use and contribute to local services</p> <p>For example:</p> <ul style="list-style-type: none"> • leisure services, such as libraries, pools and sporting facilities • environmental services, such as waste management and parks • administrative services, such as pet management 	<p>Roles, responsibilities and participation The key values and features of Australia’s democracy and the electoral process</p> <p>For example:</p> <ul style="list-style-type: none"> • features, such as compulsory voting, secret ballot and preferential voting • values, such as freedom, equality, fairness and justice <p>The roles and responsibilities of</p>	<p>Australia’s system of government and citizenship The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government</p> <p>For example:</p> <ul style="list-style-type: none"> • federal government is responsible for

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>and town planning</p> <p>The differences between rules and laws and why laws are important</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p>	<p>electors and representatives</p> <p>For example:</p> <ul style="list-style-type: none"> • enrolling to vote and being informed • representing the electorate's interest and participating in the parliamentary process <p>How regulations and laws affect the lives of citizens</p> <p>For example:</p> <ul style="list-style-type: none"> • the different types of laws • how laws protect human rights <p>How citizens with shared beliefs and values work together to achieve a civic goal</p>	<p>defence force, postal service and immigration</p> <ul style="list-style-type: none"> • state government is responsible for education and health • local government is responsible for parks, verges and rubbish collection <p>How laws are initiated and passed through the federal parliament</p>

Sub-strand: Economics and Business

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This sequence starts at Year 5					<p>Wants, resources and choices</p> <p>The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural, human, or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations</p>	<p>Impacts of consumer and financial decisions</p> <p>The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p>For example:</p> <ul style="list-style-type: none"> • where money goes when buying from local businesses compared to large multinational companies • the environmental consequences of purchasing goods with

	<p>For example:</p> <ul style="list-style-type: none"> • natural resources, such as solar and water • human resources, such as workers and business owners • capital resources, such as machinery, tools and technologies <p>Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs</p> <p>For example:</p> <ul style="list-style-type: none"> • using school land to plant a garden bed or install additional 	<p>excessive plastic packaging</p> <p>Businesses provide goods and services in different ways to earn revenue</p> <p>For example:</p> <ul style="list-style-type: none"> • variety of scale and physical locations, such as shopping centres, local markets, online stores, small independent stores and remote community stores <p>Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices</p>
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Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					playground equipment <ul style="list-style-type: none"> • committing to organised sport or having more free time 	For example: <ul style="list-style-type: none"> • influences, such as available money, advertising, peer pressures, price of goods and services, cultural or personal belief systems • strategies, such as comparing prices and keeping financial records

Sub-strand: Geography

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>People live in places</p> <p>The globe as a representation of the Earth on which Australia and other countries can be located</p> <p>For example:</p> <ul style="list-style-type: none"> concrete representations to locate places and landmarks representations using digital technologies, such as online maps <p>The location of familiar places on a map</p> <p>For example:</p> <ul style="list-style-type: none"> local places, such as parks, schools and shops 	<p>Places have distinctive features</p> <p>The location of the equator and the northern and southern hemispheres, including the poles</p> <p>The location of local places and their natural, managed and constructed features</p> <p>For example:</p> <ul style="list-style-type: none"> identify and locate places and features on pictorial maps the daily and seasonal weather of their place <p>How places change and how they can</p>	<p>People are connected to many places</p> <p>The location of the major geographical divisions of the world in relation to Australia</p> <p>For example:</p> <ul style="list-style-type: none"> continents and oceans <p>How people and places interconnect across Australia, Asia and the world</p> <p>For example:</p> <ul style="list-style-type: none"> personal connections and travel experiences across Australia and the world how special events or current 	<p>Places are both similar and different</p> <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p>The location and identifying attributes of Australia's major natural features</p> <p>For example:</p> <ul style="list-style-type: none"> natural features, such as rivers, deserts, mountains and rainforests <p>How language groups of Australia's Aboriginal and Torres Strait</p>	<p>The Earth's environment sustains all life</p> <p>The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>For example:</p> <ul style="list-style-type: none"> characteristics, such as climate, natural vegetation, landforms and native animals <p>The importance of environments to animals and people, and the different views on how they can be protected</p>	<p>Factors that shape the environmental characteristics of places</p> <p>The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia</p> <p>For example:</p> <ul style="list-style-type: none"> characteristics, such as climate, natural vegetation, landforms and native animals <p>The way people alter the environmental characteristics of</p>	<p>A diverse and connected world</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>For example:</p> <ul style="list-style-type: none"> economic characteristics, such as per capita income or energy consumption demographic characteristics, such as population size and distribution

<ul style="list-style-type: none"> maps, such as pictorial, self-constructed and digital <p>The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> people live in neighbourhoods, suburbs, towns and rural/regional/lands the Country/Place on which the school is located the Country/Place to which students' culture or heritage is connected 	<p>be cared for by different groups, including Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of weather and seasons, including Aboriginal and Torres Strait Islander peoples' seasons causes of change to places such as erosion, revegetation, new infrastructure, the influence of weather patterns how places and locations are cared for and the community members responsible 	<p>natural phenomena influence connections</p> <p>The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places</p> <p>For example:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander names and meanings of places and locations how names are given and who is responsible for allocating them <p>How places can be defined on a</p>	<p>Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics</p> <p>For example:</p> <ul style="list-style-type: none"> natural characteristics, such as climate, animals and vegetation human characteristics, such as language, family composition and built environment 	<p>For example:</p> <ul style="list-style-type: none"> providing habitats for animals using land for agriculture national parks to protect flora and fauna <p>Sustainable use and management of renewable and non-renewable resources</p> <p>For example:</p> <ul style="list-style-type: none"> the use of renewable and non-renewable resources in the classroom how Aboriginal and Torres Strait Islander peoples manage and sustainably use plants, animals and minerals 	<p>Australian places</p> <p>For example:</p> <ul style="list-style-type: none"> land cover clearing for farming and urban development introduction of boundaries through the establishment of fences, drainage or irrigation infrastructure land use, such as plantations and mining <p>The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond</p>	<ul style="list-style-type: none"> social characteristics, such as education and life expectancy <p>The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world</p> <p>For example:</p> <ul style="list-style-type: none"> the Māori of Aotearoa (New Zealand) the Orang Asli of Malaysia and Indonesia <p>Australia's connection with countries and how these connections change people and places</p>
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Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		variety of geographical scales For example: <ul style="list-style-type: none"> • geographical scales, such as personal, local, regional and national 				For example: <ul style="list-style-type: none"> • short-term connections, such as tourism, foreign aid and sport • long-term connections, such as trade, migration, education and defence

