Individuals and Societies –

Scope and Sequence- 2022

Our philosophy:

"We strive to create passionate citizens of the world. We nurture their understanding through engaging, relevant and transferrable knowledge and skills."

Overview of faculty

Year	Concept	SOI	Topics
6	Change (Sem unit)	Changes in the world impact individuals and groups.	Colonisation
	Global Interactions (Sem unit)	Sustainable solution to resource use requires international cooperation and individual responsibility.	Sustainability
7	Relationships	Understanding relationships helps us to make decisions.	Ancient civilizations-Egypt
	Identity	Identity is created by our connection with place.	Ecosystems
	Perspective	Understanding perspectives helps us to recognise that different conditions have consequences.	Water
	Change	Change impacts the world around us.	Australian Historical / civics focused
8	Systems	Social systems create variations in culture and equality.	Middle Ages
	Global Interactions	Lack of development and ingenuity lead to demise.	Expansion
	Systems	Humans are vulnerable to natural environmental systems.	Landforms
	Change	There are consequences when changes are made to places and environments.	Population
9	Change	Our treatment of minorities has changed over time	Making the modern world
	Time, place and space	Identity and values are shaped by how an individual reacts to the events of their time.	WW1
	Systems	Securing our future food security systems requires climate actions.	Biomes & Climate Change
	Systems	Political systems have been created to ensure peace and prosperity.	Civic / democracy / political systems / spectrum etc.
10	Change	Large scale social upheaval causes national and individual cultural identities to change.	WWII
	Global interactions	Inequality is created and solved through global interactions	Human Geography
	SEM 2: Geography Investigations: Time, Place and Space	The coastal zone changes over time leading to different management being required.	Coastal erosion
	SEM 2: Legal Investigations: Systems	The Australian legal system is a complex body designed to deliver just outcomes.	Legal systems
	SEM 2: Historical Investigations: Causality	Social Change is required to ensure fairness and allow development.	Apartheid

Year 6

Year 6- Term 1-2

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
1	Forever Changing	Change	Identities and relationships	Changes in the world, impact individuals and groups.	Communication Self-management Thinking	Indigenous Life Colonization Impacts on Indigenous Life Governance Influential people in Australian and global history	**Multi-modal-** Students select from a list of influential people. They explore how individuals have created change within the world. ==Criteria: A, B== Students identity how the world has changed. This is a case study that can be given or selected by the student. ==Criteria: C,== D	● Research ● Synthesis ● Describing ● Explaining ● Note-taking ● Paraphrasing ● ICT skills ● Presentation skills ● Research skills ● Referencing

Indigenous & global connections:
- Indigenous- roles in society
- Indigenous- culture in society
- Life after colonization

Global:
- What other countries shared a similar connection? Asia / NZ
- What were the effects of colonisation?

Aust Curriculum strands:

Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134 - Scootle)

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135 - Scootle)

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135 - Scootle)

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136 - Scootle)

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137 - Scootle)

Year 6- Term 3-4

Terms	Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
3-4	Building for a strong future	Key: Global Interactions Relationship, Power and Innovation	Globalisation and Sustainability	Sustainable solution to resource use requires international cooperation and individual responsibility.	Research Self-Management	Sustainable resources	**Sustainable resources: Case Study.** Students selecta country and anlyse how and why they use sustainable resources. **Criteria A, D** Students analyse and identity sustainable solutions. They are an activist and promote a country who successfully utilise environmental and modern solutions. **Criteria: B, C**	**Mapping** Compass Direction BOLTSS Data collection Research Investigating Analysing Creating Reflecting

Indigenous & global connections:

- Recognizing Australia's place in the world as a global partner
- Connecting to individuals as Australia, but also global citizens.
- Recognizing the way Indigenous people have lived and their close connection to land.
- Using maps to show place

Aust Curriculum strands:

The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138 - Scootle)

Differences in the economic, demographic and social characteristics of countries across\ the world (ACHASSK139 - Scootle)

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140 - Scootle)

Australia's connections with other countries and how these change people and places (ACHASSK141 - Scootle)

Year 7

Year 7 Term 1

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Forces	Relationships	Scientific and technical innovation	Understanding relationships helps us to make decisions.	Research Thinking	Ancient civilizations-Egypt	**Task:** 3d Presentation on a topic from a set list. E.g. Religion, after-life, role of women, kingdoms, building pryamids etc. **Criteria:** A, B	Transference Synthesis Mapping Organizing resources Applying mapping skills

