

# Year 8 plan — Victorian Curriculum: Humanities Semester One (History/Economics)



Implementation year: 2017

School name: Kyabram P-12 College

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<b>Identify Curriculum</b>	<b>Curriculum Booklet Descriptor</b>	<p>The Year 8 History curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650AD(CE)–1750. Students continue to consolidate and enhance the historical skills acquired in Year 7. The focus in Year 8 is to investigate the following key questions:</p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged and how did they influence societies?</li> <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> <p>In their studies, students complete three depth studies which focus on the Western and Islamic World (Medieval Europe and Renaissance Italy), and the Asia-Pacific World (Japan under the Shoguns).</p> <p>The Year 8 Economics curriculum provides students with the opportunity to explore the ways markets work within Australia, who participates in a market system and how these participants influence the market. The rights and responsibilities of businesses, consumers and governments are considered, along with the influences on the ways individuals work now and in the future. The emphasis in Year 8 is on national and regional issues.</p>		
	<b>Achievement standard</b>	<p>By the end of Level 8 History, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. Locate and select historical sources and identify their origin, content features and purpose. Explain the historical context of these sources. Compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Analyse the different perspectives of people in the past using sources. Explain different historical interpretations and contested debates about the past. Construct an explanation using sources of evidence to support the 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.</p> <p>By the end of Level 8 in Economics &amp; Business, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.</p> <p>By the end of Level 8 in the Ethical Capability, students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. They articulate how criteria can be applied to determine the importance of ethical concerns. Students analyse the differences in principles between people and groups. They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. They analyse the role of context and experience in ethical decision-making and action.</p> <p>By the end of Level 8 in the Intercultural Capability, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations. Students understand the challenges and benefits of living and working in culturally diverse communities.</p> <p>Source: Victorian Curriculum   14 September 2015 <a href="http://victoriancurriculum.vcaa.vic.edu.au/Copyright">http://victoriancurriculum.vcaa.vic.edu.au/Copyright</a></p>		
	<b>Reporting Descriptor</b>	<p>Students studied the Asian and European Medieval and Renaissance worlds. Through a study of significant elements of Medieval and Renaissance Europe and Shogunate Japan, students developed historical inquiry skills, including sequencing, source use and interpretation of historical perspectives. Students also studied Economics, with a focus on economic markets and the economic relationships between businesses, households and governments, using Kyabram as a focus.</p>		
<b>Teaching and learning</b>	<b>Unit Overview</b>	<p><b>Unit 1 – Medieval Europe and the Renaissance</b></p> <ul style="list-style-type: none"> <li>• The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116) <ul style="list-style-type: none"> <li>○ Medieval Europe</li> <li>○ Renaissance Italy</li> </ul> </li> <li>• Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117) <ul style="list-style-type: none"> <li>○ Medieval Europe</li> <li>○ Renaissance Italy</li> </ul> </li> <li>• Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118) <ul style="list-style-type: none"> <li>○ Medieval Europe</li> </ul> </li> </ul>		
	Teaching Hours: 60	<p><b>Unit 2 – Shogunate Japan</b></p> <ul style="list-style-type: none"> <li>• The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116) <ul style="list-style-type: none"> <li>○ Shogunate Japan</li> </ul> </li> <li>• Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117) <ul style="list-style-type: none"> <li>○ Shogunate Japan</li> </ul> </li> <li>• Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118) <ul style="list-style-type: none"> <li>○ Shogunate Japan</li> </ul> </li> <li>• The role and achievements of a significant individual and/or group (VCHHK119)</li> </ul>	<p><b>Unit 3 – Buy in Ky</b></p> <ul style="list-style-type: none"> <li>• Identify why and how markets may be influenced by government (VCEBR012)</li> <li>• Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making (VCEBC013)</li> <li>• Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals (VCEBC014)</li> <li>• Describe the nature and investigate the influences on the work environment (VCEBW017)</li> <li>• Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them (VCEBN018)</li> <li>• Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event,</li> </ul>	