Sub-strand: History

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Personal and family histories</p> <p>The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other</p> <p>The celebrations and commemorations of significant events shared with their families and others</p> <p>For example:</p> <ul style="list-style-type: none"> celebrated events, such as birthdays, cultural festivals and family reunions 	<p>Present and past family life</p> <p>The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time</p> <p>For example:</p> <ul style="list-style-type: none"> the similarities and differences of a range of family structures and sizes changes in family roles, such as childcare and domestic chores naming protocols for family and community members across cultures 	<p>The past in the present</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>For example:</p> <ul style="list-style-type: none"> social, cultural or spiritual significance <p>The importance today of an historical site or place and why it has heritage significance and cultural values for present generations</p> <p>For example:</p>	<p>Communities and remembrance</p> <p>One important example of change and one important example of continuity over time in the local community, region or state/territory</p> <p>For example:</p> <ul style="list-style-type: none"> in relation to the areas of transport, work, education, natural and built environments, entertainment or daily life <p>The role that different cultural groups have played in the development and character of the local community</p>	<p>First contacts</p> <p>The diversity and longevity of Australia’s first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>For example:</p> <ul style="list-style-type: none"> treatment of convicts daily lives of the different people who travelled to Australia 	<p>Australian colonies</p> <p>The economic, political and social reasons for establishing British colonies in Australia after 1800</p> <p>For example:</p> <ul style="list-style-type: none"> economic reasons, such as the availability of natural resources and the establishment of penal colonies political reasons, such as its strategic position in the Asia–Pacific region and the expansion of the British Empire social reasons, such as population 	<p>Australia as a nation</p> <p>Key figures, ideas and events that led to Australia’s Federation and Constitution, including British and American influences on Australia’s system of law and government</p> <p>For example:</p> <ul style="list-style-type: none"> Henry Parkes, Edmund Barton, George Reid and John Quick the Tenterfield Oration, Corowa Conference and the referendums the Magna Carta, federalism, constitutional monarchy, the Westminster

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> different commemorations in the local community Aboriginal and Torres Strait Islander peoples participation in corroborees <p>How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them</p> <p>For example:</p> <ul style="list-style-type: none"> photographs, artefacts, books, oral histories, digital media and museums the significance and use of 	<p>How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance</p> <p>For example:</p> <ul style="list-style-type: none"> terms, including ‘a long time ago’; ‘then and now’; ‘now and then’; ‘old and new’; ‘tomorrow’; ‘Dreamtime’ or ‘The Dreaming’ dates and changes that have personal significance, such as birthdays, traditions and rituals <p>The differences and similarities between children’s</p>	<ul style="list-style-type: none"> sites, such as community buildings, landmarks, war memorials, rock paintings and engravings <p>The impact of changing technology on people’s lives and how the technology of the past differs from the technology used today</p> <p>For example:</p> <ul style="list-style-type: none"> use of technology in situations, such as the home, at work, when travelling, for leisure activities and when playing and communicating 	<p>compared with development in another community</p> <p>For example:</p> <ul style="list-style-type: none"> commercial outlets, such as restaurants and shops different religious buildings <p>Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> Australian commemorations and celebrations, such as Anzac 	<ul style="list-style-type: none"> how social order was maintained <p>The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people’s lives</p> <p>For example:</p> <ul style="list-style-type: none"> contact with the Macassans and Europeans impacts, such as dispossession, dislocation, the loss of lives through contact, diseases, loss of food sources and medicines <p>The journey of one world navigator, explorer or trader</p>	<p>pressures in Britain</p> <p>The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants</p> <p>For example:</p> <ul style="list-style-type: none"> geographical features, climate, water resources, transport, discovery of gold introduced species lives of Aboriginal and Torres Strait Islander peoples, convicts and free settlers 	<p>system and the Houses of Parliament</p> <p>Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p>For example:</p> <ul style="list-style-type: none"> right to vote <i>Aborigines Act 1905</i> (Western Australia) women’s suffrage at the end of the 19th/start of the 20th century

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
storytelling on Country	<p>daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed</p> <p>For example:</p> <ul style="list-style-type: none"> • family traditions and leisure time • changes to means of communication over time 		<p>Day, Australia Day, NAIDOC Week, National Sorry Day</p> <ul style="list-style-type: none"> • international commemorations and celebrations, such as religious and cultural festivals 	<p>up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> <p>For example:</p> <ul style="list-style-type: none"> • Christopher Columbus, Vasco de Gama, Ferdinand Magellan 	<p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions</p> <p>For example:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander peoples' resistance fighters, such as Yagan and Fanny Balbuk • groups, such as explorers, farmers, pastoralists and convicts • colonialists, such as James Stirling and Thomas Peel 	<p>Stories of groups of people who migrated to Australia, including from one Asian country, the reasons they migrated and their contributions to society</p> <p>For example:</p> <ul style="list-style-type: none"> • push factors, such as war and conflict, economic hardship and political unrest • pull factors, such as gold rushes, employment opportunities and government-funded land settlement and assisted passage schemes

