

Shirley Smith High School Vision and Values

Grow with us.

At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.

Students at Shirley Smith High School are:

Curious

brave and open minded inquirers with a desire to know and understand

Connected

inclusive young people connected to each other, connected to their community and connected to Country

Learners

creative empowered learners with boundless potential for their futures and the future of our planet

Subject Details

Subject/s:	Humanities and Social Sciences (HaSS)	Learning Area:	Global Perspectives
Teacher/s:	Rachel Bartlett, Melissa Traynor and Chris York	Learning Period:	Semester One, 2026

Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, a notebook, a pen or pencil, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindymarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

Description of Learning

Unit overview:

Civics and Citizenship

Students explore how citizens participate in Australia's political system, including the role of elections, political parties, interest groups, and media in shaping government decisions. They examine how laws are made and the different types of laws in Australia. Students also investigate national identity—its influences and its role in active citizenship.

History

Students study units examining life in Medieval Europe and the Spanish Conquest of the Americas. This includes the structure of feudal society, the role of the Church, the impact of trade and exploration, and interactions between different groups. They also investigate Spanish expansion to the Americas, its influence on societies, and the ways in which culture, individuals and events led to historical change and continuity as a result of the expansion. Students will explore the following key historical concepts and use them to develop their inquiry and analytical skills: evidence, continuity and change, and significance.

Unit learning outcomes:

By the end of this unit, students will demonstrate a level of achievement for the following standards:

- Explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods.
- Describe the role of significant individuals, groups and institutions connected to the societies of the period studied and their influences on historical events.
- Locate and identify a range of primary and secondary sources as evidence in historical inquiry.
- Describe the origin, content and context of sources, and explains the purpose of primary and secondary sources.
- Use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.
- Analyse information and identify and describe perspectives and challenges related to political, legal or civic issues.
- Develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues.
- Use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- <i>Being an Australian Citizen</i> - Art & Rationale Task	05/03/2026 & 12/03/2026
- History Assignment Task	26/05/2026

Learning Experiences

Throughout the unit, students may have the opportunity to engage in the following learning experiences:

Incursions/Excursions - TBA

Competitions - National History Challenge, Australian History Competition, Australian Geography Competition.

Film Studies - TBA