YEAR 9 HASS

**Students develop their historical understanding through key concepts, including**[**evidence**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/evidence)**,**[**continuity**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/continuity)**and** [**change**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change)**,**[**cause and effect**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/cause-and-effect)**, perspectives,**[**empathy**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/empathy)**,**[**significance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/significance)**and**[**contestability**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/contestability)**. These concepts are investigated within the historical context of the making of the**[**modern**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/modern)**world from 1750 to 1918. They consider how new ideas and technological developments contributed to**[**change**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change)**in this period, and the**[**significance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/significance)**of World War I.**

TERM 3 Outline – History – 2024

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| **Year 9 - History Outline – Term 3, Semester 2, 2024** | | | | | |
| **The Making of the Modern World** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Overview: The important features of the modern period (1750–1918) including technological change, Imperialism and Nationalism.* | | | | | |
| 1 |  | **Staff**  **Development**  **Day**  **(SDD)** | **Learning Intention (LI):** Revise the study of history and why we study history.  **Success Criteria (SC):**  Can recall/define the definition of History. Able to list and provide examples of why people study history and how. | **Learning Intention (LI):** Revise the study of history and the key concepts of history.  **Success Criteria (SC):** Can recall and explain the key concepts of history. | **LI:** Introduction to primary and secondary sources.  Examine the modern period (1750-1918).  **Success Criteria:** Able to describe the difference between primary and secondary sources and identify whether sources are primary or secondary.  List events during the modern period (1750-1918) |
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| 2 |  | **Learning Intention:**  Recap Medieval Europe – Recap on Significant Events from Medieval Times to Industrial Revolution  **Success Criteria:** Able to identify significant events from Medieval Times to the Industrial Revolution. | **Learning Intention**  Discuss the birth of and the causes of the Industrial Revolution.  **Success Criteria:**  Able to explain what causes led to the start of the Industrial Revolution. | **Learning Intention (LI):** Investigating the Industrial Revolution (1750-1914) and its impact.  **Success Criteria (SC):** Able to describe the term “Industrial Revolution” and describe some of the impacts of the industrial revolution and why it started in Britain. | **Learning Intention (LI):** Investigate the Agricultural Revolution and major changes to agriculture. (The Agrarian Revolution).  **Success Criteria (SC):** Describe what the Agricultural Revolution was, the act of enclosure and some significant inventions. |
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| **The Making of the Modern World** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Depth study 1: Investigating the Industrial Revolution (1750–1914)**The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.(ACDSEH082). The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081) | | | | | |
| 3 | *.* | **Learning Intention:**  Understand the significance of the Industrial Revolutions effect on Industry  **Success Criteria:** Can list examples of major innovations and the impact of the revolution on the mining and textiles industries. | **Learning Intention:**  Understand the key elements, which brought about urbanisation as a result of the industrial revolution.  **Success Criteria:** Can describe the term urbanisation and the impact that the industrial revolution had on urbanisation | **Learning Intention (LI):** Understand the significance of Transport and the Industrial Revolution  **Success Criteria (SC):** Able to provide a summary key transport innovations and the development of power. | **Learning Intention:** Understand the impact that the Industrial Revolution had on working conditions.  **Success Criteria:** Can describe what working conditions were like during the industrial revolution |
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| **The Making of the Modern World** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 1: Investigating the Industrial Revolution (1750–1914)****The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication* | | | | | |
| 4 |  | **Learning Intention:**  The social changes that arose because of the industrial revolution.  **Success Criteria:** Can explain why and what social changes occurred. | **Learning Intention:**  The environmental changes that resulted from the industrial revolution  **Success Criteria**  Can describe why and what environmental changes came about as a result of the industrial revolution. | **Learning Intention:**  Examine the causes and effects of inventions during the industrial revolution, including the short- and long-term changes.  **Success Criteria:**  Outline the invention, including the short and long term changes.  Outline workplace, social and economic consequences. | **Link back to Lesson One of Week 4, ‘Social Changes’.**  **Learning Intention:**  Examine the experiences of men, women and children during the Industrial Revolution, and their changing way of life  **Success Criteria:**  Outline in groups what changes have occurred.  Select five primary sources to show experiences and changing life. |
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| **The Making of the Modern World** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 2: Investigating World War I (1914–1918)*** The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021). The important features of the modern period  (1750–1918) including technological change, Imperialism and Nationalism | | | | | |
| 5 | *.* | **Learning Intentions**  Discuss key factors and concepts from the Industrial Revolution  **Success Criteria**  Identify key factors and concepts from the Industrial Revolution | **Task 1: Source Analysis Task**  **Description of task:**  Students analyse three sources  and complete a written in-class  assessment comprising of five  questions (including parts, such as 1a, 1b, 1c, 1d etc). | **Learning Intentions**  Discuss the terms of imperialism, colonialism and Darwinism.  **Success Criteria**  Define the terms imperialism, colonialism and Darwinism and explain how they arose as a result of the industrial revolution and how they relate to World War I. | **Learning Intention:**  Discuss the conditions of war in the years up to WW1.  **Success Criteria:** Can describe, conditions leading up to World War 1, between 1900-1914 with a specific focus on conditions in Australia. Identify why Australia went to war. |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 2: Investigating World War I (1914–1918)*** The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021) | | | | | |
| 6 | *Distribute Task 2.* | **Learning Intentions**  Discuss the causes of World War One  Discuss the terms conscription and enlistment.  **Success Criteria:**  Can identify the acronym ‘MAIN’ and explain why each of the terms contribute to the start of World War 1.  Define the terms and explain how people became soldiers in the Australian Infantry. | **Begin Task 2 –**  **Soldier Research Task**  Significant Individuals in WW1.  Inquiry Task -  Writing a Newspaper article. | **Learning Intention:**  Understand the impact of WW One through the use of propaganda to influence of the civilian population and conscription.  **Success Criteria:** Can describe what propaganda is, and explain how it was used in Australia. List effects of the use of propaganda and the effects of conscription. | **Soldier Research Lesson** |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 2: Investigating World War I (1914–1918)*** 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)* | | | | | |
| 7 | *Solider Research Inquiry – Book Labs / Computers*  *Canberra Tour Students will need to complete task prior to departure or on return from Canberra.*  *To be discussed!* | **Learning Intention:** Discuss the role of Women in WWI  **Success Criteria:** Identify significant roles that women undertook in WW1. Compare and contrast their roles before and during the war and how it relates to current women’s stereotypes. | **Soldier Research Lesson** | **Learning Intention:**  Review the causes of World War One.  Understand places where Australia’s fought during the conflict.  Examine the impact of war in Australia.  **Success Criteria:** Can successfully list places where Australia’s fought during WW1 and describe what the conditions were like in Gallipoli. | **Soldier Research Lesson** |

