



HASS 7-10 CURRICULUM OVERVIEW



Year 7

Year 8

Year 9

Year 10

TERM 1

TERM 2

TERM 3

TERM 4

	Year 7	Year 8	Year 9	Year 10
WEEK 1	Unit 1: (History): Depth study - Global Perspectives Students investigate the ancient civilisation of Egypt developing an understanding of how the unique natural features of Egypt shaped this civilisation, in particular the significance of the River Nile. Students develop an understanding of the social structure of Egypt, identifying and analysing the important roles different groups and individuals served to maintain social order.	Unit 1: (Geography): Landforms and Landscapes Students study landscapes and their landforms, encouraging them to explore what places mean, how people shape places and how places shape our lives. With a distinctly South Australian focus, students examine some of the landforms of South Australia and their value to First Nations Peoples.	Unit 1 (History): The First World War Students investigate key aspects of the First World War and the Australian experience of war, including the nature and significance of the war in both world and Australian history. Students learn about the key social and political features of Australian society in the years between Federation (1901) and the outbreak of war (1914), as well as the socio-political climate in pre-war Europe and other imperial outposts.	Unit 1 (History): The Second World War (1939-1945) Students investigate wartime experiences through an in-depth study of the Second World War. This includes an analysis of the causes, events, outcomes, broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. This period in world conflicts, and stories of hope that deserve the attention of scholars.
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WEEK 11				
WEEK 1	Unit 2: (History) Deep Time in Australia Students focus on the study of ancient cultures, with a particular emphasis on the Mungo Man discovery. The unit explores the scientific and anthropological methods used to uncover and understand the history of Mungo Man, a human remains found in the Wilandra Lakes region of Australia that is believed to be over 40,000 years old. Students learn about the significance of this discovery in terms of understanding the history and culture of Indigenous Australians, as well as the broader context of human history and evolution.	Unit 2: (Geography): Changing nations Students examine human geography with a lens of moving populations and the development of urban spaces. They explore local and global urban landscapes and the forces shaping human movement. Challenges facing the urban future of Australia, our region and our world highlight the need to understand the forces that make ours and other cities desirable places for migration and how we live and may live in the future.	Unit 2: (History): Making and transforming the Australian nation (1750-1914) Students explore the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th century. They analyse key social, cultural and political changes and their significance in the development of Australian society. Students also explore the impact European contact had upon First Nations Peoples of Australia.	Unit 2 (History): Building Modern Australia Students explain the causes and effects of events, developments, turning points or movements in the 20th century Australia and internationally, leading up to and through World War II, and post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions and their influence on Australian and global history.
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WEEK 1	Unit 3 (Geography): Water in the world Students examine the role of water in our world and the variety and availability of fresh water sources and systems that exist in and beyond their world. Students develop skills on identifying the significance and scale of fresh water availability developing a response to a unique water challenge.	Unit 3: (History): The Black Death in Asia, Europe and Africa (14th century plague) Students develop an understanding of the origins, movement and impact of the Black Death (Bubonic Plague) on Medieval Europe. Students develop knowledge of everyday life for the average peasant living in Middle Ages Europe and the structures and conditions at the time that would have influenced the impact of the Bubonic Plague.	Unit 3 (Geography): Biomes and food security Students study the diverse biomes of the world and consider the features that distinguish them. Having established an understanding of the world's biomes, with a specific focus on the biomes of South Australia, food and raw materials and the effect students examine how humans shape biomes to students examine how humans shape biomes to produce food and raw materials and the effect produce these practices have on landscapes.	Semester 2: SACE: Exploring Identities and Futures (EIF) Exploring Identities and Futures (EIF) is an innovative and flagship subject tailored to the dynamic local and global environments our students navigate in their daily lives. As a Stage 1 subject, EIF aids students in discovering more about themselves, delving into their aspirations and future possibilities. This course sets the stage for a unique approach to thinking and learning in Senior School. As students embark on their SACE journey, they develop essential knowledge, skills, and capabilities to excel as learners. EIF empowers students to take control of their educational pathways, encouraging them to explore various interests, work opportunities, travel, and further educational prospects.
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WEEK 1	Unit 4: (Geography): Place and liveability '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 their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	Unit 4: (History): Vikings Students develop an appreciation of the complexities of Viking life to understand that Viking society was sophisticated, particularly in comparison with other European societies (circa 790-1066). Students discern that Viking life at home was carefully honed to manage the environmental conditions of northern Europe. They learn how power was distributed and regulated, contrasting the exploitation of foreign slaves with forward-thinking democratic processes still in use now.	Unit 4: (Geography): Geography of interconnections Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The learning embraces a thematic approach to consider the role of smart phones and the internet in our interconnected world.	
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WEEK 1	Unit 5: (Civics and citizenship) Project based learning	Unit 5: (History) Japan Under the Shogun Students develop an understanding of life in Japan under the Shogun. From this, they explore the role trade, social class and farming practices influenced Japanese culture. Students analyse the feudal system, warrior class and values of life in Japan. With this, they analyse the relationship between different social classes and how this led to continuity and change over time.		
WEEK 2				
WEEK 3				
WEEK 4	Unit 6: (Economics and Business)	Unit 6: (Civics and citizenship): Project based learning		
WEEK 5				
WEEK 6				
WEEK 7	Unit 5: (Civics and citizenship) Project based learning	Unit 7: (Economics and business): Project based learning		
WEEK 8				
WEEK 9				
WEEK 1	Unit 6: (Economics and Business)		Unit 6: (Economics and business): Project based learning	
WEEK 2				
WEEK 3				

*Please note: The Unit order may alter due to facility and resource availability