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| Year 8 History Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: History. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies 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.  An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.  In Year 8, students are expected to study at least one topic from the sub-strand *Medieval Europe and the early modern world* and at least one topic from either of the other 2 sub-strands, *Empires and expansions* and *Asia-Pacific world*.  The Medieval Europe and the early modern world sub-strand topics are:   * Medieval Europe (c.590–c.1500) * The Renaissance (c.1400–c.1600) * The emergence of the modern world (c.1500–1650).   The *Empires and expansions* sub-strand topics are:   * Mongol Empire (c.1206–c.1368) * Ottoman Empire (c.1299–c.1683) * Vikings (c.790–c.1066) * The Spanish conquest of the Americas (c.1492–c.1572).   The *Asia-Pacific world* sub-strand topics are:   * Angkor/Khmer Empire (c.802–c.1431) * Japan under the Shoguns (c.794–1867) * Polynesian expansion across the Pacific (c.700–1756).   Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * 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? * What were the perspectives of people from the time? * Which significant people, groups and ideas from this period have influenced and shaped the world today? * How and why have historians interpreted this period differently? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They 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. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.  Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments. | | By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Medieval Europe and the early modern world**  the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe  AC9HH8K01 |  |  |  |  | **Questioning and researching**  develop historical questions about the past to inform historical inquiry  AC9HH8S01 |  |  |  |  |
| the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe  AC9HH8K02 |  |  |  |  | locate and identify primary and secondary sources to use in historical inquiry  AC9HH8S02 |  |  |  |  |
| a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe  AC9HH8K03 |  |  |  |  | **Using historical sources**  identify the origin, content, context and purpose of primary and secondary sources  AC9HH8S03 |  |  |  |  |
| the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe  AC9HH8K04 |  |  |  |  | identify and describe the accuracy and usefulness of primary and secondary sources as evidence  AC9HH8S04 |  |  |  |  |
| the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe  AC9HH8K05 |  |  |  |  | **Historical perspectives and interpretations**  describe causes and effects, and explain continuities and changes  AC9HH8S05 |  |  |  |  |
| interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe  AC9HH8K06 |  |  |  |  | identify perspectives, attitudes and values of the past in sources  AC9HH8S06 |  |  |  |  |
| **Empires and expansions**  **the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion**  **AC9HH8K07** |  |  |  |  | **explain historical interpretations about significant events, individuals and groups**  **AC9HH8S07** |  |  |  |  |
| a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion  AC9HH8K08 |  |  |  |  | **Communicating**  **create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources**  **AC9HH8S08** |  |  |  |  |
| the experiences and perspectives of rulers and of subject peoples, and how the interaction between power and/or authority relates to the empire and/or expansion  AC9HH8K09 |  |  |  |  |  |  |  |  |  |
| the role and achievements of a significant individual and/or group connected to the empire and/or expansion  AC9HH8K10 |  |  |  |  |  |  |  |  |  |
| interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansion  AC9HH8K11 |  |  |  |  |  |  |  |  |  |
| **Asia-Pacific world**  the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society  AC9HH8K12 |  |  |  |  |  |  |  |  |  |
| **a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society**  **AC9HH8K13** |  |  |  |  |  |  |  |  |  |
| **the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society**  **AC9HH8K14** |  |  |  |  |  |  |  |  |  |
| **the role and achievements of a significant individual and/or group in the Asian-Pacific society**  **AC9HH8K15** |  |  |  |  |  |  |  |  |  |
| interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society  AC9HH8K16 |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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