### Course Content: The Ancient to the Modern World - c.650 AD (CE) – 1750.

This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The following content areas provide the structure for the year 8 History course:

1. **OVERVIEW**: The following topics will be investigated as part of an introduction. Some of these topics will provide the basis for deeper investigation later in the course through the Depth Studies
   - The transformation of the Roman world and the spread of Christianity and Islam
   - The key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
   - The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

2. **DEPTH STUDIES**: Students will be conducting an in-depth investigation in two of the following areas:

   **Medieval Europe (c.590 – c.1500)**: Students will investigate the following in this depth study:
   - 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
   - Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
   - The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

   **The Black Death in Asia, Europe and Africa (14th century plague)**: Students will investigate the following in this depth study:
   - Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God
   - The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
   - 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
   - The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague
   - Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility
Assessment

1. Source analysis: A range of tasks to assess students’ literacy development

2. Folio Tasks: A variety of tasks designed to assess the development in a range of historical skills and capabilities through focussed assessment tasks
   Examples may include but not be limited to:
   - Diary entry – Roles in society, Beliefs, practices, values (author experiencing warfare, or death and funerary customs and detailing these via diary genre)
   - Research and Oral presentation: An aspect of Roman society:
   - Significant individual/event in society – newspaper article
   - Bookwork – ongoing assessment

3. Investigative report
   This is a major assessment task conducted toward the end of the unit where students will be required to design an historical investigation into either China or India and report their findings incorporating the skills, knowledge and understanding developed throughout the course. Reports may take the form of, but not be limited to, one or a combination of written, oral or multimedia formats