

# History - Satisfactory - Year 8

## Portfolio summary

This portfolio of student work shows that the student can recognise and explain patterns of change and continuity over time (WS2, WS5). The student explains the causes and effects of events and developments (WS2, WS3, WS5). The student identifies the motives and actions of people at the time (WS2, WS5). The student explains the significance of individuals and groups and how they were influenced by the beliefs and values of their society (WS3, WS5, WS6). The student describes different interpretations of the past (WS1, WS3, WS4).

The student sequences events and developments within a chronological framework with reference to periods of time (WS2, WS3, WS5). When researching, the student develops questions to frame a historical inquiry (WS1, WS3, WS6). The student analyses, selects and organises information from primary and secondary sources and uses it as evidence to answer inquiry questions (WS3, WS6). The student identifies and explains different points of view in sources (WS1, WS4). When interpreting sources, the student identifies their origin and purpose, and distinguishes between fact and opinion (WS1, WS4). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS2, WS3, WS4, WS5, WS6). In developing these texts, and organising and presenting the findings, the student uses historical terms and concepts, evidence identified in sources, and acknowledges their sources of information (WS3, WS4, WS5).

## Examining sources

### Sample summary

Students examined a selection of seen and unseen sources from the early medieval period and were asked to apply their historical inquiry skills to analyse and interpret these sources. They recorded their observations on a teacher-created worksheet. The task was completed in class during one 50-minute lesson.

## Achievement standard

### Subject

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Students sequence events and developments within a chronological framework with reference to periods of time. **When researching, students develop questions to frame a 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.

Worksheet

HOW GOOD IS YOUR *Historical* THINKING?



A coin discovered at an archaeological dig in France. The coin has been dated to c. 750 CE, during the reign of 'Pepin the Short'. (Image from the Australian Curriculum: History, Year 7, Unit 1, Lesson 1)

**Question One**  
 A) Is this a primary or secondary source?  
*It's a primary source.*

B) Why? (Give your reasons)  
*It is a primary source because it was used in the time period of 750 CE and it's 100% authentic about the past of that place and time.*

**Question Two**  
 A) What category of source does this object belong to?  
*The source belongs to the category of 'artefacts'.*

B) Why? (Give your reasons)  
*It is an artefact that is in the time period being studied and it is not written, it is a picture (painting) and it has nothing to do with oral testimony.*

**Question Three**  
 A) What do you think the markings on this object are?  
*I think the markings are a way of identifying which country or empire it belonged to (R. Pepin).*

B) Why? (Give your reasons)  
*In 750 CE Pepin the Short was ruling over France and by putting his initials on their money (R.P.) everyone trading would know who the money really belonged to.*

**Question Four**  
 Describe why you think the two sides of the coin are different.  
*The outside is decorated with dots on both sides, this shows that they are the same coin but the writing is different. It looks like there are numbers on the other side and this might be how much the coin was worth in trade (S).*

**Question Five**  
 Write two questions that could help guide further research into this object and its history.  
*What does 'R.P.' stand for and what does it represent?  
 Why did the people surrounding these coins decorate it in the way they did?*



A section of the Bayeux Tapestry. It was seen in the late eleventh century CE.

**Question Seven**  
 Describe what you can see happening in this scene.  
*There is a man sitting on a chair and someone is walking towards him. There is a choice between two horses. There are some knights in armour with shields and spears riding horses and there is a boat sailing away.*

**Question Eight**  
 Why do you think the Bayeux Tapestry was made?  
*So that people would remember what happened in a certain time, that way children would be remembered.*

**Question Nine**  
 How do you think the Bayeux Tapestry would be useful to historians? Explain your answer.  
*The Bayeux Tapestry is extremely useful to historians. The Bayeux Tapestry shows what sort of weapons the armies used as well as what sort of armour. It shows what happened in the lead up to the battle, what happened in the battle's end, as well as after it. It shows why the battle was fought and who won. Although the Bayeux Tapestry there would be a big gap in history.*

Annotations

- 1 **Annotation 1**  
Identifies the nature of a source
- 2 **Annotation 2**  
Proposes a use for an object based on observations

Annotations

- 1 **Annotation 1**  
Makes a connection between an object and historical events and people
- 2 **Annotation 2**  
Makes conclusions about an object based on observations
- 3 **Annotation 3**  
Proposes questions for further inquiry

Annotations

- 1 **Annotation 1**  
Summarises information presented in a source
- 2 **Annotation 2**  
Identifies a reason for the creation of a source
- 3 **Annotation 3**  
States ways in which a source may be useful to historians

## Description: Castles

### Sample summary

Students were asked to write a description of the changes in the design and function of castles in medieval Europe. They worked with their class teacher and the teacher-librarian to locate appropriate written and pictorial source material and were provided with feedback on the structure and content of their text through a process of scaffolded drafting and review. The final text was word-processed and published for classroom display. The entire task, including time for research and finalisation of the description, took place in class over five 50-minute lessons.

