# Sample Scope and Sequence: Modern History Life Skills – Years 9–12

*This scope and sequence illustrates the delivery of the History Life Skills Years 7–10 course and the Modern History Life Skills Stage 6\* course in a multi-stage class.*

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Gallipoli Campaign | In this unit, students develop an understanding of the Gallipoli Campaign of 1915 and explore the involvement of servicemen and women in World War I. Students explore the story of Simpson and his donkey and how the legacy of the Gallipoli Campaign influences our lives today. | | | | | | | | | |
| History Life Skills Years 7–10 outcomes | HTLS-2, HTLS-3, HTLS-4, HTLS-6, HTLS-7, HTLS-8, HTLS-9 | | | | | | | | | |
| Modern History Life Skills Stage 6 outcomes | MHLS6-2, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10 | | | | | | | | | |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Historical Investigation | In this unit, students collaboratively plan and undertake an historical investigation on the Stolen Generations. As a class, students explore living and working conditions for Aboriginal people in the early 1900s and develop questions that they will investigate in relation to the removal of Aboriginal children from their families and the impact of these events on the children, their families and their community, as well as the broader Australian community today. Students will explore teacher-selected sources and present their findings using an appropriate medium. | | | | | | | | | |
| History Life Skills Years 7–10 outcomes | HTLS-3, HTLS-4, HTLS-5, HTLS-8, HTLS-10, HTLS-12, HTLS-13 | | | | | | | | | |
| Modern History Life Skills Stage 6 outcomes | MHLS6-4, MHLS6-5, MHLS6-7, MHLS6-8, MHLS6-10, MHLS6-12 | | | | | | | | | |

\*This sample scope and sequence has been mapped to the *Modern History Stage 6 Syllabus* for implementation from 2018.

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australians at play | In this unit, students explore a case study of Australian leisure and recreation from 1920s to today. Students recognise how leisure and recreation activities have changed during this period, with particular focus on family time, outdoor versus indoor activities, sports and entertainment. Students construct a visual representation of the changing nature of leisure and recreation for Australians. They consider the effects these changes have on the way we connect with other people. | | | | | | | | | |
| History Life Skills Years 7–10 outcomes | HTLS-1, HTLS-2, HTLS-6, HTLS-8, HTLS-9, HTLS-13 | | | | | | | | | |
| Modern History Life Skills Stage 6 outcomes | MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-5, MHLS6-6, MHLS6-8, MHLS6-11 | | | | | | | | | |

| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faster, Connected, Smarter | In this unit, students explore developments in twentieth and twenty-first century technology which have helped us to become more connected and access information and services more easily. In particular, students investigate the development of the internet, mobile technologies and social media. Students consider how these developments have improved our lives and recognise some of the dangers of online environments. | | | | | | | | | |
| History Life Skills Years 7–10 outcomes | HTLS-1, HTLS-6, HTLS-8, HTLS-10, HTLS-13 | | | | | | | | | |
| Modern History Life Skills Stage 6 outcomes | MHLS6-1, MHLS6-3, MHLS6-4, MHLS6-8, MHLS6-10, MHLS6-11 | | | | | | | | | |

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