WAGIN
DISTRICT HIGH SCHOOL
SEMESTER OUTLINE

Year 9/10 Society and Environment Course Outline 2018

COURSE OUTLINE

The **History** curriculum provides a study of the '**The Making of the Modern World'** from 1750 – 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 1914-1918, the 'war to end all wars'.

The history content at this year level involves two strands: **Historical Knowledge** and **Understanding and Historical Skills**. The content provides opportunities to develop historical understandings within two depth studies. In 2018, we have chosen to focus on *The Industrial Revolution and World War 1.* A framework for developing student's historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. Key questions will include:

> *1/ How did new ideas and technological developments contribute to change in this period?*
> *2/ What was the significance of World War 1?*
> *3/ What were the changing features of the movements of people from 1750- 1918?*

In **Civics and Citizenship**, we focus on further understanding '**Our democratic Rights'**. Students continue to build on their understanding of the Westminster System, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

A framework for developing students' civic and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

> *1/ What influences shape the operation of Australia's political system?*
> *2/ How does Australia's court system work in support of a democratic and just society?*
> *3/ How do citizens participate in an interconnected world?*

ACHIEVEMENT STANDARD

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

By the end of year 10, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the cause and effects of events and developments and make judgements about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past. They develop increasing independence in critical thinking and skill application, which includes questioning, researching, evaluating and reflecting.

Term 1   The Industrial Revolution and World War 1

Wk	Historical Knowledge and Understandings	Historical Skills	Assessments
1 - 2	**Overview** ***The important features of the modern period (1750-1918) including technological change, Imperialism and Nationalism.*** - Timeline of the period from 1750-1919, outlining key events. - Revision of 7 key concepts to help investigate and understand the past. These are: *perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability*. - Discuss historians as 'time detectives' who follow a process of historical inquiry. Discuss and use historical terms and concepts, such *as capitalism, assimilation, imperialism*. - Factors that shaped the world from 1750- 1918 Discuss the expansion of European Empires - How did new ideas contribute to change? - What were the changing features of the movement of peoples from 1750-1918? - Mapping the British Empire c.1800 CE and the raw materials it obtained from colonies **Skill drills: Creating timelines, identifying bias and assessing the reliability of sources.**	*Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places* *Use historical terms and concepts* *Analyse information and data in different formats.*	*Historical Skills: Create a timeline and complete a definitions test on historical terms used in the modern world.*
3	**The Industrial Revolution** ***The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (eg. The agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia. (ACDSEH017)*** - Explaining changes in technology (for ex. Steam driven spinning mills, railways and steam ships) which led to factories and cities. - Identifying the spread of innovations such as steam power, iron and steel production; transport; and chemicals in Europe, USA and Japan. - View an episode of the 7 Industrial Wonders of the World Skill Drill: Using information from a range of sources as evidence in a historical argument. Use of Primary and Secondary sources	*Identify the origin, purpose and context of Primary and Secondary Sources* *Evaluate the reliability and usefulness of sources*	
4	***The population and movements and changing settlement patterns during this period. (ACDSEH080)*** - Describing the growth of cities such as men, women and children moved to the cities to find employment - Skill Drill: population growth in Britain during the Industrial Rev. - Using photographs (Ie; Eiffel Tower) to investigate changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop.	*Identify the origin, purpose and context of Primary and Secondary Sources* *Use criteria to analyse the reliability, bias and usefulness of sources.*	*Historical Skills: Using information from a range of sources as evidence in a historical argument*
5	***The experiences of men, women and children during the Industrial Revolution, and their changing way of life.*** - Describe the impact of steam, gas and electricity - Investigating the changes in working conditions (for example: longer working hours for low pay and the use of children as cheap labour) - Health effects of the Industrial Revolution	*Identify and analyse the perspectives of people from the past,* *Examining different historical interpretations*	

6	**The short and long term impact of the Industrial Revolution, including global changes in landscapes, transport and communication. (ACDSEH082)**	*Identify and analyse the perspectives of people from the past,*	***Historical skills: Create a multimodal display of 3 Inventions from the Industrial Revolution***
	- Describe the impact of factories, mines and cities on the environment, and on population growth and distribution.		
	- Outlining the growth of trade unions as a response to the impact of the Industrial Revolution.	*Develop texts, particularly discussions, that use evidence from a range of texts that are referenced.*	
	- Begin work on Multimodal assessment to demonstrate an understanding of the short and long term effects of the Industrial Revolution.		
	Begin work on their multimodal display on inventions of the Industrial Revolution. Students are required to plan, investigate and communicate their findings and address the following question:	*Process and Synthesis information from a range of sources for use as evidence in an historical argument*	
	How did new ideas and technological developments contribute to change in this period?		***Historical knowledge: End of Unit test***
7	<u>**World War 1**</u> **The causes of World War 1 and the reasons that men enlisted to fight in the war. (ACDSEH021)**	*Identify and analyse the perspectives of people from the past*	
	- World War 1 timeline		
	- What were the causes of World War 1? Key Concept: Cause and Effect- The Road to War.	*Identify different historical interpretations*	
	- Investigating the rise of nationalist sentiment and the values and attitudes towards war (sense of adventure, romantic)		
	- The Outbreak of WW1		
8	**Australia's entry in WW1** **The places where Australians fought and the nature of warfare during World War 1, including the Gallipoli Campaign. (ACDSEH095)**	*Identify and locate relevant sources, using ICT and other methods*	***Historical Skills: Use of Propaganda in WW1***
	- What propaganda occurred? Why did Australians enlist to fight?		
	- SkillDrill: Evaluating the reliability and usefulness of sources		
	- How and where WW1 was fought? (Trench Warfare/ the Western Front/ The Gallipoli Campaign)		
	- View the film 'Gallipoli'		
9	**The impact of World War 1, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate. (ACDSEH096)**	*Process and synthesis information from a range of sources for use as evidence in an historical argument*	***Report - Historical Skills and knowledge: What was the significance of WW1?***
	- What does Europe look like after 1918 (Comparing political maps from 1914 to 1918)		
	- Increased role of Women in the work force	*Identify and select different kinds of questions about the past to inform in a historical inquiry.*	
	- Conscription debate (examine the opposition by the Irish Catholics/Trade Unions) - Anti-German sentiment in Australia - Anzac day and the Anzac Legend		
	Revision on report writing: What was the significance of WW1?		
10	**The commemoration of World War 1, including debates about the nature and significance of the Anzac legend. (ACDSEH097)** -Life in the trenches.	*Draw evidence-based conclusions by evaluating information, taking into account multiple perspectives; to propose individual and collective action in response to contemporary events.*	***End of Unit Test*** ***Life in the Trenches.***

