



2026 Year 7 HASS | History and Civics & Citizenship



Teachers: Clifford, Coman, Wright, Merton

Faculty: HASS

Unit Duration: Semester 1, 2026

Unit Description - History

Year 7 History curriculum studies history from the earliest human communities to the end of the ancient period. This includes a depth study of the development of cultural practices and organised societies, especially for early First Australians. Studying the ancient world includes analysing what we know, and wondering about what we do not know about this period of history.

Australian Curriculum Achievement Standard - History

By the end of Year 7, students describe the historical significance of events and developments. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies. Students describe social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in societies. They identify the roles and achievements of significant individuals and groups in the development of ancient societies. Students explain the importance of heritage sites. Students develop questions. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context, accuracy and usefulness of sources as evidence. They sequence events and developments. They describe perspectives, attitudes, values, and historical interpretations of the past. Students use historical concepts and specific terminology to create descriptions, explanations and historical arguments.

Unit Description – Civics & Citizenship

Students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. They learn the key features and principles of Australia's legal system, including how individuals' rights are protected through the legal system, which aims to provide justice. Students explore how Australia's secular society supports diverse communities with shared values that promote cohesion.

Australian Curriculum Achievement Standard - Civics & Citizenship

By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the legal system. They explain the characteristics of democracy, and describe the nature of Australian society, its cultural and religious diversity and the values that support cohesion. Students develop questions and locate, select and organise information from sources to investigate political and legal systems and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts and terminology to create descriptions, explanations and arguments.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. V9.HH.7.02 Identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past
2. V9.HH.7.04 Identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies.
3. V9.HH.7.09 Identify the accuracy and usefulness of sources as evidence
4. V9.HH.7.11 Describe the perspectives, attitudes, and values of the past in sources.
5. V9.HH.7.13 Use historical knowledge, concepts, terms, and evidence from sources to create descriptions, explanations, and historical arguments.
6. V9.HCAC.7.05 - Analyses information and identifies perspectives and challenges related to political, legal, or civic issues.
7. V9.HCAC.7.06 - Identifies and describes the methods or strategies related to civic participation or action.

Materials and Equipment Required: Students are expected to bring a notebook, pen and a charged Chromebook to every lesson. Students will also need: ruler, lead pencil, coloured pencils or textas, highlighters.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: Students will log into the Google Classroom regularly to access course material, and use their Chromebook for other tasks as directed by the teacher.

Homework: A maximum of only one hour of homework each week will be directly related to instruction and course requirements. Where students use their time diligently in every class, any homework will be unlikely. All homework will be assessable and will impact grades.

Late Work: Extensions may be negotiated with individual teachers before the due date. Students who do not complete tasks will be sent to catch up and if still not submitted, they will complete it on their own time at school. Work that is more than one week late without advance negotiation will receive a zero grade.

Plagiarism: Plagiarism is claiming another's work as your own, including copying, cutting, and pasting text or using ideas directly from a text, the internet, or any source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work, they may contact a parent, and assess the student in an alternative way, such as verbally or under test conditions.

Assessment for this subject will include:

1. Source analysis	Due: Week 7	Essential Learnings: 1,3,4,5
2. Creative artefact and rationale	Due: Week 13	Essential Learnings: 2,3,4,5
3. Test (Civics & Citizenship)	Due: Week 17	Essential Learnings: 5,6,7
4. Classwork	Ongoing	Essential Learnings: 1,2,3,4,5,6,7

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their class teacher. If a student is dissatisfied with that initial process, they may pursue further appeal through the HASS Faculty Executive.

Executive Teacher

Stuart Gilding, February 2026