



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 8 Society and Environment Course Outline 2018

COURSE OUTLINE

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 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 2018, we have chosen to focus on *Medieval Europe 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?

In term 2, our students will continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The civics and citizenship content at this year level involves two strands: **Civics and citizenship knowledge and understanding**, and **Civics and Citizenship skills**. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. Key questions will include:

1. What are the freedoms and responsibilities of citizens in Australia's democracy?
2. How are laws made and applied in Australia?
3. What different perspectives are there about national identity?

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

Medieval Europe and The Black Death

Wk	Historical Knowledge and Understandings	Historical Skills	Assessments
1 - 2	<p>Overview of the period c.650 AD – 1750 AD.</p> <ul style="list-style-type: none"> - 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 <i>Beowulf</i> and archaeology. - Examine key features of the medieval world, including feudalism, trade routes, voyages of discovery, contact and conflict - What are primary and secondary sources? 	<p><i>Placing historical events in sequence in order to identify broader patterns of continuity and change</i></p> <p><i>Using historical terms and concepts</i></p> <p><i>Generating questions to inform a historical inquiry</i></p> <p><i>Using ICT to locate relevant sources</i></p>	<p>Historical Skills Test- timelines</p>
3	<p>Introduction to the Vikings.</p> <ul style="list-style-type: none"> - 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? <p>The role of significant individuals in the medieval period (e.g. Charlemagne)</p>	<p><i>Placing historical events in sequence in order to identify broader patterns of continuity and change</i></p>	<p>Document Analysis Assessment – King Charlemagne</p>
4-5	<p>Social classes and roles in Viking Society</p> <ul style="list-style-type: none"> - 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? <p>Viking raids Why did the Vikings begin raids?</p> <ul style="list-style-type: none"> - Interactive game www.bbc.co.uk/history/interactive/games/viking_quest/vikingquest - 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. <p>Changes within the Viking homeland</p> <ul style="list-style-type: none"> - Christianity and the Vikings – an end to raiding and the beginning of settling down in other areas. - Examining the Viking Legacy 	<p><i>Identify and describe points of view, attitudes and values in primary and secondary sources.</i></p> <p><i>Using a range of communication forms</i></p> <p><i>Writing an explanation using sources that are acknowledged</i></p> <p><i>Using ICT to locate relevant sources</i></p>	<p>Vicious Vandals or Civilised Citizens? Create a persuasive essay</p>
6/7	<p>The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society</p>	<p><i>Sequencing historical events, developments and</i></p>	<p>Research Task:</p>

		<i>periods.</i>	<i>Medieval Europe</i>
8	The Black Death in Asia, Europe and Africa <ul style="list-style-type: none"> - 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 	<i>Identify a range of questions about the past to inform a historical inquiry.</i>	
9	What was the black death and how did it spread? <ul style="list-style-type: none"> - 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. 	<i>Identifying the origin and purpose of primary and secondary sources</i> <i>Drawing conclusions about the usefulness of sources</i>	
10-week 1 of term 2	The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. - - <ul style="list-style-type: none"> - 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. 	<i>Translate information and/or data from one format to another (e.g. from a table to a graph)</i>	End of Unit Test

The study of History will take 11 weeks – thus the first week of term 2 will still be finishing up content on the Black Death

Term 2 Democracy and law in action

Term2

Wk	Civic and Citizenship Knowledge and Understanding	Skills	Assessments
2	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement. <ul style="list-style-type: none"> - Examine the United nations charter and view our rights. Where in our constitution does it grant us our rights? How is this different to the USA system of a 'bill of rights'? -Discuss the phrase 'The lucky country' and its application to Australia. - Create a time line outlining the passage of rights and freedoms in Australia. -Compare Australia's government with other countries around the world. 	<i>Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives</i>	
3	How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action. <ul style="list-style-type: none"> - Introduction to representative democracy in Australia. How has this changed since Ancient Greece and their views of democracy? - How can citizens have their say in Australia? - Do we have the right to protest? Look at what protests are happening around Western Australia. 	<i>Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopedia).</i>	Document study - referendums in Australia since 1901.

4	<p>How laws are made in Australia through parliaments (statutory law)</p> <ul style="list-style-type: none"> - Draw a flow-chart of the process from a draft bill to an act of parliament. - Examine case studies, including how the events at Port Arthur led to a ban on semi-automatic weapons. 	<p><i>Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</i></p>	<p>Australian History Test - 50 multiple choice questions.</p>
5-6	<p>How laws are made in Australia through the courts (common law)</p> <ul style="list-style-type: none"> - How has our heritage influenced our laws today? Colonial laws and the English influence. - How does precedent work? - Revise the hierarchy of the Australian courts. <p>Students will have time to research one Australian law and discuss how it came about. Examples include recent laws on immigration, mandatory vaccinations and driving restrictions. Students will present their findings in an in-class writing assessment.</p>	<p><i>Construct a range of questions, propositions and/or hypotheses.</i></p> <p><i>Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question.</i></p> <p><i>Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</i></p>	<p>Research assignment - Choose one Australian law and discuss how it came about.</p>
7-8	<p>The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law.</p> <ul style="list-style-type: none"> - Revise criminal and civil law. Examine recent cases and the roles of the juror, witnesses and the legal practitioners. - Complete a diagram of the WA supreme court. - Discuss punishments and develop opinions on sentencing and the right to appeals. 	<p><i>Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</i></p>	<p>End of unit test</p>
9-10	<p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian</p> <ul style="list-style-type: none"> - what does it mean to be an Australian? - Re-visit the phrase 'The Lucky Country'. Does it have a different meaning now? 	<p><i>Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</i></p>	

Some dates and assessments may be subject to change at the discretion of the teacher