

## LSU Year 7-8 – Australian Curriculum: Humanities & Social Science (2022)

Identify curriculum	Achievement standard	<p><b>History</b> Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian HaSS Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</p> <p>Broadly, by the end of the year, students suggest reasons for change and continuity over time. Students study the migration of Early humans and the development of ancient societies of the East and West. They describe the effects of change on societies, individuals and groups over time. 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. 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), <i>Australian Curriculum: History for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/History/Curriculum/F-10">www.australiancurriculum.edu.au/History/Curriculum/F-10</a>&gt;.</p>			
		<p><b>Geography</b> Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian HaSS Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</p> <p>Broadly, by the end of the year, 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. 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), <i>Australian Curriculum: Geography for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a>&gt;.</p>			
Teaching and learning	Term overview	<p><b>Term 1</b></p> <p>1. What is History? Overview unit: 2. Indigenous Australian History: - the <b>evidence</b> for the emergence and establishment of <b>ancient</b> societies - key features of <b>ancient</b> societies</p>	<p><b>Term 2</b></p> <p>3. Ancient Greece - physical features and social structure of the society - significant beliefs and practices - focus on a key personality from the time</p>	<p><b>Term 3</b></p> <p>4. Place and Liveability: - factors that influence the liveability of a place - strategies to enhance liveability</p>	<p><b>Term 4</b></p> <p>5. Civics and Citizenship: - key features of Australia's system of government - the rights of individuals</p>
	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
		1-10	Ongoing Bookwork	1-10	Ongoing Bookwork	1-10	Ongoing Bookwork	1-10	Ongoing Bookwork
		4	Choropleth Map	3	PEC / Information Report	5	Inquiry Question	5	Legislative Assembly Poster
9	PEC Paragraph	9	Frame an inquiry	9	Liveability report	8	Oral Presentation		
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate student work to ensure consistency of judgments.		Teachers moderate student work to ensure consistency of judgments.		Teachers moderate student work to ensure consistency of judgments		Teachers review student work to ensure consistency of judgments.	