

Trinity Bay State High School

Course Planner Term 2 2025

Humanities – Geography



Class: Year 7

| Week | Curriculum Intent | Formative Tasks & Summative Assessment |
|----------------|--|---|
| Week 1 | <p>L1: Introduce unit, expectations, course planner. Develop questions about the unit as a class. <i>Writing research questions. Students to construct questions after interpreting the course planner.</i></p> <p>L2: Forms of water and natural water cycle <i>Introduce the natural water cycle. Discuss forms of water, liquid, solid and a gas, and where you might find these different states.</i></p> <p>L3: Explain the impact of humans on the natural flow of water in the environment <i>Introduce how human infrastructure and activity can change the natural water cycle. Compare the natural water cycle with human impacted water cycle.</i></p> | <p>Diagnostic Quiz</p> <p>Creating a diagram of natural water cycle</p> <p>Creating a diagram for the human impacted water cycle</p> |
| Week 2 | <p>L1: What is liveability? Collect data from the class about the liveability of Cairns. Analyse data and represent data as appropriate <i>Introduce the concept of liveability and create a graph about the liveability of Cairns.</i></p> <p>L2: How does the availability of water impact liveability in a place. Asia case study of water resources <i>Analyse data and compare how water availability and liveability impact each other.</i></p> <p>L3: Australian example of drought, scarcity <i>Cover content about the scarcity of water in Australia.</i></p> | <p>Create a hand drawn or digital graph bar graph about the liveability of Cairns</p> <p>Asia Case Study</p> <p>Interpret a map, draw conclusions based on map</p> |
| Week 3 | <p>L1: Identify the social, environmental and economic factors regarding floods <i>Revise social, environmental and economic factors, analyse different types of challenges a community may face.</i></p> <p>L2: Describe the social/cultural/spiritual importance of places to people. <i>Describe the importance of the water, sky and land to traditional owners cultural and spiritual identity and how that is connected to land</i></p> <p>L3: Describe American Indigenous people's connection to their land and country in comparison to common European ideas</p> | <p>Diagnostic quiz on social, environmental and economic factors (Kahoot).</p> <p>Paragraph writing exercise x 2</p> |
| Week 4 | <p>L1: Hydrological hazards <i>Case study – tsunami, flood, sink holes etc.</i></p> <p>L2: What is climate change and how does it impact hazards, and liveability?</p> <p>L3: Investigate mitigation strategies for hazards and evaluate their effectiveness <i>Cyclone proof housing, mangroves, rehabilitation of wetlands.</i></p> | <p>Case Study (Tuvalu, Kiribati, Far North Queensland)</p> |
| Week 5 | <p>L1: Climate change and sea levels rising <i>Analyse maps with sea level predictions.</i></p> <p>L2: Identify implications of sea levels rising <i>European case study: Rotterdam, Venice.</i></p> <p>L3: Case study of Cairns and their own houses <i>Identify ways to adapt to the projected sea level rises of 2100</i></p> | |
| Week 6 | <p>L1: The Torres Strait in detail <i>Geography, lifestyle, culture, society.</i></p> <p>L2: Torres Strait perspectives of climate and the UN political activism. <i>Torres Strait 8.</i></p> <p>L3: Strategies to overcome problems: Mitigation strategies - describe and evaluate the best strategy.</p> | |
| Week 7 | <p>L1: Assessment period begins - student set up. Questions</p> <p>L2: Slide 1: Title with map.</p> <p>L3: Slide 2: Importance of the land</p> | <p>Assessment Commences</p> |
| Week 8 | <p>L1: Slide 3: Human interference in the water cycle</p> <p>L2: Slide 4: Map Analysis</p> <p>L3: Slide 5: Islander Perspectives</p> | <p>Draft Due</p> |
| Week 9 | <p>L1: Slide 6: Draw conclusions</p> <p>L2: Slide 7: Strategies</p> <p>L3: Editing and implementing teacher feedback. Hand in.</p> | <p>Assessment due end week 9</p> |
| Week 10 | <p>L1: Student catch ups due to absence.</p> <p>L2: Reflection</p> <p>L3: Consolidation Activities</p> | <p>Written reflection</p> |