Indigenous & global connections:
- Comparison to Indigenous Australians and ways of life
- Comparison to other ancient communities.
- Connection to the interrelationship of humans
- Importance of cultural relationships
- The connection of relationships and change
- Valuing local and global histories

Aust Curriculum strands: the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002 - Scootle)

key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003 - Scootle)

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002 - Scootle)

Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032 - Scootle)

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(ACDSEH033 - Scootle)

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 (ACDSEH034 - Scootle

The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129 - Scootle)

Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048 - Scootle)

Sequence historical events, developments and periods (ACHHS205 - Scootle)

Use historical terms and concepts (ACHHS206 - Scootle)

Identify a range of questions about the past to inform a historical inquiry (ACHHS207 - Scootle)

Identify and locate relevant sources, using ICT and other methods (ACHHS208 - Scootle)

Draw conclusions about the usefulness of sources (ACHHS211 - Scootle)

Year 7 Term 2

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Ecosystems and resources	Identity	Identity and relationships	Identity is created by our connection with place.	Critical thinking Communication Research	Physical Geography impacts ecosystems, and this impacts individuals and groups.	Test: Physical Geography- mapping and place. Criteria D **Case Study:** Identifying organisms and their roles in an ecosystem. Criteria: C	Research Note- taking Synthesis Referencing Mapping Surveying Scale Time management BOTLS

Indigenous & global connections:
- Ecosystems prior invasion- what did they look like?
- Natural Australian ecosystems- changes?
- 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?

Global:
- Cyclical nature of ecosystem and impacts on a global scale. Case studies of countries and exploration of impacts on systems around them.

Aust Curriculum Inquiry:

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152 - Scootle)

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources (ACHASSI153 - Scootle)

Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155 - Scootle)

Examine primary sources and secondary sources to determine their origin, purpose and reliability (ACHASSI156 - Scootle)

Evaluate and synthesise evidence to draw conclusions (ACHASSI159 - Scootle)

Develop and use criteria to make informed decisions and judgements (ACHASSI161 - Scootle)
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 (ACHASSI162 - Scootle)

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 (ACHASSI163 - Scootle)

Year 7 Term 3

Unit Title,	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Be Water Wise	Perspective	Orientation in space and time	Understanding perspectives helps us recognise that different conditions have consequences.	Research Critical Thinking	● Flow of water ● Water cycle ● Landform ● Aust water resources to the worlds ● Landforms	**Term 3: Camp** Students' complete experiential leaning on camp and learn water management and source. **Criteria:** <mark>A</mark> **Assessment:** Report Students investigate the management of water (a specific topic or scenario of their choice). . <mark>Criteria B, C</mark>	●Research ●Synthesising information ●Time management ●Communication ●Reports style ●Presenting data. ●Managing experiments Tables, Graphs etc.

Global and Indigenous connection: ● First Nations' water use ● Perspective on the value of water ● Water use and value in different time periods ● Water ecosystems prior invasion- what did they look like? ● Natural Australian water systems- how have they changed and why? ● How / why has change affected Indigenous communities across Australia.	**Australian Curriculum:** The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183 - Scootle) The quantity and variability of Australia's water resources compared with other continents (ACHASSK184 - Scootle) The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185 - Scootle) Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186 - Scootle) Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188 - Scootle) The influence of environmental quality on the liveability of places (ACHASSK190 - Scootle)

Year 7 Term 4

Unit Title,	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
The changing world around us.	Change	Time, place and space	Time changes place and space.	Thinking Social Awareness	Historical / civics focus.	**Assessment 1:** Test: Students apply their knowledge regarding day length, seasons and tides. **Criteria:** A, **Assessment 2:** Article analysis to identity different perspective and their implications. Criteria: D	●Synthesis ●Referencing ●Paragraphing ●Bias / persuasion ●Causality ●Resources ●Scale ●Trend ●Researching ●Field work skills ●Data collection

Indigenous & global connections: ● Indigenous seasons ● Importance of seasons on a global scale. ● **Global:** ● How has global change affected the modern world? ● How has global change impacted communities, societies and individuals?	**Aust Curriculum strands:** Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192 - Scootle)

