











































# Lanyon High School - Year 7 – Australian Curriculum: Humanities & Social Science (2024)



Achievement standard	<b>History - Year 7 Achievement Standard</b> By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past. Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments. <a href="https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-7">Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: History for Foundation-10 V9 &lt;https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-7&gt;</a>							
	<b>Geography - Year 7 Achievement Standard</b> By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge. Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.  <a href="https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-7">Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Geography for Foundation-10, &lt;https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-7&gt;</a>							
Term overview	Term 1		Term 2		Term 3		Term 4	
	1. What is History? - examining what makes an event historically significant  2. Migration patterns of ancient humans  3. First Nations History - examining First Nations culture and significant events		3. Ancient Greece: <ul style="list-style-type: none"><li>- physical features and social structure of the society</li><li>- significant beliefs and practices</li><li>- focus on a key personality from the time</li></ul>		5. Place and Liveability: <ul style="list-style-type: none"><li>- factors that influence the liveability of a place</li><li>- strategies to enhance liveability</li></ul> 6. Water in Use: <ul style="list-style-type: none"><li>- the many uses of water, and its value</li></ul>		7. Water in the World: <ul style="list-style-type: none"><li>- water in the environment</li><li>- scarcity of water</li></ul> 8. Civics and Citizenship: <ul style="list-style-type: none"><li>- key features of Australia's system of government</li><li>- the rights of individuals</li></ul>	
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							
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	4	First Nations Source Analysis - written task	3	Greek God Presentation	5	Liveability report	6	Water Reflection Task
	9	Lake Mungo Case Study	6	Ancient Greek Significant Person Report	9	Geography Test	Ongoing	Class tasks
	ongoing	Class tasks	ongoing	Class tasks	ongoing	Class tasks		
	Ongoing all year	Continuous collection of evidence of learning						
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate samples of source analysis to ensure consistency of judgments.		Teachers moderate samples of the report to ensure consistency of judgments.		Teachers moderate samples of the inquiry question to ensure consistency of judgments.		Teachers moderate samples of creative responses to ensure consistency of judgments.	