



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM  
FRAMEWORK 2011

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HISTORY HIGH SCHOOL  
Extended Curriculum Topics

Stage 3: Year 7

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# AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Original ACARA Recognition October 2011

## **Revisions included in this document:**

- |            |  |
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| April 2012 | Numbering added to Content Descriptions and Achievement standards to enable cross-referencing                  |
| Sept 2014  | Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines |

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# HISTORY

## Extended Curriculum Topics

### Stage 3 : Year 7

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## Contents:

### Developmental Profile

### Topics

- 7.1 The Middle Ages
- 7.2 The Renaissance World

*Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year.*

*While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.*

### Achievement Standards

### General Capabilities

### Cross Curriculum Priorities

### Links to Other Learning Areas



<b>YEAR 7: PROFILE OF DEVELOPMENTAL STAGE OF THE 13 YEAR OLD STUDENT</b>
<p><b>PHYSICAL GROWTH</b></p> <p>In Class 7, the students reach 13 years of age, and become teenagers. There is still accelerated growth in the limbs, and an associated awkwardness in movement. Sexual identity and capacity becomes established – in advance of psychological development, and the students become very conscious or self-conscious about their bodies. Sporadic bursts of energy and willingness to engage in physical activity vie with periods of lethargy.</p> <p><b><i>Relevant Steiner methodological guidelines for History</i></b></p> <p>The period of inner development, of new perceptions and impulses resonates with the theme of great change and new perspectives that developed during the Renaissance. Students research and discuss topics more independently and in cooperative learning groups. It is important to waken an active interest in the world, which will serve to offer some balance with a characteristic preoccupation with the self.</p>
<p><b>SOCIO-EMOTIONAL DEVELOPMENT</b></p> <p>There is a growing sense of self within the students, with a new relationship being established with the world as a teenager. This can manifest in the challenging of adult authority, and yearning for independence. This desire for independence and solitude is accompanied by feelings of anxiety, sensitivity, embarrassment and subdued introspection. There are significant differences between the way boys and girls deal with the onset of adolescence, and students tend to form strong friendships in small, tight-knit groups of their own gender. Students may develop crushes on teachers, sporting figures, actors, popular musicians etc as they search for role models and long to take their place in the adult world.</p> <p><b><i>Relevant Steiner methodological guidelines for History</i></b></p> <p>The Class 7 students continue to form strong connections to information through their feelings. The quality of imagination is still an important ingredient in their reception of intellectual material. History is enlivened through biographies; enduring pictures of historical events can be brought through the inner experience of participants.</p>
<p><b>COGNITIVE MATURATION</b></p> <p>This is the final stage of the second seven year phase, during which we witness the birth of the rational intellect out of the rich imaginative life of feeling. Conceptual thinking starts to come to the fore, and the student begins to develop critical abilities. Students are eager to expand their knowledge of the wider world. Steiner indications place the introduction of ‘formal operations’ and abstract thinking in the thirteenth year.</p> <p><b><i>Relevant Steiner methodological guidelines for History</i></b></p> <p>The students are increasingly given opportunities to exercise the faculty for independent thought. They are encouraged to make accurate observations and to produce accurate historical narratives and reports. More challenging intellectual exploration of ideas is facilitated through the practical, artistic and imaginative elements of the lessons. Students are encouraged to identify and articulate a range of points of view including their own. They are supported to develop the skills to effectively communicate their observations, ideas and opinions.</p> <p>A connecting theme through this and the following year in the study of societies is the change in consciousness and the development of the idea of individuality as we experience it in the modern world.</p>
<p><b>MORAL CAPACITY</b></p> <p>Rudolf Steiner described this stage as the development of ‘earth’ maturity, meaning that the students now fully engage with the wider outer world, while developing personal, individualised judgements about the truth. Students are encouraged to take initiatives and to challenge attitudes and knowledge which they formerly accepted on authority and in this way to formulate their own point of view. In the striving for individuality, students are encouraged to accept that others see the world differently.</p> <p><b><i>Relevant Steiner methodological guidelines for History</i></b></p> <p>At this age the students need to exercise their growing capacity for independent judgement. The students have begun to look at causality and examine historical material from a number of perspectives. Historical thinking involves the ability to assume another’s perspective; this can be used by the young person to examine the world that they live in, and to inform decisions and actions they have to make in navigating a path through a complex world. Consideration of the dilemmas, decisions, actions and consequences of historical figures provides a guide and a testing of the child’s growing awareness of the responsibility of individual freedom.</p>

**HISTORY 7.1**

**Topic: THE MIDDLE AGES**

‘... if you can move children to respond with strong feelings to the good and evil that appears in history, then you have laid the foundations of a sound moral sense for life.’

