



## Year 7 – 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 7, 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 and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national 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 nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. 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 how we know about the ancient past, and why and where the earliest societies developed.

### Vocabulary & Grammar

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

<u>Geography</u>	<u>Civics &amp; Citizenship</u>	<u>History</u>	<u>Economics</u>
<ul style="list-style-type: none"> <li>Resources</li> <li>Scarcity</li> <li>Desalination</li> <li>Liveability</li> <li>Environment</li> </ul>	<ul style="list-style-type: none"> <li>Local</li> <li>State</li> <li>Federal</li> <li>House of Representatives</li> <li>Senate</li> <li>Bicameral</li> <li>Justice</li> </ul>	<ul style="list-style-type: none"> <li>Primary</li> <li>Secondary</li> <li>Archaeologist</li> <li>Ancient</li> <li>Civilisation</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Needs</li> <li>Wants</li> <li>Supply</li> <li>Demand</li> <li>Entrepreneur</li> <li>Living standards</li> </ul>

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

## Civics and Citizenship

- The division of powers between state/territory and federal levels of government in Australia (ACHCK048)
- The different roles of the House of Representatives and the Senate in Australia's bicameral parliament (ACHCK048)
- How citizens participate in providing justice through their roles as witnesses and jurors (ACHCK050)
- The purpose and value of the Australian Constitution (ACHCK048)

## History

- How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)
- Investigating Ancient Greece
  - The physical features and how they influenced the civilisation that developed there
  - Roles of key groups in the ancient society, and the influence of law and religion
  - The significant beliefs, values and practices of the ancient society, with a particular emphasis on **one** of the following areas: everyday life, warfare, or death and funerary customs
  - The role of a significant individual in the ancient society's history

## Economics and Business

- How consumers rely on businesses to meet their needs and wants (ACHEK017)
- How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017)
- Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017)
- Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)

## Geography

- The classification of environmental resources (renewable and non-renewable) (ACHGK037)
- Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and **one** from West Asia or North Africa (ACHGK040)
- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)



# COURSE OUTLINE 2021

## HUMANITIES YEAR 7

### Semester 1

Week	Topics/Syllabus	Assessment	Resources
<b>Term 1 – GEOGRAPHY</b>			
1-2	<b><u>Introduction to Geography</u></b> <ul style="list-style-type: none"> <li>• Course expectations</li> <li>• Assessments</li> <li>• Mapping skills; Types of maps, BOLTSS, Continents, Oceans, Countries, Area and Grid referencing</li> </ul>	Island Mapping Task (5%)	Oxford 7
3-4	<b><u>Water in the world</u></b> <ul style="list-style-type: none"> <li>• Renewable, non-renewable, and continuous resources</li> <li>• Water Cycle</li> <li>• Distribution of rainfall around the world</li> </ul>		
5-6	<b><u>The world's water crisis</u></b> <ul style="list-style-type: none"> <li>• Causes of water scarcity (Water pollution, Over-use, Climate Change)</li> <li>• Water use in various countries – Ganges River</li> <li>• Strategies to overcome water scarcity (Greywater, Desalination, Virtual water, putting a higher price on water)</li> </ul>	Unit Test (10%)	
7-10	<b><u>Place and liveability</u></b> <ul style="list-style-type: none"> <li>• Liveability and how it is measured</li> <li>• Examples of liveable and non-liveable places around the world</li> <li>• Methods to improve liveability</li> </ul>	Liveability Inquiry (10%)	
<b>Term 2 – CIVICS &amp; CITIZENSHIP</b>			
1-2	<b><u>Introduction to Civics and Citizenship</u></b> <ul style="list-style-type: none"> <li>• Recap federation</li> <li>• Australia's parliament; Constitutional monarchy, Westminster System, Location, Constitution</li> <li>• Types of government around the world (dictatorship, monarchy, democracy, anarchy)</li> </ul>	Whole term participation (5%)	Oxford 7
3-4	<b><u>Structure and function of the Australian parliament</u></b> <ul style="list-style-type: none"> <li>• Three levels of government (local, state, federal) role and responsibilities</li> <li>• Roles and functions of House of Representatives and the Senate</li> <li>• Role of the Governor General and Queen in Australian Parliament</li> </ul>	Types of Government Inquiry (10%)	
5-10	<b><u>Introduction to the structure and function of the Australian legal system</u></b> <ul style="list-style-type: none"> <li>• What are laws, how are they made and why do we have them?</li> <li>• Laws vs. constitution</li> <li>• Difference between criminal and civil</li> <li>• Australia's courts (magistrate, district, supreme)</li> <li>• Key principles of the legal system (the rule of law, burden of proof, presumption of innocence and right to legal representation)</li> </ul>	Unit Test (10%)	
<b>END OF SEMESTER 1</b>			

