



# CANBERRA HIGH SCHOOL - Learning overview for Term 1

## Subject: 8 SOSE

| Week | Topic   | Content/Activity/Tasks   |
|------|---|--|
| 1    | Introduction and Background to the Middle Ages  | <p><b>Inquiry Questions</b><br/>What is history and how do we study history?<br/>What is medieval history and what were some of the key events and features of the Middle Ages?</p> <p><b>Suggested Activities/Tasks</b><br/>Introductory slideshow and activities<br/>Skills of a historian<br/>Medieval dating and timeline activity<br/>CLOZE activity and word match</p>   |
| 2-3  | Fall of Rome and Movement of 'Barbarian' Tribes | <p><b>Inquiry Questions</b><br/>What were some of the key features of Ancient Roman society and how did these change with the fall of Rome in the West?<br/>What were some reasons for the fall of Rome in the West?<br/>Where, how and why did the 'barbarian' tribes migrate in Europe and how did this affect the lives of people involved?</p> <p><b>Suggested Activities/Tasks</b><br/>Fall of Rome / Start of the Middle Ages slideshow and activities<br/>Group task - possible causes of the fall of Rome<br/>Mapping activity - Barbarian invasions<br/>Invasion of Britain activities<br/>Barbarian invasions whole year level activity</p> <p><b>Assessment</b><br/>Portfolio task 1 - Developing 2 inquiry questions</p> |



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| 4   | Anglo-Saxons        | <p><b>Inquiry Questions</b><br/>Who were the Anglo-Saxons and how do we know about them?<br/>What were the key features of Anglo-Saxon society?</p> <p><b>Suggested Activities/Tasks</b><br/>Anglo-Saxon slideshow and activities<br/>Sutton Hoo documentary<br/>Research task - a feature of Anglo-Saxon society</p>   |
| 5-6 | Vikings             | <p><b>Inquiry Questions</b><br/>Who were the Vikings and how do we know about them?<br/>What were the key features of Viking society?<br/>What motivated the Vikings to raid other societies?<br/>How were Vikings perceived by other societies?</p> <p><b>Suggested Activities/Tasks</b><br/>Slideshow and activities<br/>Kahoot quiz<br/>Viking documentary<br/>Lindisfarne case study and source analysis<br/>Polynesian migration - comparison activity</p> <p><b>Assessment</b><br/>Annotated timeline</p> |
| 7-9 | The Norman Conquest | <p><b>Inquiry Questions</b><br/>Who were the Normans and what happened in 1066?<br/>What is the Bayeux Tapestry and what is its value as a primary source?<br/>Bias - what is it, how can we identify it?</p>   |



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|  |  | <p>The impact of the Normans: what changed and what stayed the same after 1066?</p> <p><b>Suggested Activities/Tasks:</b></p> <ul style="list-style-type: none"><li>● Persuasive activity: Harold, Harald or William - who was the rightful ruler?</li><li>● Bayeux Tapestry source study</li><li>● Bias activity: pro and anti William and Harold sources</li><li>● Workbook - what changed/stayed the same after the Norman invasion? Feudalism, language and culture changes. Short activities and videos and comprehension activities. Extension activity offered.</li></ul> <p><b>Assessment</b></p> <p>Bias Task (Norman and Saxon perspectives)</p> |
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