



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM
FRAMEWORK 2011

HISTORY HIGH SCHOOL
Extended Curriculum Topics
Stage 3: Year 8

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 |

HISTORY

Extended Curriculum Topics

Stage 3 : Year 8

Contents:

Developmental Profile

Topics

- 8.1 The Age of Revolutions
- 8.2 The Industrial Revolution

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



YEAR 8: PROFILE OF DEVELOPMENTAL STAGE OF THE 14 YEAR OLD STUDENT
<p>PHYSICAL GROWTH</p> <p>In Class 8, the students reach 14 years of age, a significant point in the transition from childhood to adolescence. The physical and psychological changes of adolescence are well under way. They are often awkward in their own bodies and have sometimes lost the gracefulness of childhood. Acne, gangliness, clumsiness and a new vulnerable awareness of their feeling and thought life are some of the characteristics of the adolescent. Growth in height and sexual development is established and noticeable in the boys breaking voices and the onset of physical maturation and menstruation in the girls.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>Although historical studies now centre on more challenging and intellectual themes opportunities for active learning continue to be an important part of the lessons. Historical studies are integrated with English, Science, Geography and the Arts. Studies may include experiences through movement, performance arts, excursions and camps.</p>
<p>SOCIO-EMOTIONAL DEVELOPMENT</p> <p>An independent life of feeling emerges at this age and is often accompanied by emotional turbulence but the changing tides of emotions form part of the developmental pathway. Gender differences become apparent: girls tend to be more able to express and share their feelings in small cohesive groups, than the boys, who more often prefer to be outdoors playing active physical games.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>In studying the biographies of individuals who exemplify inspiring qualities or who have struggled with obstacles and failings, students recognise and reflect on human qualities, including their own and on questions of social responsibility. They gain perspectives regarding their own uncertainties, strengths and aspirations. Developing from the narrative style presentation of earlier classes biographical content now includes inner questions of the character. Biographies of living individuals can be included in the lessons.</p> <p>Students are given experiences and opportunities to engage actively, absorb information, become conscious of their own responses to issues and material and become confident and competent in communicating their responses, opinions and feelings.</p>
<p>COGNITIVE MATURATION</p> <p>As the critical faculties of students sharpen, the world of ideas acquires new meaning and rules come under scrutiny. Students like reasoning and are reasonable. Their descriptive observational ability is maturing and phenomena can be described that are increasingly complex. Abstract causality can begin to be appreciated.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>The adolescent needs to understand the world in which they live. It is important that aspects of the history units are brought up to the present time and that they have a sense of their own culture and its an appreciation of its development. Students are able to consider sometimes conflicting evidence of human action in the past; they can evaluate and form some judgement about it. In doing this the students learn how to question and assess evidence of any human event and to distinguish between evidence and interpretation - important skills in this age. Robust and informed discussion is encouraged. The historical dynamics of the Age of Revolutions mirror the changes in this developmental phase. Thinking is stimulated through an increased requirement for independent work and reflection. Students are given increasing responsibility.</p>
<p>MORAL CAPACITY</p> <p>It is an age where students are struggling with distinguishing their own moral stance to issues of the world. The struggle takes place in the competition between the ideals they have been given by their previous education (family and school), the demands of their changing biology and their need to find ownership of their own stance in life. Moral capacity is built by paying attention to the interrelationship between the students' sharpening minds, tender hearts, and their limbs which appear to struggle with gravity at this stage.</p> <p><i>Relevant Steiner methodological guidelines for History</i></p> <p>Biographies of human beings living in or on the brink of modern times engage the students' intellectually and emotionally. They consider a great range of human experiences and endeavours. The students' world is widening. They are developing capacities for thoughtful and open-minded enquiry. They are able to identify bias and prejudice. Studies of typical biographies, eyewitness accounts, letters and journals give opportunities for the adolescent to relate their own experience to what real people have done and said in real situations.</p>

HISTORY 8.1

Topic: THE AGE OF REVOLUTIONS

'If we make peaceful revolution impossible, we make violent revolution inevitable.'

