AUSVELS -AUSTRALIAN CURRICULUM: HISTORY Level 8: The ancient to the modern world

Key inquiry questions:

* How did societies change from the end of the ancient period to the beginning of the modern age?
* What key beliefs and values emerged and how did they influence societies?
* What were the causes and effects of contact between societies in this period?
* Which significant people, groups and ideas from this period have influenced the world today?

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| Strand 1: Historical Knowledge & Understanding | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period c.650 CE – 1750 (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) |
| The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. The overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.Overview content includes:The transformation of the Roman world and the spread of Christianity and Islam* recognising how relations between the Islamic and Western worlds were characterised by both peaceful coexistence (trade) and conflict during this period (the Crusades)
* discussing Britain after the end of the Roman occupation; the Anglo­Saxon kingdoms; Old English and the foundations of modern English; Beowulf and archaeology; Anglo­Saxon institutions and the roots of medieval parliament

Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) **ã*** describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world
* locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)
* identifying the major civilisations of the period (Byzantine, Celtic, Anglo­Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example the Vikings through Europe, the Mongols across Eurasia, and Spain in the Americas)
* explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example knights) and Japan (for example samurai)

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). **ã*** discussing the extent of knowledge about the world as indicated through changing world maps (for example the Da Ming Hun Yi Tu world map (1389 CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630)
 | **Chronology, terms & concepts:**Sequence historical events, developments and periods (ACHHS148)* placing historical events in sequence in order to identify broader patterns of continuity and change (for example the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)

Use historical terms and concepts (ACHHS149) **ã*** understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan

**Historical questions & research:**Identify a range of questions about the past to inform a historical inquiry (ACHHS150) * experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus
* posing a key question such as: ‘Why did Easter island (Rapa Nui) society decline?’ and identifying related questions to inform the inquiry (for example ‘What evidence is there?’ ‘What theories have been developed?’)

Identify and locate relevant sources, using ICT and other methods (ACHHS151)* compiling a list of different sources needed in an inquiry and their possible locations

**Analysis & use of sources:**Identify the origin and purpose of primary and secondary sources (ACHHS152)* explaining how clues within a source can be used to identify where it was made or who it was made by (for example the place where it was found, the materials used, the condition of the object, decorative features)

Locate, compare, select and use information from a range of sources as evidence (ACHHS153)* creating categories to organise the information obtained from sources
* designing a table to list sources and the aspects of the past about which they provide information (for example social structure, economy, governance)

Draw conclusions about the usefulness of sources (ACHHS154)* recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
* distinguishing between fact (for example ‘The Moai were constructed on Easter Island (Rapa Nui)’) and opinion or interpretation (for example. ‘The Moai on Easter Island (Rapa Nui) are representations of gods')

**Perspectives & interpretations:**Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)* describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society

**Explanation & communication:**Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)* using scaffolds illustrating the structural and language features of particular text types (for example descriptions and explanations) in order to create a text that communicates specific findings about the past

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157) **ã*** creating an oral presentation, supported by audio­visual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world
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| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) |
| Depth Study 1: The Western & Islamic World (Choose ONE of either The Vikings; Medieval Europe, The Ottoman Empire OR Renaissance Italy for this study)**The Ottoman Empire (c.1299 – c.1683)**The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)* describing the way of life of people in the Ottoman Empire (for example the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 CE, art and architecture (ACDSEH053)* describing Ottoman art and architecture (for example the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)* outlining the millet system that regarded non Muslim people as subjects, but as not being subject to Muslim law
* explaining the tolerance of the Ottomans towards Christians and Jews

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)* investigating the achievements of individuals (for example Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

**OR****Renaissance Italy (c.1400 – c.1600)**The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)* describing the way of life of people in Renaissance Italy (for example the role of men in tending the fields or merchant shops, the influence of government in particular city­states, for example Naples – a monarchy, Florence – a republic)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city­states, such as art and learning (ACDSEH056)* describing the work of Leonardo Da Vinci for example his artworks (the Mona Lisa and The Last Supper) and inventions (a rudimentary helicopter and solar power); the work of Michelangelo (for example the Sistine Chapel paintings, David, Pieta); the thinking of Copernicus (for example astronomy – seeing the sun as the centre of the universe); and the invention of the printing press
* investigating learning in the Renaissance period (for example humanism, astrology, alchemy, the influence of ancient Greece and Rome)

Relationships between rulers and ruled in ONE Italian city­state such as Florence or Naples (ACDSEH057)* explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)* investigating the achievements of Galileo (for example improvements in the telescope and his astronomical observations)

The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)* outlining the spread of Renaissance culture to England (for example the rise of literature through Shakespeare)

**OR****The Vikings (c.790 – c.1066)**The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)* locating Viking lands in Scandinavia (Denmark, Norway and Sweden)
* describing the way of life of the Vikings (for example living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)* describing Viking craft with particular emphasis on the production of weapons (for example swords, battle axes and helmets)
* outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period
* investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.
* describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)* explaining the attacks on monasteries, for example Lindisfarne (793 CE) and Iona (795 CE) and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence
* the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo­Norman conquest
* investigating the remains of Viking settlements (for example Dublin (Ireland) and Jorvik (York)

