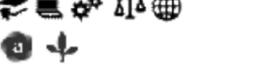
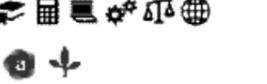


Year 8 work program — Australian Curriculum: History

Implementation year: 2012

School name: Ignatius Park College

Identify Curriculum	Phase curriculum focus and Year level description	<p>Curriculum focus: World and Australian history, the analysis and use of sources, and historical interpretation.</p> <p>Year 8 level description: The Ancient to the Modern World</p> <p>The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today? 		
	Achievement standard	<p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p> <p><small>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum v3.0: History for Foundation–10</i>, www.australiancurriculum.edu.au/History/Curriculum/F-10</small></p>		
	Course outline (overview and depth studies)	<p>The Year 8 History course focuses on the end of the ancient period to the beginning of the modern period (c.650 – 1750) and comprises three units, which are constructed around an elective from each depth study: <i>The Western and Islamic World</i>, <i>The Asia-Pacific World</i> and <i>Expanding contacts</i>. The electives (Medieval Europe, the Black Death and Polynesian Expansion across the Pacific) have been chosen to provide students with a framework to understand the transition from the ancient world to the modern world.</p> <p>In the Junior school all students from Years 7 – 10 at Ignatius Park College study History. Students have five 50-minute lessons over a two-week cycle. At Senior level, students have the opportunity to study either Modern or Ancient History.</p>		
Teaching and learning	Unit overview	<p>Unit 1</p> <p>Depth study: <i>The Western and Islamic World</i> Elective: <i>The Vikings</i></p> <p>At the beginning of Year 8, students commence with an overview of content to build on understandings of the ancient world to develop an understanding of medieval life (social, cultural, economic and physical features), the dominance of religion, the role of key individuals, and interaction between different social groups and also between the Western world and the Islamic world. This overview of content provides students with an opportunity to:</p> <ul style="list-style-type: none"> • use historical terms and concepts such as “feudalism”, “Anglo-Saxon”, “peasants”, “civilisations”, “religion”, “historical sources”, “primary and secondary sources”, “evidence” and “inquiry” • identify a range of questions about medieval life, the dominance of religion, the role of key individuals, and interaction between different social groups and also between the Western world and the Islamic world to inform a historical inquiry <p>Once this overview of content has been developed, students will then commence examining <i>The Vikings</i>.</p>	<p>Unit 2</p> <p>Depth study: <i>Expanding contacts</i> Elective: <i>The Black Death in Europe, Asia and Africa</i></p> <p>In this depth study, students focus on the Spanish conquest of the Americas to build an understanding of how the modern period was shaped by, and emerged from, the medieval period. After developing an appreciation of pre-Columbian life, students investigate key features of Spanish conquest and colonisation.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Examine the living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God. • The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. • Students will explore the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease. 	<p>Unit 3</p> <p>Depth study: <i>The Asia Pacific World</i> Elective: <i>Polynesian Expansion across the Pacific (700-1756)</i></p> <p>In this depth study, students focus on Polynesian exploration, expansion and settlement across the Pacific. Patterns of expansion and exploration are investigated, analysed and evaluated. The purposeful settlement of New Zealand is analysed in some depth, with discussions concerning the cartographical and nautical skills of these explorers as well as the motives for settlement.</p> <p>Polynesian exploration and settlement was to have a significant influence on the cultural, religious, territorial and environmental development of New Zealand. In order to build an understanding of how the modern period was shaped by, and emerged from this original period of settlement, students will investigate how these factors impacted on the area settled and its continuing legacy for the world beyond 1756.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p> <p>Students will:</p>

