Year 8 Humanities
Curriculum and assessment (year level) plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
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 CE). This was when major societies 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. An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period. **The Year 8 History curriculum involves the study of 2 topics.** **Medieval Europe and the early modern world** — focuses on the historical significance of the period by exploring the causes and effects of events, developments, turning points and challenges in Medieval Europe. Social, religious, cultural, economic, environmental and political aspects related to Medieval Europe are considered when observing changes and continuities from this historical period. The role of significant individuals, groups and institutions connected to Medieval Europe are explored to identify their influence on historical events. **Asia-Pacific World – Japan under the Shoguns** — focuses on the historical significance of the period by exploring the causes and effects of events, developments, turning points and challenges in Shogunate Japan. Social, religious, cultural, economic, environmental and political aspects related to Shogunate Japan are considered when observing changes and continuities from this historical period, and when examining the role of significant individuals connected to this time period. **Inquiry Questions (that should be used or adapted to suit the unit):** • 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 perspectives of people from the time? • Which significant groups, people and ideas from this period have influenced and shaped the world today? • • How and why have historians interpreted this period differently?	In Year 8, the Geography and History programs will be delivered across Semester 1 and 2. In Year 7, students have investigated: • A study of the deep time history of Australia • the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes (Water in the world) • A study of Ancient Rome the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives (Place and liveability).

Unit 1 — The Middle Ages	Unit 2 — Shogunate Japan
Duration: Semester 1, Term 1	Duration: Semester 2, Term 3
The transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval Europe. Examine a significant event, in this case, the Black Death, as a turning point that contributed to continuity and change in Medieval Europe. Students will make interpretations about an event, and movements related to the Black Death in Medieval Europe.	The significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society of Shogunate Japan. The experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Shogunate Japanese society. The assessment focuses on the role and achievements of a significant individual and/or group in Shogunate Japan.

Unit 1			Unit 2	
Assessment — The Black Death Ext. Response		**Timing**	**Assessment — Shogun Research Essay**	**Timing**
Assessment	**Description:** Students investigate the Black Death and examine sources to understand and explain how the Black Death affected the social, economic, and political circumstances of Europe. **Technique:** Short response **Mode:** Written **Conditions:** Completed in class, supervised	Due Week 9	**Description:** Students research an individual from Shogunate Japan and make an historical argument about the significance of this person. Students follow a process of historical inquiry and locate and select primary and secondary source to use as evidence in their response. Students use the information from their sources to explain developments connected to the individual to determine their significance. **Technique:** Extended response **Mode:** Written **Conditions:** In class and at home time	Due Week 9
Achievement standard	By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They ==explain the causes and effects of events, developments, turning points or challenges in Medieval==, Renaissance or pre-modern ==Europe,== or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They ==describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period==. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events. Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They ==explain historical interpretations about significant events and people==. Students ==use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.==		By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students ==describe the role of significant individuals,== groups and institutions connected to the societies of these periods and their influences on historical events. Students ==develop questions about the past to inform historical inquiry.== They ==locate and identify a range of primary and secondary sources as evidence in historical inquiry==. They ==describe the origin, content and context of sources, and explain the purpose of primary and secondary sources==. Students compare sources to ==explain the accuracy, usefulness and reliability of sources as evidence==. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students ==use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments==.	
Mode ration	Moderation occurs in faculty meetings in Week 10 of term.		Moderation occurs in faculty meetings in Week 10 of term.	

Content descriptions			Content descriptions	Units	
Knowledge and understanding	1	2	Skills	1	2
Medieval Europe and the early modern world the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe AC9HH8K01	☑	☐	**Questioning and researching** develop historical questions about the past to inform historical inquiry AC9HH8S01	☑	☑
the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe AC9HH8K02	☑	☐	locate and identify primary and secondary sources to use in historical inquiry AC9HH8S02	☑	☑
a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03	☑	☐	**Using historical sources** identify the origin, content, context and purpose of primary and secondary sources AC9HH8S03	☑	☑
the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe AC9HH8K04	☑	☐	identify and describe the accuracy and usefulness of primary and secondary sources as evidence AC9HH8S04	☐	☐
the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05	☑	☐	**Historical perspectives and interpretations** describe causes and effects, and explain continuities and changes AC9HH8S05	☑	☑
interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe AC9HH8K06	☑	☐	identify perspectives, attitudes and values of the past in sources AC9HH8S06	☑	☑
interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansion AC9HH8K11	☑	☐			
Asia-Pacific world the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12	☐	☑			
a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13	☐	☑			
the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14	☐	☑			
the role and achievements of a significant individual and/or group in the Asian-Pacific society AC9HH8K15	☐	☑			
interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society AC9HH8K16	☐	☑			