Trinity Bay State High School
Course Planner Term 2
Year 8 History



Class: Year 8

| Week | Curriculum Intent | Formative Tasks & Summative Assessment |
|----------------|--|--|
| Week 1 | <p><u>What is History and How do we study it?</u></p> <ul style="list-style-type: none"> Students discover what forms primary and secondary sources take and how we write questions in history to frame a historical inquiry <p><u>Decline of Rome</u></p> <p>What were the significant events and changes from the late Roman Empire to the Beginning of the Middle Ages?</p> <p>Overview of significant events and changes during the Dark Ages up to the beginning of The Middle Ages.</p> | |
| Week 2 | <p><u>The Feudal System</u></p> <p>What was life like under the Feudal system?</p> <ul style="list-style-type: none"> Identify the key features of the Feudal System and why it worked Discovery of everyday life on a Manor (serfs – Lords) <p>Case Study</p> <ul style="list-style-type: none"> William the Conqueror's invasion of England and his establishment of feudalism in England. | |
| Week 3 | <p><u>The influence of the Church's beliefs on society and The Crusades</u></p> <p>How did the Church influence life in The Middle Ages?</p> <ul style="list-style-type: none"> Making connections between the church and medieval society. <p>What is a Crusade?</p> <p>Investigating Pope Urban II's call to arms, the importance of Jerusalem to Christianity, Judaism and Islam plus how Knights enabled the Crusades to take place.</p> <p>Case Study</p> <ul style="list-style-type: none"> Significant individuals case study Richard Lionheart vs Saladin at the battle of Jaffa 1192. | |
| Week 4 | <p><u>The Black Death - Is it a heavy metal band?</u></p> <ul style="list-style-type: none"> Origins and causes of the spread of the Black Death Symptoms <p><u>Treating The Black Death - They did what!?!?</u></p> <ul style="list-style-type: none"> Treatments and beliefs about the causes of the Black Death | |
| Week 5 | <p><u>Vikings – Trade and Expansion</u></p> <ul style="list-style-type: none"> Viking interaction into Western Europe. (Trade, Raids and Expansion) Investigation of Viking settlements such as Dublin (Ireland) and Jorvik (York). <p>Case Study:</p> <ul style="list-style-type: none"> Written Monks accounts on Monasteries such as Lindisfarne (793 CE) and Iona (795 CE) that contributed to Vikings Reputation for Pillaging and violence. | |
| Week 6 | <p><u>Introduction of Investigation research report – Medieval Memories</u></p> <p>Topic: Students are to research a historical figure or event during the medieval era (500 BCE to 1500 BCE) Students will be given task sheet and an exemplar for them to create their investigation.</p> <p>Checkpoint:</p> <ul style="list-style-type: none"> Topic Chosen Key Inquiry questions and 3 sub questions are to be completed by the end of the week. | Select significant event OR individual (Consultation with teacher) |
| Week 7 | <p><u>Research booklet</u></p> <p>Students continue on researching using the research booklet to identify useful information regarding their chosen topic.</p> <p>Checkpoint: Completion of research including rationale and T.A.R.B.S analysis.</p> | Progress check (information gathered, reference details, drafting) |
| Week 8 | <p><u>Information sheet</u></p> <p>Students continue on researching using the research booklet to identify useful information about their chosen topic.</p> <p>Checkpoint: Students should have completed their information sheet and submitted their drafts.</p> | Submit draft of Research Booklet and Information Sheet |
| Week 9 | <p><u>Final Submission:</u></p> <p>Students will receive feedback on their drafts and hand in their completed assessment. (Information Sheet and Research Booklet)</p> | Hand in Research and Information sheet for marking. |
| Week 10 | <p><u>Feedback</u></p> <p>INDEPENDENT INVESTIGATION WITH A CHOICE OF: castles, warfare/knights or technological advancements – (weapons, mills, farming, architecture)</p> | |



Class Course Planner – 2025

Semester 1 – Term 2

The World at War

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 9 History

Teachers: Various

Vocabulary list (must know words/terms): evidence, perspective, cause and effect, consequences, continuity and change, significance, empathy, reliability, bias, militarism, alliances, imperialism, nationalism, Aryan, anti-Semitism, treaty, propaganda, short-term impact, long-term impact.

