

Year 7 Humanities and Social Sciences (HASS)

The study of Humanities deepens discipline-specific knowledge, understandings and skills with opportunities for integration of History, Geography and Civics & Citizenship.

Achievement

History

Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Geography

Students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.

Civics and Citizenship

Students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Historical Knowledge and Understanding
- Historical Skills (Questioning, Researching, Analysing, Interpreting, Evaluating and Communicating)

Delivery (mode, time requirements, lessons)

Students have access to live sessions that are recorded and attendance is highly recommended for clarification, assistance and discussion. Students are expected to complete all tasks and assessments in accordance with the Work Rate Calendar. All course materials can be accessed via our designated Learning Management System (Qlearn).

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, audio visual software/devices, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	Unit 1: Rome Reimagined Students explore Ancient Rome through the lens of power, leadership, law, and civic life. They examine key Roman structures and figures and their influence on modern democracy and legal systems, especially in Australia.
		Summative Assessment: Students create a digital or physical museum exhibit linking ancient Roman concepts with modern civics ideas.
	Term 2	Unit 2: Deep Time Students explore the vast timeline of Australia's deep history, with a particular focus on the enduring presence, knowledge systems, and cultural continuity of First Nations Australians. Using historical inquiry skills, students investigate the significance of artefacts, sites, oral traditions, and technological achievements. They engage with primary and secondary sources, evaluate historical interpretations, and sequence developments over time.
		Summative Assessment: Students create a digital 'Historical Artefact Time Capsule' comprising three parts: Part A – Short written analysis of selected artefacts Part B – Digital timeline display contextualising selected artefacts Part C – Reflective letter to future historian outlining the enduring significance of the collection.
Semester 2	Term 3	Unit 3: Building Better Cities – Campaigning for Sustainability and Liveability This unit explores what makes a city sustainable and liveable, considering social, environmental, economic, and political factors. Students will investigate urban planning, infrastructure, governance, and civic participation. They will explore the roles of elected representatives, political parties, and the democratic process in shaping cities.
		Summative Assessment: Students develop and deliver a campaign speech advocating for improvements to a city's sustainability and liveability.
	Term 4	Unit 4: Catchment Chaos and Climate Catastrophes Students will act as 'Environmental Investigators' to solve a suspected 'environmental crime' that has occurred in one of Australia's key catchments. They will explore the cause and effect of the 'crime' and develop a strategy for action to address the identified issue, including recommended responses from the local community and government. They will use data and information gathered throughout the investigation to justify their reasoning.
		Summative Assessment: Students create a folio comprising two parts: Part A – Investigate catchment crimes Part B – Strategising for change

Disclaimer All of the above information is accurate at the time of development.