Year 8

Year 8 Term 1

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
The Marvelous Middle Ages	Systems	Identities and relationships	Expectations influence how individuals and groups behave. Or: Social systems create variations in culture and equality.	Communication	**Compulsory:** ● Vikings **Optional:** ● Ottoman Empire ● Renaissance Italy ● Medieval Europe ● Crusades	**Task 1:** Comprehension Source Test ==Criteria: Ai, Dii & iv== **Task 2:** Students enact a day in their medieval life through a 2-3 minute presentation and analysing their sources. ==Criteria: A, D==	● Chronology ● Terms ● Concepts ● Historical ● Synthesis of information ● Digital literacy ● Perspectives ● Interpretations ● Paraphrasing

Indigenous & global connections:
- The effect of Viking expansion in modern history
- Impact on Indigenous people of Viking conquests
- Impact of conquest on individuals and groups

Aust Curriculum strands: History

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007 - Scootle)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047 - Scootle)

Elaborations

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048 - Scootle)

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049 - Scootle)

Year 8 Term 2

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Expanding Worlds	Global Interactions	Fairness and development	Lack of development and ingenuity leads to demise.	Critical Thinking	**Compulsory:** ● Polynesian expansion (C. 700-1756) **Optional:** ● Angkor Empire ● Shoguns ● Mongol expansion ● Africa ● Polynesia	**TASK:** Students are to write a small historical essay using a research questions that they have developed. Focus on the essay needs to be about the impact of global interaction on the development of societies. **Criteria: B, C**	● Chronology ● Terms ● Concepts ● Historical questions ● Source analysis ● Perspectives ● Interpretations ● Explanation ● Paraphrasing

Indigenous & global connections:	Aust Curriculum strands: History (Polynesian expansion)
● The world is a place of societies and communities crashing together. Why is this? What is the impact on the world of the time? ● Impact of development on the natural indigenous ecosystems. ● Impact of religion and cultural practices on individuals and groups. How have they developed? How have the lasted? ● Treatment of women ● Treatment of religious views ● Treatment of non-gender conforming individuals / groups -Fa'afafine	Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013 - Scootle) The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066 - Scootle) Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067 - Scootle) The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068 - Scootle)

Year 8 Term 3

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
The Connected Word	Systems	Orientation in space and time	Humans are vulnerable to natural environmental systems	Communication	Landscapes Landforms Geomorphic processes Erosion Coasts . Natural disasters	**Investigation-multimodal documentary presentation:** Volcanic explosion, tsunami or earthquake that has affected humans. <mark>Criteria: A, B, C, D</mark>	● Questioning ● Evaluating ● Representing ● Interpreting ● Analyzing ● Communicating Responding ● Mapping / contours

Indigenous & global connections:
- Reaction to disasters across the world.
- How do different communities, in Australia and the world, develop their societies according to external influences?
- How do landforms impact where and how people live?

Aust Curriculum strands:

Different types of landscapes and their distinctive landform features (ACHGK048 - Scootle)

Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049 - Scootle)

Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050 - Scootle)

Human causes and effects of landscape degradation (ACHGK051 - Scootle)

Ways of protecting significant landscapes (ACHGK052 - Scootle)

Causes, impacts and responses to a geomorphological hazard (ACHGK053 - Scootle)

Year 8 Term 4

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Changing nations	Change	Globilisation and sustainability	What are the consequences of changes to places and environments and how can these changes be managed?	Critical thinking Research	Urban Migration	**TASK:** Case Study. Argumentative piece. **Criteria: A, D (remove strand iii)**	- Observing - Planning - Collecting - Recording - Concluding - Reflecting - Mapping - Sources

Indigenous & global connections:
- Indigenous population mobility- dispossession
- The history of hyman expansion

Global Connection:
- case study of changes and impacts of changes.
- Case study of Sudan, Syria etc expansion
- Maluaka Centre- perhaps guest speaker to explore and understanding first person testimonies.

Aust Curriculum strands:

Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054 - Scootle)

Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055 - Scootle)

Reasons for, and effects of, internal migration in both Australia and China (ACHGK056 - Scootle)

Reasons for, and effects of, international migration in Australia (ACHGK058 - Scootle)

Management and planning of Australia's urban future (ACHGK059 - Scootle)

Year 9

Year 9 Term 1

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
The Making of the Modern World	Change	Fairness and development	The treatment of minorities has changed over time.	Thinking - Research	The influence of the Industrial Revolution Evaluating the effects of the movement of peoples on Indigenous and immigrant populations of Australia	Primary source trail- Tell a story through a sequence of 3-5) primary sources. **Criteria: A & D**	●Synthesis ●Referencing ●Note-taking ●Source analysis ●Critical thinking ●Introduction ●Paragraph / sentence structure

Indigenous & global connections:
- White Australia Policy- how did this connect with the time period?
- Stolen Generations- how did this connect with the time period?

