

# Semester 2:

## Humanities Skills

### Year 7

## History, Geography, Economics, Business, Civics and Citizenship

### Year 7 Level Description

### Overview

#### Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship. Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

#### Key skills

The humanities and social science subjects include a range of skills that can be represented broadly as questioning, researching, analysing, evaluating and communicating. Students apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Each subject has a different way of working. Skills and strategies for each humanities and social science subject need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject.

#### Questioning

Students develop questions about events, developments, issues and/or phenomena.

#### Researching

Students collect and organise information, evidence and/or data from primary and secondary sources.

#### Analysing

Students interpret and analyse information, evidence and data to identify key points, points of view, perceptions and interpretations. They identify the purpose and intent of sources and determine their accuracy and reliability.

### **Evaluating**

Students draw evidence-based conclusions; propose explanations for events, developments, issues and/or phenomena; and suggest courses of action in response to an issue or problem.

### **Communicating**

Students present findings in appropriate forms for different audiences and purposes using subject-specific terminology.

Click on a segment of the diagram to access subject-specific illustrations.

### **By the end of Year 7 students Year 7 Achievement Standard**

#### **History:**

By the end of Year 7, 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.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an 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.

#### **Geography:**

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

#### **Economics and Business**

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist. When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.

**Civics and Citizenship:**

The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect 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.

By the end of Year 7, students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. They explain how Australia’s legal system is based on the principle of justice. Students identify the importance of shared values, and explain the diverse nature of Australian society.

When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia’s political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.

ACHHS Code	Skills: I can now...																		Comments:
a)	<b>History</b>																		
205	Sequence historical events, developments and periods.																		
206	Use historical terms and concepts																		
207	Identify a range of questions about the past to inform a historical inquiry																		
208	Identify and locate relevant sources, using ICT and other methods.																		
209	Identify the origin and purpose of primary and secondary sources																		

ACHHS Code	Skills: I can now...																	Comments:
210	Locate, compare, select and use information from a range of sources as <i>evidence</i>																	
211	Draw conclusions about the usefulness of sources																	
212	Identify and describe points of view, attitudes and values in primary and <i>secondary</i> sources.																	
213	Develop texts, particularly descriptions and explanations that use <i>evidence</i> from a range of sources that are acknowledged.																	
214	Use a range of communication forms (oral, graphic, written) and digital technologies.																	
b)	<b>Ancient Egypt</b>																	
ACDSEH002	The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there.																	
032	Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy,																	

ACHHS Code	Skills: I can now...																	Comments:
033	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																	
034	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																	
129	The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II.																	
c)	<b>Geography</b>																	
048	The different types of landscapes and their distinctive landform features																	
049	The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples																	
050	The geomorphic processes that produce landforms, including a case study of at least one landform																	

ACHHS Code	Skills: I can now...																			Comments:
053	The causes, impacts and responses to a geomorphological hazard																			
055	Geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts																			
056	Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources																			
057	Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies																			
058	Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate																			
	Skills:	Harry	Alex	Ethan	Dakota	Jeremy	Ollie	Ollie	Alisa	Mia	Lachlan	Ewan		Juliet	Ryder	Jonah	Max			Comments:

ACHHS Code	I can now...																	
<b>ACDSEH 0059</b>	Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships																	
<b>060</b>	Apply geographical concepts to draw conclusions based on the analysis of the data and information collected																	
<b>061</b>	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate																	

ACHHS Code	Skills: I can now...																		Comments:																																																																																																																																																																																																																																																																																							
062	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal																																																																																																																																																																																																																																																																																																									
d)	<b>Economics and Business</b>																																																																																																																																																																																																																																																																																																									
017	The ways consumers and producers respond to and influence each other in the market																																																																																																																																																																																																																																																																																																									
018	Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives																																																																																																																																																																																																																																																																																																									
019	Characteristics of entrepreneurs and successful businesses																																																																																																																																																																																																																																																																																																									
020	Why individuals work, types of work and how people derive an income																																																																																																																																																																																																																																																																																																									
021	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project																																																																																																																																																																																																																																																																																																									
022	Gather relevant data and information from a range of digital, online and print sources																																																																																																																																																																																																																																																																																																									
Skills:		Ha	rrv	Al	ex	Et	ha	Da	ko	Je	mi	Oll	ie	Oll	ie	Ali	sa	Mi	a	La	chl	E	w																																																																																																																																																																																																																																																																																			



ACHHS Code	I can now...																			
023	Interpret data and information displayed in different formats to identify relationships and trends.																			
024	Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative																			
025	Apply economics and business knowledge, skills and concepts in familiar and new situations																			
026	Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions																			
e)	Civics and Citizenship																			
047	The purpose and value of the Australian Constitution																			

ACHHS Code	Skills: I can now...																	Comments:
048	The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers																	
049	The process for constitutional change through a referendum																	
050	How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation																	
051	How Australia is a secular nation and a multi-faith society																	
052	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society																	
053	How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them																	

ACHHS Code	Skills: I can now...																	Comments:
054	Develop a range of questions to investigate Australia's political and legal systems																	
055	Identify, gather and sort information and ideas from a range of sources																	
056	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues																	
057	Appreciate multiple perspectives and use strategies to mediate differences																	
058	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action																	
059	Present evidence-based civics and citizenship arguments using subject-specific language																	
060	Reflect on their role as a citizen in Australia's democracy.																	

Key ideas:

Through their learning in each subject, students develop knowledge and understanding relating to broader enduring ideas that underpin the humanities and social sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

**Who we are, who came before us, and traditions and values that have shaped societies**

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

**How societies and economies operate and how they are changing over time**

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically, and politically. Students examine developments that are bringing about change.

**The ways people, places, ideas and events are perceived and connected**

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities, and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

**How people exercise their responsibilities, participate in society and make informed decisions**

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Click on a segment of the diagram to access subject-specific illustrations.

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