AUSTRALIAN CURRICULUM: HISTORY YR 8: The ancient to the modern world

Key inquiry questions:

* 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?

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period c.650 CE – 1750 (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) | | |
| Overview content includes:  The transformation of the Roman world and the spread of Christianity and Islam:   * Recognize how relations between Islamic & western worlds were characterized by both peaceful coexistence (trade) & conflict during this period (crusades) * Discussing Britain after Roman occupation; Anglo-Saxon kingdoms; Old English & foundations of modern English; Beowulf & archaeology; Anglo-Saxon institutions & the roots of medieval parliament   Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact & conflict):   * Identifying major civilisations of the period (listed in heading); where & when they existed; their extent eg. Vikings through Europe * Locate major trade routes (Columbian Exchange & others) on maps & identify nature of trade /contact (Eg. Silk Road – slaves, spices, silk, glassware, spread of knowledge & disease) * Describing beliefs about the world & voyages of discovery (European & Asian), the nature of the voyages & the redrawing of world map * Explaining significance of land ownership in the practice of feudalism & the nature of feudalism in Europe (eg. Knights) and Japan (Samurai)   The emergence of ideas about the world & the place of people in to by the end of the period (Renaissance, Scientific revolution & Enlightenment):   * Discussing the extent of knowledge about the world as indicated through changing world maps (eg Da Ming Hun Yi Tu world map 1389CE , and Nova Totius Terrarum Orbis, 1630) | | | Chronology, terms & concepts:   * Sequence historical events & periods – placing events is sequence order to identify broader patterns of continuity & change * Use historical terms & concepts – understanding different meanings of particular terms & concepts when viewed in their historical context – eg. feudalism in medieval Europe & Japan     Historical questions & research:   * Identify a range of questions about the past to inform historical inquiry – experimenting with different words / phrases/ historical concepts when drafting a question to develop a research focus * Identify & locate relevant sources, using ICT & other methods – compiling lists of different sources needed in an inquiry and their possible locations   Analysis & use of sources:   * Identify the origin and purpose of primary & secondary sources – explain how clues within a source can be used to identify where it originated or who made it * Locate, select & use information from a range of sources as evidence – create categories to organize resources; designing tables to list sources and their particular aspects * Draw conclusions about the usefulness of sources – recognize lack of evidence for some groups can provide insight into power structures of a society; distinguish between fact and opinion; use strategies to detect fact or opinion, or interpretation.   Perspectives & interpretations:   * Identify & describe points of view, attitudes & values in primary & secondary sources – describing the values& attitudes revealed, & use additional sources to show how they are broadly representative.   Explanation & communication:   * Develop historical texts, particularly descriptions & explanations that use evidence from a range of sources – using scaffolds illustrating the structural & language features of particular text types in order to create a text that communicates specific findings * Using a range of communication forms (oral, graphic, written) & digital technologies – creating an oral presentation, supported by audio-visual material to recount the life of a significant person in history and their contribution to the world |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: The Western & Islamic World (Choose ONE of either The Vikings; Medieval Europe, The Ottoman Empire OR Renaissance Italy for this study)  The Vikings (c.790-c. 1066):   * Viking society – (Lands in Scandinavia, climate, farming & raids, honour in Viking warriors) * Significant developments / achievements – weapons, shipbuilding, & extent of trade; Gods; adoption of Christianity; longboats & exploration including keel & sail design; evidence of Viking trade. * Viking conquests & relationships; Monks, English, Norman Invasion; remains of Viking settlements (Dublin, Ireland / Jorvik, York) * The role of a significant individual – Erik the Red, or Leif Ericson – account & evidence.   Medieval Europe (c.590 – C.1500):   * Life in Medieval society – feudalism, roles & responsibilities of king, nobles, church, knights & peasants * Significant developments / achievements – relationships between Islam & the West, Crusades; Castles; inventions in Islamic world – astrolabe, public hospitals & libraries; Monastic scribes – survival of ancient Greek & Roman texts; Gregorian chants. * Continuity & change in ONE of the following areas:   Either -Crime & punishment; military & defence systems; towns cities & commerce– trial by combat, being hung, drawn & quartered, ducking stool as punishment for women etc.  OR The dominance of the Catholic Church & the role of significant individuals such as Charlemayne – expansions of Frankish kingdom.  