Charles Kovacs

**Central Experiences of the Content**

The study of the Medieval period brings students experiences that touch both their intellectual and feeling life. The Medieval age, characterised by the movement and chaos that precedes the manifestation of a new impulse, mirrors the period of uncertainty experienced by the child in early adolescence.

The students investigate the outcomes of the disorder that followed the fall of Rome. They study the rise of feudalism and its positive and negative contributions to people’s lives. They learn about knighthood with its banner of chivalry and honour and they study the crusades from both Christian and Muslim viewpoints. In learning about the journeys and encounters of the Crusaders the students develop an awareness of the scientific and cultural impulses brought to Europe from the world of Islam. They learn of the subsequent developments in science, trade, communication, travel, art and banking that led to the dawn of a new age.

Students will have opportunities to reflect on the lasting legacy of the middle ages evident in the governance, language and culture of the 21st century.

While the teacher must select from a vast amount of historical material, it is most important to leave the students with a sense of the change of consciousness that arose. The study of symptomatic biographies is useful in giving students a sense of the period and the new perceptions that arose.

**Future Capacities**

The students will develop an appreciation of the complexities of societies - then and now. The multi-perspectival approach encourages the development of empathy, a quality essential to the practice of tolerance. Reflections of the knighthood, its code of honour, the study of lives of figures such as St Francis and Joan of Arc give students examples of human greatness and moral strength.



**Content Description**  
**History 7.1**

**Topic: THE MIDDLE AGES**

Students will learn to:

1. Identify the origins and key features of this historical period
2. Describe how different groups of people lived in Medieval times
3. Understand the socio-political structures of Medieval Europe
4. Appreciate the impact made by significant people and events of the period
5. Identify the factors that contributed to the climate of change
6. Identify and appreciate the influence of the Northern invaders, Islam and Christianity in Medieval times
7. Compare Medieval Europe with the medieval civilizations of Japan, China and Africa.

**Threefold Cycle of Content Elaboration**

<b>Learning Experiences</b>	<b>Multi-modal and Artistic Activities</b>	<b>Conceptual knowledge and Skills</b>
<b>Students may:</b>	<b>Students may:</b>	<b>Students come to:</b>
<p>Study European and Eurasian geography and its relationship to the Medieval way of life and social developments of the period</p> <p>Look at factors contributing to the fall of the Roman Empire and the impact of this on societies of England and larger Europe</p> <p>Learn about the expansion of the Arab world into Europe and the Arabian study of the knowledge of ancient India, Greece and Persia.</p> <p>Research the reign of Charlemagne, his reunification of a large part of Europe, and compare this civilisation with that of Harun al Rashid</p> <p>Study the development of feudalism; the role of the manor, new technology, the rise in agricultural production and its impact on population; the growth of towns and role of feudal relationships in political order</p> <p>Learn about the orders of Knighthood, the nature and importance of honour and the Code of Chivalry in the knightly life</p> <p>Explore the crusades and their role in the diffusion of technology, culture and scientific knowledge from the Muslim lands to Europe.</p> <p>Learn about the religious practices and beliefs of the time: the cultural influence of the church; its</p>	<p>Map the physical geography of Europe and Eurasia. They may use these maps to trace the Migrations, the spread of Christianity and Islam, the journeys of the Crusaders and Marco Polo. They look at the T and O maps of the period.</p> <p>Retell, discuss and write stories of events and biographies They listen to, read or recite passages from the writings of Tacitus on the migrations, St Augustine and Thomas Aquinas.</p> <p>Hear and retell stories from One Thousand and One Nights, Canterbury Tales, The Song of Roland or the story of William Tell</p> <p>Learn passages from and discuss Tennyson's 'The Lady of Shallot'</p> <p>Look at images from The Bestiary, discuss and create their own 'Bestiary'</p> <p>They investigate the legacy of Arab influence in modern language (cotton, al jebra, alcohol), mathematics (Arabic numbers) and science.</p> <p>Explore and illustrate in artistic styles of the period: the illuminated manuscript, richly coloured borders and calligraphy, the coat of arms, banners, shields and gargoyles</p>	<p>Identify and understand the main historical events, ideas and influences, social and political systems of the period</p> <p>Have a sound chronological sense of events and developments</p> <p>Describe the lives of significant individuals, their influence and legacy</p> <p>Describe the development of feudalism, its positive and negative contributions to the lives different strata of society</p> <p>Describe the spread of Christianity and the roles played by the early church and monasteries</p> <p>Identify and compare characteristics of Medieval Europe with those of other Medieval cultures.</p> <p>Use multiple sources to research and identify characteristics of historical societies</p> <p>Describe aspects of daily life in Medieval and draw comparisons with the present day</p> <p>Describe and explain and</p>

