# HUMANITIES & SOCIAL SCIENCES

**AUST. CURRICULUM : GENERAL CAPABILITIES**
- Literacy
- Numeracy
- Information & Communication Technology Competence
- Critical & Creative Thinking
- Ethical Behaviour
- Personal & Social Competence Intercultural Understanding

**AUST. CURRICULUM : CROSS-CURRICULAR PRIORITIES**
- Aboriginal & Torres Strait Islander Histories & Cultures
- Sustainability
- Asia & Australia’s Engagement with Asia

## YEAR 7 SEMESTER ONE

### CIVICS & CITIZENSHIP CONCEPTS
- Government & Democracy
- Laws & Citizens
- Citizenship, Diversity & Identity

### HISTORY CONCEPTS
- Continuity & Change
- Empathy
- Cause & Effect
- Perspectives
- Evidence
- Significance
- Contestability

### CIVICS & CITIZENSHIP

#### Democracy & Identity

Provides a study of the key features of Australia’s system of government and explores how this system protects all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a cohesive multi-faith and multicultural society.

### HISTORY

#### The Ancient World : 60,000 BCE – 650 BCE

Covers the theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia. Discusses the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery). Discusses the key features of ancient societies (farming, trade, social classes, religion, rule of law).

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<thead>
<tr>
<th>WEEK</th>
<th>CIVICS &amp; CITIZENSHIP : CONTENT</th>
<th>ASSESSMENTS</th>
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</thead>
</table>
| 1-2  | **The importance of customs, rules and laws**  
- Rules, customs and laws  
**The origin of customs and rules**  
- Customs and rules (past and present)  
- Impact of multiculturalism on customs, rules and identity  
**The purpose of rules in diverse communities**  
- The purpose of rules in specific situations (families, sporting teams, schools) | |
| 3    | **The function and purpose of local government**  
- Examine a specific local government area (City of Joondalup)  
- By-laws | |
| 4    | **The influence of traditional and new media in shaping identities and attitudes to diversity.**  
- Aboriginal & Torres Strait Islander Peoples customary law  
- The role of media in shaping attitudes to customs, rules and diversity | |

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| 5    | **Investigating the ancient past:**  
- How historians and archaeologists investigate history, including excavation and archival research. | |
| 6    |  
- The range of sources that can be used in an historical investigation, including archaeological and written sources.  
- The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains. | |
7. The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources.
   - The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

8. **The Mediterranean World: EGYPT**
   - The physical features of ancient Egypt (such as the River Nile)

9. How physical features influenced the civilisation that developed there.

10. Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion.

11. The building and Importance of the pyramids

12. The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.

13. Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties.

14. **The Asian World: CHINA**
   - Introduction to China:
     - The physical features how they influenced the civilisation that developed there

15/16. Planning and conducting a Historical Research: China

17. Roles of key groups in Chinese society.
   - The significant beliefs, values and practices of Chinese society

18. Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs.

19/20. The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II
   - The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang

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### Semester 1- ASSESSMENT OUTLINE: HISTORY & CIVICS

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<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Skills 25%</td>
<td>Source Analysis: Archaeology</td>
<td>20%</td>
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<tr>
<td></td>
<td>Organisation</td>
<td>5%</td>
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<tr>
<td>Cognitive 35%</td>
<td>Mid Topic Test: Civics &amp; Ancient World</td>
<td>10%</td>
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<tr>
<td></td>
<td>Final Test: Ancient World &amp; Civics</td>
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<th>Type of assessment</th>
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<tbody>
<tr>
<td>Explanation 20%</td>
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</tr>
<tr>
<td>Historical Inquiry 20%</td>
<td>Chinese Culture</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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