WAGIN
DISTRICT HIGH SCHOOL
SEMESTER OUTLINE

Year 9 Society and Environment Course Outline 2016

COURSE OUTLINE

The Year 9 Curriculum provides a study of the history of 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 2016, 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?

As part of the new Western Australian Curriculum there will also be a focus on ICT, the Asian Region, Indigenous Australians and Environmental Sustainability.

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 9, 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.
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<th>Wk</th>
<th>Historical Knowledge and Understandings</th>
<th>Historical Skills</th>
<th>Assessments</th>
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<tr>
<td>1 - 3</td>
<td><strong>Overview</strong>&lt;br&gt;- Conduct an archaeological inquiry, recording information and making predictions about the primary resources they gather. Revision on the importance of primary and secondary evidence.&lt;br&gt;- Timeline of the period from 1750-1919, outlining key events.&lt;br&gt;- 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.&lt;br&gt;- Discuss historians as ‘time detectives’ who follow a process of historical inquiry. Discuss and use historical terms and concepts, such as capitalism, assimilation, imperialism.&lt;br&gt;- Factors that shaped the world from 1750-1918 Discuss the expansion of European Empires - How did new ideas contribute to change? Briefly cover the American Revolution and American War of Independence.&lt;br&gt;- What were the changing features of the movement of peoples from 1750-1918? Discuss Slaves/Convicts/Free Settlers.</td>
<td>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</td>
<td>Historical Skills: Create a timeline and complete a definitions test on historical terms used in the modern world.</td>
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<td>4</td>
<td>- Woolorama display preparation – <strong>Looking Forward</strong></td>
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<td>5</td>
<td><strong>The Industrial Revolution</strong>&lt;br&gt;- Mapping the British Empire c.1800 CE and the raw materials it obtained from colonies&lt;br&gt;- Explaining changes in technology (for ex. Steam driven spinning mills, railways and steam ships) which led to factories and cities.&lt;br&gt;- Identifying the spread of innovations such as steam power, iron and steel production; transport; and chemicals in Europe, USA and Japan.&lt;br&gt;- View an episode of the 7 Industrial Wonders of the World&lt;br&gt;Skill Drill: Using information from a range of sources as evidence in a historical argument.</td>
<td>Identify the origin, purpose and context of Primary and Secondary Sources&lt;br&gt;Evaluate the reliability and usefulness of sources</td>
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<td>6-7</td>
<td><strong>The population and movements and changing settlement patterns during this period.</strong>&lt;br&gt;- Describing the growth of cities such as men, women and children moved to the cities to find employment&lt;br&gt;- Skill Drill: population growth in Britain during the Industrial Rev.&lt;br&gt;- 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.</td>
<td>Identify the origin, purpose and context of Primary and Secondary Sources&lt;br&gt;Evaluate the reliability and usefulness of sources</td>
<td>Historical Skills: Using information from a range of sources as evidence in a historical argument</td>
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<td>8</td>
<td><strong>The experiences of men, women and children during the Industrial Revolution, and their changing way of life.</strong>&lt;br&gt;- Describe the impact of steam, gas and electricity&lt;br&gt;- Investigating the changes in working conditions (for example: longer working hours for low pay and the use of children as cheap labour)&lt;br&gt;- Health effects of the Industrial Revolution</td>
<td>Identify and analyse the perspectives of people from the past, Examining different historical interpretations</td>
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| 9/10 | The Short and Long term impact of the Industrial Revolution, including global changes in landscapes, transport and communication.  
- 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.  
- Begin work on Multimodal assessment to demonstrate an understanding of The short and long term effects of the Industrial Revolution. | Identify and analyse the perspectives of people from the past,  
Develop texts, particularly discussions, that use evidence from a range of texts that are referenced. | Historical skills:  
Create a multimodal display of 3 Inventions from the Industrial Revolution  
Historical knowledge: End of Unit test |
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| 11-12 | **World War 1**  
- World War 1 timeline  
- What were the causes of World War 1? Key Concept: Cause and Effect-The Road to War.  
- Investigating the rise of nationalist sentiment and the values and attitudes towards war (sense of adventure, romantic)  
- The Outbreak of WW1 | Identify and analyse the perspectives of people from the past  
Identify different historical interpretations | Historical Skills:  
Use of Propaganda in WW1  
Document analysis: WW1 |
| 13-15 | **Australia’s entry in WW1**  
- What propaganda occurred? Why did Australians enlist to fight?  
- Skill Drill: 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’ | Identify and locate relevant sources, using ICT and other methods | Historical Skills:  
Use of Propaganda in WW1 |
| 16-17 | The end of the War and the Impact on Australia.  
- What does Europe look like after 1918  
(Comparing political maps from 1914 to 1918)  
- Increased role of Women in the work force  
- Conscription debate (examine the opposition by the Irish Catholics/Trade Unions) - Anti-German sentiment in Australia - Anzac day and the Anzac Legend | Process and synthesis information from a range of sources for use as evidence in an historical argument | Historical Skills and knowledge: What was the significance of WW1? |
| 18-20 | - Revision and Complete Research Assignment  
- Create visual displays of life in the trenches | Identify and select different kinds of questions about the past to inform in a historical inquiry. | End of Unit Test  
Research Assignment: Life in the Trenches. |