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

*This scope and sequence illustrates the delivery of the History and Geography Life Skills Years 7–10 courses and the HSIE 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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| The city and the country(25 hours) | In this unit, students recognise the difference between urban and rural areas in Australia. They develop an understanding of why people live in urban and rural settings and explore the physical features, economic activity, culture and services in both settings. Students investigate why people move to cities and how their own local community or city has responded to increasing population. |
| Geography Life Skills Years 7–10 outcomes | GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 |
| HSIE Life Skills Stage 6 outcomes | GLS5, GLS7, GLS8, GLS11, GLS12 |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faster, Connected, Smarter(25 hours) | 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 |
| HSIE Life Skills Stage 6 outcomes | MHLS6-1, MHLS6-3, MHLS6-4, MHLS6-8, MHLS6-10, MHLS6-11 |

\*The course content for Stage 6 HSIE Life Skills draws from Modern History Life Skills (for implementation from 2018) and Geography Life Skills.

^The Stage 6 HSIE Life Skills course has an indicative hour requirement of 120 hours per year. Additional activities / programs will be required for Stage 6 students to meet these indicative hours, such as excursions or projects. Alternatively, outcomes from the HSIE Life Skills course may be integrated into other teaching and learning programs, which may then contribute to the indicative hours. The indicative hour requirement for Stage 5 History and Geography Life Skills is 100 hours across the Stage for each course.

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our global environment(25 hours) | In this unit, students explore a range of biomes around the world. Students investigate a biome in Australia to identify physical features and explore how we use this biome for the production of food, materials or fibre. Students identify how human activity has impacted on the biome and explore ways to manage this.  |
| Geography Life Skills Years 7–10 outcomes | GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 |
| Geography Life Skills Stage 6 outcomes | GLS1, GLS2, GLS4, GLS11, GLS12 |

| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gallipoli Campaign(25 hours) | 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 |
| HSIE Life Skills Stage 6 outcomes | MHLS6-2, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10 |

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