<b>Threefold Cycle of Content Elaboration</b>		
<b>Learning Experiences</b>	<b>Multi-modal and Artistic Activities</b>	<b>Conceptual knowledge and Skills</b>
<b>Students may:</b>	<b>Students may:</b>	<b>Students come to:</b>
<p>patronage of Universities and founding of monastic orders; the conflict between pope and the monarchy and the split between the Orthodox and the Catholic Churches</p> <p>Examine causes and consequences of significant events: the Black Death and the Little Ice Age</p> <p>Listen to and research the lives and legacies of noteworthy individuals: Attila the Hun, St Columba, Mohammed, Harun al Rashid, Charlemagne, Genghis Khan, Francis of Assisi, Marco Polo, Eleanor of Aquitaine and Joan of Arc</p> <p>Look at roles of science and superstition in everyday life and broad society</p> <p>Learn about and compare the lives of the serf, farmer, women, knights, lords and ladies.</p> <p>Examine law and order: crime and punishment, education and occupations</p> <p>Examine and compare cultures of non-European countries such as Medieval Japan, China and Africa</p>	<p>Discuss, compare and role play the knightly virtues and the seven deadly sins</p> <p>Discuss the role of the troubadours and minstrels. Experience cultural qualities through singing and playing music of the time: Gregorian Chants, Madrigals and Canons. Listen to and play the lute, zither and recorder</p> <p>Examine the building and architecture of Cathedrals and Mosques, and the symbolism of the Gothic arch, the praying hands</p> <p>Research and write about life in a medieval castle: clothing, water, light, cooking, celebrations etc</p> <p>Research and prepare a medieval feast</p> <p>Investigate the impact of technological innovations such as the water wheel, sundial, compass, tidal mill, gunpowder, clocks, steel armour and weapons. Construct a model of a medieval innovation</p>	<p>compare different forms of governance of the period and compare it to governments of the 21<sup>st</sup> century</p> <p>Discuss concepts such as justice and leadership as they manifested in the Medieval age and compare with the present</p> <p>Describe and explain influences from the Medieval period on the present</p> <p>Plan, investigate and report on an historical topic</p> <p>Conduct increasingly independent research using a variety of sources</p>



**History 7.2**

**Topic: THE RENAISSANCE WORLD**

*'It is important to show students the new way in which people of the Renaissance related to the world through their senses. They should learn how practical, mechanical, technical matters took an increasing hold of people's awareness, while their relationship to miracles and wonders, to holy things waned.'*  
Rawson and Richter, The Educational Tasks and Content of the Steiner Waldorf Curriculum

**Central Experiences of the Content**

The Renaissance is the leitmotif for experiences of the young adolescent. It is a period of new discoveries - both in the physical world and in realms of perception and thought. It marks the birth of modern history and individual consciousness and parallels the development of new capacities in the student. In this topic the students examine the origin and significance of the period and the expansion of intellectual, artistic and scientific horizons. The students study innovations in the world of music, art, science, and in political and religious life. The biographies of significant people are used to give the students a sense of the changes in social, political and economical worlds.