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share prior knowledge about a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • make and apply connections through play-based learning • collaborative learning strategies • sustained shared thinking <p>Pose and respond to natural curiosities about known objects, people, places and events</p> <p>For example:</p> <ul style="list-style-type: none"> • 'I wonder ...' 	<p>Reflect on current understanding of a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • brainstorm • collaborative learning strategies • sustained shared thinking <p>Pose and respond to reflective questions about objects, people, places and events in the past and present</p> <p>For example:</p> <ul style="list-style-type: none"> • scaffold construction of questions <p>Locate information from a variety of provided sources</p> <p>For example:</p> <ul style="list-style-type: none"> • electronic sources • print sources, such as books, photographs, graphics and plans • other sources including people <p>Sort and record selected information and/or data</p>	<p>Identify current understanding of a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • brainstorm • KWL chart <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>For example:</p> <ul style="list-style-type: none"> • electronic sources, such as television and websites • print sources, such as books, photographs, images and plans • other sources, including interviews, museums and library catalogues <p>Record selected information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • use graphic organisers • use note-taking strategies 	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • KWL chart • concept map <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>For example:</p> <ul style="list-style-type: none"> • different media, including print, television and internet • primary sources, such as photographs, interviews and historical artefacts • secondary sources, including documentaries and written texts <p>Record selected information and/or data using a variety of methods</p>			

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sort and record information and/or data into simple categories</p> <p>For example:</p> <ul style="list-style-type: none"> • drawings, pictorial timelines and maps • role-play • whole class learning wall 	<p>For example:</p> <ul style="list-style-type: none"> • use graphic organisers • identify key words • collaborative learning strategies 		<p>Recognise the ethical protocols that exist when gathering information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • respect others' work 		<p>For example:</p> <ul style="list-style-type: none"> • use graphic organisers • paraphrase • summarise <p>Use ethical protocols when gathering information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • acknowledge the work of others • reference work • obtain permission to use photographs and interviews 	

Sub-strand: Analysing

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore points of view</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that their point of view may differ from others 	<p>Process information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> sequence information or events categorise information combine information from different sources <p>Explore and discuss points of view</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that stories can be told from different perspectives 	<p>Use criteria for selecting relevant information</p> <p>For example:</p> <ul style="list-style-type: none"> accuracy reliability usefulness <p>Interpret information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> sequence events in chronological order identify patterns and trends <p>Identify different points of view in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> distinguish fact from opinion explore different stories on the same topic 	<p>Develop and use criteria to determine the relevancy of information</p> <p>For example:</p> <ul style="list-style-type: none"> consider accuracy, reliability and publication date usefulness to the question <p>Analyse information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> identify cause and effect make connections with prior knowledge <p>Identify different perspectives in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> analyse language identify motives 			

Sub-strand: Evaluating

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draw conclusions based on discussions and/or observations</p> <p>For example:</p> <ul style="list-style-type: none"> • indicate conclusions in non-verbal ways, such as drawing, making or gesturing • use an opinion to make a judgement <p>Participate in decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> • engage in group discussions • make shared decisions • share views 	<p>Draw conclusions based on information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • use an opinion to make a judgement • form categories • make generalisations based on patterns <p>Participate in decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> • engage in group discussions • make shared decisions • share views 	<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>For example:</p> <ul style="list-style-type: none"> • show similarities and differences <p>Use decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> • share views and recognise different points of view • identify issues, possible solutions and plan for action in groups 	<p>Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>For example:</p> <ul style="list-style-type: none"> • identify patterns • infer relationships <p>Use decision-making processes, including the use of criteria to assess the possible effects</p> <p>For example:</p> <ul style="list-style-type: none"> • share opinions and personal perspectives, and consider different points of view • identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options 			

Sub-strand: Communicating and reflecting

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share observations and ideas, using everyday language</p> <p>For example:</p> <ul style="list-style-type: none"> oral retell or role-play drawing sustained shared thinking <p>Reflect on and assess learning and thinking</p> <p>For example:</p> <ul style="list-style-type: none"> use play to investigate, experiment, test hypotheses, imagine and explore ideas articulate their thoughts when they are learning new things 	<p>Present findings in a range of communication forms, using relevant terms</p> <p>For example:</p> <ul style="list-style-type: none"> oral retell, role-play, graphic organisers, digital, written <p>Reflect on learning and respond to findings</p> <p>For example:</p> <ul style="list-style-type: none"> discuss what they have learnt and what they are still curious about discuss an appropriate response to findings apply learning contextually through play 	<p>Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p> <p>For example:</p> <ul style="list-style-type: none"> written, oral, visual, digital, tabular, graphic <p>Reflect on learning and act on findings in different ways</p> <p>For example:</p> <ul style="list-style-type: none"> complete a KWL chart propose an action in response to new knowledge 	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p> <p>For example:</p> <ul style="list-style-type: none"> written, oral, visual, digital, tabular, graphic, maps <p>Reflect on learning, identify new understandings and act on findings in different ways</p> <p>For example:</p> <ul style="list-style-type: none"> suggest additional questions to be investigated propose a course of action on an issue 			

Years 7–10

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

Year 7	Year 8	Year 9	Year 10
<p>Australian Constitution The purpose and value of the Australian Constitution</p> <p>For example:</p> <ul style="list-style-type: none"> to establish Australia as a nation made up of a Federation of states to serve as the legal framework for Australia 	<p>Freedom and democracy The freedoms that enable active participation in Australia’s democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement</p>	<p>Shaping voter decisions The role of political parties and independent representatives in Australia’s system of government</p> <p>For example:</p> <ul style="list-style-type: none"> the key principles of the major political parties in Australia the emerging influence of independent representatives the concepts of minority government and balance of power 	<p>Protecting democracy The key features and values of Australia’s system of government compared with another system of government in the Asia–Pacific region</p> <p>For example:</p> <ul style="list-style-type: none"> democratic elections separation of powers representative and responsible government
<p>The three branches of government, including the legislature, the executive and the judiciary</p>	<p>The election process and how government is formed</p> <p>For example:</p> <ul style="list-style-type: none"> the structure and composition of parliament preferential voting and proportional representation 	<p>How citizens’ choices are shaped at election time</p> <p>For example:</p> <ul style="list-style-type: none"> media opinion polls political party campaigns 	<p>The threats to Australia’s democracy and other democracies</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of vested interests, organised crime, corruption and lawlessness misinformation and disinformation in the media

