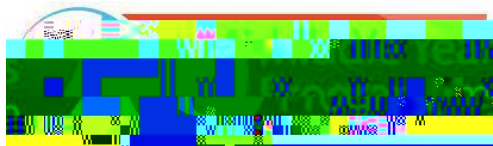


Individuals and Societies

Scope and Sequence- 2022

Our philosophy:



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		

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	<p>Multi-modal- Students select from a list of influential people. They explore how individuals have created change within the world.</p> <p>Criteria: A, B</p> <p>Students identify how the world has changed. This is a case study that can be given or selected by the student.</p> <p>Criteria: C, D</p>	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:

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](#))

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
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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	.		
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Year 7

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 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](#))

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			

Year 8

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 World	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. Criteria: A, B, C, D	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 and environments?

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 human expansion

Global Connection:

case study of changes and impacts of changes.
 Case study of Sudan, Syria etc expansion
Maluaka Centre- perhaps quest 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](#))

Year 9

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	<p>Historical impact of WW1</p> <p>Geographical viewpoint- where-when and why?</p> <p>Economic- conditions for war and impact of individuals and societies/.</p>	<p>Task: Simpson Prize essay</p> <p>Criteria: B & C</p>	<p>Synthesis</p> <p>Referencing</p> <p>Note-taking</p> <p>Mapping-</p> <p>Inferencing</p> <p>Synthesis of information</p> <p>Source Analysis</p>

Indigenous & global connections:

Indigenous involvement in the War.
Morality of war and involvement of peoples

Aust Curriculum strands:

An

Global

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

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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. (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- we live in a Savanna 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

Denialism- Perspectives

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 ([ACHGK461](#), [ACHGK462](#), [ACHGK463](#), [ACHGK464](#), [ACHGK465](#), [ACHGK466](#), [ACHGK467](#), [ACHGK468](#), [ACHGK469](#), [ACHGK470](#), [ACHGK471](#), [ACHGK472](#), [ACHGK473](#), [ACHGK474](#), [ACHGK475](#), [ACHGK476](#), [ACHGK477](#), [ACHGK478](#), [ACHGK479](#), [ACHGK480](#), [ACHGK481](#), [ACHGK482](#), [ACHGK483](#), [ACHGK484](#), [ACHGK485](#), [ACHGK486](#), [ACHGK487](#), [ACHGK488](#), [ACHGK489](#), [ACHGK490](#), [ACHGK491](#), [ACHGK492](#), [ACHGK493](#), [ACHGK494](#), [ACHGK495](#), [ACHGK496](#), [ACHGK497](#), [ACHGK498](#), [ACHGK499](#), [ACHGK500](#), [ACHGK501](#), [ACHGK502](#), [ACHGK503](#), [ACHGK504](#), [ACHGK505](#), [ACHGK506](#), [ACHGK507](#), [ACHGK508](#), [ACHGK509](#), [ACHGK510](#), [ACHGK511](#), [ACHGK512](#), [ACHGK513](#), [ACHGK514](#), [ACHGK515](#), [ACHGK516](#), [ACHGK517](#), [ACHGK518](#), 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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-	

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.	<p>Communication skills</p> <p>Research</p>	<p>Nazi Germany prior to WWII (Krystal Nacht as a case study)</p> <p>War in the pacific-</p> <p>involvement in the war</p> <p>Relationship post war</p>		



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
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Crime & Punishment	Systems Causality
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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	<p>TASK: Essay/Podcast/Oral presentation Criteria: B, C</p> <p>TASK: Exam/Formal Test Criteria A, D</p>	Source analysis Synthesis of skills Application of skills Short / long answer questions Question types Primary / secondary sources
<p>Indigenous & global connections: Impact of post-colonial powers on indigenous communities How did this connect with Australia? Why?</p>				<p>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.</p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023 - Scootle)</p> <p>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)</p> <p>The US civil rights movement and its influence on Australia (ACDSEH105 - Scootle)</p> <p>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)</p> <p>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)</p> <p>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)</p>			



Notes