John F Kennedy

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair..."

Charles Dickens - Tale of Two Cities

The Central Experience of the Content

In this unit the teacher endeavours to bring to life a kaleidoscope of events, personalities and influences and give students a sense of the multiple and intertwined causal factors and complex effects that are part of this turbulent time. Material is chosen which illuminates the perspectives of different individuals and groups. In studying the struggles for justice, equality and liberty the students engage with questions and concepts that meet their emotional and intellectual needs. The approach is symptomatic and thematic rather than a presentation of a linear chronology. Students examine social and political factors through the lens of differing human experiences. The Class 8 student looks to understand the world they live in. It is important that attention is paid to issues of their time. There is flexibility for any theme or issue from the topic to be followed through to the present. Teachers may focus on a theme such as revolution and resistance, the role of technology in change or individuals making change .

Future Capacities

The study of people who have selflessly worked and sacrificed for others, or who have brought about change through courage, persistence or innovative thought, inspires the young person to strive towards great possibilities, to find and to stand for their true ideals.

Through investigating, questioning and communicating the students develop a sense of confident self-knowledge.



Student copy of Jacques-Louis David's famous painting *Death of Marat*



The American Revolution (continued)

In 1773 crates of tea are thrown off ships in Boston harbour in protest against high taxes. This action is seen as the 'detonator' of the revolution.

In 1775 more British troops are sent to America to try to stop the rebellion and the war really starts.

1776 - representatives from the 13 states come together in Philadelphia to sign the Declaration of Independence. George Washington is appointed Commander of the colonial Army.

Britain does not want to give up America and if Britain wins the war the reps. who signed the D.O.I could be hung for treason.

In 1777 America nearly loses the war partly due to a hard winter of cold, disease and hunger. The British offer peace and a solution to taxes but America is set on independence. The French intervene and cut off Britain's supplies and escape. George Washington leads a colonial army to put pressure on British and they surrender in October 1781. America's independence is officially recognised in September 1782 and in 1789 George Washington is sworn in as First President.

DECLARATION DES DROITS DE L'HOMME ET DU CITOYEN

Nature has made all men free and equal; social distinctions must therefore be founded on common necessity.

It is by means of laws which are clear, precise and uniform for all citizens that rights should be assured.

No man should suffer for his religious beliefs.

Citizens may not be subject to any laws other than those to which they have freely consented.

All individuals must have access to the law.

Freedom of the press is the strongest support of public freedom.

It should be sustained by law, while ensuring the proper means of punishing those who abuse it by spreading seditious statements or libel.

Content Description

History/English 8.1

Topic : THE AGE OF REVOLUTION

The students will learn:

1. Understand the main events and characteristics of the period
2. To identify significant individuals and social movements
3. To describe the chronology and relationship of events
4. The characteristics of life in the period for a variety of sections of society
5. About the changing nature of societies in this period
6. The causes and contributing factors to events of the Revolutions
7. The and long and short term effects of the Revolutions
8. The influence of significant groups and individuals on the course of change
9. To identify and describe different perspectives of events

