

Year 8 History

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>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.</p> <p>The Medieval Europe and the early modern world sub-strand topics are:</p> <ul style="list-style-type: none"> • Medieval Europe (c.590–c.1500) • The Renaissance (c.1400–c.1600) • The emergence of the modern world (c.1500–1650). <p>The Empires and expansions sub-strand topics are:</p> <ul style="list-style-type: none"> • 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). <p>The Asia-Pacific world sub-strand topics are:</p> <ul style="list-style-type: none"> • Angkor/Khmer Empire (c.802–c.1431) • Japan under the Shoguns (c.794–1867) • Polynesian expansion across the Pacific (c.700–1756). <p>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:</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? • 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? 	<p>In Year 8, the History program will be delivered in Semester 2 and has been written for a 40-hour time allocation.</p> <p>In Year 8, the focus of learning in History will be on:</p> <ul style="list-style-type: none"> • The Renaissance (c.1400–c.1600) • Japan under the Shoguns (c.794–1867). <p>In Year 7, the focus of learning in History was on history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago–c.650 (CE) and included:</p> <ul style="list-style-type: none"> • a study of the deep time history of Australia • a study of Ancient Egypt.

Unit 1 — A rendezvous with the Renaissance	Unit 2 — Shoguns, samurai and Shinto
Timing: Term 3 Duration: 10 weeks	Timing: Term 4 Duration: 10 weeks
<p>Inquiry questions:</p> <ul style="list-style-type: none"> • What sparked the growth and exchange of ideas and knowledge associated with the Renaissance? • In what areas were there important developments during the Renaissance? • Which individuals were most significant during the Renaissance period? • How do the developments of this historical period still influence us today? <p>The Renaissance period is often described as a 'rebirth' of knowledge and learning characterised by cultural, artistic, political and economic renewal in Europe during the 15th and 16th centuries. The developments and ideas it promulgated continue to shape the world in which we live.</p> <p>To contextualise their study of the Renaissance, students develop a broad understanding of key events and developments in the transformation of the ancient world to the early modern world. Through a case study of life in Renaissance Florence, students learn about the developments and conditions that allowed the growth and exchange of ideas and knowledge, including the role of wealthy merchants and the perspectives of the church, rulers and subject peoples. Students identify fields where there were important developments in Florence and in other parts of Europe, such as medicine, science, philosophy, the arts, architecture and trade and commerce.</p> <p>Students consider the historical concept of significance and investigate one historical figure from the Renaissance period. Students use a historical inquiry process to conduct their investigation. During their investigation, students develop their digital literacies including locating, selecting and retrieving information from online museum or art gallery collections and creating timelines.</p> <p>To conclude the unit, the class collaboratively develops a decision-making matrix and critically analyses information to make judgments about the historical significance of the individuals they have investigated and ways the developments of the Renaissance still influence society today.</p>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> • How was society organised and governed under the Shoguns? • What significant cultural and religious factors influenced Japanese way of life? • What was the impact of US Commodore Perry's visit to Japan in 1853? <p>The Shogunate era marked a significant period in Japanese history, leaving lasting social, religious, economic and political impacts both within the country and beyond its borders. In this unit, students explore the rise of Shogun power, how they maintained order in society and how their rule influenced people's way of life.</p> <p>Through structured small group discussions that allow students to develop and practise their social, personal and intercultural skills, they explain continuities and changes (e.g. impact of Shogunate power in areas of trade, resource use and social classes) and examine the experiences and perspectives of rulers and subject peoples associated with the Tokugawa Shogunate. Students critically investigate the ways in which cultural and religious movements associated with the period (e.g. Shintoism) influenced significant groups through locating relevant primary and secondary sources for analysis. Students develop their skills of using historical sources including identifying the origin, content, context and purpose of primary and secondary sources and describing the accuracy and usefulness of primary and secondary sources as evidence.</p> <p>Using a case study of US Commodore Perry's visit to Japan, students consider the significance of Japan's closure to foreigners under the Tokugawa Shogunate and identify perspectives, attitudes and values in evidence to explain historical interpretations of the impact of Perry's 1853 visit. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>

	Unit 1 — A rendezvous with the Renaissance	Unit 2 —Shoguns, samurai and Shinto
	Assessment 1 — Investigation	Assessment 2 — Examination
Assessment	<p>Description: Students research an individual from the Renaissance and make an historical argument about the significance of this person. The student response is a multimodal presentation suitable for inclusion in a class conference about the Renaissance.</p> <p>Students follow a process of historical inquiry where they develop questions to guide their inquiry and locate and select primary and secondary sources to use as evidence in their response. Students use the information from their sources to explain developments connected to the individual to determine their significance.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> class time provided 2–3 minutes 	<p>Description: Students respond independently to a range of short response and extended response items that focus on Japan under the Shoguns. Students use seen and/or unseen stimulus including primary and secondary sources.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> supervised up to 70 minutes, plus 10 minutes planning 400–600 words, comprising <ul style="list-style-type: none"> short responses 50–100 words per item extended responses 200–300 words per item
Achievement standard	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
Moderation	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
Knowledge and understanding			Skills		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Questioning and researching develop historical questions about the past to inform historical inquiry AC9HH8S01	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe AC9HH8K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	locate and identify primary and secondary sources to use in historical inquiry AC9HH8S02	<input checked="" type="checkbox"/>	<input type="checkbox"/>
a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Using historical sources identify the origin, content, context and purpose of primary and secondary sources AC9HH8S03	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	identify and describe the accuracy and usefulness of primary and secondary sources as evidence AC9HH8S04	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Historical perspectives and interpretations describe causes and effects, and explain continuities and changes AC9HH8S05	<input checked="" type="checkbox"/>	<input type="checkbox"/>
interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe AC9HH8K06	<input checked="" type="checkbox"/>	<input type="checkbox"/>	identify perspectives, attitudes and values of the past in sources AC9HH8S06	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	explain historical interpretations about significant events, individuals and groups AC9HH8S07	<input type="checkbox"/>	<input checked="" type="checkbox"/>
a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08	<input type="checkbox"/>	<input type="checkbox"/>	Communicating create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>			
the role and achievements of a significant individual and/or group connected to the empire and/or expansion AC9HH8K10	<input type="checkbox"/>	<input type="checkbox"/>			
interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansion AC9HH8K11	<input type="checkbox"/>	<input type="checkbox"/>			
Asia-Pacific world the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
A significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

Content descriptions	Units		Content descriptions	Units	
the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
the role and achievements of a significant individual and/or group in the Asian-Pacific society AC9HH8K15	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society AC9HH8K16	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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