The Year 8 curriculum provides study of history from the end of the [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) period to the beginning of the [modern](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Modern) period, c.650 AD ([CE](http://www.australiancurriculum.edu.au/Glossary?a=H&t=CE)) – 1750. This was when major civilisations around the...

Read full description

**YEAR 8 HISTORY; A WORLD IN CHANGE.**

**Learning Intention; 4 key inquiry questions**

1. **How did societies change in our timeframe?**
2. **What key beliefs and values emerged and how did they influence societies?**
3. **What were the causes and effects of contact between societies in this period?**
4. **Which significant people, groups and ideas from this period have influenced us today?**

**CHOOSE ONE OF THE FOLLOWING SOCIETIES AND CONDUCT A THOROUGH INVESTIGATION THAT YOU CAN PRESENT TO THE CLASS.**

1. **Byzantine Empire c 600-1453**
2. **Angkor and the Khmer Empire c 802-1431**
3. **Japan under the shoguns c 794-1867**
4. **Polynesian expansion across the Pacific c 700-1756**
5. **China: the Middle Kingdom c 581-1644**
6. **Incas c 600-1533**
7. **Chile - Spanish conquest and colonization c 1400-1810)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Success Criteria** | **Very High**  **9-10** | **High**  **7-8** | **Medium**  **4-6** | **Low**  **1-3** | **N/A**  **0** |
| **Develop key questions to frame your enquiry.** |  |  |  |  |  |
| **Recognize and explain patterns of change and continuity over time.** |  |  |  |  |  |
| **Explain the cause and effects of events and developments** |  |  |  |  |  |
| **Identify motives and actions of people at this time.** |  |  |  |  |  |
| **Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society** |  |  |  |  |  |
| **Describe different interpretations of the past.** |  |  |  |  |  |
| **Sequence events and developments within a chronological framework.** |  |  |  |  |  |
| **Use both primary and secondary sources as evidence to answer inquiry questions.** |  |  |  |  |  |
| **Explain different points of view that existed in the society.** |  |  |  |  |  |
| **Distinguish between fact and opinion in the sources you use.** |  |  |  |  |  |