| TERM ONE | Curriculum Intent | Assessment | Feedback |
|----------|--|---------------------------|---------------------------------|
| T2 Wk1 | INTRODUCTION TO WORLD WAR I <ul style="list-style-type: none"> Examine the course planner Identify what World War I (WWI) is, when it started and who was involved DID A SANDWICH REALLY START WORLD WAR I? <ul style="list-style-type: none"> Investigate how the death of Franz Ferdinand led to the start of WWI | | Course Planner |
| T2 Wk2 | WHAT WERE THE M.A.I.N CAUSES OF WWI? <ul style="list-style-type: none"> Examine the role of militarism, alliances, imperialism and nationalism in WWI | | |
| T2 Wk3 | WHAT WAS THE EXPERIENCE OF SOLDIERS IN THE TRENCHES? <ul style="list-style-type: none"> Identify the location of major trench systems Read first-hand accounts of trench warfare to make explanations of life in trenches Examine the use of WWI weapons (rifles, machine guns, gas, planes and tanks) in trench warfare | | |
| T2 Wk4 | HOW DID IT END? <ul style="list-style-type: none"> Investigate factors that contributed to the Allies success Catch up of previous weeks Undertake a brief overview of key events in WWII | | |
| T2 Wk5 | WHAT WAS THE HOLOCAUST? <ul style="list-style-type: none"> Examine primary and secondary sources to make explanations and arguments on what occurred during the Holocaust Link the Holocaust to Hitler's vision for Germany | | |
| T2 Wk6 | HOW DID WWI CREATE THE ENVIRONMENT FOR WWII? <ul style="list-style-type: none"> Investigate the purpose and terms within the Treaty of Versailles Use the Treaty of Versailles as evidence to make explanations and arguments on and its significance in contributing to Hitler's rise to power | | |
| T2 Wk7 | AUSTRALIA AND WWII <ul style="list-style-type: none"> Explore why Australia joined WWII identifying the British influence and changes in the Pacific region Investigate the bombing of Darwin and use TARBS to analyse Australian propaganda posters on the Japanese threat | | |
| T2 Wk8 | WHAT WERE THE EXPERIENCES OF ABORIGINAL AUSTRALIANS? <ul style="list-style-type: none"> Look at different perspectives of Aboriginal Australians during WWII Examine primary sources to investigate the role of racism in Australia's decision not to allow Aboriginal men to join up. | | |
| T2 Wk9 | CONSOLIDATION & COMBINATION RESPONSE EXAM <ul style="list-style-type: none"> Review and reinforce knowledge before undertaking the Combination Response Exam | COMBINATION RESPONSE EXAM | |
| T2 Wk10 | HOW DID IT END? <ul style="list-style-type: none"> Investigate how WWII ended, including the dropping of two atomic bombs Activities up to teacher discretion | | Achievement Ladder and Feedback |



Class Course Planner – 2025 Semester 1: Term 2

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

Class: Year 10 Aboriginal and Torres Strait Islander Studies - Health, Wellbeing & Education.

Teacher: Miss Hill-Milnes

| Term Week | Curriculum Intent | Assessment/ Feedback |
|--------------|---|--|
| T2 Wk1 | Aboriginal & Torres Strait Islander health & education - Context <ul style="list-style-type: none"> Overview traditional and contemporary First Nations health practices First Nations education – traditional and contemporary Importance of health and education to wellbeing <p><i>Monday 21st April – Public Holiday Easter Monday</i> <i>Friday 25th April – Public Holiday ANZAC Day</i></p> | Course Planner |
| T2 Wk2 | Aboriginal & Torres Strait Islander health <ul style="list-style-type: none"> Issues preventing parity in health standards: distance to health services, cultural values, institutional racism CASE STUDY – Lowitja O'Donoghue, Ellie Gaffney Recent policies e.g. Closing the Gap, Homelands programs | |
| T2 Wk3 | Aboriginal & Torres Strait Islander community – wellbeing, health and education <ul style="list-style-type: none"> Impacts of policies on the wellbeing of Aboriginal & Torres Strait Islander peoples <p><i>Monday 5th May – Public Holiday Labour Day</i> <i>Friday 9th May – Athletics Carnival</i></p> | |
| T2 Wk4 | Aboriginal & Torres Strait Islander education <ul style="list-style-type: none"> Issues of Indigenous academic advantage: Socio economic disadvantage, cultural difference, language barriers CASE STUDY – Pearl Duncan, Pat O'Shane Specific impacts of Stolen Generations on health, education and wellbeing | |
| T2 Wk5 | Focus: Assessment – Analytical Essay <ul style="list-style-type: none"> Essay structure and analytical language | Hand out assessment task/ Exemplar |
| T2 Wk6 | Assignment work <ul style="list-style-type: none"> Work on assignment | |
| T2 Wk7 | Assignment work <ul style="list-style-type: none"> Work on assignment | |
| T2 Wk8 | Assignment work <ul style="list-style-type: none"> Work on assignment | Draft due Thursday 12 th June |
| T2 Wk9 | Assignment work <ul style="list-style-type: none"> Work on assignment <i>Draft Feedback on Monday 16th June</i> | Final due Thursday 19th June. |
| T2 wk10 | Introduction to new unit <ul style="list-style-type: none"> Introduction to new unit: Aboriginal and Torres Strait Islander Wellbeing, Health and Education | Achievement ladder and student conference |



Class Course Planner 2025 Term 2

Trinity Bay SHS

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Class: 10AMH Ancient History – Mycenaean Empire