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-modal and Artistic Activities	Conceptual Knowledge and Skills
<p>Students may:</p> <p>Research the period using a range of primary and secondary sources</p> <p>Study biographies of significant individuals and stories of events</p> <p>Study literary works which give a picture of the social structure, atmosphere and events of the period. Authors may include Dickens, Ralph Waldo Emerson, Walt Whitman, Thoreau</p> <p>Discuss art and architecture of the period or works that depict events of the time</p> <p>Research protest, revolution and resistance of the 20th and 21st century</p> <p>Listen to songs, music and poetry of the period and on theme of Revolution</p> <p>Learn about the events leading up, during and after the French Revolution including Absolutism and the Sun King, the building of Versailles, the First, Second and Third Estates, The storming of the Bastille, Robespierre, Danton, Voltaire, Marat, Marie Antoinette, the guillotine, 'Liberty, Equality, Fraternity', the Reign of Terror, the Republic, Napoleon the General and Napoleon the</p>	<p>Students may:</p> <p>Research and discuss events, their causes and consequences and the contrasting experiences of different individuals and sections of society</p> <p>Learn songs and poems from the period and on the themes</p> <p>Research and discuss the factors that led to the Revolutions – ideals, poverty, inequality, taxes, personalities, technology</p> <p>Research significant individuals of the times, their motives, values and actions. Compare these with modern champions of liberty and reform. Students may look at speeches and of Martin Luther King, Gandhi, the Dalai Lama and Nelson Mandela. Students can consider the impact of the actions of 'ordinary people', such as Rosa Parks, in creation of change.</p> <p>Explore through performance arts the contrasting life experiences of the French aristocracy and the third estate. Students may compare life in Versailles with the experiences of common folk in the winter of 1788.</p> <p>Research and give oral and written reports on area of interest</p> <p>Explore the use and meaning of the cry 'Liberty, Equality,</p>	<p>Students come to:</p> <p>Identify, analyse and describe the main events, ideas and characteristics of the period</p> <p>Identify significant individuals and social movements</p> <p>Identify and analyse the actions, motives, values and attitudes of people from the past considering historical context</p> <p>Identify and explain different perspectives and contrasting interpretations and historical accounts</p> <p>Have clear sense of the chronology of events and causal factors</p> <p>Recognise and describe some relationships between causal factors</p> <p>Recognise the nature of changes, their impact on different social groups and how events of the time have influenced the present.</p> <p>Identify and develop an historical perspective of critical issues of social justice in the 21st century -</p> <p>Understand the principles of Democracy and compare these with other political</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-modal and Artistic Activities	Conceptual Knowledge and Skills
<p>Emperor</p> <p>Learn about the American War of Independence including the founding fathers, Washington, Jefferson, Adams, Benjamin Franklin, King George, Cicero, the Quartering Act and Stamp Tax of 1765, the Sons of Liberty, Declaration of Independence, 'life, liberty and the pursuit of happiness, the Boston Tea Party and the Bill of Rights, role of native Americans and slave labourers.</p> <p>Explore the link between the American and French Revolutions, comparing the New Constitution and the Bill of Rights</p> <p>A thread can be drawn between the two revolutions by reading Thomas Jefferson's reports from Paris on the Storming of the Bastille</p> <p>Trace the train of events which lead from the American War of Independence to British colonisation of Australia</p> <p>Follow a theme of social and political change to modern times identifying common factors and historical patterns and processes.</p> <p>Learn about significant, revolutionary change brought about through resistance and non-violent protest and the individuals who have instigated such movements including examples from Australia such as the Wave Hill walk off</p>	<p>Fraternity' and its echoes in 21st century.</p> <p>Discuss and write about artistic works depicting events of the time.</p> <p>Create artistic interpretations of events and people – poetic, narrative and illustrative.</p> <p>Explore and discuss how events under banner of freedom, equality and brotherhood led, so quickly to the Reign of Terror</p> <p>Discuss contrasting views expressed in primary material and issues of truth and perspective.</p> <p>Investigate the characteristics of the American War of Independence and compare to the French Revolution.</p> <p>Investigate the relationship between the American War of Independence and the colonisation of Australia</p> <p>Discuss ideals expressed in the of Bill of Rights and the experience of Native Americans and slaves in 18th century America</p> <p>Discuss and write about struggles for human rights in the 21st Century. Examine the non-violent protests of Mahatma Gandhi, songs, art works and the role of technology and events occurring in the present.</p> <p>Research and present a major project on a chosen aspect of Class 8 History. This project may be carried out over the course of the term and can be seen as a foretaste of the major project undertaken in Year 12.</p>	<p>structures</p> <p>Formulate and research historical questions.</p> <p>Construct historical texts such as descriptions, narratives and explanations using and identifying evidence from primary and secondary sources.</p> <p>Communicate the results of research using a variety of media including written, oral, visual and digital technology.</p>

HISTORY 8.2

Topic: THE INDUSTRIAL REVOLUTION

'If there is any period one would desire to be born into is it not The Age of Revolution when the old and new stand side by side....when the glories of the old can be compensated by the rich possibilities of the new era. This time is a very good one.' Ralph Waldo Emerson

The Central Experience of the Content

The period studied bridges the traditional and the modern worlds. It covers the human passage from an agrarian based society to an urban and industrial one. There is an emphasis on the manifestations of industrialization in Britain lying as it did at the heart of the Industrial Revolution. However students also examine the effects of industrialisation on the industry, travel, immigration, communication and daily life of 19th century Australia.

