1q

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Term 3 Unit Outline – History - 2024

**Year 8 HASS**

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| Year 8 Economics Term 2 | | | | |
| **Week 1** | | | | |
| Apply subject specific skills and concepts in familiar and new situations. (WAHASS74) | | | | |
| **Metacognitive focus:** KWL; Concept Map; Mnemonics | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | **SDD** | Introduction | What is History | Key Concepts |
| **Learning Intentions** | **Explore and Understand** the classroom and expectations for Semester 2 2024. | **Understand** the study of history and assessments for the term. | **Explore** the 8 key concepts of history and how they relate to everyday life and study. |
| **Success Criteria** | **Identify** three classroom expectations | **Define** The term History.  **Describe** why we study history. | **List** the 8 Key Concepts  **Define** each of the 8 key concepts. |
| **Resources**  ***Learning Area Drive*** | Ice Breakers  Classroom expectations | KWL – (Term)  Why Study History lesson pdf  What is history powerpoint and worksheet  Ancient and medieval history introduction | Key Concepts PowerPoint  Create a mnemonic for key concepts  Create a concept map of key concepts  History Skills workbook |
| **Textbook Pages (Jacaranda)** |  | 512-514 | 515-522 |

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| Medieval Europe | | | | | | | | | | |
| **Week 2** | | | | | | | | | | |
| Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009)  Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050) | | | | | | | | | | |
| **Metacognitive Focus: Concept Map, Origami Graphic Organiser** | | | | | | | | | | |
|  | **Lesson 1** | **Lesson 2** | | | **Lesson 3** | | **Lesson 4** | | | |
| **Topic** | Timelines and Chronology | Introduction to Medieval Times | | | 2 major religions of the time (Christianity and islam) | | Crusades | | | |
| **Learning Intentions** | **Explore** the concept of time and how we understand it in history. | **Explore** the medieval Europe time period and identifying characteristics. | | | **Understand** why religion was important to medieval Europe. | | **Understand** what the crusades are and why they occurred. | | | |
| **Success Criteria** | **Describe** the difference between BC and AD.  **List** events in chronological order.  **Create** a timeline of medieval events. | **Identify** when medieval times were said to have occurred.  **Outline** different time periods during medieval Europe.  **Describe** different components of medieval Europe. | | | **Identify** the two major religions from the medieval period.  **Compare and Contrast** the two main religions.  **Describe** the importance that religion had during medieval Europe. | | **Identify** who the crusades were between and how many happened.  **Describe** the purpose of the crusades. | | | |
| **Resources**  **In LA Drive** | Achieve medieval history worksheets – introducing medieval Europe and the middle ages.  Chronology PPT  Timelines PPT  History Skills workbook | Achieve medieval worksheets  Intro to middle ages brainpop  Intro to middle ages notes and questions  Intro to middle ages image analysis  Ewkbk  Ancient – Medieval Times | | | https://www.twinkl.com.au/resource/t3-h-82-the-first-crusade-lesson-pack  PPT Crusades and Carta  PPT Dark Ages Church  Medieval Catholic Church worksheets  <https://www.twinkl.com.au/resource/t3-h-141-christendom-and-the-crusades-holy-warfare-lesson-pack>  ewkbk | | What are the crusades PPT  Crusades interactive reading  First crusade DVD worksheet  Crusades Guided Reading notes  ENL History crusades reasons  Crusades Graphic Organiser  <https://notallthosewhowanderinhistory.wordpress.com/lesson-plans/middle-ages-unit/crusades-mystery-lesson-plan/>  Crusades lesson pack  Crusades worksheets  ewkbk | | | |
| **Textbook Pages** | 547-550  603-606  608  627-629 | 551-554 | | | 547-550  603-606  608  627-629 | |  | | | |
| **Week 3** | | | | | | | | | | | |