Teacher: Ms Davis

| Term Week | Curriculum Intent: Students investigate Mycenaean Greece and explore the remaining sources and how they have been interpreted. Students develop historiographical skills and investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society. | Assessment | Feedback |
|----------------------|---|--|-------------------------------|
| T 2 Wk1 | <ul style="list-style-type: none"> Timeline Archaeologists Relevant written sources and their authors <ul style="list-style-type: none"> ➤ Homeric tradition, Later Greek writers, Roman writers, Mycenaean records | | Course Planner |
| T 2 Wk2 | <ul style="list-style-type: none"> Archaeological sources <ul style="list-style-type: none"> ➤ Palace and burial sites of Mycenaean Greece 1600BCE | | |
| T 2 Wk3 | <ul style="list-style-type: none"> Archaeological sources cont. <ul style="list-style-type: none"> ➤ Linear B tablets – Government, administration and society (Source Analysis) | | |
| T2 Wk4 | <ul style="list-style-type: none"> Archaeological sources cont. <ul style="list-style-type: none"> ➤ Frescoes & Linear B tablets – People & Everyday Life (Source Analysis) | | |
| T 2 Wk5 | <ul style="list-style-type: none"> Revision of concepts and information Economy <ul style="list-style-type: none"> ➤ Agriculture, Industry, Trade | | |
| T2 Wk6 | <ul style="list-style-type: none"> Religious beliefs and practices Death and burial I – Chamber and tholos tombs (Source Analysis) | | |
| T2 Wk7 | <ul style="list-style-type: none"> Death and burial II – Grave Circles A & B (Source Analysis) How to write written response to stimulus | | |
| T2 Wk8 | <ul style="list-style-type: none"> Conflict and warfare <ul style="list-style-type: none"> ➤ Evidence of conflict Theories about Mycenaean decline How to write written response to stimulus | | |
| T 2 Wk9 | <ul style="list-style-type: none"> Revision of concepts, information and skills How to write written response to stimulus Exam | Extended Written Response to Stimulus | Achievement Ladder |
| T 2 Wk10 | <ul style="list-style-type: none"> Work Experience | | |



GEOGRAPHY

Class Course Planner – 2025

Semester 1, Term 2

Environmental Change and Management

Trinity Bay SHS

Hoare Street
PO Box 5071
Ph. 40 375 222
www.trinitybayshs.eq.edu.au

Teacher: Martin

| Term Week | Curriculum Intent | Assessment x 3 | Feedback x 3 |
|---|---|---|--|
| W1 21 st Apr – 25 th Apr | INTRODUCTION TO CATCHMENTS <ul style="list-style-type: none"> Examine Earth's three non-living spheres: hydrosphere, atmosphere and lithosphere plus the living sphere: biosphere. Investigate the types of landforms and processes present in a catchment. Distinguish between upper and lower catchment areas. <p><i>Easter Monday: Monday 21st April</i> <i>ANZAC Day: Friday 25th April</i></p> | | Course Planner Achievement Ladder |
| W2 28 th Apr – 2 nd May | ANTHROPOGENIC CLIMATE CHANGE <ul style="list-style-type: none"> Recap Anthropogenic Climate Change, Greenhouse Gas Effect and Enhanced Greenhouse Gas Effect. Recap the Carbon Cycle and Water Cycle. | | |
| W3 5 th May – 9 th May | STEM IN GEOGRAPHY <ul style="list-style-type: none"> Drones: Safety lesson and safety quiz. Drones: In class CASA and WH&S compliant obstacle challenges using sub 250g drones. Discuss how we will use a drone to survey anthropogenic impacts within a catchment on the excursion. Preparation for field trip including how to conduct land and water experiments and observations. <p><i>Labour Day: Monday 5th May.</i></p> | Students must achieve 100% on the safety quiz to fly a drone. | |
| W4 12 th May – 16 th May | EXCURSION PREPARATION <ul style="list-style-type: none"> Continued preparation for the field trip including how to conduct land and water experiments and observations. Evaluate a proposal regarding an Anthropogenic Climate Change related issue using environmental, social and economic criteria. Examine how anthropogenic activity has altered local catchments e.g. Barron R. | | |
| W5 19 th May – 23 rd May | EXCURSION <ul style="list-style-type: none"> Assignment and field trip booklet handed out. Excursion – Monday, all day: Freshwater Creek catchment and surrounds. Excursion debrief plus collect and collate data. | Local Catchment Tuesday 20 th May | |
| W6 26 th May – 30 th May | ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. | | |
| W7 2 nd June – 6 th June | ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. | Draft report due Thursday 5 th June | |
| W8 9 th June – 13 th June | ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. | | |
| W9 16 th June – 20 th June | ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. | Final report due Thursday 20 th June | Feedback |
| W10 23 rd June – 27 th June | WORK EXPERIENCE <ul style="list-style-type: none"> Culminating activities. | | |



Class Course Planner – 2025

Semester 1, Term 2

Tourism as an Industry

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

SUBJECT: Tourism

Teacher: Mr Daly

Key Terms: trends, markets, niche, industry, sectors, recreation, accommodation, employment, statistics, advertising, sustainability, development, culture, research, operators, agents, government, eco-tourism, domestic, international, intrastate, interstate

