


Year Level Plan	Year 8	History	Social Sciences and Languages		
Term 3			Term 3/4		Term 4
Unit 1			Unit 2		Unit 3
<b>Unit 1: Japan under the Shoguns</b> Inquiry questions: <ul style="list-style-type: none"><li>What key beliefs and values emerged and how did they influence societies?</li><li>Which significant people, groups and ideas from this period have influenced the world today?</li></ul> In this unit, students explain: <ul style="list-style-type: none"><li>the physical features of Japan and the key periods of Japanese history.</li><li>the structure of Japanese society under the shoguns and how beliefs and values influenced society</li><li>how religious beliefs influenced Japanese values and cultural practices.</li><li>the physical features of Japan and the key periods of Japanese history.</li><li>the structure of Japanese society under the shoguns and how beliefs and values influenced society</li><li>how religious beliefs influenced Japanese values and cultural practices.</li><li>the reasons for the rise of the Tokugawa shoguns and their methods of control over Japanese society</li><li>the causes and consequences of the overuse of forestry resources in Shogunate Japan</li><li>the ways the Tokugawa shoguns solved the environmental problems</li><li>the reasons for the decline of the Tokugawa Shogunate</li></ul>			<b>Unit 2: The Spanish Conquest of the Americas</b> Inquiry questions: <ul style="list-style-type: none"><li>What were the causes and effects of contact between societies in this period?</li><li>Which significant people, groups and ideas from this period have influenced the world today?</li></ul> In this unit, students: <ul style="list-style-type: none"><li>Identify the location and characteristics of ancient Mesoamerican civilisations?</li><li>Describe the life and society of the Aztec and Inca peoples in the pre-Columbian period in the Americas</li><li>Explain the causes and effects of events and developments in the Age of Exploration</li><li>Explain when and why the Spanish explored the New World</li><li>Describe how the Spanish arrived in the Americas and the various conditions they encountered</li><li>Explain the nature of the interactions between the Spanish and indigenous peoples of the Americas</li><li>Explain the nature of the interaction between the Spanish and the Aztecs</li><li>Describe the impact the Spanish conquest had on Aztec society</li><li>Describe the long-term effects of the Spanish colonisation of the Americas</li><li>Explain the nature and the effects of the Columbian Exchange on the Old World and the New World</li><li>Identify the key historical knowledge, understandings and skills related to the study of the Spanish conquest of the Americas.</li></ul>		<b>Unit 3: Medieval Europe</b> Inquiry questions: <ul style="list-style-type: none"><li>What key beliefs and values emerged and how did they influence societies?</li><li>How did societies change from the end of the ancient period to the beginning of the modern age?</li></ul> In this unit, students explain: <ul style="list-style-type: none"><li>the factors that led to the transformation of the Roman world at the end of the ancient period</li><li>how aspects of society changed from the height of the Roman Empire to the High Middle Ages.</li><li>the roles and relationships of different groups in medieval society.</li><li>the economic and political significance of feudalism and manorialism in the lives of medieval people.</li><li>the key social and cultural features of life in medieval Europe.</li><li>continuities and changes in crime and punishment from ancient to medieval times</li><li>the patterns of continuity and change in the methods of judging crimes and imposing punishment in medieval times.</li><li>continuities and changes in crime and punishment from ancient to medieval times</li><li>the patterns of continuity and change in the methods of judging crimes and imposing punishment in medieval times.</li><li>the significance of the dominance of the Catholic Church in medieval society.</li><li>the approach of the medieval Catholic Church in its teachings and how it influenced the beliefs and values of people at the time.</li><li>the causes and context of the Crusades</li><li>the events of the Third Crusade, and how significant individuals were influenced by the beliefs and values of the time.</li><li>how the Crusades brought about change</li><li>key historical knowledge, understandings and skills associated with the study of medieval Europe</li></ul>
Assessment Tasks					
<b>Assessment Task 1</b> <i>Supervised Assessment: Extended Response to Historical Sources</i> The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.  Students consider a range of sources about Japan under the shoguns, including <ul style="list-style-type: none"><li>how Tokugawa shoguns controlled society</li><li>the role of the Samurai</li><li>beliefs and values in Shogunate Japan</li></ul> The student responses will require the interpretation, analysis and evaluation of historical sources (seen) and demonstrate understanding through three supervised 60-minute exam sessions culminating in a 400-500 word analytical essay.			<b>Assessment Task 2</b> <i>Supervised assessment: Responses to Historical Sources (Written)</i> The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.  Students consider a range of sources about the Spanish Conquest of the Americas, including the: <ul style="list-style-type: none"><li>nature of life before Spanish arrival</li><li>arrival of the Spanish and extent of their invasion</li><li>nature of interactions between the Spanish and either the Aztecs OR Incas</li></ul> The student responses demonstrate understanding in a 60 minute fully supervised test, under exam conditions and will require the interpretation, analysis and evaluation of historical sources		<b>Assessment Task 3</b> <i>Research: Written Assignment</i> The purpose of this assessment is to make judgments about students' abilities to research, collect, analyse and draw conclusions about historical sources.  Students research and communicate their understanding from a medieval individual's point of view in response to an event or phenomenon such as: <ul style="list-style-type: none"><li>the medieval way of life</li><li>role and relationships of the individual in a feudal society</li><li>influence and dominance of the Catholic Church</li></ul> Students develop a written research assignment of at least 400-600 words and a bibliography with a minimum of four reliable sources in Research booklet.