



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2, 2025 OUTLINE

Year 7 Humanities and Social Sciences

COURSE OUTLINE

In Semester Two, Humanities and Social Sciences consists of **History** and **Economics and Business**.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

The year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BCE – c.650 CE. It was a period defined by the development of cultural practices and organised societies. 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 how we know about the ancient past, and why and where the earliest societies developed. In 2025, we have chosen to focus on **Investigating the ancient past** and **Ancient Egypt**. Key questions will include:

1. How did societies change from the end of the ancient period to the beginning of the modern age?
2. What key beliefs and values emerged and how did they influence societies?
3. What were the causes and effects of contact between societies in this period?
4. Which significant people, groups and ideas from this period have influenced the world today?

In Economics and Business, with the topic of **Producing and Consuming** gives students the opportunity to further develop their understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The key inquiry questions for Year 7 Economics and Business are:

- Why is there a relationship between consumers and producers in the market?
- Why is personal and financial planning for the future important for consumers and businesses?
- What types of work exist and in what other ways can people derive an income?

COURSE OUTCOMES

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose and distinguish between fact and opinion. They interpret information and data to identify points of view and perspectives, relationships and trends, and to sequence events and developments. Students apply subject-specific skills to translate information and data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

TASKS & ASSESSMENT

Students will generally undertake work in blocks of 5 weeks. During this time, they will be expected to complete all required class work and homework, and this will then be assessed in an end of unit test. Students may also be asked to complete quizzes, assignments and/or investigations to help develop their understanding of the concepts covered. *While the key content will be taught at school, it is essential that students revise at home on a regular basis to help practice new skills and solidify their understanding.* All work samples, both formal and informal, will then be used to determine the ability and grade of each student.

Investigating the Ancient Past and Ancient Egypt

Week	Historical Knowledge and Understanding	Assessment
1-2	<p>Introduction to Archaeology.</p> <ul style="list-style-type: none"> How do Archaeologists extract evidence from the ground? What difficulties might they run into? (Artefact robbers) Introduce students to the seven key concepts of historical understanding, including: <i>empathy, evidence, continuity and change, cause and effect, perspectives, significance and contestability.</i> <p>Introduce a timeline of history.</p> <ul style="list-style-type: none"> Students will learn to interpret and create their own timelines. Why and where did the earliest societies develop? The timeframe of the ancient civilisations Overview content for the ancient world to include the following: <ul style="list-style-type: none"> The theory that people moved out of Africa around 80000BCE and migrated to other parts of the world. The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) Key features of ancient societies (farming, trade, social classes, religion, rule of law, written records) 	<p>Historical Skills: <i>Interpreting and creating timelines</i></p>
3	<p>Investigating the Ancient Past</p> <ul style="list-style-type: none"> Identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating. Introduction to sources (where a historian finds information) and the importance of evidence (the information that is used by the historian.) Virtual site studies – looking at the world’s greatest museums using the internet 	
4-5	<p>Dating techniques</p> <p>Evaluating methods for investigating the ancient past, for example stratigraphy to date discoveries, DNA testing to identify past individuals from their remains.</p> <ul style="list-style-type: none"> View the Catalyst episode of ‘The Narranbeen Man’ and access resources from the ABC website to conduct an investigation into how he died. 	<p>Historical Knowledge and Skills: <i>Investigate the skeletal remains of Narranbeen Man. Create a forensic report.</i></p>
6	<p>Why is it so important to preserve the remains of the ancient past?</p> <ul style="list-style-type: none"> Investigating world heritage criteria for the listing of significant ancient sites, using an example of Pompeii Understanding the significance of Australian Heritage sites to the Aboriginal and Torres Strait Islander Peoples. 	<p>ITC Skills <i>In-class investigation on the Pantheon and Colosseum</i></p>

7	Ancient Egypt Introduction to the period and timeline of important dates. - What were the physical features of Egypt and how did they influence the civilisation that developed there?	
8	What were the roles of key groups on ancient Egyptian society? (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion. What were the significant beliefs, values and practices of the Ancient Egyptians?	
9 /10	Who were some of the key figures in the ancient societies? Examine the roles of significant individuals in ancient times, such as Cleopatra, Caesar, Socrates, Aristotle, Claudius and Augustus. Students are to choose one key figure and create an assignment on them.	Historical Skills and Understanding: <i>Important Individuals in Ancient Societies</i>
11/12	What is the legacy of Ancient Egypt? How are they still influencing the modern world today? Revision of key concepts covered in class in preparation for the end-of-unit test.	End of Unit test
Economics and Business		
13 - 17	The Economics toolkit <ul style="list-style-type: none"> The 6 Key concepts for Economics: <i>scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards.</i> Skills: Interpreting economic data from a table, creating a list of pros and cons. <i>How do individuals and businesses make economic choices?</i> How do consumers rely on businesses to meet their <u>needs</u> and <u>wants</u>. Define needs and wants and the economic problem. Producers and Consumers How businesses respond to consumer demands Influencing prices What are the characteristics of an Entrepreneur? <ul style="list-style-type: none"> Innovation and Entrepreneurship Skills of Entrepreneurs Innovation in Western Australia Designing your own business in Wagin. Time will be spent creating their own business plan. Students will present their findings to the class. 	Practical Skill assessment task- interpreting tables and charts You be the entrepreneur: Designing a business for Wagin.
18 - 20	Why do we work? <ul style="list-style-type: none"> <i>Why we work</i> <i>Types of work</i> <i>Why incomes differ</i> <i>Superannuation and Retirement</i> 	End-of-unit test

Timeline and assessment items may be subject to change.