In their studies of the Medieval period the students have seen how the crusades and the contact with Islamic scholars facilitated the re-discovery of Greco-Roman knowledge. The students now follow the revival of classical learning and the fostering of new interest in Humanism. They explore the growing belief that the moral and natural world can be understood through reason and investigation. They examine the role this played in the advances in art, religion, literature, science, mathematics and engineering. Students will explore the influence of the period on the politics, religion, culture and the arts of the present day. The theme of the Renaissance is also pursued in English, Science, Mathematics and Art classes. As a study of an awakening of new thinking, discoveries and challenges it is an appropriate study for either Class 7 or 8.

**Future Capacities**

The study of the art, beauty and human achievement of the Renaissance impresses upon us a vivid picture of change through human inspiration and endeavour. Characterised by the anticipation of new horizons and the passionate individual pursuit of new knowledge, it meets the student at an emotional and intellectual level at a point in their own biographies of change and new horizons. The study brings an appreciation for the power of individual pursuits and achievements. Students see how events in history flow on to the present and shape cultures. Developing a sense of an evolving human consciousness is a significant element in a young person's ability to look at the world with optimism.



Erasmus: engraving by the German Master Durer

**Content Description**

**History 7.2**

**Topic: THE RENAISSANCE WORLD**

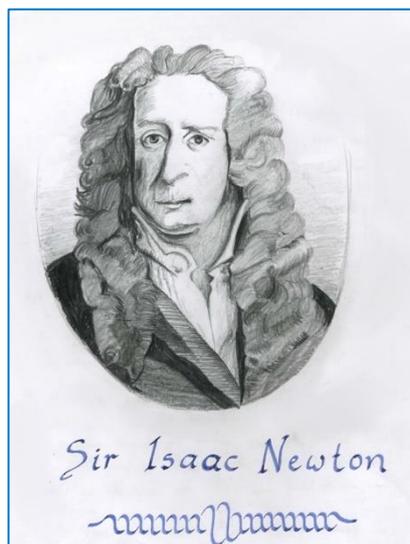
Students will learn to:

1. Identify broad historical factors that facilitated the origin of and contributed to the developments of the period
2. Describe the way in which the revival of classical learning and the arts influenced the interest in Humanism
3. Identify advances made in art, literature, philosophy, religion and science that took place during the Renaissance
4. Describe the growth and effects of new technologies on society
5. Describe and explain the beliefs and values of the societies of the Renaissance
6. Describe events, key figures and effects of the Reformation
7. Appreciate the contribution made to society by significant people
8. Identify the legacies of the Renaissance and Reformation Periods in the arts, culture, politics and religion of the present day