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> voter eligibility, compulsory voting and the secret ballot 		<ul style="list-style-type: none"> the rise of populism and identity politics in Australia and other western democracies
<p>The different roles of the House of Representatives and the Senate in Australia’s bicameral parliament</p> <p>For example:</p> <ul style="list-style-type: none"> make and amend laws represent different groups within society scrutinise the work of government 	<p>How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action</p> <p>For example:</p> <ul style="list-style-type: none"> the ways that different groups in society are represented within government membership of lobby groups to advocate for specific causes 	<p>How social media and other emerging technologies are used to influence people’s understanding of political issues</p> <p>For example:</p> <ul style="list-style-type: none"> how media represents different groups in Australian society the role of factors, such as data harvesting, algorithms and confirmation bias in controlling the information voters are exposed to 	<p>The safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law</p> <p>For example:</p> <ul style="list-style-type: none"> the importance of the free media anti-discrimination laws
<p>The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum</p> <p>For example:</p> <ul style="list-style-type: none"> the concept of the double majority successful votes on the Constitution Alteration (Aboriginals) 1967 	<p>Law and order</p> <p>How statute law is made in Australia through parliaments</p>	<p>How young people can participate in and contribute to civic life in Australia and as a global citizen</p> <p>For example:</p> <ul style="list-style-type: none"> young people’s contributions to civic life in Australia, such as Young Australian of the Year recipients the characteristics of global citizens, such as a broad understanding of the world, 	<p>The role of the High Court, including interpreting the Constitution</p> <p>For example:</p> <ul style="list-style-type: none"> constitutional cases, such as <i>Brown v Tasmania</i> [2017] – World Heritage common law cases, such as <i>Mabo v Queensland (No.2)</i> [1992] – Native Title

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<ul style="list-style-type: none"> unsuccessful votes on the Constitution Alteration (Establishment of a Republic) 1999 		<ul style="list-style-type: none"> engagement in their communities and collaboration with others to address challenges involvement in diverse community groups, such as cultural groups, sporting and volunteer organisations 	<ul style="list-style-type: none"> court of appeal, such as <i>The Commonwealth v Tasmania</i> [1983] – international obligations
<p>Australia’s legal system How Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</p>	<p>How common law is made in Australia through the courts</p>	<p>Australian court system The key features and jurisdictions of Australia’s court system, and the operations of courts</p> <p>For example:</p> <ul style="list-style-type: none"> the court hierarchy the role of precedent 	<p>Australia as a global citizen Australia’s roles and responsibilities at a global level</p> <p>For example:</p> <ul style="list-style-type: none"> provision of foreign aid peacekeeping participating in international organisations, such as the United Nations
<p>The role of courts, judges, lawyers and court officials in trials</p>	<p>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples’ customary law</p>	<p>The key principles of Australia’s justice system, including equality before the law, independent judiciary and right of appeal</p>	<p>The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples</p> <p>For example:</p> <ul style="list-style-type: none"> the formal endorsement of the United Nations Declaration on the Rights of Indigenous Peoples

Year 7	Year 8	Year 9	Year 10
			<p>in 2009 by the federal government</p> <ul style="list-style-type: none"> • Australia’s legal obligations under the Paris Agreement (1996) and Conventions relating to the Status of Refugees (1951) • the Convention on the Rights of the Child (1989)
<p>How citizens participate in providing justice through their roles as witnesses and jurors</p>	<p>Young people’s rights and responsibilities when interacting with law enforcement</p> <p>For example:</p> <ul style="list-style-type: none"> • rights of a young person when questioned by the police • responsibility to follow lawful directions 	<p>The factors that can undermine the application of the principles of justice</p> <p>For example:</p> <ul style="list-style-type: none"> • bribery, coercion of witnesses, trial by media and barriers to equality of access to justice • the different experiences of people with the justice system • case studies, such as the wrongful conviction of John Button or Lindy Chamberlain’s trial by media 	

Sub-strand: Economics and Business

Year 7	Year 8	Year 9	Year 10
<p>Consumers and businesses Why opportunity cost exists when decisions are made to allocate limited resources to meet unlimited needs and wants</p>	<p>Australia's mixed market economy The way markets in Australia influence decisions about the allocation of resources to the production of goods and services</p> <p>For example:</p> <ul style="list-style-type: none"> • how markets answer the economic questions of what to produce, how to produce, for whom to produce and how much to produce 	<p>Australia in the global economy The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model</p> <p>For example:</p> <ul style="list-style-type: none"> • financial sector – savings and investments • government sector – taxation and government spending • overseas sector – imports and exports 	<p>Economic performance and living standards How the business cycle model shows changes in economic activity over time</p>
<p>The interdependence between households and businesses using the two-sector circular flow model</p>	<p>How the demand and supply model shows the interactions between consumers and businesses</p> <p>For example:</p> <ul style="list-style-type: none"> • law of demand and the demand curve • law of supply and the supply curve • equilibrium price and equilibrium quantity 	<p>Who Australia trades with; what they trade; and the reasons for this trade, including specialisation</p>	<p>Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate</p>

Year 7	Year 8	Year 9	Year 10
<p>How businesses respond to the changing tastes and preferences of consumers</p> <p>For example:</p> <ul style="list-style-type: none"> • lifestyle and alternative options • environmentally friendly products and packaging 	<p>Australia’s system of taxation and why the government collects taxation revenue</p> <p>For example:</p> <ul style="list-style-type: none"> • taxes paid by individuals and businesses, such as income tax, GST and company tax • how tax collected is used to pay for goods and services that benefit society 	<p>Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses</p> <p>For example:</p> <ul style="list-style-type: none"> • global dependence through global supply chains and transnational corporations • effects of globalisation, such as availability of goods and services, access to larger markets, environmental degradation and local producers competing in the international market • disruptions to global supply chains due to global events, such as pandemics, natural disasters, international conflicts and economic crises 	<p>The links between economic performance and living standards and the variations that exist within Australia</p> <p>For example:</p> <ul style="list-style-type: none"> • the ways material living standards can be measured, such as gross domestic product per capita and housing affordability

