# Year 8 History Course Outline

## Society and Environment

<table>
<thead>
<tr>
<th>Week</th>
<th>Key concepts/focus questions</th>
<th>Texts/References</th>
<th>Assessments/Tasks</th>
</tr>
</thead>
</table>
| 1    | Introduction to historical time periods  
   - Prehistory  
   - Ancient history  
   - Medieval history  
   - Modern history  
   Introduction to historical skills.  
   - Where is evidence found?  
   - Analysing evidence  
   - Using sources to form an opinion  
   - Ethical use of sources  

*These should be covered throughout the course* | Oxford Big Ideas 1  
Oxford History 1  
Pearson History 8 | Construct timeline showing all four historical periods.  
Diagnostic written task |
| 2/3 | Ancient societies  
|     | o Greece (Athens and Sparta)  
|     | o Rome (late republic to principate)  
|     | Focus here is on the “legacy” of these societies  
|     | For Greece  
|     | o The development of Athenian democracy and the “arts”  
|     | o How these have influenced “western” civilisation  
|     | For Rome  
|     | o The expansion of empire  
|     | o The influence of Rome on “western” civilisation the focus is the place of the Christian church  
|     | o And the collapse of the empire (this leads to the beginning of the “middle ages”)  
|     |  
| 4  | Overview of Medieval world  
|     | o Dark ages  
|     | o Middle Ages  
|     | o Renaissance  
|     | o Age of Enlightenment  
|     |  
| 5/10 | Depth Study 1 – Medieval Europe  
|     | o Medieval Society  
|     | o Influences on daily life in Medieval Europe  
|     |     - Location  
|     |     - Living standards  

**Assessment practice task**  
Document study: Democracy in Ancient Athens  

**Assessment Practice task**  
Historical Inquiry Task: Growth of the Christian church within the Roman Empire  

Assessment 1  
Paragraph written response  

Assessment task: Contributions of Rome or Greece to the modern world  

**Assessment 2**  
Common Assessment  
Document study assessment task.
<table>
<thead>
<tr>
<th>11/14</th>
<th>Depth Study 2 Choice of ONE of the following: The Black Death</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Origins and spread of the Plague</td>
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<td></td>
<td>o Life in 14th Century Europe</td>
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<td></td>
<td>o Contemporary views of the Plague</td>
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<tr>
<td></td>
<td>o Impact of the Plague on Medieval Europe</td>
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<td></td>
<td><a href="http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml">www.bbc.co.uk/history/british/middle_ages/black_01.shtml</a></td>
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<tr>
<td></td>
<td><a href="http://www.insecta-insecta.com/fleas/bdeath.html">www.insecta-insecta.com/fleas/bdeath.html</a></td>
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<td><a href="http://www.newworldencyclopaedia.org/entry/Black_Death">www.newworldencyclopaedia.org/entry/Black_Death</a></td>
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<td></td>
<td><a href="http://www.eyeewitnesshistory.com/flagellants.htm">www.eyeewitnesshistory.com/flagellants.htm</a></td>
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<tr>
<td></td>
<td>Assessment 3</td>
</tr>
<tr>
<td></td>
<td>Historical inquiry assessment task plus in-class, invigilated validation task (extended written response. The Black Death – causes and impacts</td>
</tr>
<tr>
<td>15/18</td>
<td>Depth Study 3 – Shogunate Japan</td>
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<tr>
<td></td>
<td>o Japanese Feudalism</td>
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<td></td>
<td>o Role of religion</td>
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<td><a href="http://ushistory.org/civ/10.asp">http://ushistory.org/civ/10.asp</a></td>
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<td><a href="http://www.us-japan/edumatsu/index.html">www.us-japan/edumatsu/index.html</a></td>
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<tr>
<td></td>
<td>Assessment 4</td>
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<tr>
<td></td>
<td>Extended written response (in class) assessment task</td>
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</tbody>
</table>
War and Unification
Tokugawa Shogunate

www.wsu.edu/~dee/TOKJAPAN/SHOGUN.HTM

Description of Japanese Feudal Society.