| Continuity and [change](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change) in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce ([ACDSEH051](http://www.scootle.edu.au/ec/search?accContentId=ACDSEH051))  The role of significant individuals in the medieval period (e.g. Charlemagne) (ACDSEH052)  Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009) | | | | | | | | | | | |
| **Metacognitive Focus: Collaboration and Group Work (Crime and punishment or Feudal System (ie. Expert groups)** | | | | | | | | | | | |
|  | **Lesson 1** | | **Lesson 2** | | | **Lesson 3** | | | **Lesson 4** | | |
| **Topic:** | Vikings – trade and exploration | | Crime and punishment | | | Feudalism | | | Catch up Lesson | | |
| **Learning Intentions** | **Understand** the Vikings era and its important in medieval European history. | | **Explore** the types of crimes committed during medieval Europe and the types of trials that people would face as punishment. | | | **Understand and Explore** the concept of feudalism and the importance it has in medieval society. | | |  | | |
| **Success Criteria** | **Identify** when the Vikings era occurred, and who the Vikings were.  **Describe** how the Vikings impacted medieval Europe. | | **Identify** common crimes during medieval Europe.  **List** and **Describe** the trials people would face as punishment. | | | **Label** feudalist class system pyramid.  **Describe** what was exchanged between the different social classes.  **Outline** characteristics of the different social classes. | | |  | | |
| **Resources** | <https://www.twinkl.com.au/resource/tp2-h-048-planit-history-lks2-vikings-and-anglo-saxons-lesson-1-viking-raiders-and-invaders-lesson-pack>  <https://www.twinkl.com.au/resource/design-a-viking-shield-t-par-1627465495>  Viking reading comprehension  Vikings cryptic wordsearch  Viking quest game  Viking PPT  Viking Trading Game  Viking Raid or Trade activity  ewkbk | | Crime and Punishment worksheets  <https://www.twinkl.com.au/resource/tp2-h-145-new-planit-history-lks2-crime-and-punishment-unit-pack>  crime and punishments worksheet  Achievement grid | | | Life in Medieval Europe worksheets  <https://www.teachercreated.com/lessons/386>  Fedualism song – middle ages  Fedualism graphic organiser  Recreating medieval feudalism  A sweet introduction role play | |  | | | |
| **Textbook Pages** | 633-635 | | 544-546  600-601 | | | 652-654 | | 555-559  609-611  513-615  640-641 | | | |
| **Week 4** | | | | | | | | | | |
| **Metacognitive Focus: Collaboration and Group Work (source analysis) Teacher Modelling (Focus Questions)** | | | | | | | | | | |
| Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009) | | | | | | | | | | |
|  | **Lesson 1** | | | **Lesson 2 & 3** | | | | | | **Lesson 4** |
| **Topic:** | Living Conditions During the 14th Century. | | | Source Analysis Skills | | | | | | Source Analysis |
| **Learning Intentions** | **Understand** how living conditions were different from today to medieval Europe. | | | **Understand** the importance of source analysis and how to analyse primary and secondary sources from history. | | | | | | **Understand** the importance of source analysis and how to analyse primary and secondary sources from history. |
| **Success Criteria** | **Describe** living conditions during the 14th century.  **Outline** the impact that these living conditions had on medieval European society. | | | **Indentify** whether a source is primary or secondary.  **Differentiate** between primary and secondary sources. | | | | | | **Analyse** different sources from medieval European history. |
| **Resources** | Middle ages daily life  Life in middle ages ppt  MEDIEVAL LIFE ACTIVITY  Living conditions in middle ages | | | Primary Source Analysis Handout  Lesson – History Source Analysis  Historical Key Skill Source Analysis  Primary Source Analysis – Decleration of Independence  <https://www.twinkl.com.au/resource/cfe2-t-177-primary-and-secondary-sources-blether-stations>  <https://www.twinkl.com.au/resource/t4-h-76-keystone-usa-cartoon-analysis-differentiated-activity-sheet>  skills booklet (key concepts lesson) | | | | | | Assessment Task 1 |
| **Textbook Pages** | 676-679 | | |  | | | | | |  |