Historical material is selected that gives 'voice' to a range of opinions and experiences. The students will confront contrasting experiences and perspectives. 'The emphasis in Class 8 is on the experience of the individual in a rapidly changing world...History can be taught through brief but colourful accounts of personalities whose lives portray the symptomatic signature of the times.' (Rawson and Richter) Through a variety of experiences the students are given a sense of the atmosphere of the period. They use a wide spectrum of thought provoking material; they have experiences of the literature, art, music and poetry of the period. Students learn of developments in science and technology, in communication and transport, and examine the positive and negative impact of 'progress'. Students may consider developments in health, social justice, conflict and change, philanthropy technology and the individual as creator of change.

While Modern History forms the historical theme of Class 9 it is important to bring selected aspects of this unit up to the present. The students consider the historical connections of features of their own lives.

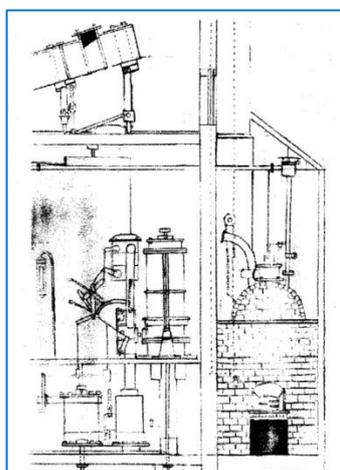
Future Capacities

As they consider the motives, actions and attitudes of groups and individuals students recognise and make conscious questions arising in them about their own identity, and what it is to be part of society. The study of the differing experiences of industrialisation cultivates an ability to examine issues with an awareness of the complexity of human experience.

The ability to consider a variety of perspectives prepares the student for life in a world characterised by cultural, social, religious and ethnic diversity

The development of transferable skills of observation and interpretation gives the young person a way of looking at the world and skills with which they may evaluate their own experiences and information presented to them by mass media.

Having a sense of the recurring patterns and the dynamics of change and the connection of contemporary events to the past provides a cohesive picture of human progress for young people living in a time of rapid change.



Yr 8 Student drawing

Content Description

English 8.2

Topic : THE INDUSTRIAL REVOLUTION

The students will learn:

1. A critical appreciation of the social and technological changes of the Industrial Revolution, its causes and effects
2. To understand the social and cultural context of the Industrial Revolution
3. To identify and describe the main features and developments in city and country life, in mechanical technology, productivity, consumption, labour conditions and social structure
4. To identify and explain the positive and negative effects of industrialisation
5. The impact of the Industrial Revolution on population, agriculture, manufacture, migration, the slave trade and convict transportation
6. How the industrial revolution contributed to the development of the modern world
7. How individual people contributed to change
8. To identify the effects of industrialisation in the shaping of Australia's economy, politics and culture