Global
- How and why were peoples across the world impacted by Europe?
- Globalisation
- Slavery in the America's
- Role of children
- Impact of colonisation
- Education for women

Australian Curriculum links

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017 - Scootle)

The population movements and changing settlement patterns during this period (ACDSEH080 - Scootle)

The experiences of men, women and children during the Industrial Revolution, and their changing way of life

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082 - Scootle)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019 - Scootle)

Reasons why ONE key idea emerged and/or developed a following (ACDSEH086 - Scootle)

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087 - Scootle)

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088 - Scootle)

Year 9 Term 2

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Global Events-1914	Time, place and space	Orientation in space and time.	Identity and values are shaped by how an individual reacts to the events of their time.	Research	Historical impact of WW1 Geographical viewpoint- where- when and why? Economic- conditions for war and impact of individuals and societies/.	**Task:** Simpson Prize essay **Criteria: B & C**	●Synthesis ●Referencing ●Note-taking ●Mapping- ●Inferencing ●Synthesis of information ●Source Analysis

Indigenous & global connections:
    Indigenous involvement in the War.
- Morality of war and involvement of peoples

Global
- Why did this war change everything?
- Why did some countries not wage war?
- Role of women
- Role of propaganda
- Animal rights

Aust Curriculum strands:
 An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021 - Scootle)

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095 - Scootle)

The impact of World War I, with a particular emphasis on Australia including the changing role of women

The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097 - Scootle)

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164 - Scootle)

Use historical terms and concepts (ACHHS165 - Scootle)

Year 9 Term 3

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Feeding the future	Connections Systems Causality Processes Management and Intervention	Orientation in space and time Scientific and technical innovations	Securing our future food security requires climate action.	Thinking Research	Analysis of 6 biomes Describe distribution of a biome Causes and features of the Natural and Enhanced greenhouse effect Impacts of climate change Climate change mitigation strategies Climate denialism and fake news Definition, nature, prevalence and causes of food security issues. Where is the world's food grown (link to biomes) Impact of climate change on global food security (actual and predicted)	**Task 1:Field Work Task**, Students will develop hypotheses and use field work to test hypothesis answering the inquiry question- 'Do we live in a Savanna biome.?' **Criteria B and D** **Task 2: Storymap-Climate change** **Criteria A and C**	Annotate images Draw diagrams Mapping Identification of major ranges and deserts Create / read a climate graph GIS mapping ICT skills Digital mapping Elevation Contours Representing data

Indigenous & global connections:

- Globalisation and impact on individuals and groups
- Impact of global consumerism on Indigenous peoples
- Impact of a 'smaller' world on ecosystems
- Denialisn- Perspectives
- What is 'fake news' and how did this impact the world?
- Exploring denialism
- Climate perspectives
- Exploration of food security
- Development of new proteins

Australian Curriculum connections

Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060 - Scootle)

Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061 - Scootle)

Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062 - Scootle)

Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063 - Scootle)

The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064 - Scootle)

Year 9 Term 4

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Humanness	Systems	Fairness and development	Systems have been created to ensure peace and prosperity.	Thinking - Research	Legal Economic Human interaction	**Task-** Speech Students create a 4-part portfolio of political analysis. <mark>Criteria A, B, C, D</mark>	Public speaking Synthesis of information Creating opinion Justifying opinion with facts Perspectives

Indigenous & global connections:
- Indigenous history of voting
- Impact of colonisation on self-determination
- Political issues involving both global and international issues
- Gender representations
- LGBTIQA++
- Indigenous perspective
- Pay gap
- Migration
- Refugees

Aust Curriculum strands:

The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075 - Scootle)

How citizens' political choices are shaped, including the influence of the media (ACHCK076 - Scootle)
The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103 - Scootle)

The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077 - Scootle)

The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078 - Scootle)

How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079 - Scootle)

The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080 - Scootle)

How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081 - Scootle)