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| **Week 5** | | | | |
| **Metacognitive Focus: KWL (add to learnt column before new topic) Self Questioning (after inquiry and to improve for next depth study)** | | | | |
| Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | What is the black death (common myths and misconceptions) | Trade Routes | How the black death spread | Catch up Lesson |
| **Learning Intentions** | **Understand** what the black death is and some common myths and misconceptions around it. | **Explore** trade routes during the 14th century | **Understand** how the black death spread throughout medieval Europe. |  |
| **Success Criteria** | **Identify** when the black death occurred.  **Outline** what the black death is. | **Identify** where trade routes were during the 14th century.  **Describe** the silk road and its importance to the black death. | **Identify and Describe** how the black death spread throughout medieval Europe. |  |
| **Resources** | Understanding black death lesson pack  Introduction black death ppt  Black death ppt  Black death focus questions  Black death introduction to the great plagueppt  Medieval Europe animated ppt  Ewkbk 1 and 2 | <https://www.nationalgeographic.org/activity/trade-and-black-death/>  TED ED the silk road  Silk road ppt  Travelling the silk road ppt  https://www.twinkl.com.au/resource/ks2-all-about-the-silk-road-powerpoint-t-h-285  ewkbk  683-687 | Spread of the black death ppt  the path of the black death  trace the black death  oh rats story board  spread of black death timeline  683-687 |  |
|  | 643-647  674-676 |

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| **The Black Death** | | | | |
| **Week 6** | | | | |
| **Metacognitive Focus: Learning Journal (reflection questions)** | | | | |
| Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)  The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH069) | | | | |  |
|  | **Lesson 1** | **Lesson 2, & 3** | | |
| **Topic:** | **Causes of the black death** | **Symptoms of the black death** | | Assessment 2 |
| **Learning Intentions** | **Explore** the causes of the black death | **Explore and Understand** the signs and symptoms of the black death. | | **ASSIGNMENT 2**  RESEARCH LESSONS for inquiry - BOOK COMPUTERS. |
| **Success Criteria** | **Identify** and **Describe** the causes of the black death. | **Identify and Describe** the signs and symptoms of the black death.  **Outline** where the different symptoms occur on the body.  **List** what days of infection the different symptoms occur on. | | **Explore** the different social classes from medieval Europe. |
| **Resources** | Cause and spread pack  What was the cause pack  TES lesson pack  Bubonic plague and bacteria  Ichistory causes | Black death BN  Plague EGT  2 black death symptoms ppt  Signs and symptoms ppt  Plague symptoms <https://www.twinkl.com.au/resource/t4-h-86-the-black-death-exploding-buboes-science-experiment>  yr 7 black death PPT | | **Research** the different social classes from medieval Europe and **create** an artefact from a different medieval Europe social class. |
| **Textbook Pages** |  |  | Assessment 2 |  |

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| **Week 7** | |
| **Metacognitive Focus: Learning Journal (reflection questions) Group Work and Collaboration (placemat) – graphic organiser** | |
| The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070) | |
|  | **Lesson 1-4** | |
| **Topic:** | **ASSIGNMENT 2**  RESEARCH LESSONS for inquiry - BOOK COMPUTERS. | | |
| **Learning Intentions** | **Explore** the different social classes from medieval Europe. |
| **Success Criteria** | **Research** the different social classes from medieval Europe and **create** an artefact from a different medieval Europe social class. |
| **Resources** | Assessment 2 |
| **Textbook Pages** |  | |