	<p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students will:</p> <ul style="list-style-type: none"> sequence significant historical, cultural and political events and developments during the Viking age on an annotated timeline and in descriptions Locate, compare, select and use information from a range of sources as evidence of Viking way of life. identify and describe points of view, attitudes and values in primary and secondary sources, e.g. research the role of a significant individual, such as Lief Ericson, with a focus on using sources to explore differing viewpoints on the individual and his or her actions Develop texts, including descriptions and explanations of aspects of medieval life in relation to continuity and change, using evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies. Identify and locate relevant sources, using ICT and other methods, to explore social, cultural, economic and political features and the roles and relationships of Vikings in society. <p>Identify the origin and purpose of primary and secondary sources to investigate the conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English and the Norman Invasion.</p>	<ul style="list-style-type: none"> The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague and other immediate and long-term effects will also be covered. sequence the arrival and subsequent actions of the Spanish in the Americas and map the explorations and conquests of the Spanish with annotations regarding the societies and geographical features they encountered use historical terms and concepts such as “flagellants”, “disease”, “plague”, “monasteries” identify a range of questions about the effects of The Black Death to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods, to explore the various reactions to The Black Death, for example the emergence of flagellants and the persecution of Jewish people. identify the origin and purpose of primary and secondary sources related to the reactions and the effects of the Black Death on Asian, European and African populations and identify and describe points of view, attitudes and values in these sources Develop texts that use evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies. 	<ul style="list-style-type: none"> Explore the motives driving Polynesian exploration and expansion across the Pacific. Consider the nautical and cartographical skills necessary for such exploration to occur. Students will analyses archaeological records which provide some perspective to address these questions. Explore the structure of Maori society and evaluate the impact of cultural, religious and environmental beliefs/practices. Sequence the arrival and subsequent actions of the Polynesian explorers and map their explorations and impact with annotations regarding the environmental and geographical features they encountered. Use historical terms and concepts such as “Tapu”, “Maori”, “Pa” and “Tatau”. Identify a range of questions about the impact and legacy of The Polynesian expansion to inform a historical inquiry. Identify and locate relevant sources, using ICT and other methods, to explore the continuing influence Polynesian cultural practices. identify the origin and purpose of primary and secondary sources related to the impact and legacy of Polynesian settlement and identify and describe points of view, attitudes and values in these sources Develop texts that use evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies.
<p>Aboriginal and Torres Strait Islander perspectives</p>	<p>History provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures. <p>The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. For Aboriginal and Torres Strait Islander students it provides an opportunity to see themselves within the curriculum and in an educational setting that respects and promotes their cultural identities. Students are taught that Australian Aboriginal societies are the longest surviving societies in the world and that Aboriginal and Torres Strait Islander peoples are two distinct groups. Students learn about Aboriginal and Torres Strait Islander occupation of the continent prior to colonisation by the British, and the ensuing contact and conflict between these societies. Students develop an awareness of the resilience of Aboriginal peoples and Torres Strait Islander peoples and the ways in which their expertise and experiences in contemporary science, education, the arts, sport and tourism; their inventions; and their knowledge of medicine have contributed to the development of a culturally diverse Australian society.</p>		
<p>General capabilities and cross-curriculum priorities</p>	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 
<p>Key to general capabilities and cross-curriculum priorities</p>			

Develop assessment	Assessment For advice and guidelines on assessment, see: www.qsa.qld.edu.au	The following assessment will provide a targeted selection of evidence of student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points, and to inform the reporting process.					
		Unit 1		Unit 2		Unit 3	
		Week¹	Assessment	Week	Assessment	Week	Assessment
		8	Supervised assessment: Short response to historical sources (Written) The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame. Students consider a range of sources about the Vikings and the Middle Ages, including sources about: <ul style="list-style-type: none"> the traditional feudal system and the social divisions in society the development and effects of foreign trade the extent and reasons for Viking settlement theories regarding raids and forms of weaponry and armour Students write short responses to historical sources that put forward points of view, supported by the interpretation, analysis and evaluation of evidence.	Term 3	Research: Multi-Modal (Story book) presentation. This tasks offers students a different medium for delivering their knowledge and research. Students select a perspective (and with a prologue and epilogue which provide more detailed context) tell the story of how the plague impacted upon those who suffered and those who survived. The purpose of this assessment is to make judgments about students' responses to evidence within a specified context and based on the process of historical inquiry.	7 Term 4	Supervised Examination. Analytical Essay (with source documents) The purpose of this assessment is to make judgments about students' responses to evidence within a specified context and based on the process of historical inquiry. This assessment task will be conducted over a period of 3 consecutive lessons. Students will be asked to construct an essay which supports the hypothesis with the use of source documents provided.
Term 2 Week 5	Research: Assignment (Written) The purpose of this assessment is to make judgments about students' responses to evidence within a specified context and based on the process of historical inquiry. Students research and communicate their understanding of the role Feudalism and religion within the Medieval world. <ul style="list-style-type: none"> The origin and significance of Feudalism and how this system was crucial for medieval stability. The Crusades and the power of Religion. The historical truth concerning Viking expansion and hostility. 						
Make judgments and use feedback	Moderation	Teachers develop tasks and plan units. Teacher's cross-mark tasks to ensure consistency of judgments.		Teachers develop tasks and plan units. Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. Teachers select representative folios and meet to ensure consistency of judgments before marking tasks.		Teachers develop tasks and plan units. Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. Teachers select representative folios and meet to ensure consistency of judgments before marking tasks.	