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)* outlining Erik the Red’s development of Viking settlements in Eastern and Western Greenland in 985 CE
* comparing the artefacts discovered at L’Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 levels before Christopher Columbus

**OR****Medieval Europe (c.590 – c.1500)**The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)* describing the structure of feudal society (for example the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)* describing the features of castles and churches of the period (for example Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church’s power in terms of its control of wealth and labour
* outlining inventions and developments in the Islamic world (for example the astrolabe, public hospitals and libraries and their subsequent adoption in the Western world)
* recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts
* examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process
* listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)* investigating different types of crime and punishment (for example trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)* explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of the Frankish kingdom and his support of the Church
 | Depth Study 2: The Asia – Pacific World (Choose ONE of either Angkor /Khmer Empire, Shogunate Japan, OR Polynesian expansion across the Pacific)**Angkor/Khmer Empire (c.802 – c.1327)**The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ). (ACDSEH011) **ã*** describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example in relation to fishing, trading in markets, temple construction)

The reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060) **ã*** explaining how being revered as the ‘god­king’ or ‘deva­raja’ enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) **ã*** describing the main features of the water management system at Angkor (for example the extensive use of reservoirs and canals)

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062) **ã*** outlining theories about the decline of the Khmer civilisation (for example the development of an unstable climate such as drought and monsoons, the rise of Theravada Buddhism; the arrival of the Black Death and the breakdown of Angkor’s water management system)

**OR****Shogunate Japan (c.794 – 1867)**The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012) **ã*** describing the way of life in feudal Japan under the shoguns (for example ‘bushido’ – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)

The role of the Tokugawa Shogunate in establishing a feudal system (based on daimyo and samurai) and in increasing foreign trade (ACDSEH063) **ã*** describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders)
* explaining reasons for Japan’s closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry’s visit in 1853

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064) **ã** * investigating the demand for available land and the patterns of land use in the period
* outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)

Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065) **ã*** describing internal pressures in shogunate Japan (for example the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)
* describing the increasing exposure to Western technology and ideas (for example the establishment of a naval school with Dutch instructors, the translation of Western books)
* evaluating the significance of the Meiji Restoration of 1868 CE that restored imperial rule to Japan

**OR****The Polynesian expansion across the Pacific (c.700 – 1756)**Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)* locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys
* outlining different theories about the expansion (for example west/east and east/west movement, the expansion as accidental versus intentional)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)* describing the way of life of Easter Island society (Rapa Nui) for example fishing by the men, links between the household and the extended clan through the exchange of goods, wives, and labour; the use of stone tools

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)* investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example representations of dead ancestors or chiefs)

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island’s palm trees (ACDSEH068) * researching the extinction of the moa in New Zealand as a result of hunting and habitat decline
* explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability
* evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)
 | Depth Study 3: Expanding contacts (Choose ONE of either Mongol Expansion, The Black Death in Asia, Europe and Africa OR The Spanish Conquest of the Americas)**Mongol Expansion (c.1206 – c.1368)**The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014) **ã*** describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 CE

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077) **ã*** outlining Genghis Khan’s use of decimal organisation in his army and his policies for governing his empire (for example codifying laws, banning the killing of animals in the breeding season, supporting religious freedom, and expanding trade)

The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078) **ã*** mapping the expansion of the Mongol empire across Asia and Europe
* describing the way of life in Mongolia and its incorporation into Chinese life (for example agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079) **ã*** explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example the use of paper money and coinage; the growing number of European merchants travelling to China)

**OR****The Black Death in Asia, Europe and Africa (14th century plague)**Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)* investigating living conditions in London in the fourteenth century (for example the lack of sanitation, crowded housing); the extent of medical knowledge (for example based on Hippocrates’ theory); and beliefs about the power of God (for example that diseases were a punishment of God)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)* mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE

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) **ã*** explaining reactions to the Black Death, for example the emergence of flagellants (those who would whip themselves to be free of sin) and the persecution of Jewish people

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) **ã*** using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics

Other immediate and long­term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)* categorising the effects of the Black Death, as either short­ term or long­term and drawing conclusions about the severity of the Black Death

**OR****The Spanish Conquest of the Americas (c.1492 – c.1572)**Pre­Columbian life in the Americas, including social organisation, city life and beliefs. (ACDSEH016)* describing the social organisation of the Aztecs (for example nobility, slaves); their beliefs (for example worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)* explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 CE (Balboa) to 1531 (Pizarro), and their reasons (for example seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)* describing encounters between Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe (ACDSEH075)* outlining the impact of Spanish conquest on the Americas (for example the spread of disease due to the lack of immunity; the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe)

The longer­term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)* explaining the longer­term effects of conquest and colonisation on the indigenous populations of the Americas (for example the unequal distribution of land and wealth, and political inequality)
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| **Level 8 achievement standard**By the end of Level 8, students recognise and explain patterns of change and continuity over time. 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. 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. 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. |

\*This document intends to assist teachers in their implementation of the Australian Curriculum through AusVELS – it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.