**Threefold Cycle of Content Elaboration**

<b>Learning Experiences</b>	<b>Multi-Modal and Artistic Activities</b>	<b>Conceptual Knowledge and Skills</b>
<p><b>Students may:</b>  <i>Students may revisit previous studies of Ancient Greece, Ancient Rome and the Middle Ages</i></p> <p>Investigate the rediscovery of knowledge and cultural aspects of Ancient Greece and Rome and how this influenced the rise of Humanism.</p> <p>Read and research individuals whose life stories give a picture of characteristic experiences, events and developments.</p> <p>Explore Pan-European social and political change - In Italy, the rise of city states, the Medici and the flowering of Florence, the rise of the Guilds; in France, the monarchy and Divine Right; in England, the reign of King Henry VIII, the rivalry between Queen Elizabeth and Mary Stuart</p> <p>Study the effects of the reopening of the ancient 'Silk Road', including Marco Polo's travels</p> <p>Experience the works of writers contemporary to the time such as Machiavelli, Shakespeare, Cervantes</p> <p>Study inventions and inventors. They examine technological</p>	<p><b>Students may:</b></p> <p>Illustrate, research and writings with drawings of Leonardo's inventions and portrait sketches</p> <p>Design a rose window</p> <p>Investigate the development of perspective, study key art works and practise construction of perspective drawing</p> <p>Compare and discuss art works from the Renaissance and the Middle Ages.</p> <p>Research and discuss how the arts reflected advances in science, mathematics, engineering and understanding of human anatomy.</p> <p>Construct a map of the known world in time of Renaissance</p> <p>Use drama to explore themes from the lessons</p> <p>Learn sacred and secular songs and recorder pieces in two and three parts.</p> <p>Students explore and recreate scientific innovations developed by Galileo, Johannes Kepler, Francis Bacon and Sir Isaac Newton.</p>	<p><b>Students come to:</b></p> <p>Describe the key events leading up to and comprising the Renaissance.</p> <p>Appreciate the historic significance of the Renaissance period</p> <p>Identify the legacy of the Renaissance in the modern world.</p> <p>Describe the revival of classical learning, its relationship to the philosophies of humanism , and how this contributed to new learning and perceptions</p> <p>Describe the growth and effects of new ways of disseminating information</p> <p>Describe and explain the advances made in literature, the arts, science, astronomy, mathematics, cartography, engineering and the understanding of human anatomy</p> <p>Analyse the historical developments of the Reformation: the turmoil in the Catholic Church and the reasons behind it</p> <p>Describe the ideas and contributions of major figures of</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
<p>developments and their effects on society and the course of events. (E.g. the manufacture of paper, translation of the bible into the vernacular, Guttenberg press)</p> <p>Study the lives and works of artists of the period: Durer, Giotto, Botticelli, Raphael, Titian, Van Eyck, Michelangelo, Leonardo da Vinci</p> <p>Learn about the changing role of the church, its critics and conflicts</p> <p>Study the key personalities of the Reformation: Calvin, Wycliffe, Huss, Luther</p> <p>Study key events and effects of the Reformation: the use of indulgences, Role of the printing press, Diet of Worms, Luther's excommunication, the peasant's revolt, the Inquisition</p> <p>Examine and compare Europe of the Renaissance period with the culture of non-European countries such as Asia, America and Africa</p>	<p>Research and discuss the significance of inventions of the age: telescope, microscope, thermometer, barometer, and printing press</p> <p>Research the lives and events involved in the beginnings of natural science: Copernicus, Galileo, Leonardo, Tycho Brahe</p> <p>Explore: research, discuss, write about and illustrate some of the great artistic achievements of the period.</p> <p>Study the significance of and illustrate stained glass windows of the period.</p> <p>Discuss the power of art to communicate ideas</p> <p>Research the role of different cities in the early stages of the Renaissance and the growth of independent trading cities with emphasis on the spread of Renaissance ideas</p>	<p>the Reformation</p> <p>Understand and distinguish cause and effect in historical events, including long and short-term causal relations</p> <p>Appreciate how developments of the period spurred European leadership in commerce and ushered in the Age of Exploration and the Enlightenment</p> <p>Analyse key issues, placing people and events in a matrix of time and place.</p> <p>Identify and describe the historical significance of individuals, groups and events</p> <p>Compose and illustrate historical narratives, descriptions and explanations.</p> <p>Carry out research using a range of tools and sources including maps, timelines, primary and secondary sources.</p> <p>Use historical terms and concepts.</p> <p>Identify and consider differing historical perspectives.</p>



## ACHIEVEMENT STANDARDS YEAR 7

1. By the end of Year 7, students identify and describe key events, people and ideas from the historical periods studied. They identify some of the tangible and intangible legacies of the past in aspects of the modern world.
2. Students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.
3. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry.
4. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose.
5. They use maps, timelines and documents to identify physical and cultural features of historical eras and to explain historical migration of people and the expansion and disintegration of empires.
6. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. They are beginning to recognise long and short-term causal relations.

## GENERAL CAPABILITIES

### Literacy

In the history classes the students practice listening, reading and research and learn to employ a range of communication methods. They are required to discuss, recall, question, express opinions and articulate ideas. They listen for information and their participation in discussion requires them to listen to each other. They read a wide variety of historical material and from their reading compare and evaluate varying accounts of events. In experiencing text of different types the students build an awareness of language as related to period and purpose. The students record their ideas and knowledge; they express their point of view through essays and oral presentations. They compose historical narratives and poems. The experience of literature from and about the historical period helps students, in their own communications, to choose language appropriate to an audience and to critically edit and improve their own work.

### Mathematics and Numeracy

Students learn about the concept of time: chronology and sequencing; change and continuity; past, present and future in a range of historical contexts. They pursue exercises in chronological thinking such as timelines, and explore concepts of distance and space. In mathematics and research related tasks they extend their ability to present information in the form of tables, graphs and visual texts.