Revision and test of the entire course on Middle Ages in Europe

Assessment 5
Topic test
- Multiple choice
- Document study
- Extended written response

Assessment Structure and weightings:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Test</td>
<td>30 – 40%</td>
</tr>
<tr>
<td>Written Tasks</td>
<td>20 – 30%</td>
</tr>
<tr>
<td>Skills based activity</td>
<td>10 – 20%</td>
</tr>
<tr>
<td>Teacher Discretion</td>
<td>10 - 30%</td>
</tr>
</tbody>
</table>

References

References currently available in S & E store:


2. Jacaranda Humanities 2 : Chapt 1, Life in Medieval Europe, Chapt 2, Law, Order, Castles and Knights, Chapt 3, Feudal Japan, Chapt 4, Renaissance and reformation, Chapt 5, Exploring the New World

3. Exploring North-East Asia, Chapt 4 Investigating Feudal Japan
4. Heinemann Outcomes, Studies of Asia, Chapt 7, Japan
5. Understanding Asia Chapt 10, Japan
6. Heinemann, Society and Environment for WA, Chapt 6
7. Time and Tide, Chapt 3 The Changing World, Chapt 6 The Technological World

**Assessment Schedule**
The assessment schedule is indicative as there may be a need to change assessment dates as circumstances change.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Raw score</th>
<th>Weighting</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Written paragraph answer contributions of Rome or</td>
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<tr>
<td>Greece to Modern World</td>
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<tr>
<td>Assessment 2</td>
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<td>10%</td>
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<tr>
<td>Document study : Role of the Church in Medieval Europe</td>
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<tr>
<td>Assessment 3</td>
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<td>20%</td>
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<td>Historical Inquiry : The Black Death; causes and</td>
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<td>impacts</td>
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<tr>
<td>Assessment 4</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Extended written response : Shogunate Japan –</td>
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<tr>
<td>Description of society in Feudal Japan</td>
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<td>Assessment 5</td>
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<tr>
<td>Topic test</td>
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<tr>
<td>Part 1 : Multiple choice knowledge test</td>
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<td>20%</td>
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<tr>
<td>Part 2 : Document study</td>
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<tr>
<td>Part 3 : Extended written response</td>
<td>40</td>
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<tr>
<td>Teacher discretion</td>
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<td>20%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</tbody>
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**Assessment Types**

1. Document Studies

   ‘Documents’ can be:
   - Literary – these are written
   - Pictorial – drawings, paintings, illuminations from texts, photographs
   - Maps
   - Diagrams
   - Epigraphs – these are images of stone (or bronze) inscriptions or images
   - Numismatic – these are images of coins

All of these could be either:
• Primary (or contemporary) these are documents from the period of the history they depict.
• Secondary (or non-contemporary) – these are from a time later than the period of history they depict.

Assessments using these require you to:
• Describe the document – here you would use the “descriptions” above for each of the documents in the assessment task.
• Explain what the document(s) depict – here you would need to explain what aspects of the history the document(s) depict.
• Evaluate the “usefulness” of the document(s) – here you need to explain what we can and cannot learn about the period of history depicted in the document(s).

Typical questions for document studies are in three parts:
  a) asks for a description of the document(s) (20 marks)
  b) asks for an explanation of the period of history depicted in the document(s) (40 marks)
  c) asks for an evaluation of the usefulness of the document(s) (40 marks)

2. Extended Written Response

This type of assessment task requires you to “respond” to a question or statement about an aspect of the period of history you have studied.

There are two types of extended written response assessment tasks:
• A sectionalised task – this is where there is an (a), (b) and (c) section to the question. It is important to note that you must provide a separate answer to (a) and (b) and (c).
• The other type of extended written response assessment type is the essay. Here you are required to provide a structured, literary response to a question or statement. “Structured” means that you have an introduction, paragraphs that logically respond to the question and a conclusion. “Literary” means that you use all of the conventions of writing – spelling, grammar etc.

For this type of assessment you will be provided with the assessment question one week in advance. You will be able to use one page of handwritten notes for the assessment.
3. **Historical Inquiry and Validation Task**

A **historical inquiry has four sections:**

**Planning** – here you need to:
- Describe the aspect of the period of history that you will “research” in your inquiry
- Devise “focus” questions for your inquiry. These questions will form the basis of your research
- Identify possible sources of information for your inquiry

**Conducting** – here you need to
- Locate appropriate sources – these could be books, journals, internet web sites
- Locate the relevant information within these sources
- Make useful notes of the information found

**Organising** – here you need to
- Collect together information relevant to your focus questions from the sources you have used
- Make “generalisations” from the specific information from the sources
- Organise your information in a form that will be useful to answer the “validation” task

**Communicating** – here you need to
- Respond to a question or statement in an extended written form

**Validation**
- This part of the task requires you to provide an extended written response in class within a time limit (usually the class period). Here you will be able to use the organised notes from your inquiry.

4. **Topic Test/exam**

This test will be in class and may be extended over two class periods. There will be:
- Multiple choice questions – here you will need to choose from (a), (b), (c) or (d) the best answer to given questions
- A document study – here there will be three documents. The three questions that relate to these documents will be the standard questions you have responded to in class work and assessment task during the semester
- An extended written response – this could be either a sectionised question or an essay type