

# Learning and Assessment Overview - 2025



**MALANDA**  
STATE HIGH SCHOOL

Year 7

Geography/History

	Unit	Start/Length	Topics/Concepts/Skills/Inquiry	Assessment	Checkpoints	Due Date
Term 1	<b>Unit 1:</b> Water in the World	6 Weeks	Students will identify and describe many interconnections of water and how it influences people, places and environments. They will describe the different ways water is perceived and valued. Through data and information, students will identify and describe patterns and trends related to water. They will also draw conclusions about the impacts related to hydrological hazards and describe a response or strategy to address these impacts on the local area.	Exam: Short response	<b>Formative tasks:</b> End of weeks 2 and 4	<b>Week 6</b> (THU) 6/3/25
Term 2	<b>Unit 2:</b> Place and Liveability	7 Weeks	Students describe the importance of liveable environments to people. They will investigate the liveability of places at different scales. Students engage in field work to collect, organise and represent relevant data and information to assess and improve the liveability of our school environment.	Investigation: Field Report	<b>Weekly check-ins</b> (Weeks 4-6)	<b>Week 7</b> (THU) 5/6/25
Term 3	<b>Unit 3:</b> Deep time History	7 weeks	Students identify and sequence causes and effects of events, developments and achievement connected to the ancient past. Students describe the changes and continuities over time through the examination of archaeological evidence. Students will describe the historical significance of early First Nations people of Australia and the ancient past to explain the importance of heritage sites. They describe the perspectives, attitudes and values of the past in sources.	Exam: Short response	<b>Formative tasks:</b> End of weeks 2, 4 and 6	<b>Week 7</b> (THU) 28/8/25
Term 4	<b>Unit 4:</b> The Ancient World	8 weeks	Students investigate the historical significance of the ancient past through identifying the roles and achievements of individuals and groups, and their influences on the development of their society. They will describe the origin, content, context, purpose, accuracy and usefulness of primary and secondary sources. Through the examination of these sources, students identify and describe historical interpretations about significant events and people.	Investigation: Portfolio	<b>Weekly check-ins</b> (Weeks 2, 5, 7)	<b>Part 1: Week 3</b> (THU) 23/10/25  <b>Part 2: Week 6</b> (THU) 13/11/25  <b>Part 3: Week 8</b> (THU) 27/11/25