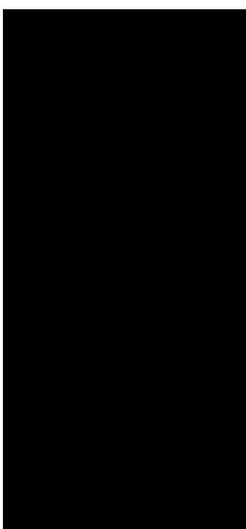
### Achievement standard

#### Subject

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#### Description



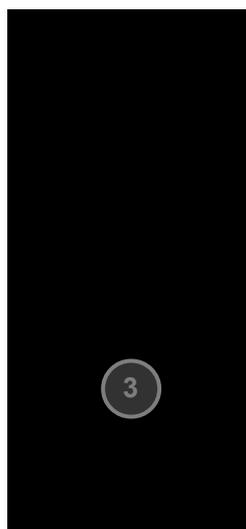
#### Castles in the medieval period

Castles, a form of defence, were introduced during the 9 century or the 10 century by Alfred the Great. Many of the early forms of castles consisted of wood as the main resource for the structure. Wood was the best source of defence as it could be easily burnt down by the arrows. The introduction of gunpowder meant that castles were the best form of defence.

The Motte and Bailey one of the early forms of castles. The idea of a motte and bailey castle was that the motte is a large hill with a high wooden wall and keep, and the bailey is the ground level of the castle where families and animals could live. The motte and bailey is separated by a wooden bridge that could be removed if a bailey of the castle was occupied by the enemies. Sometimes a ditch or a ditch would surround the castle and this was sometimes filled with water. A drawbridge was used to access the castle. The keep of the castle was so high that it could see over all the land. These castles were sometimes built in the remains of the Roman forts, and if the main wall fell the keep could only protect them.

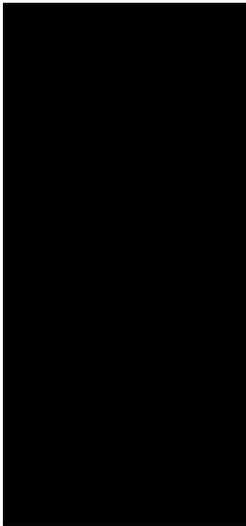
A larger castle may have more than one motte and bailey but it was very unlikely.

The stone keep soon replaced the motte and bailey as it offered more defence/protection to the soldiers and people that may live in the castle if the keep was big enough, but normally serfs would leave the castle because they were no use as soldiers. Thick stone wall would surround the keep as the introduction of stone castles spread throughout France and England. The keep would consist of many floors which were led up by a stone staircase. Depending on how large the castle was the more levels the keep consisted of.



#### Annotations

- 1 **Annotation 1**  
Gives reasons for the changing forms of castles
- 2 **Annotation 2**  
Describes the key features of early forms of castles
- 3 **Annotation 3**  
Describes the key features of later forms of castles



Many of the first stone keeps were rectangular and later circular so the people on top could see around 360°. Then there started round towers. Around the top of the thick castle walls, crenellations (if arrows from would be spread around the castle on every level. What used to be a bailey was now the area outside the keep but within the outer walls. Shelters for animals and crafting workshops might be placed against the walls. A moat may surround the castle walls.



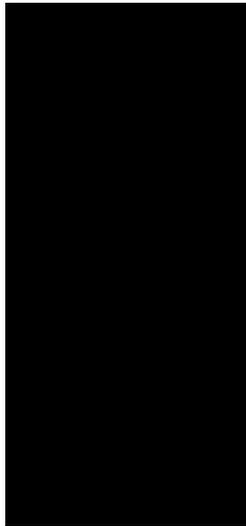
Concentric castles consist of an inner and outer walls. This type of castle was developed in the 12 and 13 centuries and offered the best protection against enemy attacks. The walls were made of thick stone that has crenellations around the top. The keep is the centre piece and was made of stone. The castle would have circular towers



at every corner for further protection. The inner wall was normally higher. Different types of stone were used in the making of castles like hard chalk/flint/limestone/sandstone. This was the best castle for defence!