## Semester 2

Week	Topics/Syllabus	Assessment	Resources
<b>Term 3 – HISTORY</b>			
1-2	<b><u>Investigating the ancient past</u></b> <ul style="list-style-type: none"> <li>• Course expectations</li> <li>• Assessments</li> <li>• What is history? Why study history?</li> <li>• Types of Sources (Primary and Secondary)</li> <li>• Early humans; Out of Africa Theory, Ancient Civilisations</li> </ul>		Oxford 7
3-5	<ul style="list-style-type: none"> <li>• Archaeological digs: what happens?</li> <li>• Methods archaeologists use; stratigraphy, DNA testing fluoride and radiocarbon dating               <ul style="list-style-type: none"> <li>○ Case Study: Otzi the Ice man</li> </ul> </li> </ul>	Mystery solving: Who killed Narrabeen Man (10%)	
6-10	<b><u>Investigating Ancient Greece</u></b> <ul style="list-style-type: none"> <li>• Physical features and how the civilisation was formed</li> <li>• Roles of key groups (Athenian and Spartan society)</li> <li>• Life for citizens, women, slaves</li> <li>• Beliefs, values and practices – everyday life, warfare, death, funerary customs, religion and law</li> </ul>	Create a mythical creature and creation story (5%)  Significant Ancient Greek Inquiry (10%)	
<b>Term 4 – ECONOMICS &amp; BUSINESS</b>			
1-2	<b><u>Introduction to Economics &amp; Business</u></b> <ul style="list-style-type: none"> <li>• What is Economics and why is it important?</li> <li>• The economic problem</li> <li>• Needs and wants</li> <li>• Opportunity cost</li> </ul>	Whole term participation (5%)	Oxford 7
3-5	<b><u>Producers and Consumers</u></b> <ul style="list-style-type: none"> <li>• Difference between producers and consumers</li> <li>• Goods and Services</li> <li>• Circular flow model</li> <li>• Identify types of producers (primary, secondary and tertiary) and consumers (environmental, social, needs based, budget etc.)</li> <li>• Why businesses respond to consumers and how they did during Covid-19</li> <li>• How prices are set and factors that affect prices</li> </ul>	Unit Test (10%)	
6-10	<b><u>Entrepreneurs</u></b> <ul style="list-style-type: none"> <li>• Characteristics of entrepreneurs</li> <li>• Examples of entrepreneurs (Elon Musk, Oprah Winfrey, Richard Branson)</li> <li>• How to build a successful business – Shark Tank</li> <li>• What is work? What are the different types of work? (Full-time, part-time, casual, paid, unpaid, volunteer)</li> </ul>	Entrepreneur Inquiry (10%)	
<b>END OF SEMESTER 2</b>			



## ASSESSMENT OUTLINE 2021

### HUMANITIES YEAR 7

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	<b>Task 1: Create own island map using BOLTSS</b>	5%	<i>Term 1, Week 2</i>
Unit Test	<b>Task 2: Geography Unit Test</b>	10%	<i>Term 1, Week 6</i>
Inquiry	<b>Task 3: Place and liveability group task</b>	10%	<i>Term 1, Week 8/10</i>
Formative	<b>Task 4: Class participation throughout the term</b>	5%	<i>Term 2, All term</i>
Inquiry	<b>Task 5: Infographic on different types of governments</b>	10%	<i>Term 2, Week 3</i>
Unit Test	<b>Task 6: Civics &amp; Citizenship Unit Test</b>	10%	<i>Term 2, Week 5</i>

#### Semester 2

Assessment Type	Task Description	KWDHS Weighting	Due Date
Task	<b>Task 7: Mythical creature</b>	5%	<i>Term 3, Week 7</i>
Investigation	<b>Task 8: Murder Mystery</b>	10%	<i>Term 3, Week 9</i>
Inquiry	<b>Task 9: Report on Significant Greek Individual</b>	10%	<i>Term 3, Week 10</i>
Formative	<b>Task 10: Class participation throughout the term</b>	5%	<i>Term 4, All Term</i>
Unit Test	<b>Task 11: Economics &amp; Business Unit Test</b>	10%	<i>Term 4, Week 5</i>
Inquiry	<b>Task 12: Entrepreneur research task</b>	10%	<i>Term 4, Week 6/7</i>

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:
<b>A</b>	Excellent	has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level.
<b>B</b>	Good	exceeds the expected standard.
<b>C</b>	Satisfactory	at the expected standard.
<b>D</b>	Limited	is below the expected standard.
<b>E</b>	Very Low	is below the minimum acceptable for this year level.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_