The Ottoman Empire (c.1299 – c. 1683):   * Way of life – role of coffee house, bazaar or marketplace; power & responsibility of the Sultan * Significant developments / achievements, power & influence such as fall of Constantinople; art & architecture – Selimiye Mosque, Islamic geometric design * Relationships, including religious tolerance – millet system, tolerance of Ottomans towards Christians & Jews * Significant individuals – eg. Selim I establishing empire & capturing Jerusalem, or Suleiman the Magnificent expanding the empire   Renaissance Italy (c.1400 – c.1600):   * Way of life – role of men, particular city states eg. Naples monarchy, Florence republic. * Significant developments / achievements that reflect the concentration of wealth 7 power – work of Leonardo Da Vinci, Michelangelo, thinking of Copernicus; learning in the period, humanism, astrology, alchemy, the influence of ancient Greece & Rome * Relationships between rulers & ruled in ONE city state eg Florence or Naples – influence of Medici family * Significant individuals – Lucrezia Borgia, Galileo, Leonardo Da Vinci, Niccolo Machiavelli * Spread of Renaissance culture across Europe, and its legacy – eg. Rise of literature through Shakespeare | Depth Study 2: The Asia – Pacific World (Choose ONE of either Angkor /Khmer Empire, Shogunate Japan, OR Polynesian expansion across the Pacific)  Angkor/Khmer Empire (c.802 – c.1327):   * Way of life – through stone carvings, writings of Chinese Ambassador Zhou Daguan of fishing, trade markets, temple construction * Reasons for Angkor’s rise to prominence – ‘god-king’ absolute authority. Mobilization of manpower to defend & invade * Cultural achievements – water management systems & temples of Angkor * Theories of decline of Angkor – overuse of resources, climate change, rise of Theravada Buddhism, arrival of Black Death   Shogunate Japan (c.794 – 1867):   * Way of life – feudal system under Shoguns * Role of Tokugawa Shogunate in establishing feudal system & increasing foreign trade – relationships between groups * Use of environmental resources – forestry & land use policies – demand & patterns for land use * Significance of modernization & westernisation in decline of shogunate – adoption of western arms & technology – rise of commercial class at expense of samurai, peasant uprisings; exposure to Western technologies & ideas, translation of books; Meiji Restoration   Polynesian expansion across the Pacific (c.700 – 1756):   * Theories about origin & spread of Polynesian settlers – locating on a map, considering how they traveled; east/west vs west/east theories, accidental vs intentional * Way of life in ONE Polynesian society – ariki in Maori & in Rapa Nui (Easter Island) – fishing, household & extended clans, exchange of goods, wives, labour, use of stone tools * Cultural achievements of ONE society – Ta moko in Maori, OR moai constructed on Easter Island (giant statues) * How they used environmental resources – extinction of moa in New Zealand, use of religious / supernatural threats to conserve resources, exploitation of palm trees on Easter Island | Depth Study 3: Expanding contacts (Choose ONE of either Mongol Expansion, The Black Death in Asia, Europe and Africa OR The Spanish Conquest of the Americas)  Mongol Expansion (c.1208 – c.1368):   * Nomadic lifestyle of Mongols & rise of Temujin (Genghis Khan) * Organization of Mongol army under Genghis Khan – decimal organization, his policies & laws * Mongol expansion as one of largest land empires in history – mapping, incorporation into Chinese life * Consequences of Mongol expansion – contributions to European knowledge & trade routes – paper money & coinage, European merchants   The Black Death in Asia, Europe & Africa (14th century plague):   * Living conditions & beliefs – London, lack of sanitation, overcrowding, medical knowledge based on Hippocrates theory; beliefs about power of God eg that diseases were a punishment * Expanding trade between Europe & Asia – including mapping origin & spread of the disease * Causes & symptoms of the disease & responses of different groups – flagellants & persecution of Jewish people * Effects of Black Death on Asian, European & African populations – conflicting theories about the impact – using church records to identify effect on populations & considering the reliability of these statistics * Other immediate & long-term effects – categorizing effects as short or long term & drawing conclusions about severity   The Spanish Conquest of the Americas (c.1492 – c.1572):   * Pre Columbian life in Amercas – Aztacs – nobility , slaves; beliefs – gods, human sacrifices; life in capital city of Tenochtitlan * When, how & why Spanish arrived in the Americas – where they went & geographical features – conquistadores, converting populations to Christianity * Interaction between Spanish & indigenous populations with particular focus on EITHER Aztecs OR Incas – Hernan Cortes & Aztecs or siege of Tenechtitlan * Impact of the conquest on the Aztecs OR Incas as well as wider world – spread of disease, introduction of crops, horses & gunpowder, increased wealth in Europe * Longer term effects of colonization – slavery, distribution of land & wealth, political inequality |

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.