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-modal and Artistic Activities	Conceptual Knowledge and Skills
<p>Students may:</p> <p>Examine the experiences, actions, motives, values and attitudes of social groups and individuals.</p> <p>Study accounts of personalities whose lives portray the 'symptomatic signature of the times' (Martin and Rawson)</p> <p>Study significant technology, inventions and biographies of the inventors. In particular: James Hargreaves' Spinning jenny; Richard Arkwright and the Water Frame, James Watt and The steam engine; Trevithick and steam train</p> <p>Study changes in social structure, family and working life in rural and urban areas</p> <p>Study significant issues and developments such as trade unions, suffrage, factories, urban poverty, economic expansion, slavery, materialism,</p> <p>Study manifestations and issues of industrialisation in the Australian colonies</p>	<p>Students may:</p> <p>Read and discuss the exchanges between the poet Robert Southey and Thomas Macaulay MP, compare accounts of 'captains of industry' to the experiences of industrial working class,</p> <p>Research and compare the arguments of critics and admirers of industrialisation</p> <p>Explore issues, events and themes through role play and creative writing</p> <p>Read and discuss literature evocative of the times – novels of Dickens, poetry of The Romantics, newspapers, letters, cartoons, propaganda and posters</p> <p>Research an area of interest and prepare written and oral presentations</p> <p>Research and debate a key issue of the times such as child labour, working hours or universal suffrage</p> <p>Research and discuss lives of innovators and the motivating forces of social ideals and financial reward</p> <p>Create artistic representations of rural and city life and diagrams of inventions</p> <p>Create illustrative interpretations of</p>	<p>Students come to:</p> <p>Identify the sequence of events within framework of the industrialization of 18th and 19th Centuries</p> <p>Identify and describe the main features and events of the period from a range of perspectives</p> <p>Identify and understand the changing nature of society in this period, the causes and effects</p> <p>Identify viewpoints of different individuals and groups</p> <p>Develop a familiarity with biographies of key historical figures</p> <p>Describe the impact of industrialisation on life in Australia from a number of perspectives including the experiences of pioneers and Aboriginal and Torres Strait Islander peoples</p> <p>Become familiar with aspects of the arts of the period</p> <p>Identify connections between</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-modal and Artistic Activities	Conceptual Knowledge and Skills
<p>Study the strategic importance of the main geographical features in the period, including the midlands coalfields of Britain and the isolation of the Australian colonies.</p> <p>View, consider and discuss artistic works and images from the period. These may include works by Hogarth, Turner, Constable and early photographs</p> <p>Read and listen to literature and poetry of the period, for example Dickens' "Hard Times", Zola's "Germinal" and The Romantic poets – Blake, Wordsworth, Coleridge, Byron, Shelley</p> <p>Listen to and discuss music from the period</p> <p>Research and present a major project on a chosen aspect of Class 8 History. This project may be carried out over the course of the term and can be seen as a foretaste of the major project undertaken in Year 12</p>	<p>passages from descriptive literature</p> <p>Write interpretive essays</p> <p>Create a 'biography' of character from studies such as a child from the Ragged School, or mineworker</p> <p>Research and discuss lives and work of social activists and philanthropists of the time e.g. Andrew Carnegie, Annie Besant, Florence Nightingale and compare with 21st century individuals such as Bill Gates, Richard Branson and Mother Theresa</p> <p>Make tangible connections between events by constructing timelines. Read maps, charts and graphs</p> <p>Investigate the impact of industrialisation on the lives of different social groups such as women, children, and rural workers</p> <p>Visit museums or historical sites</p>	<p>particular historical events and larger social, economic and political developments</p> <p>Define and use appropriate terminology</p> <p>Develop skills enabling an interpretation of the past within its own historical context rather than through present day norms and values</p> <p>Work effectively with a multiplicity of perspectives, contrasting interpretations and competing historical accounts</p> <p>Summarise and analysis information from a variety of sources</p> <p>Conduct independent research using a range of sources including primary, secondary and ICT</p> <p>Communication research and ideas using a variety of methods.</p>



The Industry of the Tyne
by W Bell Scott

ACHIEVEMENT STANDARDS YEAR 8

1. By the end of Year 8 students identify, describe and analyse characteristics of life in societies and periods studied. They identify factors in change and continuity over time and understand that change effects not only technology and politics but also values and beliefs.
2. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time.
3. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.
4. Students use maps, timelines, graphs and documents to identify features of historical eras and to explain the diffusion of ideas, goods and technological innovations.
5. Students develop texts, particularly descriptions and explanations, incorporating 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.

