

Geography Life Skills – Years 7-10 - Scope and Sequence

Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Life Skills Outcomes (ODD)	Stage Related Outcomes (ODD)	Content Focus (ODD)	Life Skills Outcomes (EVEN)	Stage Related Outcomes (EVEN)	Content Focus (EVEN)
Stage 4	GELS - 2 Demonstrates an understanding that places and environments change	GE4 - 2 Describes processes and influences that form and transform places and environments	Environmental Change and Management - Key Inquiry Questions <ul style="list-style-type: none"> • Why are environments important? • How do people alter the environment? • What are the effects of changes to the environment? • Why is sustainability and environmental management important? <p>👉 Explore ways in which Aboriginal and Torres Strait Islander Peoples manage their environment eg controlled use of fire, seasonal harvest calendars</p> Interconnections- Key Inquiry Questions <ul style="list-style-type: none"> • What shapes people's perceptions of places? • How are people connected to different places? • How do interconnections affect places and environments? 	GELS - 1 Recognises features and characteristics of places and environments	GE4 - 1 Locates and describes the diverse features and characteristics of a range of places and environments	Landscapes and Landforms - Key Inquiry Questions <ul style="list-style-type: none"> • How are landscapes and landforms created? • What do landscapes and landforms mean to people? <p>👉 Explore the cultural and/or spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p> <ul style="list-style-type: none"> • How do people affect landscapes and landforms? • How do geomorphic hazards affect landscapes and landforms? Places and Liveability - Key Inquiry Questions <ul style="list-style-type: none"> • Where do people live? <p>👉 Investigate various places where people live eg towns, cities, villages, Country</p> <ul style="list-style-type: none"> • What are the features of the different places where people live? • What factors influence where people live? • How do people connect to the place they live? <p>👉 Investigate why people feel connected to a place eg spiritual, sensory, emotional attachment</p>
	GELS - 3 Explores interactions and connections between people, places and environments	GE4 - 3 Explains how interactions and connections between people, places and environments result in change		GELS - 2 Demonstrates an understanding that places and environments change	GE4 - 2 Describes processes and influences that form and transform places and environments	
	GELS - 4 Recognises perspectives of people and organisations on a range of geographical issues	GE4 - 4 Examines perspectives of people and organisations on a range of geographical issues		GELS - 3 Explores interactions and connections between people, places and environments	GE4 - 3 Explains how interactions and connections between people, places and environments result in change	
	GELS - 5 Explores management of places and environments	GE4 - 5 Discusses management of places and environments for their sustainability		GELS - 4 Recognises perspectives of people and organisations on a range of geographical issues	GE4 - 4 Examines perspectives of people and organisations on a range of geographical issues	
	GELS-7 Collects and uses geographical information for inquiry	GE4 - 7 Acquires and processes geographical information by selecting and using geographical tools for inquiry		GELS - 5 Explores management of places and environments	GE4 - 5 Discusses management of places and environments for their sustainability	
	GELS - 8 communicates geographical information	GE4 - 8 Communicates geographical information using a variety of strategies		GELS - 6 Investigates differences in human wellbeing	GE4 - 6 Explains differences in human wellbeing	
				GELS-7 Collects and uses geographical information for inquiry	GE4 - 7 Acquires and processes geographical information by selecting and using geographical tools for inquiry	
Stage 5	GELS-1 Recognises features and characteristics of places and environments	GE5-1 explains the diverse features and characteristics of a range of places and environments	Human Wellbeing - Key Inquiry Content <ul style="list-style-type: none"> • What is human wellbeing? <p>👉 Compare the human wellbeing of people within Australia including Aboriginal and Torres Strait Islander Peoples eg gender,</p>	GELS-1 Recognises features and characteristics of places and environments	GE5-1 explains the diverse features and characteristics of a range of places and environments	Sustainable Biomes - Key Inquiry Content <ul style="list-style-type: none"> • What are biomes? • How are biomes used and altered? • What are the factors affecting food production? • How will the world feed its future population?
	GELS-2 Demonstrates an understanding that places and environments change	GE5-2 Explains processes and influences that form and transform places and environments		GELS-2 Demonstrates an understanding that places and environments change	GE5-2 Explains processes and influences that form and transform places and environments	

