



Year 8 – Humanities and Social Sciences

This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and

Vocabulary & Grammar

Below is a list of words and phrases that students should know: the meaning of; and be able to spell; by the end of term:

<u>History</u>	<u>Geography</u>	<u>Civics & Citizenship</u>	<u>Economics</u>
<ul style="list-style-type: none"> • Feudalism • Voyage • Crusade • Medieval • Flagellant • Theory 	<ul style="list-style-type: none"> • Landform • Landscape • Geomorphic hazard • Poverty • Urbanisation • Mitigation • Prevention 	<ul style="list-style-type: none"> • Precedence • Common law • Statutory law • Direct action • Democracy • Criminal law • Civil law • Freedoms • Lobby groups • Direct action 	<ul style="list-style-type: none"> • Resources • Labour • Goods • Services • Intervention

There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.'

Topics

HISTORY

- The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)
- Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)
- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)
- The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH069)
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)

GEOGRAPHY

- The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048)
- The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms (ACHGK050)
- The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) (ACHGK053)

CIVICS & CITIZENSHIP

- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action (ACHCK062)
- The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)

ECONOMICS & BUSINESS

- How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare) (ACHEK027)
- Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia (ACHEK030)
- Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future) (ACHEK031)



COURSE OUTLINE 2021

HUMANITIES YEAR 8

Semester 1

Week	Topics/Syllabus	Assessment	Resources
Term 1 - HISTORY			
1-2	<u>Depth study 1: Investigating medieval Europe (c. 590 – c. 1500)</u> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap ancient civilisation, primary and secondary sources • Key features of the middle ages; period of time, fall of the Roman Empire, movement of people 	Timeline of the movement of people (5%)	Oxford 8
3-4	<ul style="list-style-type: none"> • Feudalism and its effects on society • The churches influence in the middle ages <ul style="list-style-type: none"> ○ The crusades 		
5-6	<ul style="list-style-type: none"> • Living conditions during the middle ages <ul style="list-style-type: none"> ○ Hygiene and medicine ○ Rich vs poor ○ Trial by ordeal (crime and punishment) ○ Life expectancy 	Unit Test (10%)	
7-10	<u>Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)</u> <ul style="list-style-type: none"> • Black Death <ul style="list-style-type: none"> ○ What is the black death? ○ Symptoms of the black death ○ Origin ○ Spread – flagellants influence ○ Short term and long-term impacts on society 	Black Death Inquiry Task (10%)	
Term 2 - GEOGRAPHY			
1	<u>Introduction to Geography</u> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap mapping and BOLTSS • Importance of Geography in the world 	Whole term participation (5%)	
2-3	<u>Different types of landscapes and their distinctive features</u> <ul style="list-style-type: none"> • Introduction to different types of landscapes (desert, coastal, rainforest, grasslands etc.) in Australia and throughout the world • Cultural and spiritual connect to the land. 		
4-7	<ul style="list-style-type: none"> • How landscapes are formed through tectonic plates • Geomorphological hazards (Volcanoes, Tsunamis, Earthquakes) • Human influence on these hazards • Responses to these hazards 	Unit Test (10%) Natural Disasters Inquiry (10%)	
8-10	<u>Urbanisation</u> <ul style="list-style-type: none"> • What is a megacity? • Examples of megacities (Tokyo, Paris, New York) • Urbanisation – push/pull factors to the city • Immigration vs migration • Movement throughout the world and within Australia 		
END OF SEMESTER 1			

Semester 2

Week	Topics/Syllabus	Assessment	Resources
Term 3 – CIVICS & CITIZENSHIP			
1-2	<p><u>Introduction to Civics & Citizenship</u></p> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap of Year 7 content <ul style="list-style-type: none"> ○ Democracy and features of a Westminster System • Explore the concept of Australia's identity and how it is changing • What it means to be an Australian Citizen • Your rights and responsibilities 		Oxford 8
3-5	<ul style="list-style-type: none"> • Freedoms of living in Australia (freedom of speech, association, assembly, religion, movement) • Ways to participate in a democracy e.g voting, petitions, direct action <ul style="list-style-type: none"> ○ Greta Thunberg – strikes for climate change ○ Black Lives Matters • Lobby groups • Examples such as Seas Shepherd, Greenpeace, Oscars Law 	Create a petition (5%)	
6-10	<ul style="list-style-type: none"> • Types of law <ul style="list-style-type: none"> ○ Statutory Law ○ Common Law ○ Criminal and Civil Law ○ Customary Law <ul style="list-style-type: none"> ▪ What is it? And where does it fit into Australia's legal system? 	Civil and Criminal Inquiry (10%) Unit Test (10%)	
Term 4 – ECONOMICS & BUSINESS			
1-2	<p><u>Introduction to Economics</u></p> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap the concepts of; needs, wants, scarcity, opportunity cost, the circular flow model, the three economic questions • The structure of markets <ul style="list-style-type: none"> ○ Factors of production (Capital, Enterprise, Land, Labour) ○ Income • Relationship between economic performance and standard of living (Gross Domestic Product, Inflation, unemployment rate and economic growth) 	Whole term participation (5%)	Oxford 8
3-7	<ul style="list-style-type: none"> • Four sector circular flow model <ul style="list-style-type: none"> ○ Including the government and the finance sectors ○ Why the government intervenes? (tax, interest and inflation rates) • Consumer rights • Intellectual property • Types of work • How work is changing over time (job availability, technology) 	Unit Test (10%)	
8-10	<ul style="list-style-type: none"> • Types of businesses <ul style="list-style-type: none"> ○ Sole trader ○ Partnership ○ Corporation ○ Franchise • How businesses respond to changes in technology, consumer demand, government Policy, pandemics • Create an original business idea – Shark Tank 	Businesses Inquiry (10%)	
END OF SEMESTER 2			



ASSESSMENT OUTLINE 2021

HUMANITIES YEAR 8

A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

Assessment Type	Task Description	KWDHS Weighting	Due Date
Task	Task 1: Timeline of the movement of people	5%	Term 1, Week 2
Unit Test	Task 2: History Unit Test	10%	Term 1, Week 5
Inquiry	Task 3: Corona Virus Pandemic vs The Black Death	10%	Term 1, Week 8-9
Formative	Task 4: Class participation through the term	5%	Term 2, All term
Inquiry	Task 5: Tourism advert	10%	Term 2, Week 5
Unit Test	Task 6: Geography Unit Test	10%	Term 2, Week 8

Semester 2

Assessment Type	Task Description	KWDHS Weighting	Due Date
Task	Task 7: Create a petition/freedoms poster	5%	Term 3, Week 4
Inquiry	Task 8: Civics & Citizenship Unit Test	10%	Term 3, Week 9
Inquiry	Task 9: Analyse the difference between criminal and civil law using real world examples	10%	Term 3, Week 7-8
Formative	Task 10: Class participation throughout the term	5%	Term 4, All term
Unit Test	Task 11: Economics and Business unit test	10%	Term 4, Week 4
Inquiry	Task 12: Business research inquiry	10%	Term 4, Week 5-6

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Grade	Description	The student demonstrates achievement that:
A	Excellent	has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level.
B	Good	exceeds the expected standard.
C	Satisfactory	at the expected standard.
D	Limited	is below the expected standard.
E	Very Low	is below the minimum acceptable for this year level.

Student Signature: _____

Parent/Guardian Signature: _____