GENERAL CAPABILITIES

Literacy

Students continue to develop skills in listening, reading and research and employ a range of communication methods. They discuss, recall, question, express opinions and articulate ideas. They are introduced to a range of historical genres: autobiography, biography, historical fiction, and historical research - all providing different insights. From their reading compare and evaluate varying accounts of events. They compare and contrast genres, consider style, language, historical context and perspective. 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. The students are encouraged to respond creatively to historical material. They continue to develop their enjoyment and ability to write evocatively and imaginatively. The experience of literature from different historical periods with its unfamiliar language and style helps students to expand their own literary repertoire.

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. The Class 8 student is increasingly exploring questions of cause and effect and change and continuity.

Information and Communication Technology

At this point the divergence of the ASCF English with regard to ICT competencies converges with that of the Australian History Curriculum. As they grow in confidence in their ability to communicate using digital texts, they consider ethical issues related to the use of this form of communication; they discuss questions concerning intellectual property and are encouraged to research the impact of IC technologies on those around them – at school, home and in their neighbourhood. They extend this study to include challenges and benefits related to their own use of electronic media including television, mobile phones and computers: they investigate how the digital technologies encourage or work against the development of meaningful communication with friends and relatives.

Critical and Creative Thinking

The study of history in class 8 requires the students to consider sometimes conflicting evidence of human action in the past. They evaluate and make informed judgements about tempestuous and emotional events. In doing so they learn how to question and assess evidence and to distinguish between evidence and interpretation. They are presented with a multiplicity of perspectives and contrasting interpretations. They learn move around events and human experiences and regard them from many points of view. Discussions and debates give students opportunities to refine both their thinking skills and their ability to communicate their ideas and opinions.

Ethical behaviour

Informed judgement is possible when students can apply a deep understanding of the past to choices made today. Biographies of human beings living in or on the brink of modern times engage the students' intellectually and emotionally. They consider a great range of human experiences and endeavours from multiple perspectives. Studies of eyewitness accounts, letters and journals give opportunities for the adolescent to relate their own experience to what real people have done and said in real situations. They apply these insights, and their expanding capacity for independent judgement, to ethical questions that arise discussion and to their own emerging questions of right action and right attitude. The cultivation of an awareness of different interpretations of historical issues encourages a more reflective and considered view of the world. The multi-perspectival approach, looking at different experiences of the same events, extends the students growing capacity for empathetic processing. It is most important that the students are brought historical pictures that illustrate human potential and creative initiative; that they perceive that ideals can be significant forces for change and healing.

Personal and Social competence

The approach to teaching history of the Middle Ages and the Renaissance period with it emphasis on new ideas and cultural advances is intellectually stimulating and emotionally enriching. It offers the students who are now experiencing unrest in their inner lives, a balancing and healthy interest in global perspectives and the outer world. The students examine, discuss and reflect on issues raised through historical inquiries. They consider 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. They carry out discussions and research co-operatively in teams, and in this way nurture positive social interactions.

Intercultural Understanding

In studying the 18th and 19th Century and the era of the Industrial Revolution in particular students learn of the contributions to advances in knowledge and technology and of the great movements of populations and redistributions of cultural groups and restructuring of society. They learn about the contributions of many migrant groups to the development of Australia and the national identity. They become more aware of the cultural heritage in aspects of present day life in Australia.

CROSS CURRICULUM PRIORITIES

Histories and cultures of Aboriginal and Torres Strait Island peoples

Study of the impact of industrialisation on Australia of the 19th Century in History 8.2, includes perspectives of Aboriginal and Torres Strait Islander peoples.

Asia and Australia's engagement with Asia

It is possible for content selection for History 8.2 to include material from Asian history and culture.

Sustainability

Students critically review factors in the founding and the fading of human settlements and civilisations. Study of the successes and failures of past civilisations and historical periods fosters in students an appreciation of the interdependence of people and the environment. Students begin to recognise levels of collective and individual responsibility for the future.

LINKS TO OTHER LEARNING AREAS

The historical studies of Class 8 are integrated with other subject areas particularly English, Art and music. Students will study classic novels of the period along with the poetry of the Romantics.