Core Skills: match, classify, explain, compare, identify, list, infer, interpret from text and graphs

| Term | Curriculum Intent | Assessment x 3 | Feedback x 3 |
|---------|--|---------------------|---------------------------|
| T2 Wk1 | What is travel and the different types of tourists? <ul style="list-style-type: none"> Definition of tourism and travel Understand why people travel and for what reasons Analyse the different types of tourists and their needs | Pre-Test | Course Planner |
| T2 Wk2 | Types of Tourism and Tourism Trends (National and Global) <ul style="list-style-type: none"> Special interest and niche markets Identifying upcoming and current trends Developing a tourism business idea to suit current trends | | |
| T2 Wk3 | Who's Who in the Industry? How much tourism contributes to a local/national economy? <ul style="list-style-type: none"> Breakdown of the tourism industry – different sectors with local examples Overview of contribution towards local and national economy Government and organisations | | |
| T2 Wk4 | Types of employment, what jobs are available, tourism businesses. <ul style="list-style-type: none"> Tourism as a business – review of businesses in Cairns Types of employment available in Tourism Current jobs advertised Case Study tourism businesses – successes and failures | | |
| T2 Wk5 | Tourism development and sustainability. <ul style="list-style-type: none"> Development in the local area How a business needs to be sustainable – running an eco-friendly tourism venture Consideration of environment and culture | Revision Quiz | |
| T2 Wk6 | How the industry is marketed locally, nationally and globally. <ul style="list-style-type: none"> What is a target market - tourists markets The relevance and benefits of market research Analysing and evaluating tourism statistics | | |
| T2 Wk7 | How the industry is marketed locally, nationally and globally. <ul style="list-style-type: none"> Examples of how the tourism industry is marketed – globally, locally and internationally Types of advertisements and ways to market a business | | |
| T2 Wk8 | Revision <ul style="list-style-type: none"> Revision sheet Consolidation Practise exam | Practice Exam | Feedback on practise exam |
| T2 Wk9 | Examination and reflection <ul style="list-style-type: none"> Supervised knowledge exam Reflection on the unit and assessment Case Study - International Travel | Short Response Exam | Feedback on exam |
| T2 Wk10 | WORK EXPERIENCE | | |



Class Course Planner 2025

Semester 1 Term 2

ANCIENT HISTORY

Trinity Bay SHS

Hoare Street

PO Box 5071

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www.trinitybayshs.eq.edu.au

Class: 11A

Teacher: MR CAMERON SCOTT

| Term 2 Week | Curriculum Intent – Students continue to investigate how the ancient past have been represented & do an in depth study of personalities in their times (Hatshepsut New Kingdom Egypt) | Assessment x 3 | Feedback x 3 |
|-------------|---|-------------------------------------|--------------------|
| Wk1 | Continued: Investigating weapons and warfare in New Kingdom Egypt Students focus on analysing artefacts found during the time of Ahmose I, Thutmose III and Ramesses II on the evidence of change and continuity in warfare technologies and societal expectations of military. | | Course Planner |
| Wk2 | Research Students use an inquiry process to guide their research Checkpoint 1: Task understanding, focus questions, background research | Assessment task begins | |
| Wk3 | Research Students use an inquiry process to guide their research Checkpoint 2: Research complete, started analysis tables | | |
| Wk4 | Research Students use an inquiry process to guide their research Checkpoint 3: Analysis tables completed, critical summary completed | | |
| Wk5 | Conferencing drafts Students conference with teacher re their draft Students use an inquiry process to guide their research Checkpoint 4: Draft submitted | Final drafts handed in on Wednesday | |
| Wk6 | Students hand in their completed research task | Final copy handed in on Friday | |
| Wk7 | Begin Unit 2: Personalities in their times <ul style="list-style-type: none"> • Ancient Egypt – Context (Beyond the Old Kingdom and into the New Kingdom) • Contestability and the reliability of evidence • Reflections, focus questions and hypothesis writing | | |
| Wk8 | <ul style="list-style-type: none"> • Hatshepsut's claim to the throne and her succession <ul style="list-style-type: none"> ➢ Family Tree of Hatshepsut, Role of the Regent, Other strong female Queens, Hatshepsut's succession ➢ Mortuary temple at Deir el-Bahri; birth scenes – source analysis ➢ Small group source analysis – Coronation Scene, Divine Birth, Obelisks at Karnak | | |
| Wk9 | <ul style="list-style-type: none"> • The many roles of Hatshepsut as Pharaoh <ul style="list-style-type: none"> ➢ Hatshepsut the Builder ➢ Hatshepsut the Administrator ➢ Hatshepsut the Warrior | | |
| Wk10 | <ul style="list-style-type: none"> • Hatshepsut – The fall and aftermath. <ul style="list-style-type: none"> ➢ Destruction of evidence ➢ Key archaeological findings ➢ Lasting legacy of Hatshepsut | | Achievement Ladder |