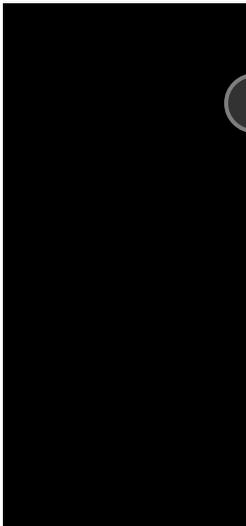


Castles are one of the best and wellconstructed pieces of medieval buildings. Castles were the best form of defence and many different types of castles were formed over the years. This was shown by the motte and bailey, stone keep and concentric castles, and shell keeps as well etc. Although the shell keeps were uncommon in Britain they are still of great interest today. Although the introduction of gunpowder made castles weak, it was still the best form of defence in the medieval period.



## Annotations

- 1 **Annotation 1**  
Uses specific terms to identify and describe the features of castles
- 2 **Annotation 2**  
Places changes in the construction of castles into a chronological context



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## Annotations

- 1 **Annotation 1**  
Makes a simple comparative judgement between different forms of castles
- 2 **Annotation 2**  
Places the use and development of castles into a historical and locational context

## Social media: Aztecs and Incas

### Sample summary

Students were asked to create a series of social media posts regarding an aspect of the Spanish conquest of the Americas. They were required to choose an appropriate platform incorporating text and images and were provided with teacher-created templates and scaffolds. The task took place at the end of the unit of work and allowed students to focus upon an area of interest, either Aztec or Inca. The students' work was posted and shared on the school's secure intranet. The task was completed in class and at home over a two-week period.

### Achievement standard

#### Subject

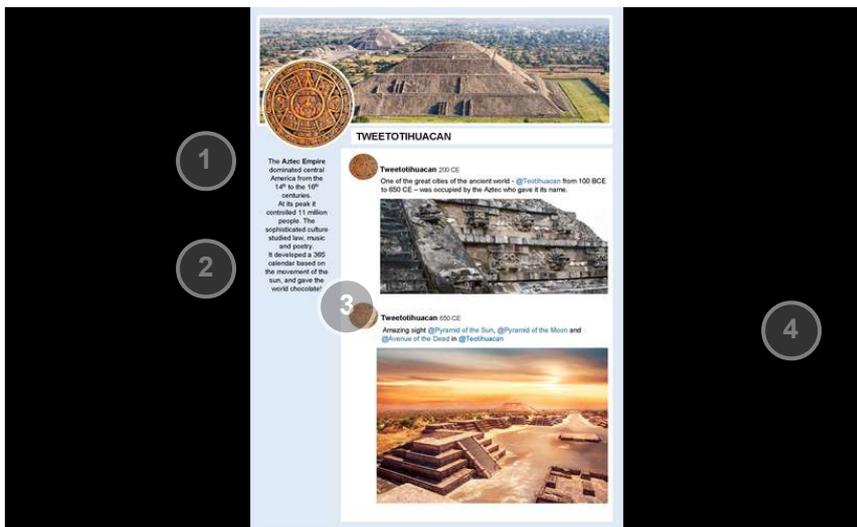
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## Social media

### Annotations overview

Presents a modified digital solution to communicate historical information



### Annotations

- 1 **Annotation 1**  
Places events and developments into a chronological context
- 2 **Annotation 2**  
Makes simple connections between the past and present
- 3 **Annotation 3**  
Identifies significant places associated with a past civilisation
- 4 **Annotation 4**  
Uses appropriate text structures and indicators to communicate historical information



## Annotations

- 1 **Annotation 1**  
Uses appropriate text structures and indicators to communicate historical information
- 2 **Annotation 2**  
Identifies significant people and events associated with a past civilisation
- 3 **Annotation 3**  
Identifies links between the past and present

## Source analysis: Vikings

### Sample summary

Students examined a teacher-curated collection of primary and secondary sources associated with the life and history of the Vikings. They were asked to select three sources from the collection and write an analysis of each, focusing upon its usefulness and value to historians. The task was completed in class in one 50-minute lesson.

