

















































## Year 8 – Australian Curriculum: Humanities & Social Science (2024)

Achievement standard	<b>History - Year 8 Achievement Standard v9.0</b> 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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10 v9.0</i> , < <a href="https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-8">https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-8</a> >.							
	<b>Geography - Year 8 Achievement Standard v9.0</b> 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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10v9.0</i> , < <a href="https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-8">https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-8</a> >.							
Term overview	Term 1		Term 2		Term 3		Term 4	
	1. Ancient to Modern past <ul style="list-style-type: none"><li>- Collapse of the Roman Empire leading to Medieval Europe</li></ul> 2. Medieval Europe: <ul style="list-style-type: none"><li>- Feudalism and Knights</li><li>- Castles and warfare</li><li>- Black Death - living conditions and consequences</li></ul>		3. Source Analysis skills  4. Shogunate Japan: <ul style="list-style-type: none"><li>- The way of life in shogunate Japan (c.794 – 1867)</li><li>- The role of the Tokugawa Shogunate in reimposing a feudal system</li><li>- Theories about the decline of the Shogunate</li></ul>		5. Landforms and Landscapes: <ul style="list-style-type: none"><li>- investigating geomorphology through a study of landscapes and their landforms</li><li>- Research and analyse the values and perceptions of landforms and landscapes.</li></ul> 6. Changing Nations: <ul style="list-style-type: none"><li>- the changing human geography of countries, as revealed by shifts in population distribution</li><li>- the creation of megacities and their impacts on humans and the environment.</li></ul>		6. Changing Nations (continued)  7. Introduction to Economics and Business	
Cross-curriculum priorities			  		   			
General capabilities	      		      		      		      	
Key to general capabilities and cross-curriculum priorities	 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							
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	3	Collapse of the Roman Empire	4	Source Analysis	5	Famous Landmarks Mapping	1	Megacity Report
	10	Medieval Portfolio	7	Significant Individual Profile	8	Uluru Impact Statement	6	Business Proposal
	Ongoing all semester	Continuous collection of evidence of learning			Ongoing all semester	Continuous collection of evidence of learning		
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers co-mark the Medieval Portfolio to ensure consistency of judgements.		Teachers moderate samples of the Black Death essay to ensure consistency of judgements		Teachers moderate the Creating Landforms Portfolio to ensure consistency of judgements.		Teachers moderate Megacity Report to ensure consistency of judgements.	