11 SENIOR GEOGRAPHY

Class Course Planner – 2025

Semester 1, Term 2

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

Teacher: Mr Martin

| Term | Curriculum Intent | Assessment |
|---|--|--|
| Unit 1, Topic 2 – Ecological Hazard Zones (continued) | | |
| W1 21 st Apr – 25 th Apr | Responding to Ecological Hazards <ul style="list-style-type: none"> Recap prior knowledge Explain how Anthropogenic Climate Change may affect the severity and distribution of some ecological hazards Examine what demographic factors influence the creation, distribution and management of ecological hazards (e.g. population density, sewerage and sanitation management, access to medical services, education, level of economic management) <p><i>Easter Monday: Monday 21st April</i> <i>ANZAC Day: Friday 25th April</i></p> | Course Planner |
| W2 28 th Apr – 2 nd May | Case Study <ul style="list-style-type: none"> Possible case study options include the Pacific Garbage Patch, Air Pollution in Asia, Chernobyl Disaster, Gulf of Mexico Dead Zone. Utilise Microsoft Excel to create pie, column and line graphs. Utilise spatial technologies to map patterns in distribution of ecological hazards (e.g. ArcGIS) | FIA2 Data Report handed out |
| W3 5 th May – 9 th May | Assessment <ul style="list-style-type: none"> Distribution and deconstruction of Data Report assessment task. Choose a location of focus from the report list Recap using Microsoft Excel to create graphs and tables. <p><i>Labour Day: Monday 5th May</i></p> | |
| W4 12 th May – 16 th May | Assessment <ul style="list-style-type: none"> Students work on their report in and outside of class. Proposed action must be done by the last lesson of this week. Draft due Thursday. | Draft Data Report due Friday 12 th May 11:59pm via email. |
| W5 19 th May – 23 rd May | Assessment <ul style="list-style-type: none"> Recap Harvard Referencing. Students use draft feedback and work on their report in and outside of class. | Drafts returned Tuesday. |
| W6 26 th May – 30 th May | Assessment <ul style="list-style-type: none"> Data report is due next Wednesday 31st May via email. | |
| Unit 2, Topic 1 – Challenges Facing a Place in Australia | | |
| W7 2 nd May – 6 th June | Planning Australia <ul style="list-style-type: none"> Define urbanisation, settlement, community, suburbanisation, counter-urbanisation. Differentiate between different types of communities and the features of each type. Understand that settlements provide a variety of functions, and influence land use. Understand that settlements can be ranked by size and importance to create a hierarchy. Examine the past, present and future of urban planning in Australian places. Understand the concept of sustainable communities. Understand the processes involved in developing sustainable communities. Understand the inter-relationship between ecological sustainability, liveability and ecological footprints. <p><i>Athletics Carnival: Friday 6th June.</i></p> | Data Report due Field trip permission forms handed out |
| W8 9 th June – 13 th June | The Structure of Modern Settlements <ul style="list-style-type: none"> Discuss how planning schemes and regional plans dictate the design of place (e.g. code assessing development applications, place-making design). Understand the general models that describe the structure of modern settlements. Understand urban sprawl, its impact and measures to counter it Describe settlement patterns in Australia over time. Understand rural-urban migration and its impact on modern settlements. Use spatial technologies to explore change over time (e.g. QImagery, Google Timelapse, Google Streetview). | |
| W9 16 th June – 20 th June | Describing Patterns Within Cities <ul style="list-style-type: none"> How to classify and utilise quantitative indicators from the ABS website (e.g. dwelling type, income, family structure, ethnicity, advantage and disadvantage). Develop spatial skills to represent data in a variety of ways to illustrate patterns within settlements (e.g. choropleth maps, graphs, ArcGIS or similar). Spatially compare and contrast population densities in Cairns to other national and international communities. | |
| W10 23 rd June – 27 th June | Describing Patterns Within Cities <ul style="list-style-type: none"> Analyse ABS data to explain the changing characteristics of remote, rural and urban places in Australia. Utilise ABS Table Builder and/or Microsoft Excel to visually represent census data of a urban place (e.g. Cairns inner suburbs, Sydney – Haymarket/Rhodes/Auburn/Mosman/Blacktown) | |



Social and Community Studies

Class Course Planner – 2025

Semester 1 – Term 2

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

Unit: Option C: Relationships and work environments – C2: Investigation – World of Work