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#### Analysis

# Annotations overview

Interprets and analyses differing perspectives and sources of historical information

**THE VALUE AND LIMITATION OF SOURCES ABOUT *The Vikings***



**SOURCES IN THE COLLECTION**

1. A reconstruction of a Viking longhouse
2. An extract from a medieval text describing life in Scandinavia in c.850CE
3. A Viking coin
4. An extract from a modern historian describing Viking myths and legends
5. A nineteenth century painting of a Viking moot
6. Extract from a modern journal showing the reconstruction of an archaeological find
7. An extract from an old Norse poem
8. An image from the Bayeux Tapestry of a Viking ship
9. A photograph of a reconstructed Viking ship
10. A description of a Viking raid from the ninth century Anglo Saxon Chronicle
11. A modern map showing possible Viking trade routes
12. A modern drawing of the burial of the Oseberg ship

**SOURCE 8**

Source 8 shows some values but it also produces lots of information such as the way the Vikings look, how the boats were made and what the ship was made. When you think of Vikings you think of big strong bearded men. It is tall and the real men like Source 8 shows us. We know that the "Vikings" look like this because we see that this source is less reliable than we originally thought. Viking boats are known for their huge sail and the amount of space in them. Source 8 is a bit of a tricky Viking chopping down trees to make ships that only two you can fit in. The source also show men on top of the canoe like boat and hitting with "swallow-like boat". This source also has some values to it like the tools used and techniques used to make the ships. The first value is the men with axes chopping down trees. This is reliable because Vikings never used saws they just used axes to cut and shape trees.

**SOURCE 10**

Source 10 describes a Viking raid and what it did. This source is valuable because it is written not long after the Viking time and includes information that we would not know today without it. It is also valuable because it was written by targets of these raids, giving us an idea of what was thought of Vikings at that time.

This source also has limitations because it was written by people who were bias against the Vikings and their stories might be even worse than they were. It is also written by someone who was from a different region as the Vikings and who believed that Vikings were savage or a little bit believed in different gods. The person who wrote this was probably not involved in any Viking raids and they were probably using stories and other "evidence" for his source has its values and limitations and is valuable in understanding Vikings better.

**SOURCE 12**

This source is a very useful reference point for historians who wish to know more about how the Oseberg ship was built. One reason why is because it shows the positioning of all of the objects inside the ship making it possible for historians to notice any patterns in the layout. Another reason is that it shows historians to see how the ship was built and how it was built. The final reason is that it shows what sorts of items were put inside the ship in case some of them had decayed.

Even though it is a crucial source it still has some limitations. The first limitation is that it is a secondary source, so some of the information might be fictional. Another one is that the artist might have added a few things to make the artwork more appealing to look at. Finally, the artist might have removed certain details to make it easier to draw. This all shows that although it is an important source to historians it still has its own limitations.

## Annotations

**1 Annotation 1**  
Identifies strengths and weaknesses in a selected source

**2 Annotation 2**  
Makes a judgement based on other evidence about the reliability of a source

**3 Annotation 3**  
Identifies the value of a source

**4 Annotation 4**  
Analyses the perspective of a source

**5 Annotation 5**  
Describes how a source could be used by historians to understand the past

Poses questions about the content, nature and purpose of a source

## Postcard from Angkor Wat

### Sample summary

Students were asked to imagine visiting Angkor Wat in Cambodia and to design and write the two sides of a postcard detailing what they had seen and learned at the site. They were provided with a teacher-created template to record their thoughts and observations, and the postcards were printed and displayed in the school library. The task was part of a unit of work on the Khmer Empire and was completed in class over three 50-minute lessons.

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#### Postcard

##### Annotations overview

Considers the diversity and contribution of the peoples and countries of Asia



**Annotations**

- 1 Annotation 1**  
Uses an appropriate image and text to engage the reader

*Angkor Wat is such an amazing place that you really must try to visit. It is absolutely huge and stunning and it is hard to imagine that it was built in just over 35 years. It is located in Cambodia, and it is the world's largest religious monument. No wonder UNESCO put it on the world heritage list in 1992.*

*Angkor Wat, which literally means City Temple, was built by Suryavarman II who was the ruler of the Khmer Empire in the 12<sup>th</sup> century (113-1160 CE). It was originally his capital city as well as a Hindu temple dedicated to the god Vishnu. After the king's death Angkor Wat was attacked by another Khmer tribe, the Chams, and then a new leader, Jayavarman VII moved the capital of the empire to Angkor Thom and Bayon which are to the north of Angkor Wat. Angkor Wat then became a Buddhist temple and although it was never abandoned it did fall into disrepair.*

*Over the centuries the original paintwork has disappeared and what you now see is the sandstone surface. There is more than 4.5 million tonnes of sandstone in the buildings which are designed to look like Mount Meru which had five peaks and was the home of the gods. The amazing thing is that all of this sandstone came from a quarry that was 40 kilometres away and had to be cut by hand and transported by canals. In fact the temple of Angkor Wat was built by hand and people think that there would have been more than 300,000 labourers working on it.*