	<p>GELS -3 Explores interactions and connections between people, places and environments</p>	<p>GE5-3 Analyses the effect of interactions and connections between people, places and environments</p>	<p>age, location, life expectancy, education level, income, access to services</p> <ul style="list-style-type: none"> • <i>What are the indicators of human wellbeing and how can it be measured?</i> • <i>Why does human wellbeing vary for people in different places?</i> • <i>What is being done to improve human wellbeing?</i> <p>👉 Investigate strategies to improve human wellbeing in Australia, including the wellbeing of Aboriginal and Torres Strait Islander Peoples eg access to education, access to affordable health, access to housing</p> <p>Water in the World – Key Inquiry Content</p> <ul style="list-style-type: none"> • <i>Where is water found?</i> • <i>How do people use water?</i> • <i>What affects people’s access to and use of water?</i> • <i>How and why does water need to be preserved?</i> <p>👉 Explore the spiritual value of water eg water in Dreaming stories, water in Chinese gardens</p>			<p>Changing Places - Key Inquiry Content</p> <ul style="list-style-type: none"> • <i>What are urban areas?</i> • <i>Why do people move to urban areas?</i> • <i>What are the effects of urbanisation on places and the environment?</i> • <i>How can urban areas be sustainable for the future?</i>
<p>GELS-5 Explores management of places and environments</p>	<p>GE5-5 Assesses management strategies for places and environments for their sustainability</p>	<p>GELS -3 Explores interactions and connections between people, places and environments</p>		<p>GE5-3 Analyses the effect of interactions and connections between people, places and environments</p>		
<p>GELS-6 Investigates differences in human wellbeing</p>	<p>GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing</p>	<p>GELS - 4 Recognises perspectives of people and organisations on a range of geographical issues</p>		<p>GE5 - 4 Accounts for perspectives of people and organisations on a range of geographical issues</p>		
<p>GELS-7 Collects and uses geographical information for inquiry</p>	<p>GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p>	<p>GELS-5 Explores management of places and environments</p>		<p>GE5-5 Assesses management strategies for places and environments for their sustainability</p>		
<p>GELS-8 Communicates geographical information</p>	<p>GE5-8 Communicates geographical information to a range of audiences using a variety of strategies</p>	<p>GELS-7 Collects and uses geographical information for inquiry</p>		<p>GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 Communicates geographical information to a range of audiences using a variety of strategies</p>		
<p>Assessment</p>	<p>Assessment for Learning: Enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching. Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills. Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>					
<p>Resources</p>	<p>Syllabus Documents: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie State Library of NSW: http://www.sl.nsw.gov.au/learning/schools-and-teachers National Film and Sound Archive: https://www.nfsa.gov.au/learning Kids National Geographic: https://kids.nationalgeographic.com/ History for Kids: https://www.historyforkids.net/</p>					

