

**Rationale**

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

**Year 7 Achievement Standard**

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

**Aims**

The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

**Key Ideas**

Through their learning in each subject or sub-strand, 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 have resulted in or 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.

**Year 7 Level Description****Sustainable pasts, present, futures**

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Inquiry Questions**

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?
- How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?
- What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?

<p><b>Structure</b>                      In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills.                      In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.</p>				
<p><b>Year 7 Content Descriptions</b></p>				
<p><b>Inquiry and Skills</b></p>	<p><b>Knowledge and Understanding- History</b></p>	<p><b>Knowledge and Understanding- Geography</b></p>	<p><b>Knowledge and Understanding- Civics and Citizenship</b></p>	<p><b>Knowledge and Understanding- Business and Economics</b></p>
<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.</li> </ul> <p><b>Researching</b></p> <ul style="list-style-type: none"> <li>Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources.</li> <li>Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales.</li> <li>Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions.</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>Examine primary sources and secondary sources to determine their origin, purpose and reliability.</li> <li>Analyse primary sources and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present.</li> <li>Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships.</li> </ul> <p><b>Evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>Evaluate and synthesise evidence to draw conclusions.</li> <li>Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each.</li> <li>Develop and use criteria to make informed decisions and judgements.</li> <li>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.</li> </ul>	<p><b>Concepts for developing understanding</b>                      The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including <b>evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability</b>.                      Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect).                      Students apply these understandings in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>How do we know about the ancient past?</li> <li>Why and where did the earliest societies develop?</li> <li>What emerged as the defining characteristics of ancient societies?</li> <li>What have been the legacies of ancient societies?</li> </ul> <p><b>Content Descriptions</b></p> <p><b>Overview of the ancient world</b></p> <ul style="list-style-type: none"> <li>The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.</li> <li>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery).</li> <li>Key features of ancient societies (farming, trade, social classes, religion, rule of law).</li> </ul> <p><b>Investigating the ancient past</b></p> <ul style="list-style-type: none"> <li>How historians and archaeologists investigate history, including excavation and archival research.</li> <li>The range of sources that can be used in an historical investigation, including archaeological and written sources.</li> <li>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.</li> <li>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.</li> <li>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>The Mediterranean world</b></p> <ul style="list-style-type: none"> <li>The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there.</li> <li>Roles of key groups in the ancient Greece, Egypt or Rome, including the influence of law and religion.</li> <li>The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.</li> <li>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.</li> <li>The role of a significant individual in ancient Egyptian, Greek or Roman history.</li> </ul> <p><b>The Asian world</b></p> <ul style="list-style-type: none"> <li>The physical features of India or China and how they influenced the civilisation that developed there.</li> <li>Roles of key groups in Indian or Chinese society in this period, including the influence of law and religion.</li> <li>The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.</li> <li>Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs.</li> <li>The role of a significant individual in ancient Indian or Chinese history.</li> </ul>	<p><b>Concepts for developing understanding</b>                      The content in the geography sub-strand provides opportunities to develop students' understanding of <b>place, space, environment, interconnection, sustainability and change</b>.                      The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places.                      Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection).                      Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and distant (place, interconnection, environment).                      Students examine influences on the liveability of places (environment, interconnection, place) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>How does people's reliance on places and environments influence their perception of them?</li> <li>What effect does the uneven distribution of resources and services have on the lives of people?</li> <li>What approaches can be used to improve the availability of resources and access to services?</li> </ul> <p><b>Content Descriptions</b></p> <p><b>Unit 1: Water in the world</b></p> <ul style="list-style-type: none"> <li>Classification of environmental resources and the forms that water takes as a resource.</li> <li>The way that flows of water connect places as they move through the environment and the way these affect places.</li> <li>The quantity and variability of Australia's water resources compared with other continents.</li> <li>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa.</li> <li>Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.</li> <li>Causes, impacts and responses to an atmospheric or hydrological hazard.</li> </ul> <p><b>Unit 2: Place and liveability</b></p> <ul style="list-style-type: none"> <li>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places.</li> <li>The influence of accessibility to services and facilities on the liveability of places.</li> <li>The influence of environmental quality on the liveability of places.</li> <li>The influence of social connectedness and community identity on the liveability of places.</li> <li>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.</li> </ul>	<p><b>Concepts for developing understanding</b>                      The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws and citizens and citizenship, diversity and identity</b>. The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>How is Australia's system of democratic government shaped by the Constitution?</li> <li>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul> <p><b>Content Descriptions</b></p> <ul style="list-style-type: none"> <li>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers.</li> <li>The process for constitutional change through a referendum.</li> <li>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.</li> <li>How Australia is a secular nation and a multi-faith society with a Christian heritage.</li> <li>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society.</li> <li>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa.</li> </ul>	<p><b>Concepts for developing understanding</b>                      The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>Why is there a relationship between consumers and producers in the market?</li> <li>Why is personal, organisational and financial planning for the future important for consumers and businesses?</li> <li>How does entrepreneurial behaviour contribute to a successful business?</li> <li>What types of work exist and in what other ways can people derive an income?</li> </ul> <p><b>Content Descriptions</b></p> <ul style="list-style-type: none"> <li>The ways consumers and producers interact and respond to each other in the market.</li> <li>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives.</li> <li>Characteristics of entrepreneurs and successful businesses.</li> <li>Why individuals work, types of work and how people derive an income.</li> </ul>