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| **Week 8** | | | | |
| **Metacognitive Focus: Learning Journal (reflection questions) Group work and collaboration (impact od black death) – graphic organiser** | | | | |
| The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)  The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | **Assessment 2** | **Treatments** | **Impact of Black Death** | **Peasants Revolt** |
| **Learning Intentions** | **Explore** the different ways that the black death was treated.  Understand the 4 humours | **Understand** the impact that the black death had on European society. | **Understand** what the peasants revolt was and why it happened. |
| **Success Criteria** | **List** the different symptoms for the black death.  **Outline** the effectiveness of the different treatments. | **Identify and Describe** different long term and short term effects of the black death. | **Outline** whatthe peasants revolt was.  **Describe** why the peasants revolt occurred and its importance to society in the 14th century. |
| **Resources** | Black death of middle ages ppt  <https://classroom.thenational.academy/lessons/treating-the-black-death-6gw3gc?activity=intro_quiz&step=1>  treating the black death lesson pack  black death cures pack  can you cure black death  causes and cure sort cards  we buy any cure  ewkbk  Medicine worksheet  What were the four humours  Shakespeare medicine  <https://www.twinkl.com.au/resource/t4-h-84-medicine-through-time-the-theory-of-the-four-humours-activity-sheet>  Medieval medicine worksheet | Consequences workbook  <http://homeschoolden.com/2016/01/25/middle-ages-in-the-1300s-black-plague-simulation-worksheets-on-the-crusades-hundred-years-war/>  effects of black death CSI  Impact of Black Death sources  Silent Debate  Impacts of black death ppt  Black plague crq presentation  Consequences lesson pack  Global 1 Effects  ewkbk | Peasants revolt booklet  <https://www.twinkl.com.au/resource/uks2-the-peasants-revolt-1381-powerpoint-t-h-241>  the peasant revolt what was it  would peasants revolt had happened without plague  evaluating sources on peasants revolt  how was peasants revolt significant  lesson pack tes  what really happened during revolt  why did the peasants revolt  ewkbk |
| **Textbook Pages** |  | 688-691  676-679 | 693-695  696-698 | 648-651  696-698 |

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| **Week 9** | | | | | | |
| **Metacognitive Focus: Mind Map (review and summarise)** | | | | | | |
| The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)  The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) | | | | | | |
|  | **Lesson 1** | **Lesson 2** | | **Lesson 3** | | **Lesson 4** |
| **Topic:** | **Conflicting Theories** | Black Death Summarised | Revision Lesson | | Test | |
| **Learning Intentions** | **Explore** the conflicting theories over why the black death occurred. | **Understand** what the black death is, its causes, symptoms and impact. | **Understand** what the black death is, its causes, symptoms and impact. | |  | |
| **Success Criteria** | **Identify and Describe** the different theories that various groups have over why the black death occurred. | **Summarise** what the black death is, what caused it, why it spread, what the signs and symptoms are and the impact that the black death had on society. | **Revise** what the black death is, what caused it, why it spread, what the signs and symptoms are and the impact that the black death had on society. | |  | |
| **Resources** | Plague booklet  Effects of blackdeath source analysis  Content overview  <https://www.worldhistory.org/article/1541/religious-responses-to-the-black-death/>  <https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death>  religion by numbers | Documentary – Lucy Worsley abc  <https://www.youtube.com/watch?v=0kbTeMY_tWA>  Iview  PPT and stations activity  Problem Solving Black Death  Black Death video guide  <https://boardgamegeek.com/thread/656040/gaming-black-death-classroom-cards-instead-microbe>  catch the plague  bubonic plague card game | Sourcework  Lesson pack  Quiz  Cross Word | | Assessment 3 | |
| **Textbook Pages** | 680-682  696-698 | 699-700 |  | |  | |

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| **Week 10** | | | | |
| **Metacognitive Focus: Graphic Organiser (compare and contrast black death and COVID-19)** | | | | |
| The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)  The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** |  |  | Compare and Contrast COVID and Black Death | Catch up |
| **Resources** | <https://www.youtube.com/watch?v=WCApDCdIRdY>  <https://www.youtube.com/watch?v=P1WguZlpqVE> | <https://www.youtube.com/watch?v=m5q-PIN3KSE>  <https://www.youtube.com/watch?v=-TkHLUnwIho>  <https://www.youtube.com/watch?v=wA-_eHpe7sc>  <https://www.youtube.com/watch?v=0bnYqM1AdXY> | Lesson Pack  Venn diagram  Reading activity |