



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	1 – 6	<p><i>The Geography Toolkit</i></p> <ul style="list-style-type: none"> 7 key concepts to Geography: <i>Space, Place, Interconnection, Change, Environment, Scale and Sustainability.</i> Mapping: Creating climatic graphs, cross-sections and complex overlay maps. <p><i>Landforms and Landscapes</i></p> <ul style="list-style-type: none"> What are landforms and landscapes? The Earth's landforms and landscapes Valuing landforms and Landscapes Connecting through landscape stories Uluru- an iconic Australian landform <p><i>Mountain Landscapes</i></p> <ul style="list-style-type: none"> The world's mountains How mountains are formed Tectonic plate boundaries The Mountains of Antarctica The structure and language features in an information report Researching and creating an information report <p><i>How are Mountain landscapes used and managed?</i></p> <ul style="list-style-type: none"> Traditional Aboriginal land use The impact of living and farming on mountains Mountain Hazards- landslides, avalanches and volcanoes Vesuvius- studying a killer volcano 	<p>Practical Assessments: Overlay maps, cross-sections and climatic graphs.</p> <p>Information report: Mountains</p> <p>Research Task- Geomorphic Hazards</p> <p>End-of-unit test</p>

	7 – 10	<p><i>Consumers and Businesses</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ Socially responsible business: The Body Shop 	<p>Practical Skills: Interpreting Economic data in graphs.</p> <p>End-of-unit test</p>
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Timeline and assessment items may be subject to change.