Class: SCS111A

Teacher: Hill-Milnes

| Week | Curriculum Intent | Assessment | Feedback |
|------------|---|-------------------------------|----------------------------|
| T1 Wk1 | Introduction to World of Work <ul style="list-style-type: none"> <i>The changing nature of work</i> <i>Globalisation</i> <i>Technological advances</i> <i>Easter Monday Public Holiday Monday 21st April</i> <i>ANZAC Day Public Holiday Friday 25th April</i> | | Course planner |
| T1 Wk2 | Acknowledging Diversity in the Workplace <ul style="list-style-type: none"> <i>Globalisation and diversity in the workplace</i> <i>Harmony Week case studies (NRL, TBAY)</i> | Quiz WK1 Content | |
| T1 Wk3 | Discrimination Issues <ul style="list-style-type: none"> <i>What is discrimination?</i> <i>Types – gender, age, racial, religious, sexual, disability</i> <i>Labour Day Public Holiday Monday 5th May</i> | Quiz WK2 Content | |
| T1 Wk4 | Discrimination Issues <ul style="list-style-type: none"> <i>Bullying in the workplace</i> | Quiz WK3 Content | |
| T1 Wk5 | Rights and Responsibilities <ul style="list-style-type: none"> <i>General rights and protections in the workplace</i> <i>Legal viewpoints</i> | Quiz WK4 Content | |
| T1 Wk6 | Assessment WK1 <ul style="list-style-type: none"> Introduce assessment task and resources Select issues for multimodal presentation Checkpoint 1 - Research types of discrimination by Friday | | Checkpoint 1 30/05/2025 |
| T1 Wk7 | Assessment WK2 <ul style="list-style-type: none"> Plan slides for multimodal presentation Checkpoint 2 - Research employees' rights by Friday | | Checkpoint 2 06/05/2025 |
| T1 Wk8 | Assessment WK3 <ul style="list-style-type: none"> Draft multimodal presentation Checkpoint 3 - Submit draft by Friday | Draft presentation due Friday | Checkpoint 3 13/06/2025 |
| T1 Wk9 | Assessment WK4 <ul style="list-style-type: none"> Edit, publish and submit final multimodal presentation Checkpoint 4 - Submit final copy by Friday | Final presentation due Friday | Checkpoint 4 20/06/2025 |
| T1 Wk10 | Review <ul style="list-style-type: none"> <i>Consolidate understanding of concepts and skills</i> | | |



Class Course Planner – 2024

Semester 1: Term 2

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 12 ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

Unit 3: Responses and Contributions, Topic 2: Land Rights / Unit 4: Moving Forward, Topic: Resilience.

Teacher: Mr Beatty

| Term Week | Curriculum Intent | Assessment | Feedback |
|-----------|--|--------------------------------|-------------------|
| Wk1 | Assessment -IA2 <ul style="list-style-type: none"> - Research - Identify and use analytical language <p><u>Public Holidays:</u> Monday 21st of April – Easter Monday Friday 25th of April - ANZAC day</p> | | |
| Wk2 | Assessment – IA2 <ul style="list-style-type: none"> - Utilise feedback from draft - Edit final assessment <p><u>Public Holiday:</u> 5th of May – Labour Day</p> | Draft due | Feedback on draft |
| Wk3 | Assessment – IA2 <ul style="list-style-type: none"> - Submit final assessment IA2 – Investigation: Inquiry Response - Complete unit reflection | Submit IA2 – Inquiry Response. | |
| Wk4 | Unit 4, Topic 1: Resilience <ul style="list-style-type: none"> - Define and use terminology within the context of moving forward, including: adaptation, cultural expression, healing, marginalisation, resilience, stereotypes. - Revise Dr Ernie Grant’s framework - Revise key terminology from Unit 1, 2 and 3 | | |
| Wk5 | Cultural Expression <ul style="list-style-type: none"> - Evaluate the significance of cultural expression as a form resilience - Evaluate the extent to which cultural expression maintains and retains identity for Aboriginal peoples and Torres Strait Islander peoples. - Identify and explain forms of cultural expression used to maintain and retain culture and identity | | |
| Wk 6 | Art <ul style="list-style-type: none"> - Analyse the worldviews evident and represented in art such as: - <i>Alick Tipoti (Badu, Wakaydh and Agan)</i> - <i>Papunya Arts movement</i> - <i>ProppaNow Artist Collective</i> - <i>Thanakupi (Thaynakwith Elder)</i> | | IA2 feedback |
| Wk 7 | Dance <ul style="list-style-type: none"> - Analyse the worldviews evident and represented in dance such as: - <i>Bangarra Dance Company</i> - <i>Gheona Gela (Koedal and Waumer woman)</i> - <i>Vicky Van Hout (Wiradjuri)</i> | | |
| Wk8 | Literature - Poetry <ul style="list-style-type: none"> - Analyse the worldviews evident and represented in literature such as: - <i>Gary Foley (Gumbainggir)</i> - <i>Stephen Oliver (Kuku-Yalanji, Darumbal and Waanyi)</i> - <i>Oodgeroo Noonuccal</i> | | |
| Wk9 | Film <ul style="list-style-type: none"> - Analyse the worldviews evident and represented in film such as: - <i>Director Warwick Thornton (such as: Samson and Delilah)</i> - <i>Ten Canoes</i> - <i>Director Leah Purcell (such as: Drover’s Wife)</i> | | |
| wk10 | Assessment -IA3 <ul style="list-style-type: none"> - Research - Consultation (hypothesis development). | | |



