

Year 8 – Australian Curriculum: Humanities & Social Science (2019)

Identify curriculum	Achievement standard	<p>History - Year 8 Achievement Standard</p> <p>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.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a 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 fact 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.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10</i>, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.</p>							
		<p>Geography - Year 8 Achievement Standard</p> <p>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10</i>, <www.australiancurriculum.edu.au/Geography/Curriculum/F-10>.</p>							
Teaching and learning	Term overview	<p>Term 1</p> <p>1. Overview of the Medieval World</p> <p>2. Medieval Europe:</p> <ul style="list-style-type: none"> - The way of life in Medieval Europe - Significant developments and/or cultural achievements - Crime and punishment 	<p>Term 2</p> <p>2. Landforms and Landscapes:</p> <ul style="list-style-type: none"> - investigating geomorphology through a study of landscapes and their landforms <p>3. The Black Death:</p> <ul style="list-style-type: none"> - Living conditions and religious beliefs in the 14th century - Causes and symptoms of the Black Death - The immediate- and long-term effects of the Black Death 	<p>Term 3</p> <p>3. The Black Death (continued)</p> <p>4. Changing Nations:</p> <ul style="list-style-type: none"> - the changing human geography of countries, as revealed by shifts in population distribution 	<p>Term 4</p> <p>6. Shogunate Japan:</p> <ul style="list-style-type: none"> - The way of life in shogunate Japan (c.794 – 1867) - The role of the Tokugawa Shogunate in reimposing a feudal system - Theories about the decline of the Shogunate 				
	Cross curriculum priorities		  	   					
	General capabilities	      	      	      	      				
	Key to general capabilities and cross-curriculum priorities	<p>  Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability </p>							
Develop assessment	Assessment	<p>Term 1</p> <p>Week</p> <p>Assessment instrument</p>	<p>Term 2</p> <p>Week</p> <p>Assessment instrument</p>	<p>Term 3</p> <p>Week</p> <p>Assessment instrument</p>	<p>Term 4</p> <p>Week</p> <p>Assessment instrument</p>				
		10	Medieval Portfolio	6	Landscape Website	2	Black Death Essay	6	Oral Presentation
		Ongoing all year	Continuous collection of evidence of learning			8	Country Report		
Make judgments and use feedback	Moderation	<p>Term 1</p> <p>Teachers co-mark the Medieval Portfolio to ensure consistency of judgments.</p>	<p>Term 2</p> <p>Teachers moderate the landscape website to ensure consistency of judgments.</p>	<p>Term 3</p> <p>Teachers moderate samples of the Black Death essay to ensure consistency of judgments</p>	<p>Term 4</p> <p>Teachers review student oral presentations to ensure consistency of judgments.</p>				