History Life Skills – 7 – 10 - Scope and Sequence

Semester 2

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes (ODD)		Content Focus (ODD)	Outcomes (EVEN)		Content Focus (EVEN)		
Stage 4	HTLS - 1 Recognises personal connections to history	HT4 - 1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past	Term 3: Investigating the Past <ul style="list-style-type: none"> • <i>How we understand the passage of time?</i> <ul style="list-style-type: none"> ✎ use the everyday language of time, eg yesterday, today, tomorrow; then and now; before and after; a long time ago; in the Dreaming • <i>How our families have changed or stayed the same over time?</i> • <i>How our community has changed over time?</i> • <i>The importance of family and community to Aboriginal and Torres Strait Islander cultures.</i> <ul style="list-style-type: none"> ✎ Explore the nature of kinship and family structures in Aboriginal and Torres Strait Islander cultures ✎ Investigate the social structures of Aboriginal and Torres Strait Islander cultures, including the role of elders ✎ Investigate local or regional Aboriginal and Torres Strait Islander places of significance, eg local national parks, using ICT and other sources as appropriate ✎ Identify different perspectives about Aboriginal and Torres Strait Islander places of significance, eg the perspective of the local community, the perspective of Aboriginal people, the perspective of the local government • <i>How we use sources to investigate the past?</i> Term 4: The Ancient World Choose from: The Mediterranean World <ul style="list-style-type: none"> • Egypt • Greece • Rome The Asian World	HTLS - 2 Demonstrates an understanding of time and chronology	HT4 - 2 Describes major periods of historical time and sequences events, people and societies from the past	The Ancient to the Modern World The following societies/empires and historical developments provide possible frameworks for addressing the content of this topic area and are suggestions only. The Western and Islamic World <ul style="list-style-type: none"> • The Vikings • Medieval Europe • The Ottoman Empire • Renaissance Italy The Asia-Pacific World <ul style="list-style-type: none"> • Angkor/Khmer Empire • Japan under the Shoguns • The Polynesian expansion across the Pacific Expanding Contacts <ul style="list-style-type: none"> • Mongol expansion • The Black Death in Asia, Europe and Africa • The Spanish Conquest of the Americas • Aboriginal and Indigenous Peoples, Colonisation and Contact History Key Inquiry Questions <ul style="list-style-type: none"> • <i>The features of the ancient to modern world and how it is the same as or different to today</i> • <i>How people lived in the ancient to modern world</i> • <i>The role of one or more significant people or events in a particular society</i> • <i>The location and geographical features of a particular society, empire and/or historical development</i> • <i>The history and culture of Indigenous groups prior to contact with other cultures</i> <ul style="list-style-type: none"> ✎ Recognise Aboriginal and Torres Strait Islander peoples as the original inhabitants of Australia ✎ Explore Aboriginal peoples' history and culture through site studies and interaction with local Aboriginal communities 		
	HTLS - 2 Demonstrates an understanding of time and chronology	HT4 - 2 Describes major periods of historical time and sequences events, people and societies from the past		HTLS - 3 Investigates how people lived in various societies from the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 3 Investigates how people lived in various societies from the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies
	HTLS - 3 Investigates how people lived in various societies from the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 4 Explores the features of a particular society or time	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 4 Explores the features of a particular society or time	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies
	HTLS - 4 Explores the features of a particular society or time	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 5 Recognises the significance of people and events in the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 5 Recognises the significance of people and events in the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies
	HTLS - 5 Recognises the significance of people and events in the past	HT4 - 3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies		HTLS - 7 Recognises a variety of historical sources	HT4 - 5 Identifies the meaning, purpose and context of historical sources		HTLS - 7 Recognises a variety of historical sources	HT4 - 5 Identifies the meaning, purpose and context of historical sources
	HTLS - 7 Recognises a variety of historical sources	HT4 - 5 Identifies the meaning, purpose and context of historical sources		HTLS - 8 Uses sources to understand the past	HT4 - 6 Uses evidence from sources to support historical narratives and explanations		HTLS - 8 Uses sources to understand the past	HT4 - 6 Uses evidence from sources to support historical narratives and explanations
	HTLS - 8 Uses sources to understand the past	HT4 - 6 Uses evidence from sources to support historical narratives and explanations					HTLS - 9 Recognises different perspectives of people, events and issues	HT4 - 7 Identifies and describes different contexts, perspectives and interpretations of the past

