

# Food and fibre: History

## History

The Australian Curriculum addresses learning about food and fibre predominantly in Design and Technologies and F-6/7HASS/Geography, however there are opportunities to make connections with aspects of History in some years.

## Food and fibre dimensions

### History - Years 7 and 8

#### Year 7

#### Historical knowledge and understanding

##### *Investigating the ancient past*

##### ***The Mediterranean world***

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

Content descriptions with elaborations:

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002) OR

Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003) OR

Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)

- describing the importance of the River Nile to Egyptian society (for example inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation) OR
- describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states OR
- describing the methods used by the Romans to manage resources (for example the water supply through aqueducts and plumbing systems)

##### ***The Asian world***

Students investigate ONE of these Asian societies in depth: China or India.

Content descriptions with elaborations:

Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) OR

Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)

- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade OR
- creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population)

#### Year 8

## **Historical knowledge and understanding**

### ***Overview of the ancient to modern world***

#### ***The Western and Islamic World***

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

Content descriptions with elaborations:

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007) OR

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) OR

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) OR

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH0010)

- 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) OR
- describing the structure of feudal society (for example the role and responsibilities of the king, nobles, church, knights and peasants) OR
- 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) OR
- 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 city-states, for example Naples – a monarchy, Florence – a republic)

#### ***The Asia-Pacific World***

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

Content descriptions with elaborations:

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) OR

The role of the Tokugawa Shogunate in re-imposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064) OR

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 main features of the water management system at Angkor (for example the extensive use of reservoirs and canals) OR
- describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders)
- 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) OR
- describing the way of life of Easter Island (Rapa Nui) society (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)

**Expanding contacts**

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

Content descriptions with elaborations:

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)

The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078) OR

The immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world (ACDSEH075)

- describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 CE
- 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) OR
- investigating the impact of conquest on the indigenous populations of Americas (for example the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe) and increased wealth in Europe