

Year 9 – Australian Curriculum: Humanities & Social Science (2019)

Identify curriculum	Achievement standard	<p>History - Year 9 Achievement Standard</p> <p>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</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 9 Achievement Standard</p> <p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria. Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences 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	
		<p>History:</p> <p>1. Overview</p> <p>2. Depth Study: Industrial Revolution</p> <ul style="list-style-type: none"> - inquiry question <p>3. Making a Nation:</p> <ul style="list-style-type: none"> - The impact of settlement on indigenous Australians - Living and working conditions in Australia up to 1900 - Key people, events and ideas in the development of Australian self-government and democracy, 		<p>History:</p> <p>4. World War I:</p> <ul style="list-style-type: none"> - Students investigate key aspects of World War I and the Australian experience of the war - Source analysis 		<p>Geography:</p> <p>5. Biomes and Food Security:</p> <ul style="list-style-type: none"> - Distribution and characteristics of biomes - Challenges to food production - The capacity of the world's environments to sustainably feed the projected future global population 		<p>Geography:</p> <p>6. Geographies of Interconnections:</p> <ul style="list-style-type: none"> - Trade in goods and services - Transportation and information and communication technologies - The effects of the production and consumption of goods on places and environments - The effects of people's travel, recreational, cultural or leisure choices on places 	
	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	Timeline Mini-assignment	2	Making a Nation Essay	7	Biomes Case Study	2	Food Security Proposal
		8	Industrial revolution inquiry	10	Source Analysis	Ongoing all year	Continuous collection of evidence of learning	7	Globalisation Case study
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate samples of industrial revolution inquiry to ensure consistency of judgments.		Teachers moderate samples of Making a Nation essay to ensure consistency of judgments.		Teachers moderate samples of case studies to ensure consistency of judgments		Teachers moderate samples of case studies to ensure consistency of judgments	