¹ Based on 13 weeks per unit.

Year 8 History: review for balance and coverage of content descriptions, including emphasis on historical understandings

Historical Knowledge and Understanding							
Historical Knowledge	1	2	3	Historical Understandings ² The key concepts of historical understanding are:	1	2	3
The Ancient to the Modern World: Overview				Evidence Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.	✓	✓	✓
Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:							
<ul style="list-style-type: none"> the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008) key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009) The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment). (ACOKFH010) 	✓	✓	✓				
The Western and Islamic World: The Vikings				Continuity and change Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.	✓	✓	✓
<ul style="list-style-type: none"> The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007) 	✓						
<ul style="list-style-type: none"> Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047) 	✓						
<ul style="list-style-type: none"> Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048) 	✓			Cause and effect The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.	✓	✓	✓
<ul style="list-style-type: none"> The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049) 	✓						
The Asia-Pacific World: Polynesian Expansion across the Pacific							
<ul style="list-style-type: none"> Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013) The way of life in Polynesian New Zealand, including social, cultural, economic and political features. (ACDSEH066) 		✓		Perspectives A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓	✓
				Empathy An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.	✓	✓	✓
				Significance The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.	✓	✓	✓
				Contestability Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓	✓	✓

Historical Skills			
Historical Skills	1	2	3
Chronology, terms and concepts			
Sequence historical events, developments and periods (ACHH148)	✓		✓
Use historical terms and concepts (ACHH149)	✓	✓	✓
Historical questions and research			
Identify a range of questions about the past to inform a historical inquiry (ACHHS150)		✓	✓
Identify and locate relevant sources, using ICT and other methods (ACHHS151)		✓	✓
Analysis and use of sources			
Identify the origin and purpose of primary and secondary sources (ACHHS152)	✓	✓	✓
Locate, compare, select and use information from a range of sources as evidence (ACHHS153)	✓	✓	✓
Draw conclusions about the usefulness of sources (ACHHS154)		✓	✓
Perspectives and interpretations			
Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)	✓	✓	✓
Explanation and communication			
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)	✓	✓	✓
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)	✓	✓	✓

² The historical understandings are derived from the content descriptions and achievement standards, and are supported by Historical Skills. The Year level description provides information about the development of historical understandings through the key concepts. The definitions of historical understandings are based on the glossary terms published in Australian Curriculum v3.0: History for Foundation-10, www.australiancurriculum.edu.au/History/Curriculum/F-10.

<ul style="list-style-type: none"> The role of the Maori warrior in establishing settlement and how such cultural and political traditions continue to influence Maori life.(ACDSEH067) 		✓	
<ul style="list-style-type: none"> Theories of how religious and environmental beliefs and practices influenced on each other and the impact from the time and beyond (ACDSEH068) 		✓	
The Black Death in Asia, Europe and Africa			
Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God. (ACDSEH015)			✓
The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)			✓
The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries(ACDSEH070)			✓
The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)			✓

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10