Year 8 plan — Australian Curriculum: History

Implementation year: 2013 School name: Exemplar

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| Identify Curriculum | Phase curriculum focus and Year level description | **Curriculum focus:** World and Australian history, the analysis and use of sources, and historical interpretation.  **Year 8 level description: The Ancient to the Modern World**  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.  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.  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:   * 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 | 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.  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. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, www.australiancurriculum.edu.au/History/Curriculum/F-10 | | | |
| Course outline (overview and depth studies) | 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: *The Western and Islamic World*, *The Asia-Pacific World* and *Expanding contacts*. The electives (Medieval Europe, Japan under the Shoguns and the Spanish Conquest of the Americas) have been chosen to provide students with a framework to understand the transition from the ancient world to the modern world.  The Medieval Europe and Japan under the Shoguns electives enable students to construct a rich understanding of civilisations during the medieval period, with a focus on how beliefs were eventually challenged and changed. Studying Japan under the Shoguns and the Spanish Conquest of the Americas offers students an opportunity to examine what happens when major civilisations around the world come into contact with each other. The Spanish Conquest of the Americas elective also provides students with a way to reach greater understandings about how the modern world has been shaped politically, economically, physically, socially and religiously.  The overview content is reflected in all three depth studies and addresses key features of the medieval world (including feudalism in Medieval Europe and Japan, voyages of discovery to the Americas and the characteristics of great civilisations such as Japan). A focus on the transformation of the Roman world is evident in the Medieval Europe elective, and understanding the spread of Christianity will be a central part of the Spanish Conquest of the Americas elective. | | | |
| Teaching and learning | Unit overview | Unit 1 | | Unit 2 | Unit 3 |
| **Depth study: *The Western and Islamic World***  **Elective: Medieval Europe (exemplar unit)**  In this depth study, students 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 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:   * revisit prior learning to explore legacies of the Roman world in Medieval Europe and sequence the rise and fall of great civilisations * sequence significant historical, cultural and political events and developments in Medieval Europe on an annotated timeline and in descriptions | | **Depth study: *The Asia-Pacific World***  **Elective: Japan under the Shoguns**  In this depth study, students examine how key features of shogunate Japan, including social and political structures, land use, trade and foreign contact, developed over a period of time. They explore differing explanations regarding the decline of the shogunate and the role of modern, Western influences.  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.  Students will:   * revisit prior learning regarding the characteristics of great civilisations and key features of the medieval world, including feudal structures, change and continuity in geopolitical boundaries, trade and trading routes, and the nature of contact between cultures | **Depth study: *Expanding contacts***  **Elective: Spanish Conquest of the Americas**  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.  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:   * examine the spread of Christianity over time and across continents * 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 |
| **Teaching and learning** |  | * 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 * identify and locate relevant sources, using ICT and other methods, to explore social, cultural, economic and political features of life in Medieval Europe * identify the origin and purpose of primary and secondary sources to investigate the changing relations between the Islamic world and the West, with a focus on the Crusades * locate, compare, select and use information from a range of sources as evidence * 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 Charlemagne, with a focus on using sources to explore differing viewpoints on the individual and his or her actions * identify key features of the civilisation at the time, including feudal structures, change and continuity in geopolitical boundaries, trade and trading routes, the nature of contact between cultures, and the spread of Christianity * 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. | | * sequence significant cultural and political events and developments in shogunate Japan, including the role of the Tokugawa in reimposing a feudal system * use historical terms and concepts such as “Shogun”, “shogunate”, “feudalism”, “daimyo”, “samurai”, “bushido”, “isolation policy”, “forestry”, “deforestation”, “modernisation”, “westernisation”, “famine”, “imperial rule”, “overthrow”, and “rebellion” * identify the origin and purpose of primary and secondary sources related to shogunate Japan and identify and describe points of view, attitudes and values in these sources * locate, compare, select and use information from a range of sources as evidence to explore social, cultural, economic and political features of life in shogunate Japan and the Tokugawa Shogunate, and draw conclusions about the usefulness of the sources * investigate theories about the decline of the shogunate, including modernisation and westernisation through the adoption of Western arms and technology * develop texts, including explanations and descriptions of the development and effects of foreign trade and environmental and land use policies, using evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies. | * use historical terms and concepts such as “Aztecs”, “Incans”, “pre-Columbian”, “worship”, “polytheism”, “sacrifice”, “conquistadors”, “conquest”, “indigenous”, “colonisation” and “slavery” * identify a range of questions about the Spanish conquest of the Americas to inform a historical inquiry * identify and locate relevant sources, using ICT and other methods, to explore the nature of interaction between the Spanish and the indigenous populations (with a focus on either the Aztecs OR Incas) from both perspectives, including the impact of the conquest on them and the wider world * identify the origin and purpose of primary and secondary sources related to the Spanish conquest of the Americas and identify and describe points of view, attitudes and values in these sources * locate, compare, select and use information from a range of sources as evidence, and draw conclusions about the usefulness of the sources in relation to pre-Columbian life in the Americas, including social organisation, city life and beliefs and the longer term effects of colonisation, including slavery, population changes and lack of control over resources * develop texts that use evidence from a range of sources that are acknowledged and a range of communication forms and digital technologies. |
| Aboriginal and Torres Strait Islander perspectives | 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:   * 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.   The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. For Aboriginal and Torres 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. | | | |
| General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_social Description: Description: Description: gc_ethicalDescription: Description: gc_intercultural  Description: Description: cc_asiaDescription: Description: cc_sust | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_ictDescription: Description: gc_critical Description: Description: Description: gc_ethicalDescription: Description: gc_intercultural  Description: Description: cc_asiaDescription: cc_sust | | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_ethicalDescription: Description: gc_intercultural  Description: Description: cc_asiaDescription: cc_sust |
| Key to general capabilities and cross-curriculum priorities | Description: Description: Description: gc_literacy Literacy  Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: gc_ict ICT capability  Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: gc_ethical Ethical behaviour Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: cc_sust Sustainability | | | |