	<p>HTLS - 10 Uses a variety of strategies to locate and select information for an historical investigation</p> <p>HTLS - 11 Uses historical terms to describe the past</p> <p>HTLS - 12 Investigates the past using historical skills</p> <p>HTLS - 13 Selects and uses a variety of strategies to organise and communicate information about the past</p>	<p>HT4 - 8 Locates, selects and organises information from sources to develop an historical inquiry</p> <p>HT4 - 9 Uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4 - 9 Uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4 - 10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>	<ul style="list-style-type: none"> India China <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> <i>The features of the ancient world and how it is the same or different today?</i> <i>How people lived in the ancient society?</i> <i>The role of significant people or events in ancient societies</i> <i>The location and geographical features of ancient societies</i> <i>Significant myths, legends and legacies from ancient societies</i> 	<p>HTLS - 10 Uses a variety of strategies to locate and select information for an historical investigation</p> <p>HTLS - 11 Uses historical terms to describe the past</p> <p>HTLS - 12 Investigates the past using historical skills</p> <p>HTLS - 13 Selects and uses a variety of strategies to organise and communicate information about the past</p>	<p>HT4 - 8 Locates, selects and organises information from sources to develop an historical inquiry</p> <p>HT4 - 9 Uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4 - 9 Uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4 - 10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>	<ul style="list-style-type: none"> Search for evidence of Aboriginal and Torres Strait Islander peoples prior to colonisation through local and regional place names Identify important features of Indigenous Australians' and/or Indigenous peoples' culture prior to colonisation/contact, eg tribal structures and kinship, nomadic hunter/gatherer lifestyle, connection with the land, traditional stories, music and dance, artefacts and artworks Explore the ways Aboriginal and Torres Strait Islander peoples interact with and value the environment Compare the beliefs and practices of at least two Indigenous groups, eg connection to land, social structure, celebrations <i>The effect of colonisation and contact on Indigenous groups</i> <ul style="list-style-type: none"> Explore reasons for colonisation and contact, eg territorial expansion, acquisition of resources, extension of penal provisions Investigate the reactions of Aboriginal people to non-Aboriginal people Investigate the reactions of non-Aboriginal people to Aboriginal people Explore the impact of contact on Aboriginal and/or Indigenous peoples, eg culture and spirituality, language, diet and health, tribal structures, land use, traditions
Stage 5	<p>HTLS - 2 Demonstrates an understanding of time and chronology</p> <p>HTLS - 3 Investigates how people lived in various societies from the past</p> <p>HTLS - 4 Explores the features of a particular society or time</p> <p>HTLS - 6 Explores the significance of changes and developments in the past</p>	<p>-</p> <p>HT5 - 1 Explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5 - 1 Explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5 - 2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5 - 4 Explains and analyses the causes and effects of events and</p>	<p>The Making of the Modern World - The Industrial Revolution (1750 – 1914)</p> <ul style="list-style-type: none"> <i>Technological advances arising from the Industrial Revolution</i> <p>OR</p> <p>The Making of the Modern World - Movement of Peoples (1750–1901)</p> <ul style="list-style-type: none"> <i>Issues in everyday life for free settlers, slaves and convicts</i> <p>OR</p> <p>Australia & Asia - Making a Nation</p> <ul style="list-style-type: none"> <i>The colonisation and early settlement of Australia</i> <ul style="list-style-type: none"> Recognise important features of Aboriginal culture, eg roles and responsibilities, connection with the land, kinship, traditional stories, music/dance, communication Explore the response of Aboriginal peoples to colonisation, using sources, eg stories, interviews, films, multimedia <i>Changes to living conditions in Australia</i> <i>The contributions of significant Australians</i> 	<p>HTLS - 1 Recognises personal connections to history</p> <p>HTLS - 2 Demonstrates an understanding of time and chronology</p> <p>HTLS - 3 Investigates how people lived in various societies from the past</p> <p>HTLS - 4 Explores the features of a particular society or time</p> <p>HTLS - 5 Recognises the significance of people and events in the past</p> <p>HTLS - 6 Explores the significance of changes and developments in the past</p>	<p>-</p> <p>-</p> <p>HT5 - 1 Explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5 - 1 Explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5 - 3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5 - 2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5 - 4 Explains and analyses the causes and effects of events and</p>	<p>The Modern World and Australia - Rights and Freedoms (1945–present)</p> <ul style="list-style-type: none"> <i>Changing rights and freedoms of different people</i> <ul style="list-style-type: none"> Identify people in history who have fought for the rights and freedoms of others, eg Martin Luther King, Nelson Mandela, Rosa Parks, Eddie Mabo, Charles Perkins, Mum Shirl, Aung San Suu Kyi Recognise the impact of the loss of rights and freedoms on Aboriginal people, eg dispossession of land, Stolen Generations Compare living and working conditions for Aboriginal people, in both rural and urban areas, with those of other Australians Investigate the reasons for and the impact of the removal of Aboriginal children from their families, eg the Stolen Generations and the Apology, using ICT and other sources as appropriate Investigate the processes that led to greater rights and freedoms for Aboriginal peoples, eg the 1967 Referendum, the recognition of land rights and Native Title, using ICT and other sources as appropriate Identify the importance of Sorry Day Participate in ways to improve the rights and freedoms of others, eg Sorry Day activities

