


















































9/10 Small Group – Australian Curriculum: Humanities & Social Sciences (2024)

Identify curriculum	Achievement standard	<p>History <i>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.</i></p> <p>Broadly, by the end of the year, 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, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences>.</p>			
		<p>Geography <i>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.</i></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.</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, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences>.</p>			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		<p>1. World War 1:</p> <ul style="list-style-type: none">Students investigate key aspects of World War 1 and the Australian experience of the war.Source Analysis	<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 AustraliansLiving and working conditions in Australia up to 1900Key people, events and ideas in the development of Australian self-government and democracy.	<p>4. Biomes and Food Security:</p> <ul style="list-style-type: none">Distribution and characteristics of biomesChallenges of food productionThe capacity of the world's environments to sustainably feed the projected future global population	<p>5. Civics and Citizenship:</p> <ul style="list-style-type: none">key features of Australia's system of governmentthe rights of individuals <p>6. Geographies of interconnections:</p> <ul style="list-style-type: none">Trade in goods and servicesTransportation and information and communication technologiesThe effects of the production and consumption of goods on places and environmentsThe 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	<div> Literacy</div> <div> Numeracy</div> <div> ICT capability</div> <div> Critical and creative thinking</div> <div> Ethical behaviour</div> <div> Personal and social capability</div> <div> Intercultural understanding</div> <div> Aboriginal and Torres Strait Islander histories and cultures</div> <div> Asia and Australia's engagement with Asia</div> <div> Sustainability</div>							
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 Learning Tasks / Bookwork	1-10	Ongoing Learning Tasks / Bookwork	1-10	Ongoing Learning Tasks / Bookwork	1-10	Ongoing Learning Tasks / Bookwork
		3	WW1 Booklet	4	Timeline Task	7	Biomes case study	7	Globalisation case study
		9	Source Analysis	8	Industrial revolution inquiry				
Make judgments and use feedback	Moderation	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.	