COURSE OUTLINE

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 history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. The content provides opportunities to develop historical understandings within two depth studies. In 2016, we have chosen to focus on The Vikings and The Black Death. Key questions will include:

1. How did societies change from the end of the ancient period to the beginning of the modern age?
2. What key beliefs and values emerged and how did they influence societies?
3. What were the causes and effects of contact between societies in this period?
4. Which significant people, groups and ideas from this period have influenced the world today?

As part of the new Western Australian Curriculum there will also be a focus on ICT, the Asian Region, Indigenous Australians and Environmental Sustainability.

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 one 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 facts 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.
### Term 1 and 2  
**Vikings and The Black Death**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Historical Knowledge and Understandings</th>
<th>Historical Skills</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 1 - 3 | Overview of the period c.650 AD – 1750 AD.  
- Introduction to history. What skills does a historian need to possess?  
- Understand the 7 key concepts in history: perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.  
- Create a timeline, indicating where this period of history fits in the wider picture. Where/ when did civilisation rise and fall?  
- Recognising relations between the Islamic and Western Worlds were characterised by both peaceful coexistence (trade) and conflict during this period (The Crusades)  
- What key beliefs and values emerged and how did they influence society?  
- Discuss the impact the collapse of the Roman empire had on Britain. Study *Beowulf* and archaeology.  
- Examine key features of the medieval world, including feudalism, trade routes, voyages of discovery, contact and conflict. | Placing historical events in sequence in order to identify broader patterns of continuity and change  
Using historical terms and concepts  
Generating questions to inform a historical inquiry  
Using ICT to locate relevant sources | Historical Skills Test - timelines |
| 4 | Woolorama display preparation – predicting the future. What will life be like in 2106 CE?  
Students work collaboratively to construct a collage of what 2106 will look like. | | |
| 5 | Introduction to the Vikings.  
- Interpret timeline of important Viking dates  
- Where is Scandinavia? What is the landscape like? Map the countries that make up Scandinavia.  
- Viking beliefs and mythology  
- How do we know about the Vikings? | Placing historical events in sequence in order to identify broader patterns of continuity and change | |
| 6 | Social classes and roles in Viking Society  
- What was the way of life in Viking Society (social, cultural, economic and political features) and the roles and relationships of different groups in society? (for example, living in extreme cold, the importance of farming and raids, the Norse belief system)  
- Who were the Vikings?  
- Viking home life and work  
- Viking Laws and Economy  
- Brutal Barbarians…. Or not? | Identify and describe points of view, attitudes and values in primary and secondary sources. | Document Analysis Assessment – King Charlemagne |
| 7-8 | Viking raids  
Why did the Vikings begin raids?  
- Interactive game  
  www.bbc.co.uk/history/interactive/games/viking_quest/viking_quest  
- Viking skills and achievements. Create Viking long boats – how did they move?  
- The Berserkers – the Viking’s scariest barbarians.  
- Who were the important figures in Viking History? We will examine the lives of Eric the Red and Leif Ericson.  
- Revise skills on persuasive essay writing. | Using a range of communication forms  
Writing an explanation using sources that are acknowledged  
Using ICT to locate relevant sources | Vicious Vandals or Civilised Citizens? Create a persuasive essay |
| 9-10 | **Changes within the Viking homeland**  
- Christianity and the Vikings – an end to raiding and the beginning of settling down in other areas.  
- Examining the Viking Legacy | **Sequencing historical events, developments and periods.** | **End of Unit test** |
| 11-12 | **The Black Death in Asia, Europe and Africa**  
- How was society organised at the time of the Black Death?  
- Map the path and time frame of the black death  
- Growth of trade and cities  
- Living Conditions  
- Case study of London: a dirty old town | **Identify a range of questions about the past to inform a historical inquiry.** | **Document Skills test – interpreting statistics** |
| 13-14 | **What was the black death and how did it spread?**  
- Causes and symptoms of the black death  
- The spread of the black death  
- Medicine at the time of the black death. Role play medieval doctors. Construct a medieval text book on curing common ailments of the time.  
- What were the effects of the black death? Seeking a cause or cure  
- Study the paintings and images that came from this dark period.  
- The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease. | **Identifying the origin and purpose of primary and secondary sources**  
**Drawing conclusions about the usefulness of sources** | **Australian History Skills Test (conducted nation-wide)**  
**Document Analysis Test – The Black Death** |
| 15-16 | **The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.**  
- What were the consequences of population loss? Students to create a concept map.  
- Revision of key concepts, in order for the end-of-unit test. | | **End of Unit Test** |
| 17-20 | **Create an audio-visual presentation on one of the key inquiry questions studied this semester.**  
Students will be required to gather research, plan, create and deliver a presentation of a high standard. Inquiry questions will include:  
1. How did societies change from the end of the ancient period to the beginning of the modern age?  
2. What key beliefs and values emerged and how did they influence societies?  
3. What were the causes and effects of contact between societies in this period?  
4. Which significant people, groups and ideas from this period have influenced the world today? | **Identifying a range of questions about the past to inform a historical inquiry** | **Audio-Visual Presentation on one of the Key Inquiry Questions** |

All dates and assessments are subject to change