



Australian Curriculum Links (8.3)

Egyptian Mummies: Exploring Ancient Lives showcases historical evidence using artefacts, reconstructions and interactives. These engage students with content and processes described in Australian Curriculum through History and Ancient History (as well other areas).

Historical Knowledge and Understanding strand

The social and chronological context of the exhibition primarily aligns with *Historical Knowledge and Understanding* for:

- 7 – 10 History
 - [Year 7: The Ancient World](#)
- Senior Secondary Ancient History
 - [Unit 1: Investigating the Ancient World](#)
 - [Unit 2: Ancient Societies](#)
 - [Unit 4: Reconstructing the Ancient World](#)

Detailed links listing curriculum codes are on the following pages.

Historical Skills strand

This unique opportunity can also be used to support *Historical Skills* sub strands at all year levels. A Museum and/or exhibition experience can be used to critique, inform, inspire and provide several examples of:

- Primary and Secondary sources of information (collections, research, exhibitions and associated material)
- Identifying chronological terms and concepts
- Communicating through a range of historical texts (timelines, ICTs, reconstructions, etc.)
- Engaging multiple literacies to express content, context, perspectives and arguments that propose and/or explain historical inquiry.
- 7 – 10 History: [Historical Skills](#)
- Senior Secondary Ancient History: [Historical Skills](#)

Other Learning Areas

Through historical contexts, supplementary connections may be made with other Learning Areas, as well as opportunities to integrate the General Capabilities.

GENERAL CAPABILITIES
<ul style="list-style-type: none"> • Literacy: Comprehending multi-modal texts through listening, reading and viewing • Critical and creative thinking: Inquiring – identifying, exploring and organising information and ideas • Ethical understanding: Exploring values, rights and responsibilities; reasoning in decision-making and actions influencing human affairs • Intercultural understanding: Recognising cultural connections

YEAR 7 HISTORY The Ancient World

Key Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

HISTORICAL KNOWLEDGE AND UNDERSTANDING

Overview

Content Description

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) ([ACOKFH002](#))

Elaboration/s:

Key features of ancient societies (farming, trade, social classes, religion, rule of law) ([ACOKFH003](#))

- *identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them*
- *locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation*

Depth Study 1: Investigating the ancient past

Content Description

How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](#))

Elaboration/s:

- *identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating*

The range of sources that can be used in an historical investigation, including archaeological and written sources ([ACDSEH029](#))

- *listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked*

Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains ([ACDSEH030](#))

- *Evaluating various methods for investigating the ancient past*

Depth Study: 2 The Mediterranean world (Egypt)	
Content Description	Elaboration/s:
Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)	<ul style="list-style-type: none"> • <i>Creating a graphic representation of the social structure of Egyptian society</i> • <i>Outlining the rights of women (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)</i>
Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)	<ul style="list-style-type: none"> • <i>Investigating significant beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)</i>
Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)	<ul style="list-style-type: none"> • <i>Explaining the nature of contact with other societies</i>
HISTORICAL SKILLS	
Sub-strand and Content Description	Elaboration/s:
Chronology, terms and concepts: Use historical terms and concepts (ACHHS206)	<ul style="list-style-type: none"> • <i>defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)</i> • <i>defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)</i>
Historical questions and research: Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	<ul style="list-style-type: none"> • <i>posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'</i> • <i>identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)</i>
Historical questions and research: Identify and locate relevant sources, using ICT and other methods (ACHHS208)	<ul style="list-style-type: none"> • <i>compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains)</i> • <i>identifying information within a source that can be used as evidence to support an interpretation</i>
Analysis and use of sources:	<ul style="list-style-type: none"> • <i>differentiating between primary sources (those from the time of the event/person/site being</i>