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| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://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 |
| Assessment | Assessment | Assessment |
| Research: Assignment (Written or multimodal)  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 from a medieval individual’s point of view in response to an event or phenomenon such as:   * the medieval way of life * role and relationships of the individual in a feudal society * influence and dominance of the Catholic Church. | Supervised assessment: Extended 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 Japan under the shoguns, including sources about:   * the traditional feudal system and that of the Tokugawa Shogunate * the development and effects of foreign trade * environmental and land use policies in Japan * theories about the decline of the shogunate.   Students write an extended response to historical sources that puts forward a point of view supported by the interpretation, analysis and evaluation of evidence. The historical sources will be mainly seen. | Supervised assessment: 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 Spanish conquest of the Americas, including the:   * nature of life before Spanish arrival * arrival of the Spanish and extent of their invasion * nature of interactions between the Spanish and either the Aztecs OR Incas   The student responses required will vary in length and require the interpretation, analysis and evaluation of historical sources (seen and unseen). |
| Make judgments and use feedback | | Moderation | Teachers develop tasks and plan units.  Teachers 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. |

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

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| **Historical Knowledge and Understanding** | | | | | | | |  | **Historical Skills** |  |  |  |
| **Historical Knowledge** | **1** | **2** | **3** | **Historical Understandings[[1]](#footnote-1)**  The key concepts of historical understanding are: | **1** | **2** | **3** |  | **Historical Skills** | **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. | ✓ | ✓ | ✓ |  | **Chronology, terms and concepts** | | | |
| 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: |  |  |  | Sequence historical events, developments and periods [(ACHHS148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS148) | ✓ |  | ✓ |
| Use historical terms and concepts [(ACHHS149)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS149) | ✓ | ✓ | ✓ |
| * the transformation of the Roman world and the spread of Christianity and Islam | ✓ |  | ✓ | **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. | ✓ | ✓ | ✓ |  | **Historical questions and research** | | | |
| Identify a range of questions about the past to inform a historical inquiry [(ACHHS150)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS150) | ✓ |  | ✓ |
| * key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) | ✓ | ✓ | ✓ |
| Identify and locate relevant sources, using ICT and other methods [(ACHHS151)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS151) | ✓ |  | ✓ |
| * 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). |  |  | ✓ | **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. | ✓ | ✓ | ✓ |  | **Analysis and use of sources** | | | |
| Identify the origin and purpose of primary and secondary sources [(ACHHS152)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS152) | ✓ | ✓ | ✓ |
| **The Western and Islamic World: Medieval Europe** | | | | **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. | ✓ | ✓ | ✓ |  | Locate, compare, select and use information from a range of sources as evidence [(ACHHS153)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS153) | ✓ | ✓ | ✓ |
| The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society [(ACDSEH008)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH008) | ✓ |  |  |
| Draw conclusions about the usefulness of sources [(ACHHS154)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS154) |  | ✓ | ✓ |
| Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music [(ACDSEH050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH050) | ✓ |  |  | **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. | ✓ |  | ✓ |  | **Perspectives and interpretations** | | | |
| Identify and describe points of view, attitudes and values in primary and secondary sources [(ACHHS155)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS155) | ✓ | ✓ | ✓ |
| **Explanation and communication** | | | |
| Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce [(ACDSEH051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH051) | ✓ |  |  | **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. | ✓ | ✓ | ✓ |  | Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged [(ACHHS156)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS156) | ✓ | ✓ | ✓ |
| Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS157)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS157) | ✓ | ✓ | ✓ |
| The dominance of the Catholic Church and the role of significant individuals such as Charlemagne [(ACDSEH052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH052) | ✓ |  |  | **Contestability**  Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives. | ✓ | ✓ | ✓ |  |  |  |  |  |
| **The Asia-Pacific World: Japan under the Shoguns’** | | | |  |  |  |  |  |  |  |  |  |
| The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. [(ACDSEH063)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH063) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate [(ACDSEH064)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH064) |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology [(ACDSEH065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH065) |  | ✓ |  |
| **Expanding contacts: The Spanish Conquest of the Americas** | | | |
| Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016) |  |  | ✓ |
| When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered [(ACDSEH073)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH073) |  |  | ✓ |
| The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas [(ACDSEH074)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH074) |  |  | ✓ |
| The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe [(ACDSEH075)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH075) |  |  | ✓ |
| The longer-term effects of colonisation, including slavery, population changes and lack of control over resources [(ACDSEH076)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH076) |  |  | ✓ |

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

1. 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. [↑](#footnote-ref-1)