Year 7	Year 8	Year 9	Year 10
<p>How businesses set prices for a product and how they might adjust the price according to changes in demand</p> <p>For example:</p> <ul style="list-style-type: none"> • different pricing strategies, such as cost plus pricing, discount pricing and competitor pricing • pricing changes based on changing technology and seasonal factors 	<p>How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market</p> <p>For example:</p> <ul style="list-style-type: none"> • healthcare • education • transport 	<p>Opportunities, risks and rewards</p> <p>How businesses seek to create and maintain a competitive advantage in a global and/or domestic market</p> <p>For example:</p> <ul style="list-style-type: none"> • creating a product that is unique to a market • the ability to generate more profit than competitors by reducing costs or increasing revenue 	<p>The distribution of income and wealth in the economy and the ways in which governments can redistribute income</p> <p>For example:</p> <ul style="list-style-type: none"> • the measures and models of income and wealth inequality such as Gini coefficient and the Lorenz curve • types of taxation, such as progressive and regressive taxation • transfer payments, such as pensions, unemployment benefits, and one-off government payments
<p>Innovation and enterprise</p> <p>Different types of business ownership</p> <p>For example:</p> <ul style="list-style-type: none"> • sole trader, partnership, corporation and franchise 	<p>Work and financial decision-making</p> <p>The reasons individuals work; the types of work they are involved in; and how they may derive an income</p> <p>For example:</p> <ul style="list-style-type: none"> • reasons for work, such as income, a sense of purpose and enjoyment • types of work, such as full-time, part-time, casual and contract 	<p>How Aboriginal and Torres Strait Islander businesses develop opportunities in the market</p> <p>For example:</p> <ul style="list-style-type: none"> • the business opportunities associated with environmental stewardship, such as rehabilitation and conservation 	<p>The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities</p> <p>For example:</p> <ul style="list-style-type: none"> • government-funded tertiary education to address skills shortages

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> ways to derive an income, such as salary and wage-based work, commissions and return on investments in the form of profit or interest 	<ul style="list-style-type: none"> employment and social contribution, such as tourism providers in regional and remote Australia providing job opportunities innovations, such as the use of native products for their environmental, medicinal or cosmetic benefits 	<ul style="list-style-type: none"> mandating compulsory superannuation payments for all workers banning single use plastics to reduce the cost of pollution
<p>The concept of innovation and the ways businesses identify and respond to business opportunities</p> <p>For example:</p> <ul style="list-style-type: none"> how businesses identify needs, niches and gaps in markets and develop products or services to address opportunities, such as solar power and electric cars how technology has been used to improve efficiency in existing businesses, such as ride share, food delivery services and online retail 	<p>Factors that influence major consumer and financial decisions</p> <p>For example:</p> <ul style="list-style-type: none"> price cost of borrowing money age and gender of consumers 	<p>Why and how individuals manage financial investment risks and rewards</p> <p>For example:</p> <ul style="list-style-type: none"> types of investment, such as shares, real estate and superannuation setting investment goals 	<p>The changing world of business</p> <p>Ways that businesses respond to changing economic conditions</p> <p>For example:</p> <ul style="list-style-type: none"> expenditure on research and development marketing strategies adjusting output to reflect consumer spending

Year 7	Year 8	Year 9	Year 10
<p>The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses</p> <p>For example:</p> <ul style="list-style-type: none"> • risk taking, such as identifying and taking advantage of an opportunity • demonstrating initiative, problem-solving, leadership, teamwork and communication • entrepreneurs, such as Melanie Perkins, Janine Allis and Richard Branson 	<p>Ways that individuals plan and budget to achieve short-term and long-term financial goals</p> <p>For example:</p> <ul style="list-style-type: none"> • weekly savings to be able to purchase a mobile phone • long-term financial plan to buy a house or car • ways to achieve additional income, such as mowing lawns 	<p>The ways consumers can practise personal financial safety</p> <p>For example:</p> <ul style="list-style-type: none"> • understanding and managing debt, such as credit cards and other consumer finance providers • awareness of scams and strategies to protect consumers from scams, using information from sources, such as Scamwatch • responding to the risk of identity theft through improvements in cybersecurity, such as using multifactor authentication 	<p>Processes that businesses use to improve productivity</p> <p>For example:</p> <ul style="list-style-type: none"> • workforce training and development • investment in applications of technology • use of just-in-time inventory systems
	<p>The rights and responsibilities of consumers and businesses in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> • warranties • consumer guarantees • product safety recalls 		<p>The role of ethical decision-making in production and consumption</p> <p>For example:</p> <ul style="list-style-type: none"> • current ethical issues for business, such as discriminatory workplace practices and labour conditions • campaigns used to encourage ethical practices, such as animal rights activism and supporting fair trade

Year 7	Year 8	Year 9	Year 10
			<ul style="list-style-type: none"> • intellectual property rights, such as the role of artificial intelligence in the creative industries and the appropriation of cultural intellectual property for commercial gain
			<p>The way the work environment is changing in Australia and the implications for current and future work</p> <p>For example:</p> <ul style="list-style-type: none"> • megatrends, such as demographic changes, impactful technology and economic power shifts • emerging workforce and employment trends, such as the gig economy and casualisation of the workforce

Sub-strand: Geography

Year 7	Year 8	Year 9	Year 10
<p>Water in Australia The classification of environmental resources as renewable or non-renewable</p>	<p>Landforms, landscapes and hazards The different types and spatial distribution of Australia’s distinctive landscapes and significant landforms</p> <p>For example:</p> <ul style="list-style-type: none"> • coastal, riverine, arid, mountain, karst landscapes, such as Oondiri/the Nullarbor Plain, Mawurritjiyi/the Great Sandy Desert, Katta Morda /the Darling Ranges and Palyadi Manu/the Northwest Cape • landforms, such as Purnululu/Bungle Bungles, Bula Miyel/Bluff Knoll, Nambung/the Pinnacles and Katter Kich/Wave Rock 	<p>Biomes and food security The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation</p> <p>For example:</p> <ul style="list-style-type: none"> • forests • grasslands • deserts 	<p>Environmental change and management The human-induced changes that challenge the sustainability of natural environments</p> <p>For example:</p> <ul style="list-style-type: none"> • water and atmospheric pollution • degradation of land

