

All students at Ferny Grove State High School are required to study a Humanities subject from years 7 – 10.

Students in years 7 – 9 undertake a common course structure, which covers all four Australian Humanities Curriculum strands, which are allocated proportionate time as recommended by the Australian Curriculum..

The Year 7 - 9 course has:

Civics - 7 weeks  
History - 13 weeks

One 20 week Semester

Economics - 7 weeks  
Geography - 13 weeks

One 20 week Semester

The content of all four courses is organised into two strands:

1. Knowledge and Understanding, and
2. Inquiry and Skills.

Inquiry methods in Geography rely upon the main questions of:

- What and where?
- How and why?
- What impact?
- What could/should be done?

Inquiry methods in History rely upon the main questions of:

- Who and what?
- Where and when?
- How and why?
- Significance of?
- Sources are?

### Assessment

Students will undertake two pieces of assessment per semester.

Assessment pieces can include, written examinations/tests, orals, PowerPoints, document studies, Photostories, written reports, posters, multi-modal presentations, written essays, etc.

## The Ferny Grove Humanities Department Vision

*The Humanities Department strives to act consistently with the Ferny Grove State High School Mission Statement and to contribute to the social and academic growth of all students by delivering relevant education experiences.*

*Staff in the Humanities Department actively seek to deliver a high quality education in their teaching subjects for all students through approaches that are:*

- **Student centred**
- **Supportive and caring**
- **Informed by current best educational practices**
- **Unlock student potential**

**Head of Department,  
Mr D McCauley**  
Phone: 3550 5749

**HISTORY and GEOGRAPHY  
JUNIOR SCHOOL  
YEARS 7, 8 & 9**

*the right choice to...*  
**inspire**  
**provoke**  
*enlighten* envision  
**INNOVATE**  
elevate **ENRICH**  
**challenge**  
*imagine*



*dream*



**FERNY GROVE**  
State High School

[www.fernycroveshs.eq.edu.au](http://www.fernycroveshs.eq.edu.au) [www.facebook.com/FernyGroveSHS](https://www.facebook.com/FernyGroveSHS)

Great state. Great opportunity.



## YEAR 7

### Geography

There are two main units

- Water in the world
- Place and liveability



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 across space, and its scarcity.

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.

### History

The main unit is the Ancient World, examining in detail:

- China
- Rome
- Greece
- Egypt



Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past by:

Investigating the ancient past, by examining how historians and archaeologists investigate history, including excavation and archival research. Students also review the range of sources that can be used in an historical investigation, including archaeological and written sources.

Examining the 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 or the importance of conserving the remains of the past, using examples from the ancient world.

## YEAR 8

### Geography

There are two focal units:

- Landforms and landscapes
- Changing nations



Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develop students' understanding of the concept of environment and enable them to explore the significance of landscapes to people.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography. The unit then examines issues related to the management and future of Australia's urban areas.

### History

There are two main units:

- Medieval world
- Polynesian expansion across the Pacific



Students study history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. It was the period when the modern world began to take shape.

In particular, students, explore the way of life in Medieval Europe focusing on key social, cultural, economic and political features. They investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups. Students explore continuity and change in crime and punishment in Medieval Europe and examine the important role of the Catholic Church and its dominance in medieval society. The Black Death is examined in depth.

## YEAR 9

### Geography

There are two units of study:

- Biomes and food security
- Geographies of interconnections.



Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

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. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

### History

There are three main units:

- Industrial Revolution
- Australia in the 19th Century
- World War I



Students study the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914 -1918), the 'war to end all wars'.

The key inquiry questions at this year level are:

What were the changing features of the movements of people from 1750 to 1918?

How did new ideas and technological developments contribute to change in this period?

What were the origin, development, significance and long-term impact of imperialism in this period?

What was the significance of World War I?