General capabilities	1	2
Critical and creative thinking	☐	☑
Digital literacy	☐	☑
Ethical understanding	☐	☐
Intercultural understanding	☑	☑
Literacy	☑	☑
Numeracy	☐	☑
Personal and social capability	☑	☑

Cross-curriculum priorities	1	2
Aboriginal and Torres Strait Islander histories and cultures	☐	☐
Asia and Australia's engagement with Asia	☐	☑
Sustainability	☐	☐

Year 8 Humanities
Curriculum and assessment plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
The Year 8 Geography curriculum involves the study of 2 topics. **Landforms and landscapes** — focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed. It is suggested that the study of this topic draws on studies from Australia and countries in Asia. **Changing nations** — focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed. It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia. **Inquiry Questions:** • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments, and how can these changes be managed? Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments, and how can these changes be managed?	In Year 8, the Geography and History programs will be delivered across Semester 1 and 2. In Year 7, students have investigated: • A study of the deep time history of Australia • the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes (Water in the world) • A study of Ancient Rome • the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives (Place and liveability).

Unit 1 — Landscapes and Landforms	Unit 2 — Changing Nations
Duration: Semester 1, Term 2	Duration: Semester 2, Term 4
The students study geomorphological processes that produce different landscapes and significant landforms as well as the location and distribution of Australia's distinctive landscapes and significant landforms. The spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians is also examined as part of this study. The interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes with reference to the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses is the focus os the assessment.	The causes of urbanisation and its impacts on places and environments, and its implications. The differences in the distribution of urban settlements and urban concentration in Australia.The strategies to manage the sustainability of Australia's changing urban places is the focus of the assessment.

Unit 1			Unit 2	
Assessment — Examination	**Timing**		**Assessment — Suburb Development Assignment**	**Timing**
Description: Students respond independently to short response questions on landscapes and landforms. Stimulus will be provided in the exam. **Technique:** Examination **Mode :**Written **Conditions:** • 3 parts (70 minutes each) • supervised	Due Week 9		**Description:** Students design an upcoming suburb in Brisbane considering the complexities of urbanisation, the needs of the demographic of people, and considering how to balance environmental, social, and economic needs. **Technique:** Extended response and map **Mode:** Written **Conditions:** In class and at home time	Due Week 9
By the end of Year 8, students ==explain how the interactions of people and environmental processes impact on the characteristics of places.== They explain how the characteristics of places are perceived and valued differently by people. They ==describe the effects of human activity or hazards on environments.== They ==explain the features of a distribution and identify implications==. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors. Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students ==use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.==			By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students ==explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.== Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They ==interpret and analyse data and information to explain patterns and trends and infer relationships.== They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They ==decide on appropriate strategies for action and explain potential impacts==. Students ==use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.==	
Moderation occurs in week 10 of the term during a faculty meeting.			Moderation occurs in week 10 of the term during a faculty meeting.	

Row labels (left column): Assessment / Achievement standard / Moderation

Content descriptions			Content descriptions		Units	
Knowledge and understanding	**1**	**2**	**Skills**		**1**	**2**
Landscapes and landforms geomorphological processes that produce different landscapes and significant landforms AC9HG8K01	☑	☐	**Questioning and researching using geographical methods** develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG8S01		☑	☑
the location and distribution of Australia's distinctive landscapes and significant landforms AC9HG8K02	☑	☐	collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG8S02		☐	☑
the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians AC9HG8K03	☑	☐	**Interpreting and analysing geographical data and information** interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships AC9HG8S03		☐	☑
the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes AC9HG8K04	☑	☐	**Concluding and decision-making** draw conclusions based on the analysis of the data and information AC9HG8S04		☑	☑
the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses AC9HG8K05	☑	☐	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG8S05		☐	☑
Changing nations causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications AC9HG8K06	☐	☑	**Communicating** create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources AC9HG8S06		☑	☑
differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications AC9HG8K07	☐	☐				
reasons for, and effects of, internal migration and international migration in Australia, China or other countries AC9HG8K08	☐	☑				
strategies to manage the sustainability of Australia's changing urban places AC9HG8K09	☐	☑				

General capabilities	1	2
Critical and creative thinking	☑	☑
Digital literacy	☐	☐
Ethical understanding	☐	☐
Intercultural understanding	☑	☑
Literacy	☑	☑
Numeracy	☐	☐
Personal and social capability	☑	☑

Cross-curriculum priorities		Units 1	2
Aboriginal and Torres Strait Islander histories and cultures		☑	☐
Asia and Australia's engagement with Asia		☑	☑
Sustainability		☑	☑