Year 7	Year 8	Year 9	Year 10
<p>The location, distribution and variability of Australia’s water resources</p> <p>For example:</p> <ul style="list-style-type: none"> the variability of seasons and longer-term climatic variations types of water stores, such as aquifer, river basins, dams and springs 	<p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> the Purnululu/Bungle Bungles creation story the connection to Place of Whadjuk Noongar peoples to Derbarl Yerrigan/Swan River the value of landscapes, such as Cape le Grand National Park 	<p>The ways that humans in the production of food and fibre have altered some biomes</p> <p>For example:</p> <ul style="list-style-type: none"> through vegetation clearance, introduction of exotic species, drainage, terracing, irrigation the wetlands of the Swan Coastal Plains have been drained for market gardening clearing of woodlands throughout the South West of Western Australia for wheat and sheep farming 	<p>The environmental worldviews of people, including Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibilities, and their implications for environmental management</p> <p>For example:</p> <ul style="list-style-type: none"> the role of Aboriginal and Torres Strait Islander peoples’ relationships with the environment, such as cultural burning conservationists’ actions to prioritise the protection of natural ecosystems decisions that prioritise economic gain over environmental sustainability
<p>Water scarcity and what causes it; why it is a problem; and ways of overcoming water scarcity</p>	<p>The causes, spatial distribution, impacts and responses to a geomorphic hazard</p> <p>For example:</p> <ul style="list-style-type: none"> volcanic eruptions, earthquakes, tsunamis 	<p>The challenges to food production, including climate change and at least one other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world</p>	<p>The causes and consequences of one environmental change at a local, national or global scale</p>

Year 7	Year 8	Year 9	Year 10
<p>For example:</p> <ul style="list-style-type: none"> physical factors, such as drought and economic factors, such as the way in which water is used as a resource the ways to overcome water scarcity through recycling wastewater, stormwater harvesting and reuse and desalination ways to reduce demand for water through water restrictions and public awareness campaigns 	<ul style="list-style-type: none"> the principles of prevention, mitigation and preparedness in minimising the effects of a geomorphic hazard 		
<p>Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>For example:</p> <ul style="list-style-type: none"> demographics, such as age, education, income and cultural background cultural and historical links to the land by Aboriginal and Torres Strait Islander peoples 	<p>How the impacts of a geomorphic hazard are influenced by social, cultural and economic factors</p> <p>For example:</p> <ul style="list-style-type: none"> where people choose to live the availability of infrastructure the resources to respond to a hazard 	<p>The effects of world population growth on global food security; the solutions for Australia and the world to achieve food security; and the implications for environmental sustainability</p>	<p>The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses</p>

Year 7	Year 8	Year 9	Year 10
<p>The influence of accessibility to services and facilities on the liveability of places</p> <p>For example:</p> <ul style="list-style-type: none"> • services, such as education and healthcare • infrastructure allowing access to clean water and sanitation • ways to access services and facilities, such as the ability to walk or use public transport 	<p>Changing nations</p> <p>The causes and consequences of urbanisation in Australia and one other country from the Asia region</p> <p>For example:</p> <ul style="list-style-type: none"> • economic and social opportunities that exist in urban areas, such as employment and sporting clubs • environmental challenges, such as reduced air quality and increased water consumption • consequences, such as housing affordability and urban sprawl 	<p>Geographies of interconnections</p> <p>The perceptions people have of place, and how this influences their connections to different places</p> <p>For example:</p> <ul style="list-style-type: none"> • economic, cultural, historical and spiritual connections • dual naming of places, such as Mandjoogoordap/Mandurah and Gutharraguda/Shark Bay 	<p>Geographies of human wellbeing</p> <p>The methods used to measure spatial variations in human wellbeing and development</p> <p>For example:</p> <ul style="list-style-type: none"> • material and non-material indicators of wellbeing • GDP per capita • the UN Human Development Index
<p>The influence of environmental quality on the liveability of places</p> <p>For example:</p> <ul style="list-style-type: none"> • air and water quality • proximity to oceans, rivers and open spaces 	<p>The reasons for, and effects of, internal migration in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> • seasonal/cyclical migration, rural-to-urban and urban-to-rural migration • economic opportunities, such as employment in the mining industry in Western Australia • effects, such as loss of services in regional areas and retaining skilled workers 	<p>The ways transportation, and information and communication technologies (ICT) are used to connect people to services, information and people in other places</p> <p>For example:</p> <ul style="list-style-type: none"> • Royal Flying Doctors providing medical and dental services to rural and remote locations 	<p>The reasons for spatial variations between Australia and one less economically developed country in selected indicators of human wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> • environmental factors, such as the suitability of land for agriculture, availability of natural resources and climatic conditions

Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> • the use of the School of the Air to enable students in remote places to access education • the use of ICT to make it possible for places, such as India and the Philippines to provide a range of global telecommunication services 	<ul style="list-style-type: none"> • social factors, such as culture, population sizes and impact of historical events • economic factors, such as income inequality, employment opportunities and access to resources
<p>The strategies used to enhance the liveability of places for different groups in society</p> <p>For example:</p> <ul style="list-style-type: none"> • global shift in urban development that incorporates green space for residents • providing accessible parking, ramps and signs in braille for people living with a disability • improving access to the National Broadband Network for people living in rural areas to allow for use of services, such as healthcare and banking 	<p>The reasons for, and effects of, international migration in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> • push factors, such as employment availability, fear of persecution and natural disasters • pull factors, such as educational opportunities, political or religious freedom and attractive climates • effects, such as cultural exchange and availability of support services 	<p>The ways that places and people are interconnected with other places through trade in goods and services, at different scales</p> <p>For example:</p> <ul style="list-style-type: none"> • how the supply chains of a product show the interconnections of trade • the ‘glocalisation’ of fast food and fashion 	<p>The issues affecting human wellbeing and development in Australia and one less economically developed country</p> <p>For example:</p> <ul style="list-style-type: none"> • access to education, healthcare, employment opportunities and fresh food