Identify the origin and purpose of primary and secondary sources (ACHHS209)	<i>investigated) and secondary sources (those that represent later interpretations)</i>
<p>Analysis and use of sources:</p> <p>Locate, compare, select and use information from a range of sources as evidence (ACHHS210)</p>	<ul style="list-style-type: none"> • <i>identifying a range of archaeological sources</i>
<p>Perspectives and interpretations</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</p>	<ul style="list-style-type: none"> • <i>identifying the possible meaning of images and symbols in primary sources</i>
<p>Explanation and communication:</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)</p>	<ul style="list-style-type: none"> • <i>outlining the significance of a past event, providing reasons for the event and referring to relevant evidence</i> • <i>describing the social structure of the ancient society, using evidence from sources such as artwork and written account</i>

SENIOR SECONDARY ANCIENT HISTORY

Unit 1: Investigating The Ancient World HISTORICAL KNOWLEDGE AND UNDERSTANDING

Historical authentication and reliability	Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018)
Preservation, conservation, and/or reconstruction of ancient sites	<p>The nature of the site/s, and the condition and extent of the remains (ACHAH021)</p> <p>Issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site (for example environmental factors, war, terrorism, pillaging, poverty) (ACHAH022)</p> <p>The effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s, including relevant national or international charters or conventions (for example, UNESCO) and international efforts to protect ancient sites of world heritage significance (ACHAH023)</p> <p>The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda. (ACHAH024)</p>
Cultural heritage, ownership and the role of museums	<p>The role of museums in acquiring, collecting, and storing artefacts/cultural materials (ACHAH028)</p> <p>The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACHAH029)</p>
Treatment and display of human remains	<p>The condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACHAH030)</p> <p>The methods and results of scientific analysis (forensic techniques) and modern preservation of the remains (ACHAH031)</p> <p>The significance of the human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment (ACHAH032)</p> <p>The ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACHAH033)</p>

SENIOR SECONDARY ANCIENT HISTORY

Unit 2: Ancient Societies HISTORICAL KNOWLEDGE AND UNDERSTANDING

The chronological and geographical context	The geographic location, including the nature of the environment and its influence on the society (ACHAH105)
Social structure	<p>The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) (ACHAH106)</p> <p>The role of, and attitude towards, children and education (ACHAH108)</p>
Art and architecture	The nature and significance of art and architecture, including: evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest. (ACHAH124)
Technology and engineering	<p>The innovations in technology and engineering and their influence on daily life, including:</p> <p>Forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation) (ACHAH132)</p>
The family	<p>The nature of the sources for the family, and early depictions of the family (men, women and children) in the historical record (ACHAH135)</p> <p>Beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities (ACHAH136)</p> <p>Concepts of childhood and childhood experiences, including: education, rites of passage, age of maturity (ACHAH138)</p> <p>The significance of the family in social and political life (ACHAH139)</p>
Beliefs, rituals and funerary practices	<p>The nature of the sources for beliefs, rituals and funerary practices (ACHAH140)</p> <p>The dominant beliefs and rituals (ACHAH141)</p> <p>The influence and significance of beliefs and rituals (ACHAH142)</p> <p>Attitudes to and beliefs about death, and the concept of an afterlife (ACHAH143)</p> <p>Funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status (ACHAH144)</p>

SENIOR SECONDARY ANCIENT HISTORY

Unit 4: Reconstructing the Ancient World HISTORICAL KNOWLEDGE AND UNDERSTANDING

Thebes – East and West, 18th Dynasty Egypt	<p>The nature and significance of afterlife beliefs and practices of royalty and non-royalty (ACHAH278)</p> <p>The evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period (ACHAH282)</p> <p>The significance of writing and literature as sources of evidence for the period (ACHAH285)</p> <p>The contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays (ACHAH288)</p>
---	---

SENIOR SECONDARY ANCIENT HISTORY

HISTORICAL SKILLS

Chronology, terms and concepts	Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)
Historical questions and research	<p>Formulate, test and modify propositions to investigate historical issues (ACHAH003)</p> <p>Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)</p>
Analysis and use of sources	Identify the origin, purpose and context of historical sources (ACHAH007)