Class Course Planner AHS **2025 Semester 1, Term 2**

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 12A Ancient History

Teacher: **Mr Cameron Scott**

| Term Week | In Unit 4, students investigate Ancient Rome — Civil War and the breakdown of the Republic with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict. | Assessment x 3 | Feedback x 3 |
|-----------|--|-------------------------------|----------------|
| Wk1 | Depth study – IA2 Student conduct research and respond to historical sources to create an investigation report. | | Course Planner |
| Wk2 | Depth study – IA2 <ul style="list-style-type: none"> Student conduct research and respond to historical sources to create an investigation report. | IA2 DRAFT DUE | |
| Wk3 | Contextual study – comprehend terms, concepts and issues in relation to: <ul style="list-style-type: none"> the historical and geographical context of the Roman Republic the nature of power and authority, what is meant by the term ‘power’ how power has been viewed over time and the kinds of groups and individuals who have exercised power over time | IA2 FINAL DUE (Friday week 3) | |
| Wk4 | Contextual study - analyse evidence from historical sources to show understanding of: <ul style="list-style-type: none"> key events of the time period key archaeological and written sources for the period | | |
| Wk5 | Contextual study - analyse evidence from historical sources to show understanding of: <ul style="list-style-type: none"> the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature | | |
| Wk6 | Contextual study – comprehend issues in relation to: <ul style="list-style-type: none"> the civil war and the breakdown of the Republic key figures | | |
| Wk7 | Depth study – IA3 <ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to how power was exercised and the change and development that led to civil war and the breakdown of the Republic analyse evidence from historical sources to show understanding synthesise evidence from historical sources to form a historical argument evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources changing interpretations of sources over time and their influence on understanding of the period devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research. | | |
| Wk8 | Depth study – IA3 Student conduct research and respond to historical sources to create an essay | | |
| Wk9 | Depth study – IA3 Student conduct research and respond to historical sources to create an essay | | |
| Wk10 | Depth study – IA3 Student conduct research and respond to historical sources to create an essay | IA3 DRAFT COPY DUE | |



Social and Community Studies

Class Course Planner – 2025

Semester 1 – Term 2

Trinity Bay SHS

Ph. 4037 5222

www.trinitybayshs.eq.edu.au

Unit: Unit option B: Healthy choices for mind and body – B2: Investigation – Food and Nutrition
Class: SCS121A
Teacher: Farley

| Week | Curriculum Intent | Assessment | Feedback |
|---------|---|--------------------------------|-----------------------------------|
| T1 Wk10 | Introduction to Food and Nutrition <ul style="list-style-type: none"> Balanced diets and the function of food The five food groups and discretionary food serves | | IA1 Results |
| T2 Wk1 | Australian Guide to Healthy Eating <ul style="list-style-type: none"> Reasons for eating healthy How diet can improve teen health <i>Easter Monday Public Holiday Monday 21st April</i> <i>ANZAC Day Public Holiday Friday 25th April</i> | | |
| T2 Wk2 | Influences on our Food Choices <ul style="list-style-type: none"> Influences on teen eating habits Influence on food choices Jamie Oliver's Food Revolution | | |
| T2 Wk3 | Food Labelling <ul style="list-style-type: none"> Health Star Rating Supermarket tricks Investigation <i>Labour Day Public Holiday Monday 5th May</i> | | |
| T2 Wk4 | Case Studies – Sugar <ul style="list-style-type: none"> Case Study 1 – Sugary Drinks Case Study 2 – Sugar Case Study 3 – Sugar Tax | | |
| T2 Wk5 | Assessment <ul style="list-style-type: none"> Assessment – design Assessment – create Checkpoint 1 – Check research notes | | Checkpoint 1 22/05/2025 |
| T2 Wk6 | Assessment <ul style="list-style-type: none"> Assessment – design Assessment – create Checkpoint 2 – Begin drafting educational booklet/brochure/poster | | Checkpoint 2 29/05/2025 |
| T2 Wk7 | Assessment <ul style="list-style-type: none"> Assessment – design Assessment – create Checkpoint 3 – Submit draft educational booklet/brochure/poster | Draft text due Thursday | Checkpoint 3 05/06/2025 |
| T2 Wk8 | Assessment <ul style="list-style-type: none"> Assessment – design Assessment – create Checkpoint 4 – Submit final educational booklet/brochure/poster | Final text due Thursday | Checkpoint 4 12/06/2025 |