





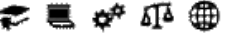
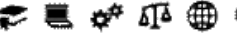












Year 7 – Australian Curriculum: Humanities & Social Science (2019)

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|---|---|---|---|---|-----------------------|--|-----------------------|--|-----------------------|
| Identify curriculum | Achievement standard | <p>History - Year 7 Achievement Standard By the end of Year 7, students <i>suggest</i> reasons for change and continuity over time. They <i>describe</i> the effects of change on societies, individuals and groups. They <i>describe</i> events and developments from the perspective of different people who lived at the time. Students <i>explain</i> the role of groups and the significance of particular individuals in society. They <i>identify</i> past events and developments that have been interpreted in different ways.</p> <p>Students <i>sequence</i> events and developments within a chronological framework, using dating conventions to <i>represent</i> and <i>measure</i> time. When researching, students <i>develop</i> questions to frame a historical inquiry. They <i>identify</i> and <i>select</i> a range of sources and <i>locate</i>, <i>compare</i> and <i>use</i> information to answer inquiry questions. They <i>examine</i> sources to <i>explain</i> points of view. When interpreting sources, they <i>identify</i> their origin and purpose. Students <i>develop</i> texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10</i>, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.</p> | | | | | | | |
| | | <p>Geography - Year 7 Achievement Standard By the end of Year 7, students <i>describe</i> geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They <i>explain</i> interconnections between people and places and environments and <i>describe</i> how these interconnections change places and environments. They <i>describe</i> alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students <i>identify</i> geographically significant questions to frame an inquiry. They <i>evaluate</i> a range of primary and secondary sources to <i>locate</i> useful information and data. They <i>record</i> and <i>represent</i> data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They <i>interpret</i> and <i>analyse</i> geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and <i>draw</i> conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and <i>describe</i> the expected effects of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10</i>, <www.australiancurriculum.edu.au/Geography/Curriculum/F-10>.</p> | | | | | | | |
| Teaching and learning | Term overview | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| | | 1. What is History? Overview unit: 2. Indigenous Australian History: - the evidence for the emergence and establishment of ancient societies - key features of ancient societies | | 3. Ancient China: 4. Ancient Greece: - physical features and social structure of the society - significant beliefs and practices - focus on a key personality from the time | | 5. Water in the World: - water in the environment - scarcity of water 6. Place and Liveability: - factors that influence the liveability of a place - strategies to enhance liveability | | 7. Water in Use: - the many uses of water, and its value 8. Civics and Citizenship: - key features of Australia's system of government - the rights of individuals | |
| | Cross curriculum priorities |  | |  | |  | |  | |
| | General capabilities |  | |  | |  | |  | |
| Key to general capabilities and cross-curriculum priorities |  Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour | |  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability | | | | | | |
| Develop assessment | Assessment | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| | | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument |
| | | 3 | Primary source analysis | 3 | Information Report | 5 | Inquiry Question | 6 | Creative Response |
| | 6 | ATSI Source Analysis | 9 | Frame and inquiry | 9 | Liveability report | 8 | Oral Presentation | |
| | Ongoing all year | Continuous collection of evidence of learning | | | | | | | |
| Make judgments and use feedback | Moderation | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| | | Teachers moderate samples of of source analysis to ensure consistency of judgments. | | Teachers moderate samples of report to ensure consistency of judgments. | | Teachers moderate samples of inquiry question to ensure consistency of judgments | | Teachers moderate samples of creative responses to ensure consistency of judgments. | |

