

2022 Course Outline for Year 7 Geography and Civics

Unit Title	Unit Focus	Assessment task
<p>Water in the world</p> <p>7 weeks in duration</p> <p>Unit Co-ordinator: Rachael Keays</p>	<p>'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p>	<p>Exam: Fri 18 March, Period 4 (Term 1, Week 8)</p>
<p>Place and liveability</p> <p>9 weeks in duration</p> <p>Unit Co-ordinator: Trish Lee</p>	<p>'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of a site and to investigate whether it can be improved through planning.</p>	<p>A Geographical Inquiry: Last lesson of Term 2, Week 7.</p>
<p>The Legal System and You</p> <p>4 weeks in duration</p> <p>Unit Co-ordinator: Damien Badman</p>	<p>'The Legal System and You' examines how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation. When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's legal system. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p>	<p>No summative assessment</p>

2022 Course Outline for Year 7 History

Unit Title	Unit Focus	Assessment task
<p>Investigating the Ancient Past</p> <p>5 weeks in duration</p> <p>Unit Co-ordinator: The teacher replacing Sophie Thomas and Trish Lee</p>	<ul style="list-style-type: none"> • How historians and archaeologists investigate history. • Range of sources that can be used in an historical investigation, including archaeological and written sources. • Methods and sources used to investigate at least one historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains. • Nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources. • Importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. 	<p>Exam: Week beginning 8 August (Term 3, Week 5)</p>
<p>Ancient Egypt</p> <p>10 weeks in duration</p> <p>Unit Co-ordinator: Damien Badman</p>	<ul style="list-style-type: none"> • Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there. • Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion. • Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs. • Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties. • The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II. 	<p>Research Assignment <u>Draft Due:</u></p> <p>Research Book: Week beginning 12 September (Term 3, Week 10)</p> <p>Essay: Week beginning 10 October (Term 4, Week 2)</p> <p><u>Final due:</u> Week beginning 24 October (Term 4, Week 4)</p>
<p>Ancient China</p> <p>5 weeks in duration</p> <p>Unit Co-ordinator: Trish Lee</p>	<ul style="list-style-type: none"> • Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there. • Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. • Significant beliefs, values and practices of Chinese society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs. • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs. • The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang. 	<p>No summative assessment</p>