AIR MAIL  
PAR AVION



PLACE  
STAMP  
HERE

\_\_\_\_\_

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\_\_\_\_\_

*An interesting fact about Angkor Wat is that when it was visited by a French explorer Henri Mouhot in 1856 he described it as "grandeur than anything left to us by Greece or Rome".*

*For a long time people thought the Khmer Empire was as old as Greece and Rome but it was over a thousand years younger and it didn't last for very long. Some people think that it went into decline because the climate changed and this spoiled their water supply. Maybe we should learn from what happened to them...*

*Angkor Wat is a must see place for anyone who is interested in the history of the world and of Asia in particular. I hope you get to visit it soon.*

**Annotations**

- 1 Annotation 1**  
Identifies the historical and cultural significance of a site
- 2 Annotation 2**  
Describes the role played by individuals in the history of a site
- 3 Annotation 3**  
Identifies a theory for the decline of a civilisation
- 4 Annotation 4**  
Describes features associated with the construction of a site
- 5 Annotation 5**  
Uses researched source material as supporting evidence

**Comparison: Knight versus samurai**

**Sample summary**

Students compared the life and roles of European knights and Japanese samurai in medieval times. They examined a selection of primary and secondary sources provided by the class teacher and teacher-librarian and summarised their findings on a Venn diagram. Students then wrote a short text to argue who would win a

hypothetical battle between these two types of warrior. The task was completed in class over three 50-minute lessons.

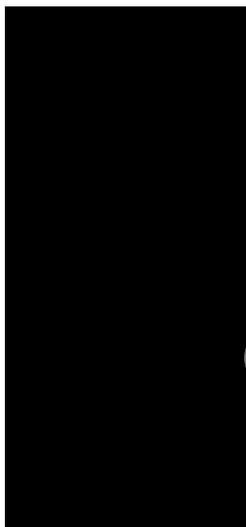
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### Comparison



I strongly believe that the Samurai would win. Because they are more agile and have better uses of their weapons. The samurai would be brought from an early age, in a Samurai like environment and I would be sent to their relatives at the age of three to train -- they used wooden weapons when three.

At six years old they went on to using real blade weapons. As well as studying martial arts, they also did educational studies and they learnt poetry, reading and writing.

Although the knights were really very talented with what they could do. They always needed help if they weren't very efficient for what activities they did. If they ever fell in a battle, they couldn't get back on again due to the armour restricting them.

The Samurai have good armour, they are stretchy and easy to move in.

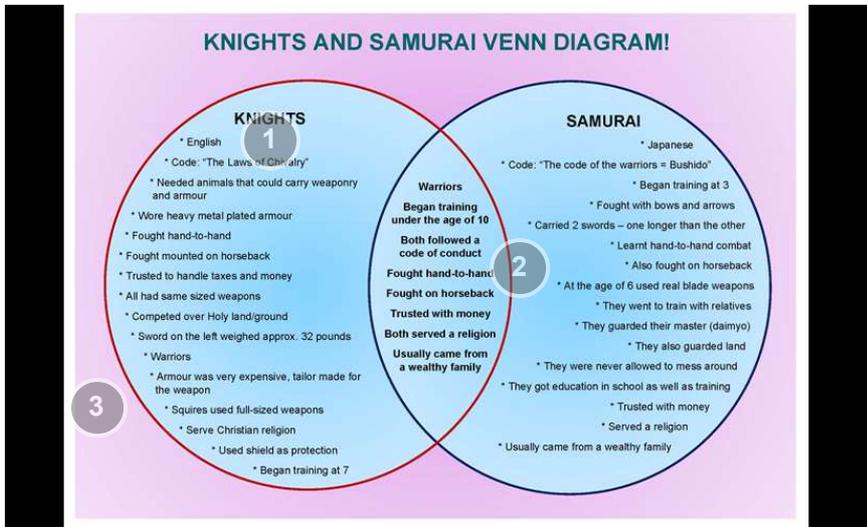
Samurais are very proud of their history and culture, they have a passion to continue their traditions for generations to come. All in all the Samurai seem more heroic.

3



### Annotations

- 1 **Annotation 1**  
Proposes an opinion based on investigated sources
- 2 **Annotation 2**  
Supports an opinion based on observations and conclusions
- 3 **Annotation 3**  
Makes generalisations about groups and attitudes from the past



## Annotations

- 1 Annotation 1**  
Records characteristics of groups from the past based on investigated sources
- 2 Annotation 2**  
Identifies similarities between groups from the past based on investigated sources
- 3 Annotation 3**  
Uses specific historical terms and concepts