

# Australian Curriculum: History — Year 8

CURRICULUM		13 Weeks
		Unit 1
<b>Unit name</b>	Medieval Europe & Age of Exploration	
<b>Unit description</b>	<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 AD (CE). 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. In this unit, students will:</p> <ul style="list-style-type: none"> <li>Identify important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change.</li> <li>Explore significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade. They will also investigate 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.</li> <li>Investigate when, how and why the Spanish arrived in the Americas; the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on the Aztecs; the immediate and long-term effects of the conquest on the Aztecs as well as on the wider world.</li> </ul>	

ASSESSMENT		13 Weeks
		Summative assessment task 1
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended Response
	<b>Type of text</b>	Historical research essay
	<b>Mode</b>	Written
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>3 weeks notification</li> <li>In class &amp; home time required</li> <li>Length 500-600 words</li> <li>All research, note-taking &amp; planning to be completed in research planner</li> <li>Teacher/student conferencing to monitor &amp; provide feedback</li> <li>Notes and/or essay may be typed or neatly hand-written</li> <li>Essay should refer to evidence from primary &amp; secondary sources</li> </ul>
<b>Aspects of the achievement standard</b>		
recognise and explain patterns of change and continuity over time		
explain the causes and effects of events and developments		
identify the motives and actions of people at the time		
explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society		
describe different interpretations of the past		
sequence events and developments within a chronological framework with reference to periods of time		
when researching, students develop questions to frame a historical inquiry		
analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions		
identify and explain different points of view in sources		
When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion		
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		

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