Year 7	Year 8	Year 9	Year 10
		<p>The effects of people’s travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places</p> <p>For example:</p> <ul style="list-style-type: none"> • how management plans for national parks, such as Kalbarri National Park, bring together cultural and scientific knowledge and experience • economic, social and environmental impacts of tourism, such as the jobs provided in local industry, sharing of culture and stress on local environments 	<p>The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries</p>

Sub-strand: History

Year 7	Year 8	Year 9	Year 10
<p>Deep Time History of Australia Major time periods in history, including Deep Time History of Australia</p> <p>For example:</p> <ul style="list-style-type: none"> the chronology and difference in scale between Deep Time History of Australia, ancient, medieval and modern historical time periods the influence of culture on people’s perceptions of time, such as time as a linear or cyclical concept 	<p>Investigating medieval Europe The way of life in a feudal society and the roles and relationships of different groups in society</p> <p>For example:</p> <ul style="list-style-type: none"> key groups in society, such as nobility, knights and serfs how the manor system worked the role the Church played in society 	<p>Australian history (1750–1914) The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries</p> <p>For example:</p> <ul style="list-style-type: none"> how and why nations competed with one another for territorial control and strategic advantage seeking new markets, raw materials and trading opportunities to support their economies how advances in navigation, ship building, and weaponry made long-distance travel and conquest more feasible 	<p>Investigating World War II The causes of World War II</p> <p>For example:</p> <ul style="list-style-type: none"> the Treaty of Versailles the impact of the Great Depression the rise of totalitarian regimes in Germany, Italy and Japan the policy of appeasement
<p>How Aboriginal and Torres Strait Islander peoples are the world’s oldest continuing cultures, displaying evidence of both continuity and change over Deep Time</p> <p>For example:</p> <ul style="list-style-type: none"> the archaeological, historical and cultural methods used to 	<p>Continuity and change in society in at least one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</p>	<p>The effects of colonisation on Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> the doctrine of <i>Terra Nullius</i> providing legal justification for British colonisation of Australia without treaty or negotiation 	<p>The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore</p>

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<p>interpret tangible evidence, such as artefacts and intangible evidence, such as oral traditions</p> <ul style="list-style-type: none"> the relationship between travel routes shared through Songlines and modern transport networks, such as the routes across the Nullarbor Plain changing styles of art over time, such as painting, carving, weaving and dance 		<ul style="list-style-type: none"> Frontier Wars, such as the 1834 Pinjarra Massacre and the 1894 Battle of Windjana Gorge the denial of Aboriginal rights enshrined through legislation, such as the <i>Aborigines Act 1905</i> (Western Australia) and the <i>Immigration Restriction Act 1901</i> (White Australia Policy) 	
<p>The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places</p> <p>For example:</p> <ul style="list-style-type: none"> astronomy and the use of stars to navigate, such as the Seven Sisters Songline hunting tools and weapons, such as boomerangs and woomeras engineered fish traps and weirs, such as the Oyster Harbour Fish Traps by the Menang people in Kinjarling/Albany 	<p>A significant individual, event or development in the medieval period</p> <p>For example:</p> <ul style="list-style-type: none"> individuals, such as Joan of Arc, William the Conqueror and Charlemagne events, such as The Battle of Hastings and The Crusades developments, such as medieval manuscripts and the changing relationship between Islam and the West 	<p>Significant individuals and events in the development of Australian society during the time period</p> <p>For example:</p> <ul style="list-style-type: none"> individuals, such as Arthur Phillip, Elizabeth and John Macarthur, and Catherine Helen Spence events, such as the establishment of the Australian penal colony in 1788 and the start of the Gold Rush in 1851 conflicts, such as the Frontier Wars, the Rum Rebellion and the Eureka Stockade 	<p>The impact of World War II on the Home Front, including at least one of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls</p>

Year 7	Year 8	Year 9	Year 10
<p>The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> • cultural heritage, such as significant sites, human remains, artefacts, rock art, physical structures, cultural knowledge and oral traditions • archaeological evidence from Mungo Man and Mungo Lady which provides information about ritual burial and environmental conditions 50 000 years ago 	<p>The transformation of the medieval world to the early modern world, including the causes, impacts and significance of at least one of the following on European society: the Black Death, scientific advancement, cultural and intellectual revival</p>	<p>Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers</p> <p>For example:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander resistance fighters, such as Yagan, Jandamarra, Truganini and Pemulwuy • colonisers, such as free settlers and squatters • Chinese miners on the goldfields, such as the Lambing Flats Riots 	<p>Significant events of World War II, including the Holocaust and use of the atomic bomb</p>
<p>The ancient world (Egypt, Greece, Rome, India or China) Time frame and location of the ancient civilisation</p>	<p>Industrial Revolution (1750–1914) The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th century</p> <p>For example:</p> <ul style="list-style-type: none"> • the Agrarian Revolution that led to increased agricultural production and population growth 	<p>Investigating World War I The causes of World War I and the reasons why people enlisted to fight in the war for Australia</p> <p>For example:</p> <ul style="list-style-type: none"> • causes, such as militarism, alliances, imperialism and nationalism • reasons to enlist, such as patriotism, a sense of adventure or duty, employment, peer 	<p>Investigating rights and freedoms The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration</p>

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • technological advancements, such as the steam engine and innovations in iron and steel production • the accumulation of capital through trade, colonialism and the growth of financial institutions 	<p>pressure or social expectations and belief in the cause</p>	
<p>How the physical environment influenced the development of the ancient society</p> <p>For example:</p> <ul style="list-style-type: none"> • the importance of rivers and other bodies of water for transport and trade • the influence of topography, such as the use of hills for defence and flood plains for food production 	<p>The different experiences of men, women and/or children during the Industrial Revolution</p>	<p>The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I</p>	<p>The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965</p> <p>For example:</p> <ul style="list-style-type: none"> • discriminatory legislation and policies, such as the <i>Aborigines Act 1905</i> (Western Australia) and the Stolen Generations • the 1938 Day of Mourning • the US civil rights movement

