

## A FORTUNATE LIFE

### CURRICULUM OVERVIEW – HASS (YEAR 5 – 10) AND MODERN HISTORY YEAR 11/12

K – 10 CURRICULUM HUMANITIES AND SOCIAL SCIENCES (HASS)	
YEAR 5	
KNOWLEDGE AND UNDERSTANDING	
<i>History</i>	The economic, social and political impact of <b>one</b> significant <b>development</b> or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) ( <a href="#">ACHASSK107</a> )
HUMANITIES AND SOCIAL SCIENCES	
<i>Questioning and Reasoning</i>	Develop and refine a range of questions required to plan an inquiry ( <a href="#">WAHASS51</a> ) Use <b>ethical protocols</b> when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) ( <a href="#">WAHASS54</a> )
<i>Analysing</i>	Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) ( <a href="#">WAHASS57</a> )
<i>Evaluating</i>	Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) ( <a href="#">WAHASS60</a> )
<i>Communicating and Reflecting</i>	Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) ( <a href="#">WAHASS63</a> )
YEAR 6	
HUMANITIES AND SOCIAL SCIENCES	
<i>Questioning and Reasoning</i>	Develop and refine a range of questions required to plan an inquiry ( <a href="#">WAHASS51</a> ) Use <b>ethical protocols</b> when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) ( <a href="#">WAHASS54</a> )
<i>Analysing</i>	Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) ( <a href="#">WAHASS57</a> )
<i>Evaluating</i>	Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) ( <a href="#">WAHASS60</a> )
<i>Communicating and Reflecting</i>	Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) ( <a href="#">WAHASS63</a> )
YEAR 7	
HUMANITIES AND SOCIAL SCIENCES	
<i>Questioning and Reasoning</i>	Use appropriate <b>ethical protocols</b> to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) ( <a href="#">WAHASS69</a> )

<b>Evaluating</b>	Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60)
<b>Communicating and Reflecting</b>	Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena (WAHASS78)
<b>YEAR 8</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Changing Nations</b>	The reasons for, and effects of, <a href="#">internal migration</a> in Australia (ACHGK056)
<b>HUMANITIES AND SOCIAL SCIENCES</b>	
<b>Questioning and Reasoning</b>	Use appropriate <a href="#">ethical protocols</a> to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) (WAHASS69)
<b>Analysing</b>	Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines) (WAHASS72)
<b>Communicating and Reflecting</b>	Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena (WAHASS78)
<b>YEAR 9</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Geographies of interconnections</b>	The perceptions people have of <a href="#">place</a> , and how this influences their connections to different places (ACHGK065)
<b>History</b>	<b>Depth study 2: Investigating World War I (1914–1918)</b> The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021) The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate (ACDSEH096)
<b>HUMANITIES AND SOCIAL SCIENCES</b>	
<b>Questioning and Reasoning</b>	Use appropriate <a href="#">ethical protocols</a> , including specific formats for acknowledging other people's information and understand that these formats vary between organisations (WAHASS84)
<b>Analysing</b>	Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge) (WAHASS88)
<b>Evaluating</b>	Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes (WAHASS91)
<b>YEAR 10</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>History</b>	<b>Depth study 1: Investigating World War II (1939–1945)</b> The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime <a href="#">government</a> controls (e.g. conscription, manpower controls, rationing, censorship) (ACDSEH109)

<b>HUMANITIES AND SOCIAL SCIENCES</b>	
<b>Questioning and Reasoning</b>	Use appropriate <b>ethical protocols</b> , including specific formats for acknowledging other people's information and understand that these formats vary between organisations ( <b>WAHASS84</b> )
<b>Communicating and Reflecting</b>	Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge) ( <b>WAHASS88</b> )

**MODERN HISTORY - ATAR COURSE  
YEAR 12 SYLLABUS**

**Unit 3: Elective 1: Australia 1918-49 (the end of World War 1 to the 1949 election)**

- the economic, political and social conditions in Australia in 1918
- the management of national priorities in the 1920s, including
  - the tensions between urbanisation, industrialisation and rural development
  - the challenges of returned soldiers and the Soldier Settlement Schemes
- the causes of, and the political responses to the Great Depression and its impact on different groups within Australian society
- the key features of post-World War II reconstruction
- the significant ideas of the period, including

**Unit 4: Elective 2: Australia's engagement with Asia since 1945**

- the origins and developments of Australia's engagement with Asia by 1949, including
  - the political and social impact of the war with Japan on Australia
- the significance of Australia's policy of multiculturalism to regional relationships, including
  - the transition from the White Australia Policy to multiculturalism
- the political impacts in Australia of changing regional relationships throughout the period
- the significant ideas of
  - Nationalism
- the role of significant individuals during the period

**MODERN HISTORY - GENERAL COURSE  
YEAR 11 AND 12 SYLLABUS**

**Unit 1: People, place and time**

**ELECTIVE: LOCAL HISTORY**

How a selected suburb, town or area of Western Australia has changed over time with reference to the significant people of the area and relating the local history to Western Australia/Australia's history. The focus of the study could include Indigenous history, impact of wars, economic circumstances and migration.

**Unit 3: Societies and change**

**ELECTIVE: AUSTRALIA 1914–1949**