### Information and Communication Technology

Students engage in multi-disciplinary, multiple-intelligence and dynamic learning experiences. The school provides a natural and human environment where they are able to learn to observe, question and express themselves fully. From a Steiner viewpoint, students in Year 7 still need to communicate and learn deeply without the mediation of complex technology. This 'unplugged' experience is seen as crucial for them to develop an uncluttered self-image as well as the most valuable form of self-efficacy – one they completely own. On the basis of their rich communications skills and their ability to produce a wide range of original creative work the students are well placed to begin their journey in the mastering of digital technology in Year 8.

### **Critical and Creative Thinking**

In the study of history in Class 7 the students are given the experience of a range of historical texts and study material. Based on these they are encouraged to make clear observations and to produce accurate historical narratives and reports. Students learn how to reason historically, learn how to differentiate between simple historical stories and those that are complex and problematic. They develop inquiry skills: identifying and accessing, analysing, organising, and synthesising historical material. They continue to develop the skills to effectively communicate their observations, ideas and opinions. Historical biographies remain an important vehicle for the introduction of historical material. Information is presented through narrative using images that will touch the students' imagination and feelings. While activities that exercise the maturing intellect are now important, creative and imaginative responses to historical material form an essential part of their experience. Class 7 students are quick to decide whether they like or don't like a particular historical figure. This can be used to spark discussions about bias in research and writing.

### **Ethical behaviour**

At this age the students exercise a growing capacity for independent judgement. They have begun to look at causality and examine historical material from a number of perspectives. Historical thinking involves the ability to assume another's perspective; this can be used by the young person to examine the world that they live in, and to inform decisions and actions they have to make in navigating a path through a complex world. Consideration of the dilemmas, decisions, actions and consequences of historical figures provides a guide and a testing of the students' growing awareness of moral questions. The study of values associated with the Code of Chivalry provides a context in which they consider decisions and actions, values and attitudes.

### **Personal and Social competence**

Biographical studies play a significant role in the presentation of historical information. In studying the lives of individuals who exemplify inspiring qualities or who have struggled with obstacles and failings, students recognise and reflect on human attributes and on questions of social responsibility. They examine and discuss issues raised through historical inquiries. They examine multiple perspectives of events and consider the background, the human experience behind those perspectives. They listen to the points of view of their class colleagues and through reflection and discussion clarify their own. Students participate in various class activities that involve team learning and group interaction. The approach to teaching history of the Middle Ages and the Renaissance period is intellectually stimulating and emotionally enriching. It fosters in the students, who are now experiencing unrest in their inner lives, a balancing and healthy interest in global perspectives and the outer world.

### **Intercultural Understanding**

Empathy and respect for different ways of living and belief systems are born out of knowledge and understanding. In learning about the history of diverse cultures the students come to identify commonality between their world and that of the cultures studied. Students learn to appreciate the cultural and spiritual heritages of other societies and to understand and appreciate the unique characteristics of their own.

## **CROSS-CURRICULAR PRIORITIES**

### **Histories and cultures of Aboriginal and Torres Strait Island peoples**

Content selection for History 7.2 includes material on the first contacts made by 17<sup>th</sup> Century European explorers with Aboriginal and Torres Strait Islander peoples.

### **Asia and Australia's engagement with Asia**

Content selection for History 7.1 and 7.2 includes material on 17<sup>th</sup> Century Asian/European interactions and exchanges including the influence of Asian knowledge and technology.

### **Sustainability**

In history the students examine the founding, the flourishing and the decline of human settlements and civilisations. They develop an appreciation of the historical relationship between humankind and nature, and recognition of the interdependence of people and the environment. These historical understandings inform the students' sense of their personal relationship with the natural world.

## **LINKS TO OTHER LEARNING AREAS**

Content themes that match the students' interest in expanding knowledge include history stories of new perceptions, world exploration and discovery. Historical studies are integrated with learning in other subject areas such as related elements of music and art, the exploration of Medieval and Renaissance technologies in science, poetry, literature and language in English and the Voyages of Discovery in Geography. The themes related to the Middle Ages and the Renaissance are extended in Year 8 to the Industrial Revolution and the Age of Romanticism. The English curriculum includes studies of Middle Ages and the Renaissance literature and the study of a Shakespearean work.

