



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2, 2025 OUTLINE

Year 8 Humanities and Social Sciences

INTRODUCTION

There are two units of study in the Year 8 curriculum for History and Economics and Business: ***The Ancient to the Modern World*** and ***Participation and influences in the marketplace***.

In **History**, students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Key Inquiry questions in History 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?
- 5.

In **Economics and Business**, the concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

Key inquiry questions in Economics and Business include:

1. Why is there a relationship between consumers and producers in the market?
2. Why do consumers and businesses have both rights and responsibilities?
3. What may affect the ways people work now and in the future?

COURSE OUTCOMES

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

TASKS AND ASSESSMENT

Students will generally undertake work in blocks of 5 weeks. During this time, they will be expected to complete all required class work and homework, and this will then be assessed in an end of unit test. Students may also be asked to complete quizzes, assignments and/or investigations to help develop their understanding of the concepts covered. *While the key content will be taught at school, it is essential that students revise at home on a regular basis to help practice new skills and solidify their understanding.* All work samples, both formal and informal, will then be used to determine the ability and grade of each student

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1 – 6	<i>The History Toolkit</i> 7 key concepts of History: Perspectives, Continuity and Change, Cause and Effect, Significance, Evidence, Empathy and Contestability. - Timelines: interpreting and creating timelines. Examining the key features of the Middle Ages. <i>The Ancient to the Modern World</i> - The birth of the modern world - The where and when of the modern world - Key features of the medieval world <i>Medieval Europe</i> - Feudalism in Medieval Europe - The Feudal Manor - Social groups in medieval society - Daily life in medieval Europe - Tournaments and Fairs - Living Conditions in Europe - The medieval castle and defence systems - New empires, kingdoms and rulers – focus on Charlemagne - The spread of Christianity and the Crusades - Crime and Punishment	Practical Assessments: Timelines Document Study- Feudalism and the Middle Ages. Research Task- Crime and Punishment or Medieval Warfare.
		<i>The Black Death in Asia, Europe and Africa</i> - How was society organised at the time of the Black Death? - What were the causes of the Black Death and how did it spread? - What were the side effects of the black death? <i>Rottneest Camp (Week 9)</i>	End-of-unit test Mind Map- The Black Death
	7 – 10		

Term 4	1 – 6	<i>The Economics toolkit</i> ▪ <i>The 6 Key concepts for Economics: scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards.</i> ▪ <i>Skills: constructing a supply and demand graph, interpreting economic data from a bar graph.</i> <i>The Australian Marketplace</i> ▪ <i>Definitions of Consumer and Capital goods, services, the economy and economics. What is the Economic Problem?</i> ▪ <i>What is the relationship between producers and consumers in the marketplace?</i> ▪ <i>What are the factors of Production?</i> ▪ <i>Why and what to produce? ▪ Supply and Demand</i> ▪ <i>Government in the Market</i> ▪ <i>Begin work on a report outlining the factors of production involved in creating a new product and how it will be marketed Take part in a 'product testing' exercise.</i> <i>What influences work in the marketplace?</i> ▪ <i>Influences on the way people work</i> ▪ <i>The future of work</i> ▪ <i>Australian workers, and workers of the world</i>	Practical skills: Create a supply and demand chart and interpret the data Assessment : Factors of Production involved in developing a new product
	7 – 10	<i>Consumers and Businesses</i> ▪ <i>What does it mean to be a responsible business?</i> ▪ <i>Types of business</i> ▪ <i>Business opportunities and influences</i> ▪ <i>Responsible businesses</i> ▪ <i>Consumer rights and responsibilities</i> ▪ <i>Identifying trends in economic data</i> ▪ <i>Socially responsible business: The Body Shop</i>	Practical Skills: Interpreting Economic data in graphs. End-of-unit test

Timeline and assessment items may be subject to change.