



Highfields State
Secondary College

Semester 1 Course Overview

Faculty: Humanities

Subject: History

Year level: 8

Course Outline

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?

Semester 1

Unit: Vikings

In this unit students learn that the Vikings are portrayed in popular culture as bloodthirsty pirates who wanted nothing more than to plunder and die in glorious battle. However, the Vikings were also skilled navigators, traders and farmers. They established trade routes, built advanced weapons and seafaring boats and created settlements as far away as Canada. The Viking Age spanned just less than three hundred years. The Age was dominated by raids and voyages of expansion caused by social, political and environmental factors. The unit begins with an overview of the transition from ancient to medieval times. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Assessment – Research Task

Students will research a significant person during the Viking invasion of Lindisfarne (England), and create a fact page or poster, showcasing the significant person's experiences, values and beliefs. This will be completed in conjunction with a research booklet

Unit: Medieval Europe

In this unit students will investigate the social, cultural, economic and political features of Medieval Europe. Students will examine the transformation of the Roman world and the key features of the medieval world, such as feudalism. Further to this they will focus on crime and punishment and the dominance of the Catholic Church and the relationship between Islam and the West through the Crusades. Students will examine the patterns of continuity and change in the criminal system and how groups influenced beliefs and values of the society. The content provides students with opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Assessment – Examination

Students will complete a knowledge and understanding exam in which they will demonstrate their knowledge, understanding of changes and continuities in the medieval justice system and medieval society.