Year 10 Semester 1

Year 10 Term 1

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Global Events- 1939	Change	Identities and Relationships	Large scale social upheaval causes national and individual cultural identities to change.	Communication skills Research	Nazi Germany prior to WWII (Krystal Nacht as a case study) War in the pacific- Australia's involvement in the war Relationship post war	**Source Analysis- Test** **Criteria: A & D** **Analytical Essay**: Explore the consequences of CHANGE in WWII. Select one or two significant events in WWII. What were the consequences of these changes? **Criteria: B & C**	-Referencing -Analysis of sources -Essay -Inferencing of images and sources -Analysing and justifying perspectives

Indigenous & global connections:	Aust Curriculum strands:
● Local and foreign interactions in the time period. ● Minority groups in WWII. ● Understanding gender roles ● Understanding minority representations ● Holocuast- why and how?	Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Overview of the causes and course of World War II (ACDSEH024 - Scootle) Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107 - Scootle) Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108 - Scootle) The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109 - Scootle) The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110 - Scootle)

Year 10 Term 2

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Human Wellbeing	Global interactions	Fairness and developments	Inequality is created and solved through global interactions	Self- management Thinking Skills	Human populations and wellbeing	**Story map-** Case Study **Criteria:-B&C**	• Using maps • Analysing data • Analyse data- line, column, graphs • Reasoning

Indigenous & global connections: • Discrepancy between groups and individuals within societies • How and why are groups and individuals impacted by the distribution of wealth? • Global communities; how do they / we interact? • Development • Causes • Caste systems • Disparity between social groups	**Aust Curriculum strands:** Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076 - Scootle) Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077 - Scootle) Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079 - Scootle) Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080 - Scootle) The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081 - Scootle)

Year 10 Semester 2

Year 10- Terms (s) 3-4 Legal Investigations

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Crime & Punishment	Systems Causality	Fairness & Development	The Australian legal system is a complex body designed to deliver just outcomes.	Self-management Thinking Skills	Law and the legal system Criminal law, indictable and summary offences Police powers of investigation and arrest The Australian court hierarchy How a trial is conducted Different types of evidence Persuasive and binding precedents. Penalties and punishments Sentencing Rehabilitation and diversion Justice. Rule of law	TASK: Students respond to an essay question: "Are juries a reliable way to reach verdicts?" Responses are researched, cases cited and fully referenced. Criteria B C TASK: Test / Exam 2 hour written test/exam Criteria A, D	Analysis: Research definitions and legislation Footnotes Reference List Answering short answer questions Responding to stimulus Constructing paragraph legal responses

Indigenous & global connections:
- Indigenous deaths in custody
- Connection to global indigenous communities
- Post-colonial impact on laws and change of laws.

Australian Curriculum links

The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090 - Scootle)

The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091 - Scootle)

The role of the High Court, including in interpreting the Constitution (ACHCK092 - Scootle)

How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093 - Scootle)

The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094 - Scootle)

Year 10- Terms (s) 3-4 Historical Investigations

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Change	Causality	Fairness and Development	Social change is required to ensure fairness and allow development but is driven by a minority influence.	Thinking Research	Apartheid	**TASK:** Essay/Podcast/Oral presentation <mark>Criteria: B, C</mark> **TASK:** Exam/Formal Test <mark>Criteria A, D</mark> .	Source analysis Synthesis of skills Application of skills Short / long answer questions Question types Primary / secondary sources

Indigenous & global connections:
- Impact of post-colonial powers on indigenous communities
- How did this connect with Australia? Why?

Aust Curriculum strands:
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023 - Scootle)

Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104 - Scootle)

The US civil rights movement and its influence on Australia (ACDSEH105 - Scootle)

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106 - Scootle)

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134 - Scootle)

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143 - Scootle)

Year 10- Terms (s) 3-4 Coastal Investigations

Unit Title	Key and Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
Coastal Processes & Management	Change Time, place and space	Causality Management and intervention	The coastal zone changes over time leading to different management being required based on the cause and consequences.	Thinking Communication	Human impact on coastlines	**Task:** Field Trip report **Criteria: B, C** **Task: Test (examination)** **Criteria:** A, D	- Data collection - Data collation - Use of images in reports - Mapping- contouring - Referencing - Graphing

Indigenous & global connections:
- Indigenous forms of land management
- Asian links to coastal management as a comparison
- Indigenous global communities- how do they manage their land?

Aust Curriculum strands:

Human-induced environmental changes that challenge sustainability (ACHGK070 - Scootle)

Environmental world views of people and their implications for environmental management (ACHGK071 - Scootle)

The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072 - Scootle)

The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073 - Scootle)

The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074 - Scootle)

The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075 - Scootle)

Notes