The Australian Curriculum: History aims to ensure that students develop:

**Aims**

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**Key Ideas**

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

**Who we are, who came before us, and traditions and values that have shaped societies**

Students explore their own identity, Australia’s heritage and cultural diversity, and Australia’s identity as a nation in the world. They examine the significance of traditions and shared values within society.

**How societies and economies operate and how they are changing over time**

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

**The ways people, places, ideas and events are perceived and connected**

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

**How people exercise their responsibilities, participate in society and make informed decisions**

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

**Year 8 Achievement Standard**

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.

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.

**Rationale**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society and in creating rewarding personal and collective futures.
Year 8 Content Descriptions

Overview of the ancient to modern world

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

The Ottoman Empire (c.1299 – c.1683)
The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture.

Relationships with subject peoples, including the policy of religious tolerance.

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire.

Renaissance Italy (c.1400 – c.1600)
The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning.

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples.

The role of significant individuals such as Lucrezia Borgia, Galeazzo, Leonardo da Vinci, Niccolo Machiavelli.

The spread of Renaissance culture to the rest of Europe, and its legacy.

The Vikings (c.790 – c.1066)
The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Significant developments and/or cultural achievements that led to the expansion of Viking expansion, including weapons and shipbuilding, and the extent of their trade.

Viking conquests and relationships with subject peoples, including the changing history, changes in the way of life of the English, and the Norman invasion.

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Lief Ericson.

Medieval Europe (c.590 – c.1500)
The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Significant developments and/or cultural achievements, such as the Crusades, architecture, medieval manuscripts and music.

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce.

Dominance of the Catholic Church and the role of significant individuals such as Charlemagne.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European socieites.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.

The Polynesian expansion across the Pacific (c.700 – 1758)

Theories about the origin and spread of Polynesian societies across the Pacific.

Theories about the role of the ariki or chief in Polynesian societies.

Theories about the development of Polynesian societies and their interaction with one another and with European societies.