



Year 8 HISTORY

Semester Subject Overview:

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.

Key Inquiry Questions

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?

Assessment Type	%	Topic	Content/Potential Tasks
Folio, Project and Assignment Based	20%	Overview (500-1750)	<ul style="list-style-type: none"> • Students will study post Roman Empire Societies and how they changed. • Students choose a major conflict and assess its causes and effects • Students choose a major religion and assess its impact on European society • Students explore the major contacts and impacts of those contacts between civilisations (The Islamic World and Christian Europe) • Students will assess the mathematical and scientific contributions of the Islamic World on Europe between 800-1300CE • Students will study the major values and beliefs systems of medieval Europe • Students will establish links between people, values and ideas of medieval Europe and those of today's world. <p>Students will cover these important aspects in a number of ways; essays, research tasks, multimedia presentations, scripts and plays, sources analysis.</p>
	40%	The Black Death (1347-1450)	<ul style="list-style-type: none"> • Students will examine the origins, causes, symptoms and spread of The Black Death • Students will explore and understand living conditions and medical knowledge in 14th Century Europe • Students, through the study of modern diseases and plagues (e.g. ebola, cholera, SARS) will gain an understanding of the similarities and differences to the Black Death. Link to today. • Students will examine the responses of different groups in society and the long and short term effects of The Black Death • Students will study the major social reactions to the Black Death (The Flagellant Movement, Persecution of the Jews, Peasant Rebellions, Black Death Artwork) <p>Students will cover these important elements of the Black Death through the creation of a variety of assessment items; essay, newspaper article, tables, pamphlet, comic strip and interview. They will also complete a major project where they will choose to perform a role play, film and interview or shoot a mini documentary. At the end of the topic, students will display and showcase their work in the form of an Expo.</p>
	40%	Shogunate Japan (1603-1868)	<ul style="list-style-type: none"> • Students will examine 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) • Students will explore which significant people, groups and ideas from this period of Japanese history have influenced the world today. • Students will understand 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 and the isolation of Japan from the West. • Students will gain an understanding of how Shogunate Japanese society organised? • Students will explore how and why did Japanese society changed during and after the Shogunate period through exploring theories of the decline of the Shogunate and understand how Japan declined and rose to become of major economic power in a very short period of time (The Meiji Restoration). They will also analyse how this contributed to Japan's role in WW2 and what that meant for Australia. <p>Students will cover these important elements and aspects of Japanese History through the creation of essays, sources analysis, oral presentations, displays and projects exploring Japanese culture – Bonsai, Origami, Martial Arts, Tea Ceremony and Kabuki Theatre.</p>