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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 2: Investigating World War I (1914–1918)*** The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) | | | | | |
| 8 |  | **Soldier Research Lesson** | **Learning Intention:**  Understand the nature of warfare in WWI (Gallipoli  Fighting at Gallipoli  Trench warfare  Use of tanks, aeroplanes and chemical weapons)  **Success Criteria:** Can explain the nature of warfare during WW1 and provide specific examples. | **Learning Intention:**  Understand the nature of warfare in WW I (Gallipoli  Fighting at Gallipoli  Trench warfare  Use of tanks, aeroplanes and chemical weapons)  Examine Australia’s involvement – Where did they fight?  **Success Criteria:** Can explain the nature of warfare during WW1 and provide specific examples. | **Learning Intention:** Discuss the end of World War I, including the impact on Australia’s international relations.  **Success Criteria:** Identify the significant events that led to World War 1 ending and explain the significance of the treaty of Versailles. |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Depth study 2: Investigating World War I (1914–1918)**  The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097) | | | | | |
| 9 |  | **Learning Intention:**  Understand the nature and significance of the ANZAC legend.  Examine Australia’s involvement in WWI.  **Success Criteria:** Can describe how Australians commemorate WW1 and the impact that WW1 has had on society. | **Learning Intention:**  Review the nature and significance of the ANZAC legend.  **Success Criteria:** Can describe how Australians commemorate WW1 and the impact that WW1 has had on society. | Revision Lesson or catch-up lesson to prepare for  Task 3  Review: Depth Study 2 | **Djilba Sports Carnival**  **(Thursday –**  **Week 9 – 12 September, 2024)**  No classes |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| ***Depth study 2: Investigating World War I (1914–1918)*** 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)  *The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097)* | | | | | |
| 10 | *Task 3 Topic Test – this week.* | Revision Lesson in preparation for  Task 3 – In-class Assessment | Task 3 – Final Topic Test.  *Includes validation from Task 2.* | **Learning Intention:**  Examine how war is commemorated.  Examine what is meant by repatriation and memorials.  **Success Criteria:**  Locate various war memorials around Australia and the world. | **Learning Intention:**  Examine how war is commemorated.  Examine what is meant by repatriation and memorials.  **Success Criteria:**  Locate various war memorials around Australia and the world. |
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Notes:

\*\*\* Please note the order of content (lesson sequence) may vary slightly from class to class (due to teacher’s lesson sequence). However, this provides an overview of the subject and lesson content. Also, the LI/SC may also be varied from class to class, particularly the ‘Success Criteria’. Research lesson dates may vary between classes in terms of which lesson in the week, as this is subject to library and/or computer availability.