

Year 7 – Australian Curriculum: Humanities & Social Science (2020)

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| Identify curriculum | Achievement standard | <p>History - Year 7 Achievement Standard By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop 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), Australian Curriculum: History for Foundation-10, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.</p> | | | | | | | |
| | | <p>Geography - Year 7 Achievement Standard By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent 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 interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw 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 describe the expected effects of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Geography for Foundation-10, <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: - physical features and social structures - significant individuals - Chinese expansion 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 | Mapping Exercise | 3 | Information Report | 5 | Inquiry Question | 6 | Creative Response |
| | 6 | ATSI Source Analysis | 9 | Frame an 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 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. | |