	<p>developments in the modern world and Australia</p> <p>HTLS - 7 Recognises a variety of historical sources</p> <p>HTLS - 8 Uses sources to understand the past</p> <p>HTLS - 9 Recognises different perspectives of people, events and issues</p> <p>HTLS - 11 Uses historical terms to describe the past</p> <p>HTLS - 12 Investigates the past using historical skills</p> <p>HTLS - 13 Selects and uses a variety of strategies to organise and communicate information about the past</p>	<p>HTS - 5 Identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HTS - 6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HTS - 7 Explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HTS - 9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTS - 9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTS - 10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>✎ Explore the contribution of one or more significant Australians during this period, eg Sir Henry Parkes – Federation; Sir Edmund Barton – first Prime Minister of Australia; Sir Charles Kingsford Smith – aviation; Rose Scott – women's movement; John Flynn – Australian Inland Mission; Albert Namatjira – art; Edith Cowan – first female parliamentarian</p> <ul style="list-style-type: none"> • <i>Democracy and citizenship in Australia</i> <p>✎ Identify people who had no voting rights in 1900, eg some Aboriginal peoples, some women • explore how the rights of women and Aboriginal people changed over time</p> <p>✎ Investigate ways in which people participate as citizens in Australian society, eg respect for the law, contribution to electoral and democratic processes, behaving in ways which make society fairer or more equitable for all, appreciation of cultural diversity, respect for the rights of all people</p> <p>OR</p> <p>Australia & Asia - Asia and the World (1750-1918)</p> <ul style="list-style-type: none"> • <i>The features of everyday life in an Asian society</i> <p>OR</p> <p>Australians at War - World Wars I and II (1914–1918, 1939–1945)</p> <p>This may be taught as a comparative study, or the two wars may be studied separately.</p> <ul style="list-style-type: none"> • <i>Causes of war and where men fought</i> • <i>Warfare used in World Wars I and II</i> • <i>Significant events and experiences for Australians at home and at war</i> • <i>How Australians commemorate the wars</i> 	<p>developments in the modern world and Australia</p> <p>HTLS - 7 Recognises a variety of historical sources</p> <p>HTLS - 8 Uses sources to understand the past</p> <p>HTLS - 9 Recognises different perspectives of people, events and issues</p> <p>HTLS - 10 Uses a variety of strategies to locate and select information for an historical investigation</p> <p>HTLS - 11 Uses historical terms to describe the past</p> <p>HTLS - 12 Investigates the past using historical skills</p> <p>HTLS - 13 Selects and uses a variety of strategies to organise and communicate information about the past</p>	<p>HTS - 5 Identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HTS - 6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HTS - 7 Explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HTS - 8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HTS - 9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTS - 9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTS - 10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>OR</p> <p>The Globalising World – Popular culture (1945–present)</p> <ul style="list-style-type: none"> • <i>Popular culture in Australia</i> • <i>Changes to popular culture</i> • <i>Australia's influence on popular culture</i> <p>✎ Explore the contribution of one or more significant Australian people in the areas of the environment (eg Tim Flannery, Ian Kiernan), the arts (eg Graeme Murphy, Peter Sculthorpe, Brett Whiteley, David Williamson), sport (eg Allan Border, Evonne Goolagong Cawley, Dawn Fraser, Cathy Freeman, Louise Sauvage, Ian Thorpe), community welfare (eg Victor Chang, Fred Hollows, Dick Smith, Charles Teo) or entertainment (eg Peter Allen, Cate Blanchett, John Farnham, Nicole Kidman, Normie Rowe), using ICT and other sources as appropriate</p> <p>OR</p> <p>The Globalising World - Migration Experiences (1945 – Present)</p> <ul style="list-style-type: none"> • <i>Representations of different cultures in our community</i> • <i>Post-war migration in Australia</i> • <i>Australia's changing culture as a result of post-war migration</i> <p>OR</p> <p>School-developed topic</p> <p>Relevant Life Skills outcomes should be chosen to support the topic developed. Students may investigate ONE school-developed topic drawn from the content of 'The Making of the Modern World' or 'The Modern World and Australia', for example:</p> <ul style="list-style-type: none"> • <i>The Roaring Twenties</i> • <i>The Great Depression</i> • <i>The Holocaust</i> • <i>The Cold War</i> • <i>Australia in the Vietnam War era</i> • <i>A decade study</i> • <i>Women's history</i> • <i>The history of workers' rights</i> • <i>The United Nations</i> • <i>UN peacekeeping</i> • <i>The Gulf Wars and the war in Afghanistan</i> • <i>The rising influence of China and India since the end of the Cold War</i> • <i>Developments in twentieth and twenty-first century technology</i> • <i>Other topic drawn from the two overviews</i>
<p>Assessment</p>	<p>Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.</p> <p>Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p>Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>					

Resources	Syllabus Documents: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie State Library of NSW: http://www.sl.nsw.gov.au/learning/schools-and-teachers National Film and Sound Archive: https://www.nfsa.gov.au/learning Kids National Geographic: https://kids.nationalgeographic.com/ History for Kids: https://www.historyforkids.net/
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