		<ul style="list-style-type: none"> <li>○ Renaissance Italy</li> <li>• The role and achievements of a significant individual and/or group (VCHHK119) <ul style="list-style-type: none"> <li>○ Medieval Europe</li> <li>○ Renaissance Italy</li> </ul> </li> <li>• One significant challenge and one development faced by the society that caused progress or decline (VCHHK120) <ul style="list-style-type: none"> <li>○ Medieval Europe</li> <li>○ Renaissance Italy</li> </ul> </li> <li>• Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)</li> <li>• Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)</li> <li>• Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099)</li> <li>• Analyse the different perspectives of people in the past (VCHHC100)</li> <li>• Explain different historical interpretations and contested debates about the past (VCHHC101)</li> <li>• Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)</li> <li>• Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)</li> <li>• Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)</li> <li>• Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)</li> </ul>	<ul style="list-style-type: none"> <li>○ Shogunate Japan</li> <li>• One significant challenge and one development faced by the society that caused progress or decline (VCHHK120) <ul style="list-style-type: none"> <li>○ Shogunate Japan</li> </ul> </li> <li>• Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)</li> <li>• Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)</li> <li>• Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099)</li> <li>• Analyse the different perspectives of people in the past (VCHHC100)</li> <li>• Explain different historical interpretations and contested debates about the past (VCHHC101)</li> <li>• Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)</li> <li>• Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)</li> <li>• Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)</li> <li>• Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)</li> </ul>	evaluating the potential costs and benefits of each alternative and the consequences of proposed actions (VCEBE019)
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<b>Develop assessment</b>	<b>Assessment</b>			
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
		<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
		Stations Portfolio – Medieval and Renaissance Europe  Learning Task: <i>Students are required to summarise key features of Medieval and Renaissance Europe.</i>	Scaffolded Research Project – Shogunate Japan  Learning Task: <i>Students are required to research the Shogun period in Japan, evaluating significant beliefs, values and practices of this time period.</i>	Economics Portfolio – Buy in Ky  Learning Task: <i>Students are required to explain the operation of economic markets and influences on their operation.</i>
<b>Make judgments and use feedback</b>	<b>Moderation</b>	Within and across classes through teacher judgement of portfolios.	Within across classes through assessment against common rubric.	Within and across classes through teacher judgement of portfolios and assessment rubric.

Year 8 Humanities – Semester One: review for balance and coverage of content descriptions.

Historical Knowledge and Understanding			
	1	2	3
<b>Medieval and Renaissance Europe</b>			
The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116)	*		
Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117)	*		
Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118)	*		
The role and achievements of a significant individual and/or group (VCHHK119)	*		
One significant challenge and one development faced by the society that caused progress or decline (VCHHK120)	*		
<b>Shogunate Japan</b>			
The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116)		*	
Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117)		*	
Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118)		*	
The role and achievements of a significant individual and/or group (VCHHK119)		*	
One significant challenge and one development faced by the society that caused progress or decline (VCHHK120)		*	

Historical Concepts and Skills			
	1	2	3
<b>Chronology</b>			
Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)	*	*	
Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)	*	*	
<b>Historical Sources as Evidence</b>			
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099)	*	*	
Analyse the different perspectives of people in the past (VCHHC100)	*	*	
Explain different historical interpretations and contested debates about the past (VCHHC101)	*	*	
<b>Continuity and Change</b>			
Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)	*	*	
<b>Cause and Effect</b>			
Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)	*	*	
<b>Historical Significance</b>			
Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)	*	*	

<b>Economics &amp; Business – Resource Allocation and Making Choices</b>			
Identify why and how markets may be influenced by government (VCEBR012)			*
<b>Economics &amp; Business – Consumer and Financial Literacy</b>			
Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making (VCEBC013)			*
Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals (VCEBC014)			*
<b>Economics &amp; Business – Work and Work Futures</b>			
Describe the nature and investigate the influences on the work environment (VCEBW017)			*
<b>Economics &amp; Business – Enterprising Behaviours and Capabilities</b>			
Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them (VCEBN018)			*
<b>Economics &amp; Business – Reasoning and Interpretation</b>			
Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions (VCEBE019)			*
<b>Intercultural Capability – Cultural Practices</b>			
Analyse the dynamic nature of own and others cultural practices in a range of contexts (VICCCB013)	*		
Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VICCCB014)		*	