

Year level description

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.

Year 7 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?

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 to 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.

Inquiry and skills strand

Content descriptions

Questioning

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

Researching

- Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources
- 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
- Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions

Analysing

- Examine primary and secondary sources to determine their origin, purpose and reliability
- Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present
- Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

Evaluating and reflecting

- Evaluate and synthesise evidence to draw conclusions
- Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each
- Develop and use criteria to make informed decisions and judgements
- 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

Communicating

- 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 concept

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. 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).

Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Content descriptions

- Overview content for the ancient world
- Depth studies:
 1. Investigating the ancient past
 2. The Mediterranean world (ONE of Egypt, Greece, Rome)
 3. The Asian world (ONE of India, China)

See <http://www.australiancurriculum.edu.au> for F-6/7 HASS content descriptions for the Year 7 history sub-strand

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of place, space, environment, interconnection, sustainability and change. 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).

Inquiry Questions

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Content descriptions

- Unit 1: Water in the world
- Unit 2: Place and liveability

See <http://www.australiancurriculum.edu.au> for F-6/7 HASS content descriptions for the Year 7 geography sub-strand

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about government and democracy, laws and citizens and citizenship, diversity and identity. 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).

Inquiry Questions

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Content descriptions

See <http://www.australiancurriculum.edu.au> for F-6/7 HASS content descriptions for the Year 7 civics and citizenship sub-strand

Economics & business

Concepts for developing understanding

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).

Inquiry Questions

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Content descriptions

See <http://www.australiancurriculum.edu.au> for F-6/7 HASS content descriptions for the Year 7 economics and business sub-strand