TERM 2   Our Democratic Rights

1/2	***The role of political parties and, independent representatives in Australia's system of government, including the formation of governments (ACHCK075)*** -Revision of Constitutional Monarchy, Levels of government -Revision of the functions and structure of Federal Government. - Definitions of subject-specific words used for this unit. -What political parties exist in Australia? Wat are their party platforms? Students will sit the ABC poll test to see what political party might suit their values the best. - What is the role of political parties? - Why is Australia considered a two-party system? -What is a 'hung' parliament? - How is government 'formed' after an election? What are the roles of the government and the opposition?	*Identify current personal knowledge, gaps, misconceptions, currency of information and personal perspective.* *Account for different interpretations and points of view/perspectives in information*	***Document study: Changing the date of Australia Day.***
3	***How citizens' choices are shaped at election time (eg. Public debate, media, opinion polls, advertising, interest groups, political party campaigns) (ACHCK076)*** -The use of political persuasion, and the methods used. - Students will develop a set of questions to ask a politician if they could interview them in the lead-up to an election. - In partners, choose two different political advertisements and list all the persuasive techniques used in the advertisement. Determine the likely target for each advertisement. -Students will select one news outlet (television station, newspaper or website) and determine whether any bias can be detected in the way it reports political affairs. -Use of opinion polls - Time frame to an election (issuing the writs, counting the votes) In groups, students create their own political party, complete with party platform, advertising slogan and logo and description of their campaign and how social media will be used. They will present their political party in front of the class, and an election will occur)	*Apply subject specific skills and concepts in familiar and new situations.* *Select a range of appropriate formats based on their effectiveness to suit audience and purpose.*	***Skill Drill: Converting information from one format to another.***
4	***How social media is used to influence people's understanding of the issues (ACHCK076)*** - the use of preferential voting in the lower house -A changing political landscape -intepret the meaning of the term 'digital platform' and cite examples. - Develop a list of hashtags that you think could be used to generate interest and discussion for important social issues. - Voting for a political party.	*Select a range of appropriate formats based on their effectiveness to suit audience and purpose.*	***Group Task: Presentation Create a political party and run for office.***
5/6	***The key features of Australia's court system and the role of a particular court (eg. A supreme sourt, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear (ACHCK077)*** -Criminal and Civil Law - Locate examples of civil and criminal law in the media. -The hierarchy of the courts, with an emphasis on the supreme court of WA -Features of Australia's court system (Separation of powers, Judge	*Compare evidence to substantiate judgements* *Draw evidence-based conclusion by evaluating data, taking into account ambiguities and multiple perspectives*	

	and Jury, The prosecutor, the defence) -Justify the use of a court hierarchy by examining the nature of the cases that are currently before WA courts now. -View the film 'The Castle' to witness how the hierarchy of courts work.		
7	*How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents) (ACHCK077)* -Statute and Common law and the differences between them. - How courts resolve tasks and the use of criminal and civil trials - The role of Precedent. - Extended writing task.	*Analyse the purpose of an inquiry using appropriate methodologies, ethical protocols and inform an investigation* *Develop texts, particularly explanations, using evidence from a range of sources to support conclusions and or/arguments*	*Extended writing: Evaluate the rules of evidence that are applied in the Australian legal system. Do they promote or obstruct justice? Give reasons to support your answer.*
8	*The key principals of Australia's justice system, including equality before the law, independent judiciary, and right of appeal) (ACHCK078) and how does this determine the effectiveness of the court hierarchy?* -Also consider the presumption of innocence and the burden of proof. -Evaluate a recent High Court appeal. What decision was made in this case, and how does this case demonstrate the effectiveness of the court hierarchy?	*Draw evidence-based conclusions by evaluating data, taking into account ambiguities and multiple perspectives.*	*End of Unit Test*
9/10	*The factors that can undermine the application of the principles of justice (eg. Bribery, coercion of witnesses, trial by media, court delays) (ACHCK078)* -The jury system -The adversarial system -One rule for some, another rule for others? What factors can affect people's access to justice in the Australian Legal system. Examine Ned Kelly and his treatment, arrest and trial. Does this amount to justice? -Tampering with evidence -Trial by media and court delays -Rank each of the challenges to justice identified from 1-9. For each of the challenges, suggest one possible solution our court system could adopt to ease these challenges and improve justice.	*Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action.*	