WAG IN D-H-S T-TA-1892 HGB

WAGIN DISTRICT HIGH SCHOOL SEMESTER 2, 2022 OUTLINE Year 8 Humanities and Social Sciences

INTRODUCTION

There are three units of study in the Year 8 curriculum for Geography and Economics and Business: *Landforms and Landscapes, Changing Nations* and *Participation and influences in the marketplace.*

In **Geography**, the concepts of place, scale, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Key Inquiry questions in Geography include:

- 1. How do environmental and human processes affect the characteristics of places and environments?
- 2. How do the interconnections between places, people and environments affect the lives of people?
- 3. What are the consequences of changes to environments and how can these changes be managed?

In **Economics and Business**, the concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

Key inquiry question in Economics and Business include:

- 1. Why is there a relationship between consumers and producers in the market?
- 2. Why do consumers and businesses have both rights and responsibilities?
- 3. What may affect the ways people work now and in the future?

COURSE OUTCOMES

At standard, students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

In Economics, students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

TASKS AND 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

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3		 The Geography Toolkit 7 key concepts to Geography: Space, Place, Interconnection, Change, Environment, Scale and Sustainability. Mapping: Creating climatic graphs, cross-sections and complex overlay maps. Landforms and Landscapes What are landforms and landscapes? The Earth's landforms and landscapes Valuing landforms and Landscapes Connecting through landscape stories 	Practical Assessments: Overlay maps, cross-sections and climatic graphs. Information report:
		Uluru- an iconic Australian landform	Mountains
	1-6	 Mountain Landscapes The world's mountains How mountains are formed Tectonic plate boundaries The Mountains of Antartica The structure and language features in an information report Researching and creating an information report 	Research Task- Geomorphic Hazards End-of-unit test
		 How are Mountain landscapes used and managed? Traditional Aboriginal land use The impact of living and farming on mountains Mountain Hazards- landslides, avalanches and volcanoes Vesuvius- studying a killer volcano 	

	7-10	 Changing Nations: Life in Different Cities Why do people live in different cities? The urban explosion How cities are organised The advantages and disadvantages of cities The rise of the mega-city in Asia Where Australians live What are the reasons for, and effects of, migration? Migration in Australia- internal and international 	End-of-unit test
		 Australia's mining boom The changing face of Australia Migrant communities in Australian cities. <i>Planning a geographical inquiry- Field Trip</i> Developing geographical questions, collecting, recording and communicating findings 	Field Trip booklet.
Term 4		 The Economics toolkit The 6 Key concepts for Economics: scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards. Skills: constructing a supply and demand graph, interpreting economic data from a bar graph. The Australian Marketplace 	Practical skills: Create a supply and demand chart and interpret the data
	1-6	 Definitions of Consumer and Capital goods, services, the economy and economics. What is the Economic Problem? What is the relationship between producers and consumers in the marketplace? What are the factors of Production? Why and what to produce? Supply and Demand Government in the Market Begin work on a report outlining the factors of production involved in creating a new product and how it will be marketed Take part in a 'product testing' exercise. 	Assessment Factors of Production involved in developing a new product
		 What influences work in the marketplace? Influences on the way people work The future of work Australian workers, and workers of the world 	

7 – 10	 Consumers and Businesses What does it mean to be a responsible business? Types of business Business opportunities and influences Responsible businesses Consumer rights and responsibilities Identifying trends in economic data 	Practical Skills: Interpreting Economic data in graphs.
	 Socially responsible business: The Body Shop 	End-of-unit tes

Timeline and assessment items may be subject to change.