Year 7	Year 8	Year 9	Year 10
<p>The significant beliefs, values and practices of the ancient society in at least one of the following areas: everyday life, warfare, religion, death and funerary customs</p> <p>For example:</p> <ul style="list-style-type: none"> • the importance of tomb building • the development of weaponry and armour • the experiences of women and children 	<p>The short- and long-term effects of the Industrial Revolution</p> <p>For example:</p> <ul style="list-style-type: none"> • short-term effects, such as the rapid growth of urban centres, the emergence of labour movements and trade unions, and increased pollution • long-term effects, such as technological advancements, the rise of the middle class, political reforms, and the expansion of European Empires 	<p>The impacts of World War I on the Home Front, including at least two of the following: the use of propaganda, the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers, including Aboriginal and Torres Strait Islander peoples</p>	<p>The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change</p> <p>For example:</p> <ul style="list-style-type: none"> • referendums, such as those held in 1967 and 2023 • direct action, such as the 1946 Pilbara Strike, Freedom Rides and the Tent Embassy in Canberra • development of legislation, such as the <i>Commonwealth Electoral Act 1962</i> and the Mabo High Court decision/<i>Native Title Act 1993</i>

Year 7	Year 8	Year 9	Year 10
<p>The role of a significant individual in the ancient society's history</p> <p>For example:</p> <ul style="list-style-type: none"> • Ramses II and Akhenaten in Egypt • Emperor Qin Shi Huang Di and Confucius in China • Julius Caesar and Agrippina the Younger in Rome • Ashoka and Chandragupta Mauyra in India • Pericles and Alexander the Great in Greece 		<p>The commemoration of World War I, including debates about the nature and significance of the Anzac legend</p>	<p>The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group</p> <p>For example:</p> <ul style="list-style-type: none"> • the importance of truth-telling and historical acceptance of injustices, such as the <i>Bringing Them Home</i> report (the Stolen Generations) • the challenges and opportunities following the Voice Referendum • Acts of Parliament, such as the <i>Racial Discrimination Act 1975</i> and the <i>Equal Opportunity Act 1984</i> • other groups, such as women or migrants

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

Year 7	Year 8	Year 9	Year 10
Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives		Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others	
Construct a range of questions, propositions and/or hypotheses		Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives	
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		Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation	
<p>Select the best method for recording selected information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • graphic organisers, such as structured overviews for classifying or mind maps, for identifying relationships and overviews • fieldwork, such as sketch drawings, a list of observable features and photographs 		<p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies</p> <p>For example:</p> <ul style="list-style-type: none"> • collection methods, such as questionnaires and surveys • records of information, such as tables, field sketches and annotated diagrams 	
<p>Identify differences in terms of origin and purpose between primary sources and secondary sources</p> <p>For example:</p> <ul style="list-style-type: none"> • primary sources, such as cartoons, speeches and artefacts 		<p>Identify the origin, purpose and context of primary sources and/or secondary sources</p> <p>For example:</p> <ul style="list-style-type: none"> • primary sources, such as cartoons, speeches and artefacts 	

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> secondary sources, such as reference books, websites and documentaries 		<ul style="list-style-type: none"> secondary sources, such as reference books, websites and documentaries 	
<p>Use appropriate ethical protocols to plan and conduct an inquiry</p> <p>For example:</p> <ul style="list-style-type: none"> seek permission to use personal photos seek permission when planning a visit to Aboriginal cultural land use specific formats for acknowledging other people’s information 		<p>Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations</p>	

Sub-strand: Analysing

Year 7	Year 8	Year 9	Year 10
<p>Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question</p>		<p>Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources</p>	
<p>Interpret information and/or data to identify key relationships and/or trends displayed in various formats</p> <p>For example:</p> <ul style="list-style-type: none"> change over time in a series of images identify spatial distributions from a map 		<p>Analyse information and/or data in different formats</p> <p>For example:</p> <ul style="list-style-type: none"> cause and effect relationships comparisons change over time 	
<p>Identify points of view and perspectives, attitudes and/or values in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> from tables, statistics, graphs, models, cartoons, maps or timelines 		<p>Account for different interpretations and points of view/perspectives in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> data representations, such as tables, statistics, graphs visual representations, such as cartoons, maps, timelines, models 	

Year 7	Year 8	Year 9	Year 10
			<ul style="list-style-type: none"> • text representations, such as newspapers
<p>Translate information and/or data from one format to another</p> <p>For example:</p> <ul style="list-style-type: none"> • from a table to a graph 		<p>Analyse the 'big picture'</p> <p>For example:</p> <ul style="list-style-type: none"> • put information and/or data into different contexts • reconstruct information by identifying new relationships • identify missing viewpoints or gaps in knowledge 	
<p>Apply subject-specific skills and concepts in familiar and new situations</p>		<p>Apply subject-specific skills and concepts in familiar, new and hypothetical situations</p>	

Sub-strand: Evaluating

Year 7	Year 8	Year 9	Year 10
<p>Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships</p>		<p>Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena</p>	
		<p>Critically evaluate information and/or data and ideas from a range of sources</p> <p>For example:</p> <ul style="list-style-type: none"> • to make generalisations and inferences • to propose explanations for patterns, trends, relationships and anomalies • to predict outcomes 	

Sub-strand: Communicating and reflecting

Year 7	Year 8	Year 9	Year 10
<p>Represent information and/or data using appropriate formats to suit audience and purpose</p> <p>For example:</p> <ul style="list-style-type: none"> • tables/graphs, visual displays, models, timelines, maps, other graphic organisers 		<p>Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate</p>	
<p>Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources</p>		<p>Reflect on why all findings are tentative</p> <p>For example:</p> <ul style="list-style-type: none"> • the changing nature of knowledge • changes in circumstances • changes in values 	
<p>Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena</p>		<p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p>	
		<p>Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts</p>	
		<p>Compare evidence to substantiate judgements</p> <p>For example:</p> <ul style="list-style-type: none"> • use information and/or data from different places or times • use tables, graphs, models, theories 	

Year 7	Year 8	Year 9	Year 10
			<p>Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action</p>